

# Boarding Pass



Dante R. Segura



MCC Progressions Based

PROHIBIDA SU  
REPRODUCCIÓN



NEW  
MEXICAN  
SCHOOL



Think & Do It



## Boarding Pass 5 MCC

Student's Book and Practice Book

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PROHIBIDA LA  
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Boarding Pass is a five-level series aligned to the Bachillerato Tecnológico program updated contents.

Boarding Pass provides a chance for students to explore the world, develop the four language skills, personalize and create learning evidence throughout every module.

## Key features

- Clear grammar presentations with videos and active practice.
- Four-skills integration and self-assessment.
- Emphasis on the use of language for communicative purposes, demonstrating students the language relevance and practical use in the real world.
- An innovative STEAM section where students can put into practice knowledge from different content areas such as, Science, Technology, Engineering, Art and Math.
- An integrated practice book where students can use the vocabulary and grammar learned throughout the lesson.
- Dynamic pair and group activities along the modules.



# Scope and Sequence

## DELTA LEARNING

MODULE 1		Getting connected		Categories and subcategories	
Week and progression	Vocabulary	Grammar	Reading & Listening		
<b>Week 1 Progression 1</b>	Daily routines	<ul style="list-style-type: none"> <li>Present simple</li> <li>Present continuous</li> <li>Tag questions</li> </ul>	<b>R:</b> Two teens, two routines <b>L:</b> What are you up to?		
<b>Week 2 Progression 2</b>	Unusual events	<ul style="list-style-type: none"> <li>Past simple</li> <li>Past continuous</li> <li>Tag questions</li> </ul>	<b>R:</b> A bad day at the beach <b>L:</b> Accidents can happen!		
<b>Week 3 Progression 3</b>	Technology and gadgets	<ul style="list-style-type: none"> <li><i>will</i></li> <li><i>be going to</i></li> <li>Tag questions</li> </ul>	<b>R:</b> Anna's diary <b>L:</b> Talking about the future		
<b>Week 4 Progression 4</b>	Health and well-being	<ul style="list-style-type: none"> <li>Zero conditional</li> <li>First conditional</li> </ul>	<b>R:</b> A cold walk <b>L:</b> Healthy habits for busy teenagers		
Practice Book	Assessment	Augmented Reality: Predictions for the future			
MODULE 2		Rules, roles, and real stories			
<b>Week 5 Progression 5</b>	Life experiences and accomplishments	<ul style="list-style-type: none"> <li>Present perfect</li> <li>Past perfect</li> <li>Tag questions</li> </ul>	<b>R:</b> My first time abroad <b>L:</b> A memorable experience		
<b>Week 6 Progression 6</b>	Rules and obligations	<ul style="list-style-type: none"> <li><i>must</i></li> <li><i>have to</i></li> <li><i>should / shouldn't</i></li> </ul>	<b>R:</b> Welcome email <b>L:</b> Career chat with coach Diana		
<b>Week 7 Progression 6</b>	Permissions and abilities	<ul style="list-style-type: none"> <li><i>can</i></li> <li><i>could</i></li> <li><i>may</i></li> <li><i>might</i></li> </ul>	<b>R:</b> School life around the world <b>L:</b> What can you do?		
<b>Week 8 Progression 7</b>	Processes	<ul style="list-style-type: none"> <li>Passive voice</li> </ul>	<b>R:</b> The effect of making T-shirts <b>L:</b> A recipe		
Practice Book	Assessment	Augmented Reality: Advice to be the best student			
MODULE 3		Express yourself			
<b>Week 9 Progression 8</b>	Prefixes and suffixes	<ul style="list-style-type: none"> <li>Verb + gerund</li> <li>Verb + infinitive</li> </ul>	<b>R:</b> Why do we love hobbies? <b>L:</b> Weekend plans		
<b>Week 10 Progression 9</b>	Life events	<ul style="list-style-type: none"> <li>Second conditional</li> </ul>	<b>R:</b> Dream big <b>L:</b> A vision board		
<b>Week 11 Progression 10</b>	Personality	<ul style="list-style-type: none"> <li><i>so</i></li> <li><i>too</i></li> <li><i>neither</i></li> <li><i>not either</i></li> </ul>	<b>R:</b> Two peas in a pod <b>L:</b> Who's like who?		
<b>Week 12 Progression 11</b>	By myself or with each other?	<ul style="list-style-type: none"> <li>Reflexive pronouns</li> <li>Reciprocal pronouns</li> </ul>	<b>R:</b> The pact <b>L:</b> Friends forever		
Practice Book	Assessment	Augmented Reality: Talking about hypothetical situations			

