

I Can Do It

By Richie Losaba

BC

New Mexican School & Progressions



Communication
For Real Life!

3
TEACHER'S BOOK

New I Can Do It 3

Publishing Direction:

BB&M Academic

Design and Layout:

Juan Loya

Production Direction:

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Proofreading:

BB&M Academic

Copy Rights:

BlueBooks & Magnus S.A. de C.V

Images:

dreamstime

Technical support:

Sophie Losat & André Losat

1a Edición

Impreso en México / Printed in México

Se terminó la impresión de esta obra en 2024

en los talleres de Fortaleza Gráfica S.A. De C.V.

Amado Nervo Mza. 11 Lte. 43 Col. Palmitas.

Alcaldía Iztapalapa. C.P. 09670 Ciudad de México.

ISBN: en trámite

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Important and Useful Proverbs in English



YOU SNOOZE, YOU LOSE

1. Don't judge a book by its cover.

Things are not always as they appear. This proverb teaches you not to judge people based on their appearance or clothing.

2. You can't have your cake and eat it too.

It means you can't eat your cake and still have it afterward. In other words, you can't have everything you want at once.

3. Honesty is the best policy.

Lying can cause problems because it's hard to remember your own lies. Eventually, people will catch on, and you'll get into trouble.

4. Look before you leap.

Think before you act. Just like you wouldn't jump off a cliff without knowing how far down it is, take time to understand what you're getting into before making big decisions.

5. Beggars can't be choosers.

When someone offers you something for free or helps you, you can't ask for specific colors or perfect timing. You should accept it without being picky.

6. Don't make a mountain out of an anthill.

This proverb tells us to not get too upset about little things that don't really matter. So, it's important to stay calm and not get angry about small problems.

7. Rome wasn't built in a day.

This saying reminds us that great things take time to create. Just like Rome, which is an amazing city but took a long time to build, so take your time and do it right.

8. It's better to be safe than sorry.

This saying advises us to take precautions to prevent bad things from happening, so it's important to be cautious and take steps to protect yourself from harm.

9. Don't count your chickens before they hatch.

Don't assume you'll receive something before you actually have it.

10. Two heads are better than one.

It's beneficial to collaborate and work with others to solve problems or make decisions.

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The New Mexican School Principles

Fosters identity with Mexico. The NMS fosters love of country, appreciation for its culture, knowledge of its history and commitment to values embodied in its Political Constitution. "Culture can be considered as the set of features, spiritual and material, intellectual and affective that characterize a society or a social group. Including ways of life, fundamental human rights, value systems, traditions and beliefs.

Honesty is the fundamental behavior for the fulfillment of social responsibility, which permits the society to develop based on trust and in the support of the truth of all actions to allow a healthy relationship among citizens.

Respect for human dignity. The NMS contributes to the integral development of the individuals, to exercise their abilities fully and responsibly. Promotes respect for the dignity and human rights of people, based on the conviction of the equality of all individuals in rights, treatment, and opportunities.

Promotion of the culture of peace. The NMS trains learners in a culture of peace that favors constructive dialogue, solidarity and the search for agreements that allow the non-violent resolution of conflicts and coexistence in a framework of respect for differences.

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Citizen responsibility. Citizen responsibility implies the acceptance of personal and common rights and duties. Under this idea, the students trained at the NMS respect the essential civic values of our time: honesty, respect, justice, solidarity, reciprocity, loyalty, freedom, equity, and gratitude, among others. Students develop the social awareness that allows them to act with respect for human rights.

Participation in the transformation of society. In the NMS the overcoming of one, it is the basis of the transformation of society. The social meaning of education implies an ethical and political dimension of the school. Citizenship training is a path for social transformation and depends on educating critical, participatory, and active people who seek transformation processes through innovation that improve the quality of life and well-being of all.

Promotion of interculturality. The NMS fosters understanding and appreciation for cultural and linguistic diversity, as well as intercultural dialogue and exchange on a basis of equity and mutual respect. UNESCO states that "culture, in its rich diversity, has intrinsic value for development, social cohesion and peace". Cultural diversity is a driving force for development.

Respect for nature and care for the environment. The NMS promotes a solid environmental awareness that favors the protection and conservation of the environment, the prevention of climate change and sustainable development. It considers the Sustainable Development Goals and the 2030 Agenda of the United Nations Organization.

FUNDAMENTAL CURRICULUM

Sociocognitive Resources

They are the articulating axis of the fundamental curriculum, made up of language and communication, mathematical thinking, historical awareness and digital culture, essential elements for the construction of knowledge and experience in the social sciences, natural sciences, experimental and technology and humanities.

The role of sociocognitive resources in the learning process is to expand, enhance and consolidate knowledge of experience; they allow to take advantage of and apply the knowledge of the areas (natural sciences, experimental and technology, social sciences, and humanities) and among themselves; learn to generate, process and order increasingly complex information; develop higher-order thinking skills; think systematically and critically and thus make decisions.

In summary, sociocognitive resources contribute to developing skills, attitudes and values in students, providing the possibility of building their own experience, so that they know what to do with the knowledge they have, know how to act, understanding what they do, understanding how to participate and collaborate, assuming responsibility for the actions carried out, their implications and consequences, and transforming local, community and common good contexts.

EXTENDED CURRICULUM

In addition to the sociocognitive resources and areas of knowledge, it is important to build in students capacities for their coexistence and learning in family, school, work and society. These skills are developed through an expanded curriculum, which involves actions in the classroom, school, and community, and which are essential in the formation of citizens with identity, responsibility, and capacity for social transformation.

The second component of the new EMS curricular proposal is made up of three **socio-emotional resources**: social responsibility, physical-corporal care and emotional-affective well-being that must be developed in five areas: citizen practice and collaboration, health education, physical and sports activities, comprehensive education in sexuality and gender; and finally, artistic and cultural activities that seek that students are formed as responsible, honest citizens, committed to physical, mental and emotional well-being, both personal and social





Listening (L)

They are the knowledge, skills and experiences that allow students to process input information, issued in a spoken form in a foreign language (English), by one or more speakers, who may be their peers or members of the community.



Speaking (S)

They are the knowledge, skills and experiences that allow students to produce adequate oral texts in a foreign language (English), which will be received by one or more of their peers or by different listeners.



Reading (R)

They are the knowledge, skills and experiences that allow students to receive and process input information from texts written in a foreign language (English), produced by one or more authors.



Writing (W)

They are the knowledge, skills and experiences that allow students to produce texts written individually or collectively suitable in a foreign language (English), which can be read by one or more readers.

Listening Subcategories

- **Listening for gist.** The student concludes the main idea in a conversation. He/She also understands the speaker's intention when addressing him, identifies questions, directions, and instructions. Obtains the general idea of a conversation based on prior knowledge of the vocabulary and context in which it is developed.
- **Listening for detail.** The student can understand basic questions and instructions, as well as identify what the speaker asks or instructs specifically to formulate a simple answer or take the indicated action.

Speaking Subcategories

- **Fluency.** The student can communicate verbally using vocabulary and tenses corresponding to their narrative intent. Examples: The student can describe people, places, and objects. The student can ask questions and formulate answers according to the context.

- **Using Functions.** The student uses the appropriate vocabulary in their context. Example: words for greetings, farewells, permissions, instructions, among others.
- **Pronunciation.** The student adequately articulates the sounds, considering the correct accentuation of the words. Example: letters of the alphabet and numbers. The student uses intonation and rhythm based on a communicative intention.

Diagram of foreign language categories and subcategories (skills & subskills)



Reading Subcategories

- **Scanning.** The student can find accurate information in a text. Example: dates, names, places in the context presented (purchase receipt, a job advertisement, a travel itinerary).
- **Skimming.** The student can understand the intention or main idea of a text by reading keywords (titles, subtitles), observing the images of the text, relating and deducing the intention of the text without having to read word for word. Example: identify signs and regulations, understand the idea of a story or comic.

Writing Subcategories

- **Spelling.** The student can correctly write the vocabulary presented in each of the progressions, as well as the verbs in the corresponding grammatical tenses.
- **Punctuation.** The student makes correct use of punctuation marks. Examples: the question mark when asking a question, as well as the exclamation point, apostrophes when indicating belonging or use of contractions with personal pronouns and the verb “to be” or the future “will”.
- **Coherence and cohesion.** The student can link words or groups of words based on a communicative intention. Example: The use of connectors allows to give continuity to a writing.
- **Layout.** The student knows the parts that make up a written product. Example: write an email, a letter or a postcard identifying greeting, content, and closing.

MODULE 1

The Best Plan

Categories Subcategories

1. Speaking	• Fluency	• Skimming
2. Listening	• Using functions	• Spelling
3. Reading	• Pronunciation	• Punctuation
4. Writing	• Listening for gist	• Layout
	• Listening for detail	• Coherence and cohesion
	• Scanning	

Learning Unit

Use of comparative and superlative adjectives, and future tense.

Unit Purpose

Identify and individually use descriptive adjectives to create a comparative and superlative description of a fictional character, a celebrity, or a sports personality. **27 hrs.**

Learning Outcome:

1.1 Reports equality, comparison and superlative degrees. **12 hrs.**

1.2 Produces structures in the future tense and present continuous in different situations of their daily environment. **15 hrs.**

Learning Goals

L3: Can understand orally common everyday expressions and simple phrases intended to meet immediate needs. Can understand when someone introduces themselves with basic personal information about their home, belongings, and the people they know. Recognizes and interprets appropriately the information heard and verb tenses.

S3: Correctly uses common everyday expressions orally, as well as simple phrases intended to meet needs, ask for references, or various information. Can introduce themselves and others in appropriate tenses. Manages to create simple expressions and conversations as long as the speaker speaks slowly and clearly and is willing to cooperate.