### Social and Emotional Resources

Module 1: Equality and inclusion in sports

Module 2: Conservation and care of the environment



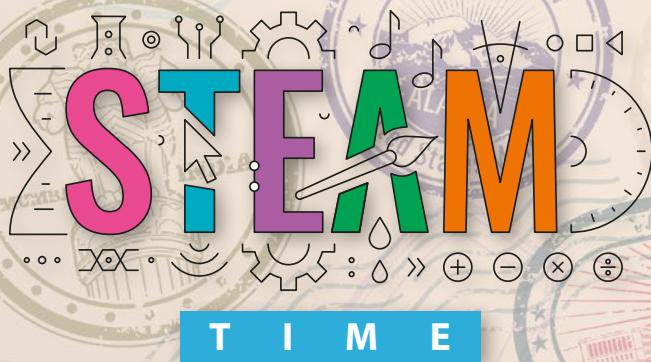
	<b>Speaking &amp; Writing*</b>	<b>Project</b>	<b>Progression goals</b>
	<b>S:</b> An interview <b>W:</b> My usual week vs this week	A photo collage or digital poster	<ol style="list-style-type: none"> <li>1. Speak fluently about general facts, habits and universal truths, using simple present; and use present continuous.</li> </ol>
	<b>S:</b> Share your stories <b>W:</b> A surprising day	A news report	<ol style="list-style-type: none"> <li>2. Narrate events, situations, facts and/or anecdotes from their context that occurred in the past, including actions that were in progress.</li> </ol>
	<b>S:</b> Fortune teller <b>W:</b> A diary entry	A vision board	<ol style="list-style-type: none"> <li>3. Communicate diverse spontaneous decisions, and predict future events in personal, academic and work environments.</li> </ol>
	<b>S:</b> Talking about possible results <b>W:</b> An advice column	A survival guide	<ol style="list-style-type: none"> <li>4. Communicate consequences, or predictions using zero conditional. Talk about events that will probably take place in the future using the first conditional.</li> </ol>
Your Boarding Pass: A great experience			
	<b>S:</b> A class survey <b>W:</b> A first-time story	A poster	<ol style="list-style-type: none"> <li>5. Develop a narrative, review, or chronicle describing a past event that continues in the present or a recent event that is relevant at the moment.</li> </ol>
	<b>S:</b> Giving advice <b>W:</b> An email giving advice	A welcome pack	<ol style="list-style-type: none"> <li>6. Debate and argue about a topic, using the modal verbs of obligation (must, have to), and advice (should),.</li> </ol>
	<b>S:</b> A role play <b>W:</b> A blog post	A presentation	<ol style="list-style-type: none"> <li>6. Debate and argue about a topic, using the modal verbs to ask and give permission (can, could, may), to talk about possibilities or abilities (can, could, might), and would, to express a position on the topic being discussed.</li> </ol>
	<b>S:</b> Describing a process <b>W:</b> Describing a process	A video	<ol style="list-style-type: none"> <li>7. Develop a story or summary using the passive voice in affirmative, negative and interrogative sentences to describe recent news events.</li> </ol>
Your Boarding Pass: Australia			
	<b>S:</b> My hobby, my choice <b>W:</b> Why you should try this hobby	A hobby guidebook	<ol style="list-style-type: none"> <li>8. Infer the possible meaning of unknown words, analyzing prefixes, suffixes, gerunds and infinitives.</li> </ol>
	<b>S:</b> Discussing your life dreams <b>W:</b> Describing hypothetical situations	A presentation	<ol style="list-style-type: none"> <li>9. Develop and communicate hypothetical situations, expressing wishes, dreams or unlikely events. Give advice or talk about imaginary consequences if a certain condition were to occur.</li> </ol>
	<b>S:</b> Same or different? <b>W:</b> Me and my friend	A presentation	<ol style="list-style-type: none"> <li>10. Give a personal and critical position on a specific topic, integrating various connectors (so, too, neither, and not either), to express agreements, disagreements and affirmations.</li> </ol>
	<b>S:</b> What about you? <b>W:</b> PWhat makes a friendship last?	A "wall of fame"	<ol style="list-style-type: none"> <li>11. Write a value judgment on texts with specific purposes using reflexive pronouns and reciprocal pronouns. Identify technical vocabulary.</li> </ol>
Your Boarding Pass: Tokyo			

# Boarding Pass

Open the world for students to explore.



The topics chosen for each module in **Boarding Pass**, impact your ability to become aware and interested in 21st century topics. Always allowing you to personalize, reflect and produce the language, **Boarding Pass** brings relevancy to language learning.



At the beginning of every module, you will find a **STEAM Time** section where you will develop Science, Technology, Engineering, Art and Math skills through engaging projects.

**BRING IT TOGETHER**  
helps you to integrate  
your knowledge on  
the topic and use  
your language skills to  
complete a task.

**REPRODUCCIÓN**

**Bring it together!**

**Reading** Track 45

**Breakfast around the world**

**Reading** Track 46

**Breakfast around the world**

**Listening** Track 48

**What's in the meal?**

**Reading** Track 15

**Breakfast around the world**

**Listening** Track 16

**What's in the meal?**

**Bring it together!**

**Reading** Track 24

**Harry's house**

**Reading** Track 16

**Breakfast around the world**

**Listening** Track 16

**from the box. Listen and check your answers.**

**bedroom**

carpet \_\_\_\_\_ (1) my bed, and there is an electric \_\_\_\_\_ (2) my bookcase and my bed, with my laptop \_\_\_\_\_ bed, there is a nightstand with a lamp \_\_\_\_\_ (3) cause my dad says it's a distraction.

5. The kitchen is well equipped. \_\_\_\_\_  
6. There are 2 rooms in the house. \_\_\_\_\_  
7. There is a study room, where Harry works. \_\_\_\_\_  
8. There isn't a garden. \_\_\_\_\_

**from the box. Listen and check your answers.**

**bedroom**

carpet \_\_\_\_\_ (1) my bed, and there is an electric \_\_\_\_\_ (2) my bookcase and my bed, with my laptop \_\_\_\_\_ bed, there is a nightstand with a lamp \_\_\_\_\_ (3) cause my dad says it's a distraction.

5. The kitchen is well equipped. \_\_\_\_\_  
6. There are 2 rooms in the house. \_\_\_\_\_  
7. There is a study room, where Harry works. \_\_\_\_\_  
8. There isn't a garden. \_\_\_\_\_

**Augmented Reality**

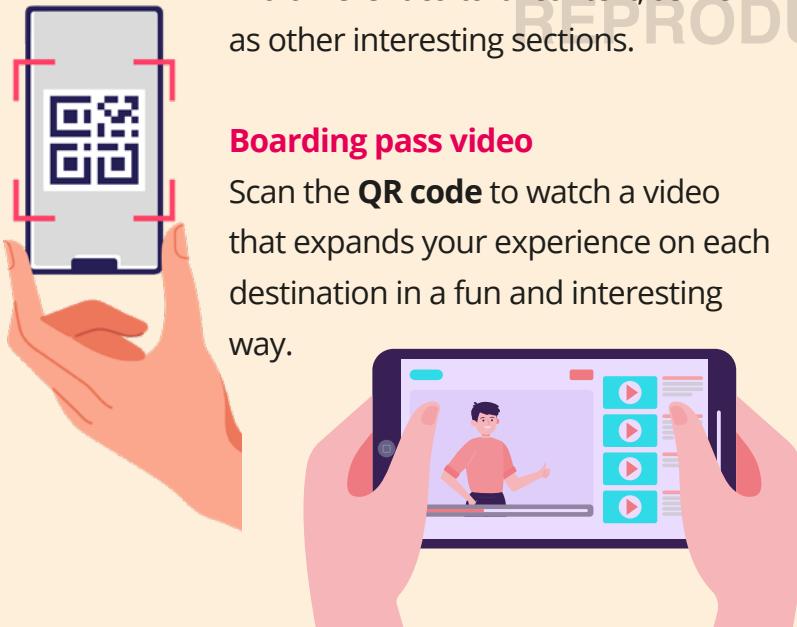
In the **AUGMENTED REALITY** section you  
will have a communicative review enhanced  
by technology.



At the end of every module, you will find the **YOUR BOARDING PASS** section, where you have the chance to explore the main topic in the module in a different cultural context, as well as other interesting sections.

### Boarding pass video

Scan the **QR code** to watch a video that expands your experience on each destination in a fun and interesting way.



## Social and Emotional skills



The **SOCIAL AND EMOTIONAL LEARNING** section includes projects that will help you to become more self-aware, have better self-management skills, and be more socially aware.



# Principles of the New Mexican School

Develop their Mexican identity and encourage a sense of belonging to their nation

Social responsibility: Honesty

Transforming the society

Instill respect for human dignity

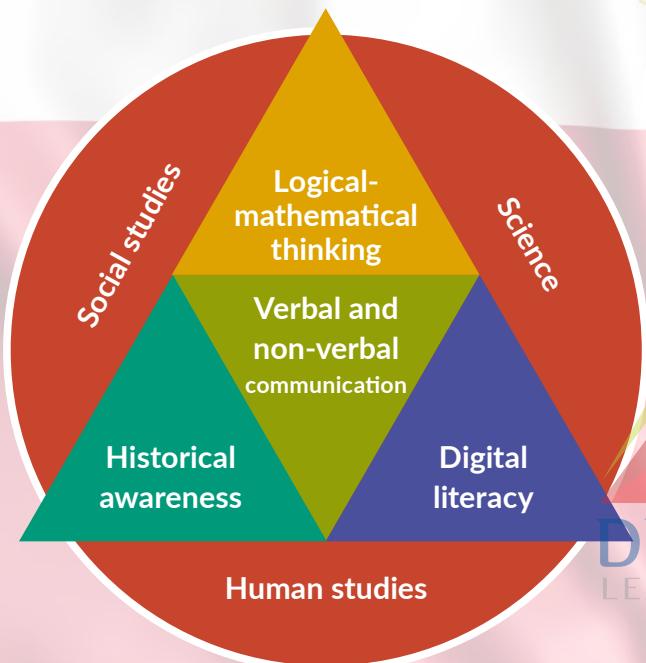
Interculturality

Culture of peace

Respect for nature and care for the environment

## Core curriculum of the NMS

- Four socio-cognitive cross-curricular resources
- Three access areas to knowledge and experience



## Socio-emotional resources





# Tech resources



## How to use Boarding Pass' tech resources?

Your book has four types of technological resources: Grammar Pass, Reading Journey, Your Boarding Pass, and Augmented Reality.

Let's see how they work!



**Grammar Pass:** Scan the QR code with your phone and watch a video about the grammar topic you're checking.

**Reading Journey:** Scan the QR code with your phone and see an interactive reading where you can tap the highlighted words, or sentences to learn their meaning. Also, you can practice with an extra exercise on your phone.

**Your Boarding Pass:** Scan the QR code with your phone and watch a video about the topic at the end of each module.

**Vocab Plus:** Scan the QR code and find extra vocabulary in each lesson!



**Augmented Reality:** Download the Delta Resources app from the Google Play Store or the Apple App Store. Tap on the image in your book that says AR to download it. Then, tap again on the book and point your camera at the AR page in your book. You can scan the QR code to see how to do it!