R3: Understands written texts with frequently used expressions, identifies particularities in a text. Can understand basic written texts about personal information, including data about home, locations, belongings, and characteristics of people or things they know. Accesses simple written texts that provide the experiential enjoyment of reading.

W3: Writes small texts coherently with appropriate conjugations, follows grammatical rules, punctuation, and signs. Can introduce themselves and describe particularities of people, places, or things in writing, as well as correctly write a request, question, or about a current topic.

Trajectory-based Learning

L: Understands orally common everyday expressions related to areas of experience that are especially relevant to them (basic information about themselves and their family, shopping, places of interest, occupations, etc.). Interprets oral messages about simple and everyday tasks that are familiar or usual to them and require only simple and direct exchanges of information.

S: Uses orally common everyday expressions related to areas of experience that are especially relevant to them (basic information about themselves and their family, shopping, places of interest, occupations, etc.). Delivers oral messages on how to carry out simple and everyday tasks that require only simple and direct exchanges of information that are familiar or usual to them.

R: Appropriately interprets simple written texts and common everyday expressions related to areas of experience that are especially relevant (basic information about family, shopping, places of interest, occupations, etc.). Interprets written messages that describe simple and everyday tasks, requiring only simple and direct expressions that are familiar or usual.

W: Writes common everyday phrases and sentences related to areas of experience that are especially relevant to them (basic information about themselves and their family, shopping, places of interest, occupations, etc.). Composes written messages that describe simple and everyday tasks involving simple, direct, familiar, and usual information.

Learning Progressions

Module 1.1

1. Report equality comparison degrees (*as...as*) to indicate that two people, places, things or animals share or do not share similar characteristics, through strategies and activities such as interviews, reports and photographs.

p. 14

2. Use degrees of comparison, superiority, and inferiority to contrast people, places, things, or animals in relation to a specific quality, through strategies and activities such as interviews, reports and photographs.

p. 20

3. Report superlative degrees of comparison to describe the highest level a characteristic can reach when comparing two or more people, things, places or animals through strategies and activities such as interviews, reports and photographs, among others.

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Module 1.2

4. Use the simple future (*will*) in affirmative, negative and interrogative forms to express predictions about the weather, scientific advances, among others, through written or oral texts.

p. 32

5. Simple Future with the auxiliary *Will* and future time expressions: *tomorrow, next year, tonight, after class*, among others, in affirmative form to express predictions for the future, through the construction of comics, among other strategies.

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6. Use the idiomatic future (*to be going to*) in affirmative, negative, and interrogative forms to discuss future plans, through various written or oral strategies such as writing an agenda.

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7. Use the Present Continuous to talk about plans and events in the future.

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NMS Principles - Interculturality: *A Journey Through Cultural Diversity*

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Transversality

Social-emotional resources





Module 1

Diagnostic Evaluation

A Choose the correct option to complete the sentence or question.

1. Is Mike b than his father?
a. tall
b. taller
c. more tall
2. I think Hugo Sánchez was as c as Maradona.
a. more good
b. better
c. good
3. Is your brother c than you?
a. young
b. as young
c. younger
4. My mom is as a as my aunt.
a. patient
b. more patient
c. much patient
5. What movie is b, Spider Man or Batman?
a. exciting
b. more exciting
c. the most exciting
6. What's the c state of Mexico?
a. most big
b. bigger
c. biggest
7. I'm the a person in my family.
a. most sociable
b. more sociable
c. sociable as
8. She's always b a bee. She works hard.
a. busier as
b. as busy as
c. as busy than
9. The weather b cold tomorrow.
a. is
b. will be
c. going to be
10. Robots will a many things in the near future.
a. do
b. doing
c. to do
11. a you graduate next year?
a. Will
b. Are going to
c. Does
12. It's going b a great day tomorrow.
a. will be
b. to be
c. be
13. c you going to visit your grandmother?
a. Will
b. Is
c. Are
14. Frank b to the party with us.
a. not come
b. is not coming
c. not coming
15. We b the day at the beach next Sunday.
a. are spend
b. are spending
c. will spending
16. What time is our plane c tomorrow?
a. will leave
b. leave
c. leaving



Student's
own
answers

B Answer the questions with complete sentences.

17. Are you as tall as your best friend?

18. Which is smaller, Oaxaca or Colima?

19. Who is more sociable, you or your brother/sister?

20. Who is the youngest person in your family?

21. What's the biggest country in the world?

22. Do you think it will rain tomorrow?

23. Will you get married in the near future?

24. Will the world be better in 20 years?

25. Is your mother going to work next Saturday?

26. Where are you going next vacation?

27. Are you having pizza for dinner tonight?

28. What time are you leaving school today?

Module 1.1

PROGRESSION 1

As Clear as Crystal

Comparatives of equality
as...as

1 Listening & Vocabulary

A PRONUNCIATION **B** SPELLING

A Listen and repeat the adjectives.

TRACK 1



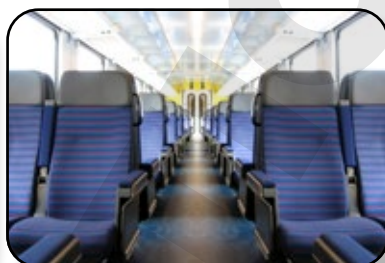
noisy · quiet · relaxing · polluted · empty · crowded · bohemian · clean ·
dirty · ancient · much fun · boring · interesting · popular · comfortable

B Look at these places. Which is clean, quiet, crowded, etc.? Write the adjectives from the box that you think can describe them.

Answers
may vary.
Student's
opinion



crowded, noisy, dirty,
boring



empty, clean, quiet,
comfortable



bohemian, clean,
relaxing, comfortable



crowded, much fun,
interesting, popular



quiet, empty, clean,
interesting



interesting, ancient, clean



noisy, polluted, dirty



relaxing, quiet, clean,
much fun



Visit: t.ly/xII79 to learn more adjectives that describe places.

2 Listening

D FOR GIST **E** FOR DETAIL

C Match the words to their definition.

- | | | |
|--------------------|---|--|
| 1. metropolis | → | unconventional, artistic, cultural style |
| 2. charm | → | a large important city |
| 3. bohemian | → | a power of pleasing or attracting |
| 4. budget-friendly | → | moderately cold |
| 5. chilly | → | full of activity and excitement |
| 6. lively | → | inexpensive, reasonable in price, affordable |

D Listen to the conversation as you read the fragments. Check (✓) which destination they refer to.

TRACK 2



CANCUN CDMX

- It's like a dream come true.
- The street tacos are legendary.
- It's usually hot and sunny year-round.
- It can get a bit chilly at night.
- It offers plenty of water sports.
- It has a unique charm.
- You can enjoy the lively atmosphere of places.

<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>

E Listen to the conversation and answer True or False.

- Sarah and Roger are planning a vacation.
- Cancún is not as noisy as the city.
- Sarah thinks the food in Cancún is not as good as in Mexico City.
- The weather in Mexico City is as warm as in Cancún.
- Cancún is not as budget-friendly as Mexico City.
- They think Mexico City does not have as many things to offer as Cancún.

True False

True False

True False

True False

True False

True False

3 Grammar Focus

A COHERENCE & COHESION

Comparative Degree of Equality (as...as)

We use **as + adjective/adverb + as** to make comparisons when the things we are comparing are equal in some way:

*The world's biggest dog is **as big as** a horse.
This winter is **as cold as** last year's.*

We use **not as ... as** to make comparisons between things which aren't equal:

*Honda is **not as expensive as** Ferrari.
The café is **not as big as** the one downtown.*

Analyze the structure of the comparison of equality.

	as	adjective	as	
This sofa is	as	comfortable	as	the love seat.
The opera is not	as	energetic	as	a concert.
A Mercedes is	as	expensive and beautiful	as	a BMW.



A Write the correct form of the adjectives in parentheses.

Example: Today is not as windy as yesterday. (not/windy)

- LeBron James is not as fast as Michael Jordan was. (not/fast)
- This picnic is not as good as the one last weekend. (not/good)
- DC animated films are as amazing as Marvel ones. (amazing)
- Theater plays are as interesting as movies. (interesting)
- This coffee is as hot as your tea. (hot)
- This croissant is as tasty as your sandwich. (tasty)
- Going shopping is not as entertaining as playing video games. (not/entertaining)
- A little town is not as exciting as the city. (not/exciting)

4 Writing & Speaking

A FLUENCY, USING FUNCTIONS

B C COHERENCE & COHESION

A This chart shows the results of a survey conducted among visitors to these two tourist sites in Mexico. Work in pairs and ask and answer questions about them. Follow the model.

Is it...?	Xochimilco	Coyoacán
popular	✓✓	✓✓
beautiful	✓✓	✓✓
crowded	✓	✓✓
traditional	✓✓	✓✓
budget-friendly	✓✓	✓✓
noisy	✓	✓✓
lively	✓	✓✓
relaxing	✓✓	✓

Is Xochimilco as popular as Coyoacán?

No, it is not as noisy as Coyoacán.

Yes, it is as popular as Coyoacán.

Is Xochimilco as noisy as Coyoacán?

B Write four sentences based on the information in the chart.

Example: *Xochimilco is as popular as Coyoacán.*

- _____
- _____
- _____
- _____



C Choose two: museums, parks, shopping centers, archeological sites, beaches, etc. Draw a similar chart with different adjectives on a cardboard. Write a text in which you compare both places by using (not) *as...as*. Present your work to the class.



5 Reading & Listening

A SKIMMING B PRONUNCIATION C SCANNING D COHERENCE & COHESION

A Read the first paragraph of the text and choose the correct answer.

Similes are: a. metaphors.

b. phrases that use a comparison with *as...as*.

B Read all the text as you listen. **TRACK 3**



What are "similes"?