# Getting connected

## Module

# 1



### My life timeline

Ask the following questions:

- What do you usually do every day?
- Have you ever had a funny or embarrassing accident?
- What are your plans for the weekend or next year?
- What do you do to stay healthy?

yesterday

today

tomorrow

---

- Write or draw 2-3 things you did yesterday.
- Add 2-3 things you do today.
- Add 2-3 more things you predict or plan to do tomorrow.

Share your ideas in small groups.



## States of matter

The most common states of matter are:

- Gases** – the atoms and molecules move freely and spread out to cover a large area. They have no volume or shape.
- Liquids** – the atoms and molecules are joined in a way that is not tight. They move around but stay close together. They have a definite volume but can change shape by flowing.

- Solids** – the atoms and molecules are connected to each other and don't move around. They have a definite volume and shape.

There is another state of matter called plasma. It is like a gas, but plasma has different properties from those of an ordinary gas. It is present in flames, lightning, and auroras.

## Colorful melting ice balloon patterns

**A. Before we start, look up these words in a dictionary:**

oven mitt    water dropper    flashlight  
knot    drip    sprinkle

You will need:

- balloons • water • freezer • oven mitt • small plates • cup
- table salt • water dropper or syringe • liquid food coloring
- towel • flashlight • syringe

### B. Hands on!

**Steps:**

1. A day before the activity, fill two balloons with water. Tie the balloons with a knot, and put them in the freezer.
2. Put on oven mitts to take the two frozen water balloons from the freezer. Peel off the balloons until you get two ice balls. Put each ice balloon on a small plate and put them next to each other.
3. Add 1/8 teaspoon of salt on the top of each ice ball, add a few drops of liquid food coloring to make the salt a bit wet. What happens?
4. Drip more colored water over the top of the ice balloon on the left. Do not touch the other balloon.
5. Wait for some minutes and drip water over the ice balloon on the left. Do not touch the other balloon. Does one balloon melt faster than the other?
6. Add more salt on top of both ice balls, followed by a few drops of colored water to wet the salt. What happens when you add more salt? Can you see the patterns that appear in the ice? Are the patterns on the two ice balls similar?
7. Add liquid food coloring, salt, and water. Hold a flashlight behind your melting ice balloons and see how the patterns light up.

### C. The science behind the colorful melting ice balloon patterns



### D. Reflection time





# Lesson 1



## DELTA Routines

**Vocabulary****Track 2****Vocab Plus**  
Scan to open**A. Match the words to the pictures. Listen and check your answers.**

text friends      get up      exercise      go to school      check social media  
 brush my teeth      have breakfast      relax      take a shower      wake up  
 do homework      hang out

**B. Complete the sentences with words from activity A.**

1. I usually \_\_\_\_\_ at 6:30 a.m.  
 2. Before bed, I always \_\_\_\_\_.  
 3. After school, I \_\_\_\_\_ with my classmates.  
 4. I \_\_\_\_\_ at the gym every weekend.  
 5. On Sundays, I like to \_\_\_\_\_ and watch Netflix.  
 6. I \_\_\_\_\_ my \_\_\_\_\_ every evening.  
 7. I \_\_\_\_\_ after dinner, usually around 7 p.m.  
 8. I always \_\_\_\_\_ before going to sleep.

**Speaking****C. Ask 4 classmates. Write their names and ✓ or ✗ for each question.**

Classmate:	Do you check social media in the morning	Do you hang out after school?	Do you text friends every day?





# Present simple vs Present continuous

We use **used to** when we describe a state or habit in the past. Let's check the structure.



## Present continuous



### Present simple

We use the present simple to talk about:

- facts
- routines
- habits

Affirmative: *The sun rises on the east.*

Negative: *I don't get up* at 7 a.m.

Interrogative: *Does Layla work here?*

Tag questions: *You live there, don't you?*

We use the present continuous to talk about:

- actions happening at the moment of speaking
- temporary activities

Affirmative: *We are working hard.*

Negative: *Pepe isn't playing* music.

Interrogative: *Are they moving right now?*

Tag questions: *Pam isn't sleeping, is she?*

**Grammar Pass**  
Scan to watch

## Try it yourself!

### D. Choose the correct option.

1. My sister **is brushing** / **brushes** her teeth right now.
2. We usually **are going** / **go** to school by bus.
3. Look! He **is texting** / **texts** his friend in class.
4. **I am having** / **have** breakfast at 7:00 every day.
5. They **are exercising** / **exercise** at the gym this evening.
6. Tere **is checking** / **checks** social media every hour.
7. My parents **watch** / **are watching** TV at the moment.
8. We **talk** / **are talking** to our friends now.
9. He often **hangs out** / **is hanging out** with his cousins on Sundays.
10. Listen! The baby **is waking up** / **wakes up**.

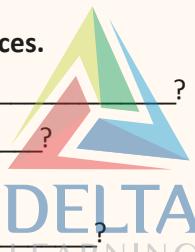
### E. Complete the sentences with the correct form of the verbs. Use present simple or present continuous.

1. Right now, I \_\_\_\_\_ (do) my homework carefully.
2. My best friend always \_\_\_\_\_ (take) a shower before school.
3. \_\_\_\_\_ my parents \_\_\_\_\_ (relax) on the sofa at the moment?
4. \_\_\_\_\_ he usually \_\_\_\_\_ (check) social media before bed?
5. We \_\_\_\_\_ (not hang out) today because we're busy.
6. I \_\_\_\_\_ (go) to school by bike this week.
7. Look! My little brother \_\_\_\_\_ (wake up).
8. They \_\_\_\_\_ (not exercise) today because it's raining.