A simile is a figure of speech that compares two unlike things using the words "like" or "as" to create a clear and vivid comparison. Similes are often used to make descriptions more engaging and to help the reader or listener better understand or visualize the subject. For example, "His smile was as bright as the sun." "The water was as clear as crystal." Similes are often confused with metaphors, which is another different figure of speech. You can identify a simile because it uses *as...as* to make the comparison. Take a look at this list of popular similes:

1. **As brave as a lion:** This expression compares someone's courage to the bravery of a lion.
2. **As busy as a bee:** This suggests that someone is very industrious and hardworking.
3. **As stubborn as a mule:** Someone very obstinate and unwilling to change one's mind.
4. **As sly as a fox:** This characterizes someone as cunning and clever, much like the perceived intelligence of a fox.
5. **As light as a feather:** It describes something as being extremely lightweight or easy to carry.
6. **As pure as snow:** This is often used to describe someone's innocence or purity by comparing them to the whiteness of snow.
7. **As clear as crystal:** This suggests that something is very transparent and easy to understand.
8. **As cold as ice:** Something or someone extremely cold or emotionally distant.
9. **As quick as lightning:** Something that is extremely fast or happens in an instant, just like the speed of lightning.
10. **As wise as an owl:** This suggests that someone is very wise and knowledgeable, much like the reputation of owls for being wise birds.
11. **As sweet as honey:** This is used to describe something as very pleasant and sweet.
12. **As blind as a bat:** This expression implies that someone's vision is very poor, similar to the poor eyesight often associated with bats.
13. **As black as coal:** It describes something very dark or black in color, similar to coal.

C Complete the sentences with similes from the text.

1. Joe was as sly as a fox when he solved the mystery.
2. Without his glasses, he's as blind as a bat and can't see a thing.
3. The package was as light as a feather, making it easy to carry.
4. The instructions were as clear as crystal, and I had no trouble following them.
5. She's as busy as a bee, constantly working on various projects.
6. After their argument, he remained as cold as ice, not speaking to her for days.
7. The car accelerated as quick as lightning down the highway.
8. She's as wise as an owl, offering valuable advice to everyone in the family.



D Work in teams. Invent your own similes. Some of them can be very funny. Use your creativity! The class will vote for the team that created the best similes.

Visit: t.ly/WFHnp to learn more about similes.

Examples: *You are as funny as a monkey. He can run as fast as a cheetah.*



WORKBOOK

A Answer the questions with a member of your family or a friend of yours that matches the characteristic.

Example: Who is as playful as a kitten? *My cousin Henry is as playful as a kitten.*

1. Who is as stubborn as a mule?



2. Who is as sly as a fox?



3. Who is as wise as an owl?



4. Who is always as busy as a bee?



5. Who is as brave as a lion?



B Write two sentences that express your opinion when comparing these pairs. Use *as...as* or *not as...as*. You can use adjectives from the box or others you choose.

Example: I think that *a city can be as interesting as a small town. A small town is not as lively as a city.*

interesting	lovely
exciting	delicious
entertaining	cheap
noisy	nice
cute	good
friendly	



1. a city vs. a small town
I think that _____



2. dogs vs. cats
I think that _____



3. hamburgers vs. tacos
I think that _____



4. reggaeton vs. rock
I think that _____



PROGRESSION 2

Which is better?

Comparative form of adjectives

1 Vocabulary & listening

A PRONUNCIATION **B** SPELLING

A Listen and repeat these adjectives and their comparative form.

TRACK 4



cold – colder
long – longer

small – smaller
strong – stronger

high – higher
large – larger / big – bigger

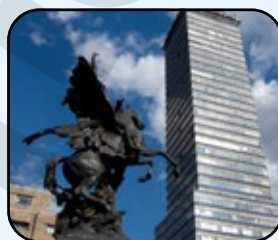
B Match the pairs of adjectives to the pictures.



strong



stronger



high



higher



long



longer



small



smaller



large / big



larger / bigger



cold



colder

2 Reading & Listening

C SKIMMING D FOR DETAIL E SCANNING

C Work in pairs. Look at the pictures and take a quick look at the text.

Discuss these questions.

1. How well do you know these famous cities in Mexico?
2. Which city is known as the "Pearl of the West"?
3. Which city is more populated?
4. In which states are these cities located?

D Listen and fill in the blanks with the missing adjectives. **TRACK 5**



Pearl of the West vs. Sultan of the North

Guadalajara and Monterrey are two vibrant cities in Mexico, each offering a unique blend of culture, history, and modernity. Guadalajara, often referred to as the "Pearl of the West," is the capital of the state of Jalisco and is renowned for its rich cultural heritage. On the other hand, Monterrey, located in the northeastern state of Nuevo León, is a dynamic industrial hub often regarded as the "Sultan of the North."

Monterrey has a larger population than Guadalajara, ranking as the second most populated city in Mexico after Mexico City. Conversely, Guadalajara sprawls over a more extensive geographical area compared to Monterrey, featuring a larger metropolitan footprint.

Monterrey's economy is more industrialized and diverse than that of Guadalajara, known for its emphasis on technology and innovation. Guadalajara attracts more tourists annually due to its cultural events, historic sites, and vibrant art scene, and surpasses Monterrey in terms of tourism.



The Sultan of the North experiences hotter weather, with consistent higher temperatures throughout the year, compared to the milder climate of Guadalajara. Guadalajara possesses a more significant historical and cultural heritage, with well-preserved colonial architecture and a richer artistic tradition, in contrast to Monterrey's more modern and industrial landscape. Guadalajara's cuisine is considered more traditional and diverse, with a stronger emphasis on regional dishes, while Monterrey is renowned for its distinctive northern Mexican cuisine.

Despite their differences, both cities play crucial roles in Mexico's economic and cultural landscape, each contributing in its unique way to the nation's development.

E Read the text and answer True or False.

1. There are more people in Monterrey than in Guadalajara.
2. Monterrey is bigger than Guadalajara.
3. There are more tourists in Monterrey.
4. Temperature is lower in Guadalajara.

True

False

True

False

True

False

True

False

3 Grammar Focus

A B COHERENCE & COHESION

Comparative form of Adjectives

The comparative form of adjectives is used when we compare two objects, people, animals, places, etc. How to form the comparative:

General rule

one syllable adjectives

When an adjective has one syllable, the comparative is formed by adding **-er**.

small → smaller
cheap → cheaper
strong → stronger

General rule

two or more syllable adjectives

When an adjective has two or more syllables, the comparative is formed by using **more** + adjective.

beautiful → **more** beautiful
boring → **more** boring
expensive → **more** expensive

Irregular Comparatives

These adjectives change in the comparative form:

good → better
bad → worse
far → farther / further
many / much / a lot of → more
a little → less

Special Rules

If the adjective ends in -e, just add **-r**.

large → larger
nice → nicer

When the last three letters of the adjective are a **consonant** + a stressed **vowel** + a **consonant** (CVC), double the last consonant.

slim → **slimmer** fat → **fatter**

When an adjective has two syllables, and ends in a consonant + y, drop the y, and add **-ier**.

happy → **happier**
easy → **easier**
heavy → **heavier**

A Write the comparative form of these adjectives.

Adjective	Comparative Form	Adjective	Comparative Form
deep	deeper	bad	worse
interesting	more interesting	popular	more popular
many	more	hot	hotter
pretty	prettier	a little	less
slow	slower	fat	fatter

B Complete the sentences about states of Mexico. Use the comparative form of the adjectives in the box.

strong · extensive · wide · big · spicy · hot · long · small

- Morelos is **smaller** than Aguascalientes but **bigger** than Mexico City.
- The climate in Quintana Roo is **hotter** than that in Chihuahua, making it a popular tourist destination.
- Veracruz has a **longer** coastline than Tabasco, offering more opportunities for maritime activities.
- The cuisine in Puebla is **spicier** than that in Aguascalientes, reflecting a **stronger** influence of traditional Mexican spices.
- The biodiversity in Chiapas is **more extensive** than in other regions, showcasing a **wider** range of ecosystems and wildlife.

4 Writing & Speaking

A COHERENCE & COHESION

B USING FUNCTIONS / FLUENCY

A Answer the survey about you with complete sentences.

Example: Who is slimmer, you or your brother?

My brother is slimmer than me.

Survey

1. Who is a better student, you or your best friend?

2. Who is friendlier, you or your sister/brother?

3. Who is taller, you or the person sitting next to you?

4. In your opinion, which is a better pet, a dog or a cat?

5. Who is older, you or your sister/brother?

6. Who is younger, you or your cousin?

7. Who is shorter than you in your family?

8. Which is farther from your home, your school or the supermarket?

9. What is more interesting to you, a book or a movie?

10. Which is bigger, your bedroom or your mother's bedroom?

B Work with three classmates. Ask and answer the questions above. Add other similar ones that you can think of.



Watch this video and take a fun quiz with comparatives.
QR: t.ly/2yKHL

5 Reading & Writing

A B SCANNING C COHERENCE & COHESION

A Read the information about two Mexican states and analyze the chart.



Baja California (Norte): This region is known for its border cities like Tijuana and its proximity to the United States. Tijuana, in particular, is a hub for cultural exchange and tourism. The wine region of Valle de Guadalupe is also gaining popularity.

Baja California Sur: This state is a popular tourist destination, especially for its stunning beaches and resort towns like Cabo San Lucas and La Paz. The region attracts tourists seeking relaxation, water activities, and vibrant nightlife.

State	Extension	Population	Weather	Others
Baja California (Norte)	71,450.0 km ²	3,769,020 inhabitants	Very dry (69%)	Closer to the USA
Baja California Sur	73,909.4 km ²	798,447 inhabitants	Very dry (92%)	More tourists seeking relaxation

B Read the sentences. Find and check (✓) the five statements that are true.