### F. Add tag questions to the following sentences.

1. You check social media in the morning, \_\_\_\_\_?
2. The dog doesn't sleep here, \_\_\_\_\_?
3. She is exercising now, \_\_\_\_\_?
4. We don't hang out on Mondays, \_\_\_\_\_?
5. They are not going to school today, \_\_\_\_\_?
6. You are not working every day, \_\_\_\_\_?





## Reading



Reading Journey  
Scan to open

G. Look at the two photos. One is of Karla (a student from Mexico), the other is of Daniel (a student from Spain). Discuss.

- What do you think their typical day is like?
- What do you think they are doing right now?



Track 3 H. Read the social media posts. Write if the statements are true or false.



**Gail @GailTheInquirer**

Hey guys! I was wondering how different our routines are around the world. What are you doing now? How do you usually spend your weekdays? And your weekends? Feel free to share.

**Karla @Karla123**

I usually wake up at 6:00 a.m. on weekdays because I have to get ready for school. I don't like getting up early, but I have breakfast with my family at 6:30 and leave home at 7:00. My school starts at 7:30 and finishes at 2:30 p.m. After school, I often hang out with friends at the park or do my homework. I don't exercise much during the week because I'm usually tired. Right now, it's Wednesday afternoon and I'm

sitting at home, doing my homework. I'm studying for a math test tomorrow, so I'm not going out today.

**Daniel @Dany\_Spain**

I live in Valencia, Spain, and weekends are my favorite time. On Saturdays, I usually get up late, around 9 or 10 a.m. I have breakfast, check social media, and text friends. We often meet up to play football or go to the cinema. I don't do much homework on weekends because I usually finish it during the week. Right now, it's Saturday morning and I'm hanging out with my friends in the park. We're not playing football today because it's raining, but we're chatting and listening to music. I'm enjoying the day, even if the weather isn't great!

1. Karla wakes up late on weekdays. \_\_\_\_\_
2. Karla is studying for a test now. \_\_\_\_\_
3. Daniel always gets up early on weekends. \_\_\_\_\_
4. Daniel and his friends are playing football today. \_\_\_\_\_
5. Daniel usually finishes his homework during the week. \_\_\_\_\_
6. Karla is going out this afternoon. \_\_\_\_\_



I. Read the posts again. Answer the questions.

1. What time does Karla leave home for school?

2. Why isn't Karla going out today?

3. What do Daniel and his friends usually do on weekends?

4. What is Daniel doing right now?

5. Why aren't Daniel and his friends playing football today?

6. What does Karla usually do after school?



## Speaking

J. Work in pairs. Compare yourselves to Karla and Daniel. Discuss

- Do you have a similar routine on weekdays and weekends?
- What are you doing this week that is different from usual?



## Listening



### Track 4

K. Brainstorm What are three things teenagers usually do after school?

L. Listen to 3 youngsters talk about their activities. Complete the table.

Name:	Usually does after school:	Is doing now:
Elena		
Luis		
Sofia		



## Speaking

M. Interview a classmate about their routines and this week's activities.

Use these questions:

- What do you usually do after school?
- What are you doing this week that is different?
- You don't hang out every day, do you?
- You're doing homework this week, aren't you?



## Writing

N. Write a short paragraph (100-120 words) about:

- Your usual weekday routine, or
- What you are doing differently this week.



## Project

O. Create a short photo collage or digital poster to present your daily routine and what you are doing this week.



# Lesson 2

**Vocabulary****Track 5**

## DELTA LEARNING Unusual events

**Vocab Plus**  
Scan to open**A. Match the phrases with the pictures. Then listen and check your answers.****fall off a bike  
lose your keys****trip over something  
forget your homework  
bump into someone****break a window  
have an accident  
burn your hand****spill a drink  
get lost**

1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_

**B. Fill in the blanks with the words from A. Make any necessary changes.**

1. I was running to class when I \_\_\_\_\_ and \_\_\_\_\_ dropped my books.

2. Be careful with that coffee — don't \_\_\_\_\_ on your laptop!

3. Yesterday, I \_\_\_\_\_ and couldn't open my house!

4. Last week, my brother \_\_\_\_\_ while he was riding to school.

5. She \_\_\_\_\_ while she was ironing her clothes.

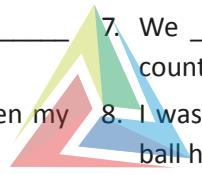
6. I didn't do well in class because I \_\_\_\_\_ at home.

7. We \_\_\_\_\_ when we were driving to the countryside — the road signs weren't clear!

8. I was playing football and I \_\_\_\_\_ — the ball hit the window.

9. I wasn't looking and I \_\_\_\_\_ at the mall.

10. Paul \_\_\_\_\_ yesterday. He fell down the stairs but he's okay now.

**DELTA  
LEARNING**

10. Paul \_\_\_\_\_ yesterday.

He fell down the stairs but he's okay now.



# Past simple vs Past continuous



## Past simple

We use the past simple to talk about actions that started and finished in the past.

**Affirmative:** *I broke a window.*

**Negative:** *We didn't play last Friday.*

**Interrogative:** *Did you call yesterday?*

**Tag questions:** *Luis came here, didn't he?*



## Past continuous

We use the past continuous to refer to actions that were in progress at a specific time in the past.