- The weather in BCN tends to be less dry than in BCS.
- BCS has a smaller land area than BCN.
- BCS has a smaller population than BCN.
- BCS attracts more tourists seeking relaxation.
- BCS has a larger population than BCN.
- BCS has a larger land area than BCN.
- The weather in BCN tends to be drier than in BCS.
- BCN is located farther from the U.S. border.
- Tijuana is the capital city of BCS.
- Both states are popular tourist sites.



C Use the previous chart and information as a model and follow these steps to give a presentation to the class.

- Choose two tourist destinations, cities or states of Mexico.
- Elaborate a graphic organizer with 4-6 characteristics to compare the two places.
- Write sentences comparing both locations.

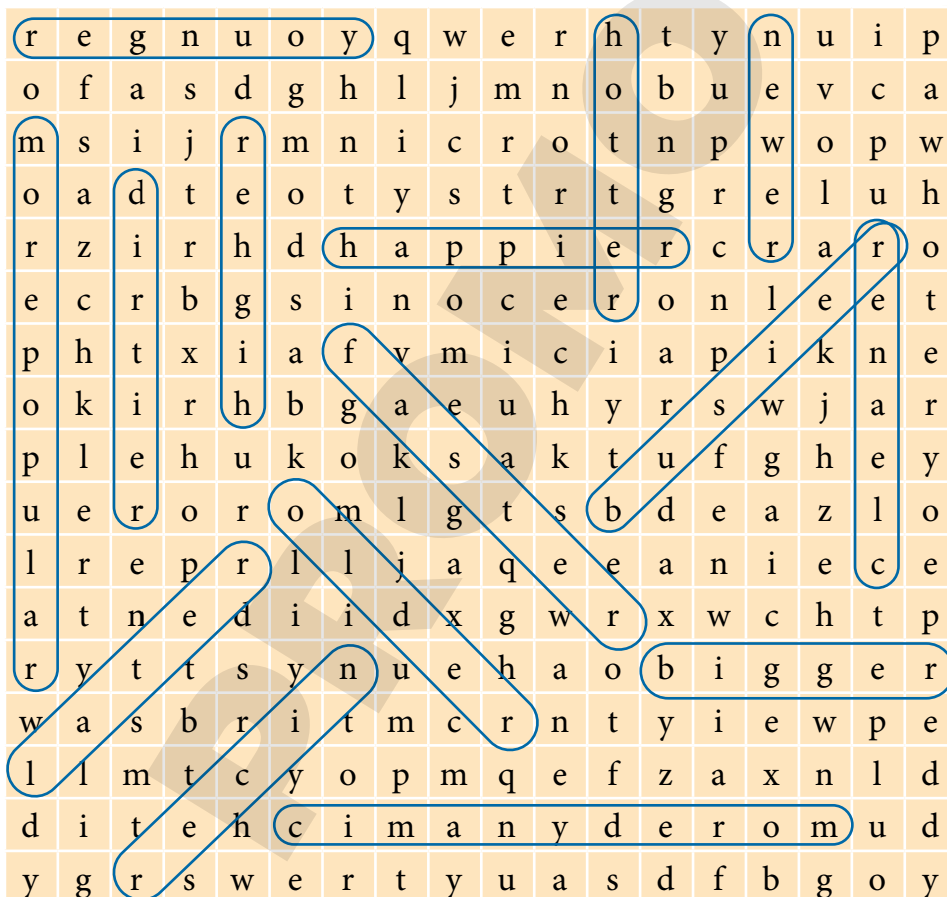


WORKBOOK

A Complete the sentences with the correct comparative form of the adjectives in parentheses.

- Which state is larger, Morelos or Tlaxcala? (large)
- The drugstore is farther than the supermarket. (far)
- Veracruz is a more populated city than Puebla. (populated)
- Are you shorter than your sister? (short)
- Do you consider chemistry to be an easier subject than math? (easy)
- For me, the beach is a better place to go on vacation than the forest. (good)
- In my opinion, dogs are more active animals than cats. (active)
- You look slimmer. Are you exercising? (slim)
- I think it is worse to lose your cash than your credit card. (bad)
- It's more comfortable to travel first class. (comfortable)
- It's safer to live in a small city than in a big one. (safe)
- What doesn't kill you, makes you stronger. (strong)

B Find the comparative form of these adjectives in the wordsearch puzzle.



PROGRESSION 3

The Most Wonderful Place

Superlative form of adjectives

1 Listening & Vocabulary

A PRONUNCIATION **B** SPELLING

A Listen and repeat the superlative phrases in the box.

TRACK 6



the longest river / the fastest animal / the most beautiful beach
the best player / the most wonderful landscapes / the most extravagant person
the most comfortable hotel / the greatest circus / the tallest building

B Write the superlative phrases under the correct image.



1 the most beautiful beach



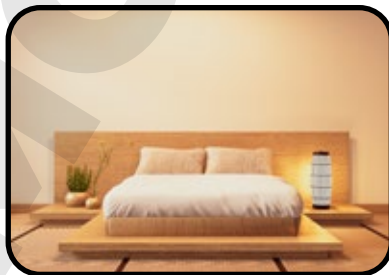
2 the best player



3 the most wonderful landscapes



4 the most extravagant person



5 the most comfortable hotel



6 the greatest circus



7 the tallest building



8 the fastest animal



9 the longest river

C Check your answers with a classmate.

Later during the lesson, have Ss come back to this page and give complete sentences.
Example: *I think the most beautiful beach is Cancun.*

2 Reading & Listening

D E FOR DETAIL

TRACK 7



D Listen to the conversation. Answer True or False.

1. Nahomi and Tommy want to go to Europe.
2. Tommy suggests going to a travel agency.
3. Tommy suggests visiting three countries.
4. Nahomi is worried about the trip.
5. They want to visit Europe in October.

True False

True False

True False

True False

True False

E Listen again. Write the missing words.

We need a vacation!

Nahomi: Sweetheart! I know where I want to go. Look at the images!

Tommy: Venice? But it is one of the most expensive cities in Italy to stay in.

Nahomi: I know but we can go to a travel agency, they sell the best travel packages. So, we can choose the best one to buy.

Tommy: That's true! But let's visit three different places. For example, Germany, Switzerland, and France.

Nahomi: Why do you want to visit those places?

Tommy: Well, that's easy! France has the most wonderful landscapes. But if we visit Paris, that city is the most extravagant in that country. Then we can take the train to go to Switzerland. The hotels there are the most comfortable and we can practice different sports in the mountains.

Nahomi: and Germany?

Tommy: Well! If we travel in October, we can be in the Oktober Fest, the greatest festival where we can eat a lot of food and see typical clothes.

Nahomi: I am pretty excited. Let's buy the trip.



F Practice the conversation in pairs, switch roles.

3 Grammar Focus

A COHERENCE & COHESION

Superlative Adjectives

The superlative form of adjectives is used when we describe the extreme quality of one thing in a group of things.

Special rules

- If the adjective ends in -e, just add -st.
large → the largest
- When the last three letters of the adjective are a **consonant** + a stressed **vowel** + a **consonant** (CVC), double the last consonant.
slim → the slimmest
- When an adjective has two syllables, and ends in a consonant + y, drop the y, and add -iest.
happy → the happiest

General rule - two or more syllable adjectives

- When an adjective has two or more syllables, the superlative is formed by using **the most** + adjective.
beautiful → **the most** beautiful

How to form the superlative:

General rule one syllable adjectives

- When an adjective has one syllable, the superlative is formed by adding - **est**.
long → longest

Irregular Comparatives

- These adjectives change in the superlative form:
good → the best
bad → the worst
far → the farthest / the furthest
many / much / a lot of → the most
a little → the least

IMPORTANT

- These adjectives can be used both with 'most' and with 'est':
friendly → the friendliest / the most friendly
quiet → the quietest / the most quiet
simple → the simplest / the most simple
clever → the cleverest / the most clever
- We usually use the article **the** with superlative adjectives.
*This is **the** smallest house in the neighborhood.*

A Complete the sentences with the correct superlative form of the adjectives in parentheses.

Example: Antarctica is the the coldest continent.

1. The Everest is the highest mountain in Asia.
2. London is the most expensive city to live in.
3. June 21st is the longest day of the year.
4. Paris is the most popular city in the world.
5. Cancun is the most beautiful beach in Mexico.
6. Hawaii is the warmest state of the USA.
7. Beijing is the most crowded city in China.
8. What is the worst place to live?

(cold)
(high)
(expensive)
(long)
(popular)
(beautiful)
(warm)
(crowded)
(bad)

4 Reading , Speaking & Writing

A SKIMMING/SCANNING **C** USING FUNCTIONS/ COHERENCE & COHESION

A Read the information about some Mexican states. Try to answer the trivia by writing the name of the state that matches the description. Check your answers with two classmates.

TRIVIA: How well do you know Mexico? Test your knowledge!

1. Quintana Roo is home to many of Mexico's most popular vacation spots. It is also home to the ancient Mayan ruins.
2. The State of Mexico is the most densely populated area in the country. It is located in South Central Mexico, in the territory of the historic Aztec Empire.
3. Chiapas is the southernmost state in the country. It borders the Pacific Ocean to the south and the country of Guatemala to the east.
4. Zacatecas is in North Central Mexico and is well known for its deposits of silver and other minerals. It was also an important area during the time of the Mexican Revolution.
5. Michoacán is located in Western Mexico and has a coastline that borders the Pacific Ocean. It played a major role in the War of Independence.
6. Guerrero can be found in Southwestern Mexico. It's home to Mexico's second largest beach and is known as a popular vacation destination.
7. San Luis Potosí is located in North Central Mexico and is bordered by nine different Mexican states. It is actually the state that shares the most borders with neighboring states.
8. Morelos can be found in South Central Mexico and is the third smallest state in the country.
9. Located in Southwestern Mexico, Oaxaca is best known for its indigenous people and culture. The area is home to sixteen different indigenous groups.
10. Tlaxcala can be found in East Central Mexico in an area known as the Altiplano region. It is the second smallest state in Mexico. It's bigger than Mexico City and a little smaller than Morelos.

B Listen and check your answers. Did you get all the states correct?
Is your state on the list?

TRACK 8



C Work in pairs or small groups. Ask each other questions about places in the world. Use the adjectives in the box or others in their superlative form.

polluted · dangerous · small · big · high · dirty

Examples:

What is the biggest country in the world? / What is the smallest state in Mexico?

What is the most polluted city in the world? / What's the highest mountain in Mexico?

5 Reading, Speaking & Writing

A B SKIMMING/SCANNING C USING FUNCTIONS/COHERENCE & COHESION

A-2 answers:

1. Guanajuato
2. Edo Mex
3. Quintana Roo
4. Chiapas
5. Michoacán
6. Jalisco

A Work in pairs and try to answer these questions.

1. Do you know any of these places?
2. In which state of Mexico are these places located?

B Read the text about these Magical Towns in Mexico and underline all the superlatives that you can find in 3 minutes. Then answer the questions.



1. **San Miguel de Allende:** Famous for being the most cultural, vibrant, and the most artistical of Mexico's magical towns, San Miguel de Allende's colonial charm and lively festivals make it exceptionally captivating.
2. **Valle de Bravo:** Known for having the most wonderful landscapes; natural settings among the magical towns, Valle de Bravo's lakeside and surrounding forests offer the happiest moments to enjoy.
3. **Tulum:** Considered as the most captivating mix of history. Tulum has some of the nicest beaches, Mayan ruins, and the most magical coast which make it the most fascinating town.
4. **San Cristóbal de las Casas:** Celebrated for its incredible indigenous culture, this town has some of the richest traditions and most colorful markets in Mexico's magical towns.
5. **Patzcuaro:** Known for its preserved colonial architecture and lively Day of the Dead celebrations, it's the best-preserved and most cultural town in the region.
6. **Tequila:** Recognized for its agave fields and tequila production, it's one of the most emblematic towns in Mexico for its iconic drink and agricultural heritage.

1. San Miguel de Allende is famous for being:
a. the most economically vibrant town.
b. the most culturally vibrant and artistical town.
c. the most politically influential town.
2. Tulum is considered:
a. the oldest town in Mexico.
b. the most touristy town in the region
c. the most captivating mix of history and natural beauty.
3. Valle de Bravo is known for having:
a. the most crowded streets among the magical towns.
b. the most wonderful landscapes and natural settings.
c. the highest buildings in the region.
4. Patzcuaro is known for:
a. having the best nightlife in the region.
b. colonial architecture and lively Day of the Dead celebrations.
c. its technological advancements.
5. San Cristóbal de las Casas is celebrated for:
a. its exceptional modern art scene.
b. its incredible indigenous culture and vibrant markets.
c. its futuristic architecture.
6. Tequila is recognized for:
a. its wine production.
b. its chocolate production.
c. its agave fields and tequila production.

C Work in pairs. Talk about your own state using superlatives. Then write sentences in your notebook.



Example: *Chihuahua is the largest state in Mexico. The most populated city is Ciudad Juárez. You can find the most delicious food in ...*

WORKBOOK

A Complete the questions with the correct form of the superlative adjective. Then try to answer the trivia! Compare answers with two classmates.



- | | |
|--|------------------------------------|
| 1. What's <u>the smallest</u> planet in our solar system? (small) | <u>Mercury</u> |
| 2. What's <u>the most popular</u> video game? (popular) | <u>Minecraft</u> |
| 3. What's <u>the tallest</u> building in the world? (tall) | <u>Burj Khalifa in Dubái</u> |
| 4. What's <u>the longest</u> river in the world? (long) | <u>the Nile</u> |
| 5. What's <u>the largest</u> continent in the world? (large) | <u>Asia</u> |
| 6. What's <u>the fastest</u> animal on earth? (fast) | <u>the Cheetah</u> |
| 7. What's <u>the hottest</u> planet? (hot) | <u>Venus</u> |
| 8. What's <u>the biggest</u> breed of dog in the world? (big) | <u>The English Mastiff</u> |
| 9. What's <u>the most populated</u> city in the world. (populated) | <u>Tokyo</u> |
| 10. What's <u>the hardest</u> rock? (hard) | <u>the diamond</u> |
| 11. What's <u>the deadliest</u> insect? (deadly) | <u>the mosquito</u> |
| 12. What's <u>the rarest</u> blood type? (rare) | <u>AB negative</u> |
| 13. What's <u>the most famous</u> painting in the world? (famous) | <u>Mona Lisa</u> |
| 14. What's <u>the highest</u> grossing movie of all time? (high) | <u>Avatar (2009)</u> |
| 15. What's <u>the most streamed</u> Spotify single? (streamed) | <u>Harry Styles' "Girl Crush."</u> |

B Answer the questions with complete sentences.

(This answer may vary.)

Student's own answers
Sample answers

- Who is the tallest and the shortest person in your family?
The tallest person in my family is my dad. The shortest person is my sister.
- Who is the oldest and the youngest person in your family?
The oldest person in my family is my grandpa. The youngest person is my little cousin.
- Who is the most attractive person you know?
The most attractive person I know is ...
- What are the best and the worst movies you have seen?
The best movie I have seen is ... The worst movie I have seen is...
- What's the most interesting book you have read?
The most interesting book I have read is ...
- In your opinion, who's the best superhero, the best soccer player and the best singer?
The best superhero is... The best soccer player is ... The best singer is...

Module 1.2

PROGRESSION 4

What will the weather be like?

Simple Future
Will

1 Listening & Vocabulary

A PRONUNCIATION **B** SPELLING **C** COHERENCE & COHESION

A Listen and repeat the vocabulary.

TRACK 9

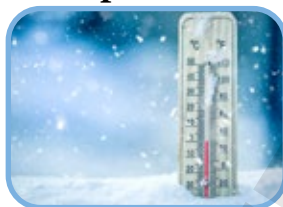


wind / windy · cool · sunny · high temperature · low temperature
· hot · warm · cloudy · rain / rainy · snow / snowy · weather · cold

B Match the words to the pictures.



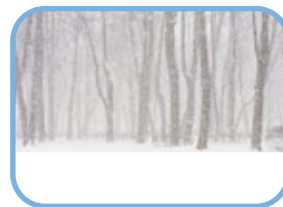
1 hot temperature



2 low temperature



3 rain / rainy



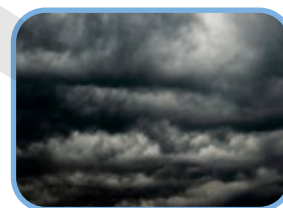
4 snow / snowy



5 wind / windy



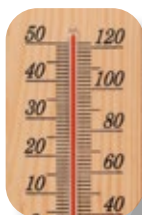
6 sunny



7 cloudy



8 weather



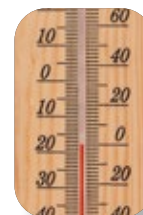
9 hot



10 warm



11 cool



12 cold

C Listen and fill in the blanks with the missing information.

TRACK 10



- The high temperature today will be 25° C and the low tonight will be 10° C.
- Today is a warm, beautiful, sunny day!
- It's cold outside! You will need to wear a jacket.
- It will be cloudy and windy this afternoon.
- In the summer, the weather is much nicer than in the winter.
- Please open the window! It's really hot in here.
- Tomorrow we will have cool temperatures and it will rain all day.
- It will be snowy and cold tomorrow.

2 Listening & Speaking

D **E** FOR DETAIL **F** FLUENCY / USING FUNCTIONS

D Listen while you read the story. Write the missing words.

Weather Report

TRACK 11



Here is our weather report for the next few days around the country.

In the northeast, we won't have very nice weather for the coming week. It will be cold and snowy. The high temperature today in New York City will only get to -4° C and the low tonight will be -10° C. We had 5 inches of snow last night, and we will probably see another 3 inches of snow tonight.



In the south of the country, it will be hot. The high temperature in Miami today will be 30° C with lots of humidity. We are watching a tropical storm that is in the Atlantic Ocean because it will bring rain and windy conditions by the end of the week.

In California, everything looks pretty nice. In Los Angeles, it will be warm with a high temperature today of 26° C. It will be a beautiful, sunny day today and the rest of the week.

In the northwest, it will be cool and mostly cloudy. In Seattle today the high temperature will be 8° C and there will be a chance of rain. The low tonight will be 2° C. They are predicting that it will rain the rest of the week, with high temperatures between 8-12° C. You won't want to leave the house without an umbrella!

E Read again and answer the questions.

- What will the high temperature be in New York City tomorrow? -4° C
- Will it rain or snow in New York city tomorrow? Snow
- Where will it be hot tomorrow? Miami
- Where will the weather be nice all week? Los Angeles, California
- Will it be cloudy or snowy in Seattle? Cloudy
- What will the low temperature be in Seattle? 2° C
- What will be necessary when you leave the house in Seattle? An umbrella

F Work with a classmate and ask each other these questions.

- Do you prefer hot weather or cold weather? Why?
- What are some hot places in Mexico?
- Where are some places that are cold in Mexico?

Student's own answers

3 Grammar Focus

A B COHERENCE & COHESION

Simple Future: Will

We use auxiliary **will + verb** (base form) to make a prediction about the future.

It **will be** sunny tomorrow. We **will get** a good grade on the next exam.