**Affirmative:** *You were playing tennis.*

**Negative:** *I wasn't paying attention.*

**Interrogative:** *Was your aunt cooking?*

**Tag questions:** *You were seeing, weren't you?*

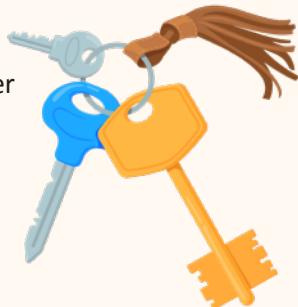


**Grammar Pass**  
Scan to watch

## Try it yourself!

### C. Circle the correct verb form in each sentence.

1. I **dropped** / **was dropping** my phone while I **ran** / **was running** for the bus.
2. Sarah **bumped** / **was bumping** into someone while she **checked** / **was checking** her messages.
3. We **walked** / **were walking** home when it **started** / **was starting** to rain.
4. Tom **broke** / **was breaking** a window while he **played** / **was playing** football.
5. They **lost** / **were losing** their keys while they **shopped** / **were shopping** at the mall.



### D. Complete the sentences using the correct past simple or past continuous form of the verb in brackets.

1. I \_\_\_\_\_ (spill) my drink while I \_\_\_\_\_ (talk) to my friend.
2. Anna \_\_\_\_\_ (fall off) her bike when she \_\_\_\_\_ (turn) the corner.
3. We \_\_\_\_\_ (get lost) because we \_\_\_\_\_ (not look) at the map.
4. Paul \_\_\_\_\_ (bump into) someone while he \_\_\_\_\_ (run) to class.
5. They \_\_\_\_\_ (have) an accident while they \_\_\_\_\_ (drive) to school.



### E. Write questions using the prompts. Use past simple and past continuous

0. you / fall off / a bike / when / you / learn / ride?

Did you fall off a bike when you were learning to ride?

1. you / spill / drink / when / you / talk / friend?

2. you / lose / keys / when / you / run / late?

3. you / trip over / something / when / you / walk / fast?

4. you / break / something / when / you / play / sport?

5. you / fall / the stairs / when / you / learn to walk?





## Bring it together!



### Listening



F. You are going to listen to a short podcast episode called “Accidents can happen!”  
Work in pairs. Discuss and make predictions.

- What kinds of stories might people share on a podcast with this title?
- Where do you think the accidents happened?
- What words and phrases do you expect to hear?



### Track 6

G. Listen to the podcast episode. For each sentence, write **Yes** if it's true, or **No** if it's false.

1. Isabel hurt her leg while she was running to school. \_\_\_\_\_
2. Isabel wasn't paying attention because she was listening to music. \_\_\_\_\_
3. Some people helped Isabel when she walked into the sign. \_\_\_\_\_
4. Marco tripped because he wasn't looking at his phone. \_\_\_\_\_
5. Marco's phone broke when it fell on the street. \_\_\_\_\_
6. Two people helped Marco stand up. \_\_\_\_\_
7. Isabel and Marco think people should be more careful when using phones. \_\_\_\_\_



### Speaking

#### H. Discuss in pairs.

- Were your predictions correct?
- Have you or someone you know ever had an accident because of a phone?

I. Work in pairs. Think of an accident, mistake, or surprising event that happened to you. Prepare to tell your partner the story. Use these questions to plan:

- Where were you?
- What were you doing?
- What happened?
- Did anyone help you?
- How did you feel?

**Tip:** Use past continuous for background actions and past simple for the main event.

Example:

“I was walking home from school when I saw a dog running across the road. It was chasing a cat!”



### Reading



#### J. Work in pairs. Discuss:

- Do you like reading novels or stories?
- What kinds of accidents or surprises happen in adventure stories?
- What do you know about the novel *A Series of Unfortunate Events*?



## A series of unfortunate events



By Lemony Snicket

Reading Journey  
Scan to open

It was a very dark and stormy night when Violet, Klaus, and Sunny Baudelaire arrived at Count Olaf's house. The wind howled through the trees like wolves, and rain fell in heavy sheets, drenching the children's clothes and weighing them down as they approached the tall, crumbling building.

Violet, the eldest, was carrying Sunny in her arms, wrapped in a soggy blanket. Klaus struggled with the heavy suitcase, which kept slipping from his grasp. As they climbed the slippery stone steps, Klaus suddenly lost his footing.

"Watch out!" Violet cried, but it was too late. Klaus fell forward, and the suitcase tumbled from his hands, crashing down the stairs. It burst open, and their few precious belongings — books, photographs, and Sunny's favorite toys — scattered across the wet ground.

Violet quickly set Sunny down and rushed to help her brother. Klaus stood up, brushing mud from his wet clothes, his glasses hanging crookedly on his nose. Together, they hurried to gather their things while Sunny sat on the last step, shivering and watching silently.

Just then, the heavy front door creaked open. In the doorway stood Count Olaf, his shadow stretching out across the porch like a giant

hand. He wore a long, dark coat and a twisted frown.

"You're late," he said coldly, not moving to help them. "Hurry up. I don't have all night."

Violet felt a shiver that had nothing to do with the cold rain. Klaus avoided Count Olaf's gaze as he shoved a wet book into the suitcase. Sunny let out a small whimper, but Count Olaf didn't react. As they struggled up the remaining steps, Count Olaf turned on his heel and disappeared into the darkness of the house, leaving the door wide open.