We also use the Simple Future tense when there is no plan or decision to do something before we speak. It's a spontaneous decision at the time of speaking.

The bell is ringing. **I'll** open the door.

Notice the contraction of **will**:

I will = I'll you will = you'll he will = he'll she will = she'll
it will = it'll we will = we'll they will = they'll

Negative form **will not = won't**

We **will not** go out tonight. = We **won't** go out tonight.

Questions **Will** 😊 verb ...?

Will you **come** to the party? **Will** the world **be** better in the future?

Short answers

No, I **won't**. / Yes, I **will**.

(The contraction of will is not used in a short answer)

It's common to use the Simple Future tense with the verb **to think** before it:

I think I'll go shopping tomorrow.

I don't think I'll buy that cell phone.

For further information about auxiliary will, you can watch this video:
t.ly/OtTRE



A Use the words in the box to complete the sentences.

- We won't go camping tomorrow because we think it'll rain.
- Will you visit me next weekend? Yes, I will.
- Let's go home or Mom will be very angry.
- Will she graduate soon? No, she won't.
- I 'll drive you to school if you want.
- I 'll see you tomorrow.

will be
'll drive
it'll
'll see
won't
Will
won't go
Will you visit
will

B Answer the questions with short answers.

Example: Will your father travel soon?

Yes, he will. or No, he won't.

Student's own answers

- Will you buy a car soon? _____
- Will you and your family be at home this afternoon? _____
- Will you have children in the future? _____
- Will your friends visit you tonight? _____
- Will you help at home after school? _____

4 Speaking & Writing

A FLUENCY, USING FUNCTIONS / SPELLING, COHERENCE & COHESION

A What do you think will happen in the future? Work in pairs or small groups. Discuss and then write some predictions related to the following topics.

Examples: *We think children won't go to school in the future, they'll only take classes online...*
People will use flying cars. Robots will do the housework... People won't get married...



1. Education



2. Transportation



3. Technology / Robots

4. Relationships

5. Health



5 Reading & Writing

A B SCANNING C COHERENCE & COHESION

A Listen to the monologues and write in the words you hear.

TRACK 12



What do you want to do when you grow up?



My name is Sally. I'm 15 years old and I'm in secondary school. When I finish high school, I will go to the university. I will study to be a veterinarian because I love animals. I will help all the dogs and cats that I can. I'll teach children how to take care of their pets and I'll create places to help animals that don't have a family.



I'm Paul and I'm 16 years old. I'm in high school right now and I love music. When I finish high school, I 'll study music at the Royal Conservatory. I want to become a famous musician! I 'll travel around the world with the orchestra and I'll play music for people everywhere.



I'm Julie and I'm 14 years old. I don't know what I'll do when I grow up. I like to dance and play the guitar. Maybe, I 'll become a dancer, or maybe I'll play the guitar in a rock and roll band. I don't know yet. I'm too young to decide!



My name is Steve and I'm 18. When I finish high school, I plan to study to become a chef. I love to cook and bake. I'll probably go to The Culinary Institute when I graduate. I 'll learn to prepare many new dishes there. In the future, I 'll open my own restaurants all over the country.

B Decide if the following sentences are True or False, based on the monologues. Circle the correct answer.

- | | | |
|--|-------------|--------------|
| 1. Sally will study to become a doctor. | True | <u>False</u> |
| 2. Sally will help sick animals. | <u>True</u> | False |
| 3. Paul will go to the royal conservatory. | <u>True</u> | False |
| 4. Paul plans to be in a rock and roll band. | True | <u>False</u> |
| 5. Julie will study math. | True | <u>False</u> |
| 6. Julie doesn't know what she wants to study. | <u>True</u> | False |
| 7. Steve will become a chef. | <u>True</u> | False |
| 8. Steve wants to open his own restaurants. | <u>True</u> | False |

C Work individually. In your notebook, write a paragraph about what you want to do when you finish high school. You can use expressions like these:

I think I will... I will probably...



WORKBOOK

A Choose the correct option to complete the sentence or question.

- He'll _____ around the world when he's older.
a. to travel **b. travel** c. travels
- I think she _____ a great singer. She has a great voice.
a. will become b. won't become c. will becomes
- Pete and Rosy say they _____ any children.
a. will has b. not have **c. won't have**
- We think there _____ enough water in the future.
a. will is **b. won't be** c. won't is
- _____ you still love me in 10 years?
a. Are b. Do **c. Will**

B Write the questions for these answers.

- Will you finish high school soon ? Yes, I'll finish high school soon.
- Will your sister get married soon ? No, my sister won't get married soon.
- Will your parents pick you up ? Yes, my parents will pick me up.
- Will Mexico win the next World Cup ? Yes, Mexico will win the next World Cup.

C Make predictions for five different classmates.

Example: *I think George will get married soon and he will have three children.*
I think Lorena will become a great professional dancer and she'll be very rich...

- _____
- _____
- _____
- _____
- _____



PROGRESSION 5

How will you get there?

Will — Further practice

Means of transportation

1 Vocabulary & Listening

A FOR GIST **B** SPELLING

A Listen to the conversation and match the means of transportation to the situations.

TRACK 13



What means of transportation will Emma and Alex use in each case?

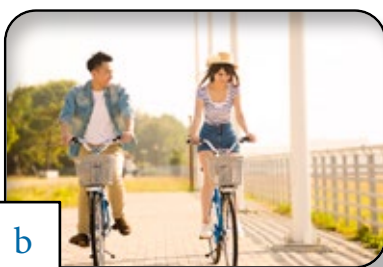
a. in case of rain

b. in the city

c. to get downtown

d. to visit the nearby islands

e. for longer distances



b



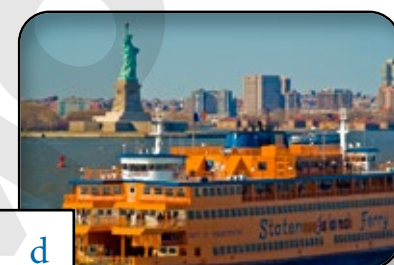
e



c



a



d

GLOSSARY

downtown

(American English)

=

city centre

(British English)

subway (AE)

=

metro / underground (BE)

B Answer the questions. Then, work with a classmate and share and compare your answers.

1. What other means of transportation do you know?

Sample answers: car, motorcycle, scooter, truck, trolleybus, plane, ship, helicopter, horse.

2. What are the ones you usually use?

Student's own answers.

2 Writing & Listening

C E SPELLING D FOR DETAIL

C Write the type of transportation these sentences refer to in the conversation in A.

- | | |
|--|--------------------|
| 1. It'll be a unique experience. | _____ ferry _____ |
| 2. It's quick and will keep us dry. | _____ subway _____ |
| 3. It's the fastest and most scenic route. | _____ train _____ |
| 4. We can enjoy the scenery. | _____ bus _____ |
| 5. It's eco-friendly. | _____ bike _____ |

D Listen again and complete the sentences with the missing words.

1. I can't wait. How will we be getting around?
2. We will start with a train ride to downtown.
3. I think we will rent bikes to explore.
4. We will switch to the subway.
5. We 'll take with a bus.
6. It 'll be a unique experience.
7. This trip will be epic!
8. We 'll have a blast trying out all these different means of transportation.

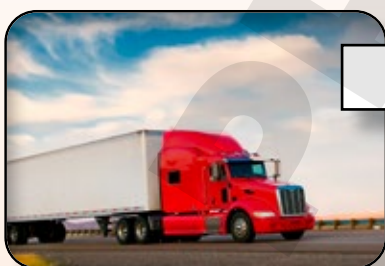
E Name the means of transportation you see in the pictures.



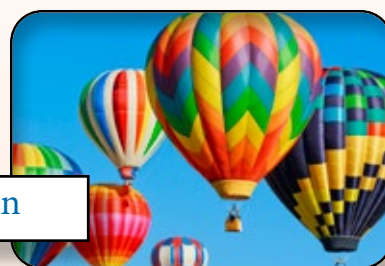
scooter



motorcycle



truck



hot air balloon

3 Grammar Focus

A COHERENCE & COHESION

Remember we can use auxiliary *will* to talk about predictions for the future or decisions at the moment of speaking.



will / won't verb (base form) + TIME EXPRESSION

I will go shopping tomorrow.

She'll be at home after work.

We won't travel by car next vacation. We'll go by plane.

I won't get married in the next ten years.

tomorrow

tonight

after class/work, etc.

soon

next year/month/
week/Monday, etc.

in # years/months/
weeks, etc.

A Ask your classmates and find a person who will do these things in the future. Write a complete sentence in the table.

Who will...	Example: <i>Leslie will study chemistry after highschool.</i>
study chemistry after highschool?	
go to a concert soon?	
get a job in the near future?	
learn how to play a musical instrument?	
have a new pet next year?	
get married in 10 years?	

B Read what these students are saying in the bubbles below. Then, read the texts on the next page.

Hi, I'm Sarah.
I'm 21 years old and
study environmental
science at UC
Berkeley.

Hey, I'm Jamal.
I'm 19 years old
and study software
engineering at MIT.

Hello, I'm Emma.
I'm 22 years old and
finished studying creative
writing at NYU.



4 Reading & Speaking

SCANNING / USING FUNCTIONS

C Match the students with their monologues. Write the name of each student on the correct line.

1. Emma: I love stories and feel they help me connect with people. Next month, I will travel to South America to find ideas for my first novel. I will learn about different cultures, meet new people, and listen to their stories. I want to use these experiences to write a book that many people will enjoy.

2. Sarah: I care a lot about nature and want to help protect our planet. This summer, I will work as an intern with the Sierra Club. I will help with conservation projects and talk to people about how to take care of the environment. I want to learn more and inspire others to help make the world greener.

3. Jamal: I love coding and have made several apps to solve everyday problems. Soon, I will join a tech startup in Silicon Valley as a junior developer. This job will help me work with new technologies and learn from experts. I want to get better at coding and create new tech solutions.

D Work in groups of 3 to 5. Talk about things you think you will do at specific times in the future.



I will study business administration after high school.

I'll learn how to drive next year.



I'll have a lot of dogs in 5 years.



E Write five things you will do in the future. Use different time expressions. Then, on a cardboard, draw pictures or paste images that describe your future actions. Write the sentences in bubbles for each picture. Follow the models above.

5 Listening & Speaking

A FOR DETAIL B FLUENCY



A Listen to the song “Rise” by Katy Perry and complete the lyrics with the missing parts.

I won't just survive
 Oh, you will see me thrive
 Can't write my story
 I'm beyond the archetype
 I won't just conform
 No matter how you shake my core
 'Cause my roots, they run deep, oh

Oh, ye of so little faith
 Don't doubt it, don't doubt it
Victory is in my veins

I know it, I know it
 And I will not negotiate
 I 'll fight it, I 'll fight it
 I will transform

When, when the fire's at my feet again
 And the vultures all start circling
 They're whispering, you're out of time
 But still, I rise
 This is no mistake, no accident
 When you think the final nail is in, think again

Don't be surprised, I will still rise
 I must stay conscious
 Through the madness and chaos
 So I call on my angels
 They say

Oh, ye of so little faith
 Don't doubt it, don't doubt it
Victory is in your veins



You know it, you know it
 And you will not negotiate
 Just fight it, just fight it
 And be transformed

'Cause when, when the fire's at my feet again
 And the vultures all start circling
 They're whispering, you're out of time
 But still, I rise
 This is no mistake, no accident
 When you think the final nail is in, think again
 Don't be surprised, I will still rise

Don't doubt it, don't doubt it
 Oh, oh, oh, oh
 You know it, you know it
 Still rise
 Just fight it, just fight it
 Don't be surprised, I will still rise

B Talk to two classmates and discuss these questions.

“Rise” is about striving to overcome adversity.

1. What is the song about?
2. Do you relate to it? Explain why or why not.

WORKBOOK

A Complete the sentences about something you will do at these future times.

Student's own answers

1. _____ next year.
2. _____ in three years.
3. _____ in five years.
4. _____ in ten years.

B Discuss these topics with a classmate. Then, answer the questions with complete sentences to express your opinion. Follow the model.

Example: Will global population continue to grow rapidly?

*Yes, I/we think that global population **will** continue to grow rapidly.*

*No, I/we think that global population **won't** continue to grow rapidly.*

1. Will climate change cause more extreme weather events?

2. Will countries find a way to achieve world peace?

3. Will artificial intelligence take over many jobs?

4. Will there be significant advances in medical technology?

5. Will space exploration lead to human colonies on other planets?

6. Will new technologies solve the problem of plastic pollution?

7. Will electric cars become the main means of transportation?

8. Will robots become common in households for daily chores?

9. Will technology make long-distance relationships easier to maintain?

10. Will social networks define the way people relate to each other?

Student's own answers.
Help Ss with understanding the questions if you see that they find it hard.

PROGRESSION 6

A Trip to Los Angeles

Going to
Future Plans

1 Listening & Vocabulary

A COHERENCE & COHESION **B** PRONUNCIATION

A Work individually. Using your prior knowledge, complete the collocations with words from the box.

walk • for Los Angeles • the office • Warner Bros Studios
a surf lesson • gifts • shopping • a ride • a bike

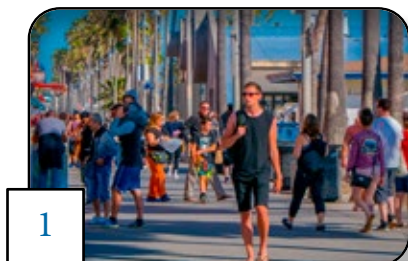
Note:
Hit the office = go to the office

- | | | |
|-----------------------|------------------------------|-------------------------------------|
| 1. Take <u>a walk</u> | 4. Buy <u>gifts</u> | 7. Visit <u>Warner Bros Studios</u> |
| 2. Take <u>a ride</u> | 5. Ride <u>a bike</u> | 8. Hit <u>the office</u> |
| 3. Go <u>shopping</u> | 6. Take <u>a surf lesson</u> | 9. Leave <u>for Los Angeles</u> |

B Listen and repeat the collocations. Check your answers.

C Match the actions to the pictures.

TRACK 14



2 Listening

A B FOR DETAIL

A Listen to the conversation between Alex and Rianna about their incredible trip to Los Angeles and answer True or False.

TRACK 15



1. They aren't going to hit the office in the afternoon. ☒ True ☐ False
2. Rianna is going to visit Olvera Street, Union Station, Little Tokyo, and El Pueblo. ☒ True ☐ False
3. Alex is going to take a surf lesson at Hollywood Boulevard. ☐ True ☒ False
4. They are going to have breakfast at 9:00 am before going to the Ontario Mills mall. ☒ True ☐ False
5. They are going to buy Christmas gifts at the Ontario Mall. ☒ True ☐ False
6. Rianna is going to ride bikes at Redondo Beach Pier. ☒ True ☐ False
7. They aren't going to visit Disneyland. ☐ True ☒ False
8. They're going to have a lot of fun and take lots of rides at Universal Studios and Disneyland. ☒ True ☐ False

B Listen to the conversation again and choose the best answer.


1. Alex is going to the office from _____.
☒ a. 7:00 to 8:00 ☐ b. 8:00 to 9:00 ☐ c. 9:00 to 10:00
2. He's going for a _____ at Venice Beach.
☐ a. snorkel lesson ☒ b. surf lesson ☐ c. cooking lesson
3. They're going to _____ at 9:00 am.
☐ a. have lunch ☐ b. have dinner ☒ c. have breakfast
4. Rianna is going to ride a bike at _____.
☒ a. Redondo Beach ☐ b. Venice Beach ☐ c. California Beach
5. They're going to visit Universal Studios on _____.
☐ a. Sunday ☐ b. Tuesday ☒ c. Wednesday
6. They aren't going to visit _____. No time.
☒ a. the Warner Bros studios ☐ b. Disneyland ☐ c. Universal Studios
7. _____ is going to buy a musical instrument.
☐ a. Rianna ☒ b. Alex ☐ c. They



3 Grammar Focus


A B COHERENCE & COHESION

Going to (Future Plans) Affirmative

	am is are	going to	verb base form
<i>My family and I are going to travel to LA next month.</i> <i>I am going to do shopping.</i> <i>We are going to buy many presents.</i>			

Time Expression:
 tomorrow
 tonight
 next week,
 year, etc.
 next vacation
 soon
 after class
 after school
 this afternoon
 in # days,
 months

Yes / No Questions

Am Is Are		going to	Verb ... (base form)	?
--------------------------	---	----------	-------------------------	---

Yes,	I am. you are. he is. she is. it is. we are. they are.	No,	I'm not. you aren't. he isn't. she isn't. it isn't. we aren't. they aren't.
------	--	-----	---

IMPORTANT

The verb *to go* can be omitted:
 I'm going (to go) to the movies.
 He's going (to go) to school.
 We're going (to go) shopping.

A Draw lines to match the questions to the short answers.

- | | |
|---|----------------|
| 1. Are you going to finish your homework tonight? | No, it isn't. |
| 2. Is your father going to work next weekend? | Yes, they are. |
| 3. Is the party going to be at your house? | Yes, I am. |
| 4. Are your friends going to visit you next Friday? | No, he isn't. |

Watch a video to clarify the omission of the verb to go with going to.




B Complete the questions. Then, ask a classmate and write short answers.

- | | |
|---|-----------|
| 1. <u>Are</u> you going to <u>study</u> at the university? | _____ |
| 2. <u>Is</u> your mom going to <u>get up</u> at 7:00 a.m. tomorrow? | Student's |
| 3. <u>Is</u> your brother going to <u>do</u> homework this afternoon? | own |
| 4. <u>Are</u> your grandparents going to <u>watch</u> TV tonight? | answers |
| 5. <u>Is</u> your dog going to <u>take</u> a bath next week? | _____ |

What
Where
When
Why
How
Who
What time

Wh-questions with Going to

am is are		going to	Verb ... ? (base form)
-----------------	---	----------	---------------------------

4 Writing & Speaking

C D COHERENCE & COHESION / USING FUNCTIONS

C Match the questions to their answers. Write the letters (a-f) in the boxes.

- | | | |
|---|--|---|
| 1. What am I going to do on the weekend? | <div style="border: 1px solid black; padding: 2px; display: inline-block;">e</div> | a. She's going to throw a theme party. |
| 2. Where are you going to travel next vacation? | <div style="border: 1px solid black; padding: 2px; display: inline-block;">f</div> | b. I'm going to invite my cousin. |
| 3. When is she going to finish high school? | <div style="border: 1px solid black; padding: 2px; display: inline-block;">c</div> | c. She's going to finish in two months. |
| 4. How is she going to celebrate her birthday? | <div style="border: 1px solid black; padding: 2px; display: inline-block;">a</div> | d. We're going to get up at 5 o'clock. |
| 5. Who are you going to invite to the concert? | <div style="border: 1px solid black; padding: 2px; display: inline-block;">b</div> | e. I'm going to clean my bedroom. |
| 6. What time are you two going to get up? | <div style="border: 1px solid black; padding: 2px; display: inline-block;">d</div> | f. I'm going to Cancun. |

D Answer the following survey. Then, add Question 7 and ask two classmates all the questions. Write their answers in the charts below.