Violet, Klaus, and Sunny stepped inside, dripping water onto the dusty floor. The house smelled of mold, smoke, and something faintly sour. It was going to be a very long night.



1. Describe the weather when the Baudelaire children arrived.

2. What were Violet and Klaus each doing while they climbed the steps?

3. What happened to their suitcase and belongings?

4. How did Count Olaf behave when he saw the children?

5. How did Violet and Klaus feel when Count Olaf appeared? Give evidence.

6. What did the children notice when they entered the house?

7. How does the author create a feeling of danger or mystery?



Writing

L. Write a story about a surprising or funny thing that happened to you or someone you know.

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Project



M. Work in groups to create and present a short news report about an imaginary accident or surprising event. Use both past simple and past continuous accurately.

# Practice Book

DELTA  
LEARNING



Module

1

DELTA  
LEARNING

# Lesson 1

## Vocabulary practice

### A. Match the words to the pictures.

brush my teeth  
hang out

take a shower  
relax  
have breakfast

go to school  
check social media  
exercise

wake up  
text friends  
get up

do homework  
study



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_



11. \_\_\_\_\_



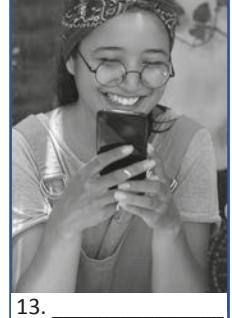
12. \_\_\_\_\_

REPRODUCCIÓN

## Grammar practice

### B. Fill in the blanks with the verbs in brackets in the present simple.

1. My brother \_\_\_\_\_ (get up) at 6:30 every day.
2. She \_\_\_\_\_ (not go) to school by bus.
3. \_\_\_\_\_ you \_\_\_\_\_ (check) social media in the morning?
4. We usually \_\_\_\_\_ (have) breakfast at 7:00.
5. \_\_\_\_\_ he \_\_\_\_\_ (brush) his teeth after lunch?



13. \_\_\_\_\_

### C. Complete the sentences with the present continuous.

1. I \_\_\_\_\_ (study) English now.
2. She \_\_\_\_\_ (not hang out) with her friends.
3. \_\_\_\_\_ they \_\_\_\_\_ (do) their homework?
4. My parents \_\_\_\_\_ (relax) at home.
5. \_\_\_\_\_ your sister \_\_\_\_\_ (take) a shower?



DELTA  
LEARNING

### D. Complete the tag questions.

1. You wake up early, \_\_\_\_\_?
2. He isn't exercising, \_\_\_\_\_?
3. They are texting friends, \_\_\_\_\_?
4. She doesn't eat breakfast, \_\_\_\_\_?
5. You're brushing your teeth, \_\_\_\_\_?

# Lesson 2



## Vocabulary practice

E. Complete the story with words from page 20. You don't need to use all of them.

fall off a bike      trip over something      break a window      spill a drink  
lose your keys      forget your homework      have an accident      get lost  
bump into someone      burn your hand

Yesterday was a disaster. First, I \_\_\_\_\_ and couldn't find my way back. Then I \_\_\_\_\_ and twisted my ankle. At lunch, I \_\_\_\_\_ all over my shirt. When I got home, I realized I \_\_\_\_\_. I also \_\_\_\_\_ trying to make tea!

## Grammar practice

F. Complete the sentences with the past simple of the verbs in parentheses.

1. I \_\_\_\_\_ (lose) my keys yesterday.
2. She \_\_\_\_\_ (not fall) off her bike.
3. \_\_\_\_\_ you \_\_\_\_\_ (forget) your homework again?
4. They \_\_\_\_\_ (bump) into someone at the mall.
5. We \_\_\_\_\_ (not break) the window.

G. Change the sentences to negative.

1. I was walking when I fell  
\_\_\_\_\_
2. He was paying attention during the experiment.  
\_\_\_\_\_
3. Sara was riding her bike when the car crashed.  
\_\_\_\_\_
4. We were just trying to help.  
\_\_\_\_\_
5. The teacher was talking when Ramiro came in.  
\_\_\_\_\_



H. Add the correct tag.

1. Lucas broke the window, \_\_\_\_\_?
2. The cat wasn't listening, \_\_\_\_\_?
3. Tamara tripped over something, \_\_\_\_\_?
4. They didn't get lost, \_\_\_\_\_?
5. You were having an accident, \_\_\_\_\_?



# DELTA LEARNING

# Augmented Reality



DELTA  
LEARNING

# Prepare before you watch



1. Look at the pictures. Where are they?
2. What extreme sports have they practiced?
3. Have you gone camping with friends or family?  
When did you? Where?



## AR time!



Use your cell phone to watch and listen to the AR activity.

### Watch, listen and answer.

1. When did Daniel go camping?
2. Who did Daniel go camping with?
3. What did Nancy do last summer?
4. Has Daniel ever ridden a camel? Why?
5. What does Nancy's brother think about skydiving?

## Time to practice!

Work with a partner and take turns to roleplay the dialogue. Think about activities you have done and extreme sports you have practiced. Watch the AR again to get some ideas.





# Your Boarding Pass

Scan to watch



## A great experience

Our first stop is at the **Niagara Falls** in southeastern Ontario, Canada. The Niagara Falls are a popular tourist destination and they also serve as a major source of electricity for Ontario. They cover a land area of 212 square kilometers with three waterfalls, from the smallest to the largest: the and Bridal Veil Falls, the American Falls, and the Canadian Horseshoe Falls, which are 54 meters high and allow 170,000 cubic meters of water to fall every minute during peak daytime.

Next, we are going to the Mexican state of Chiapas, to visit the **Agua Azul Waterfalls**. These are a series of small falls (the highest reaching only 6 meters) that are very popular among locals and foreigners due to the beauty of their waters, which are of a stunning turquoise color. That is where the name comes from, meaning, literally, blue water. However, the beauty of its color may be altered during the rainy season, so you may choose to go during the dry months (between November and May, mostly). If you want to have a swim in these natural pools, you may find it interesting to know that they are very near two of the most interesting places in Chiapas: Palenque and San Cristobal de las Casas, so make sure you plan your

itinerary well.

Finally, we're going to the **Iguazu Falls** at the border on Brazil and Argentina, in South America. They are part of the Iguazu National Park, which is actually formed by two national parks, one in each of the countries mentioned above. The total number of cascades is 275, with the total height being 82 meters. They are so fascinating that UNESCO declared the park World Heritage Site in 1984. The name Iguazu comes from indigenous Guarani and can be translated as "big water". The park has a total extension of almost 253 hectares, so it is easy to imagine the number of flora and fauna species that we can find here. Therefore, conservation efforts are really important to save the region.

Which is your favorite place? Where would you like to go first?



### Let's reflect!

Discuss in small groups the following questions:

- Are there any falls near the place where you live?
- What is your opinion about the Niagara Falls serving as a source of electricity for Ontario? Do you think natural resources should be exploited?
- Do you know about any other falls around the world which are used a source of electricity? What other uses can people give to falls?

### Learn more

#### READ:



<https://rb.gy/8lyoa>

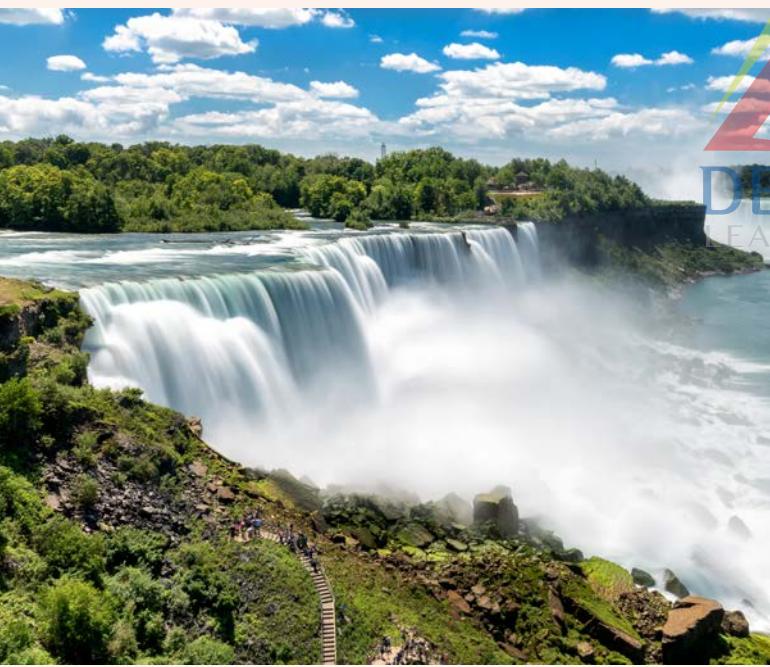
<https://bit.ly/3BdPP4m>

#### WATCH:



<https://rb.gy/mxdga>





## Fun facts

Did you know that...

- 3160 tons of water flow over Niagara Falls every second?
- The number of cascades at Iguazu varies throughout the year, from 150 to 300, depending on the season and water levels?
- Fish travel over Niagara Falls and most survive because of their ability to flow with the water.
- Agua Azul Waterfalls are considered Natural Biosphere Reserve since 1980?

## Class project

### A great experience

Work in small groups and investigate if there are any falls or amazing natural landmarks (mountains, valleys, lakes, rivers, volcanoes) near the place where you live. Then follow these steps:

- Write a list of things people can learn and do from that natural landmark (travel by boat, walk, swim, take pictures, go camping, have a picnic, etc.).
- Explore if there are other attractions nearby.
- Classify the activities you wrote in your list into activities to do in the morning, activities to do in the afternoon and activities to do at night.
- Design a brochure with information and the activities people who visit the place can do to have a great experience. Include images to your brochure.

## Fun zone

### Word association

- Play in pairs.
- Player one says a word from the vocabulary learned in this module.
- Player two responds with the first word that comes to mind.
- Player one chooses a new word or responds to player two's word.
- The game continues until one player repeats a word or pauses too long.

## Study tips

### Increase your studying time over a long period of time

By committing 50 to 75 minutes to study every day, you'll avoid both burning out your mental energy and being stuck studying a lot of information for hours and hours at a time the night before a test.

Some students are able to study a lot of information for a test the night before and do well but studying in this way will only store the information in your short-term memory, not your long-term.

The long-term effect of forcing your brain to learn a lot of information at once will not only make studying for finals difficult but it will also force you to re-learn a semester's material, rather than being able to simply review it. If make a habit to learn a lot of material at the last minute will only increase your stress.

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By sticking to a schedule of studying for a reasonable amount of time over the entire semester, you'll be able to store and recall the information you need. You will also reduce some of the stress that comes from schoolwork, tests, and studying.