	Questions	My answers
1	How are you going to celebrate your next birthday?	
2	Where are you going to go this weekend?	
3	When are you going to finish high school?	
4	What time are you going to bed tonight?	
5	What are you going to eat tomorrow?	
6	Where are you going to spend next Christmas?	Student's own answers
7		

	Classmate 1 Name: _____	Classmate 2 Name: _____
1		
2		
3		
4		Student's own answers
5		
6		
7		



5 Speaking & Reading

A FLUENCY / USING FUNCTIONS **B** SCANNING

A Read the agenda of Alex and Rianna in LA and work with a classmate asking and answering questions.



Example:

Is Rianna going to the office on Monday?

No, she isn't going to the office.

What's she going to do?

She's going (to go) to the gym.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Alex 	-Go to the office. from 7 to 8.	-Buy a musical instrument at Sam Ash.	Visit Hollywood Boulevard.	Get up at at 6:00	Take a private surf lesson at Venice beach at 5 am.	Go to the gym at 7:00.	
Rianna 	-Go to the gym in the morning from 7 to 8.	-Go shopping at Ontario Mills Mall.	Ride a bike from Redondo Beach Pier.	Get up at 6:30.	Go for a walking tour around the city at 6:00 am.	Exercise at 6:30	
They 	-Have breakfast at 9 am. -Leave for Los Angeles at 7 pm. -Arrive in Los Angeles California at 8:45 pm.	Have a light dinner.	Have dinner at an elegant restaurant.	-Have breakfast at 8 am. -Go to Universal Studios at 9 am.	-Have brunch at Premier Brunch Cruise from Marina del Rey.	-Visit Disneyland.	-Have breakfast. -Spend half a day on a tour bus: Go to several of the most famous places. -Go back to México.

B Read the passage and answer the questions.

My Next Vacation to Cancún

I'm excited about my next vacation to a paradisiacal beach in Mexico. In a month, I'm going to fly to Cancun, an incredible place. As soon as I arrive, I'm going to check into a beachfront hotel with an incredible view of the ocean. I can imagine relaxing on the sandy beach, feeling the warm sun on my skin, and swimming into the crystal-clear waters. I'm also going to make sure to try all the delicious local cuisine.

During my stay, I'm going to explore the nearby attractions. I'm planning to visit some historical sites and walk around by the charming local markets. One day, I'm going to book a boat tour along the coastline to get a closer look at the fascinating marine life. There's an opportunity for snorkeling, so that's definitely on my agenda.

- Cancun is a famous destination for its stunning beaches in Mexico. True False
- The traveler plans to explore historical sites and local markets during the stay in Cancun. True False
- The traveler intends to take a boat tour along the coastline to observe marine life, including the possibility of snorkeling. True False
- The traveler is not interested in eating the delicious food. True False
- The beachfront hotel where the traveler is going to stay offers a picturesque view of the jungle. True False

MÉXICO

WORKBOOK

A Change the sentences into questions.

Example: I'm going to watch TV tonight. Are you going to watch TV tonight?

1. Philip is going to read a book next week. Is Philip going to read a book next week?
2. My parents are going out for dinner tonight. Are your parents going out for dinner tonight?
3. I'm going to visit museums next vacation. Are you/Am I going to visit museums next vacation?
4. The party is going to be at my house. Is the party going to be at your house?

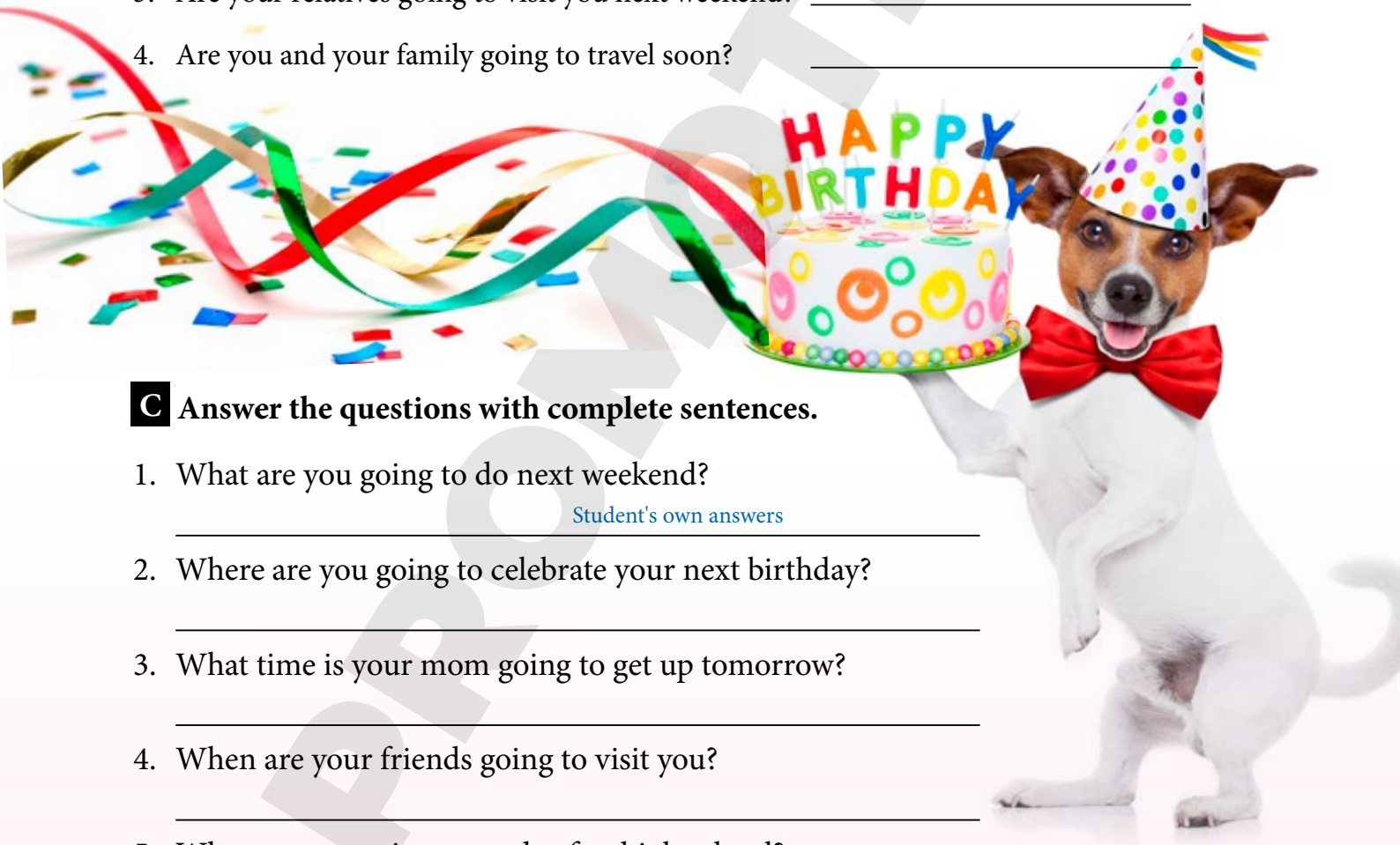
B Answer the questions with short answers.

Example: Is your dad going to pick you up? Yes, he is. or No, he isn't.

1. Are you going to study at the university? Student's own answers
2. Is your mom going to work tomorrow? Student's own answers
3. Are your relatives going to visit you next weekend? Student's own answers
4. Are you and your family going to travel soon? Student's own answers

C Answer the questions with complete sentences.

1. What are you going to do next weekend?
Student's own answers
2. Where are you going to celebrate your next birthday?
Student's own answers
3. What time is your mom going to get up tomorrow?
Student's own answers
4. When are your friends going to visit you?
Student's own answers
5. What are you going to study after high school?
Student's own answers



PROGRESSION 7

Are you coming with us?

*Present Continuous for
future arrangements*

1 Listening & Speaking

A **B** FOR GIST / PRONUNCIATION **C** FLUENCY

A Check (✓) the correct column. In which of these places are you most likely to hear these questions?

	At the airport	At a hotel	At a restaurant
1. Is anybody else traveling with you today?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. What are you having for dessert?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Would you like a view of the street or onto the sea?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. How many pieces of luggage are you checking in?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. How many nights are you staying with us?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Do you have anything suitable for vegans?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Where is the luggage arriving?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. What is the combination for the safe?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. What are the specials for today?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Are there any restaurants for dinner around here?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Are you transferring on to another place?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Are you paying cash or credit card?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



B Listen to the short conversations at the three places and check your answers.

TRACK 16



C Work in pairs. Pretend you are at these places. Ask and answer the questions. Be creative and give different answers every time.

2 Listening

C D FOR DETAIL

C Listen and complete the conversation with the missing parts.

TRACK 17



Lucy: George, are you ready for our trip?

George: Yes, I am. I'm just confirming the reservations tomorrow morning.

Lucy: What time is the flight leaving?

George: It's leaving at 5:00 p.m. but we have to be there two hours before.

Are we meeting at the airport?

Lucy: Yes, remember I'm working in the morning but I'll go to the airport right after that. Roger and Katy are also meeting us there.

George: Great! We're ready. It's all planned. We're spending the week at a beautiful hotel near the beach. And we're visiting some ancient ruins and tasting the typical local food.

Lucy: Sounds fantastic! I'm taking my new camera. It's better than the cell phone.

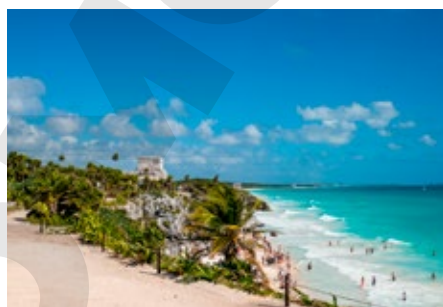
George: By the way I'm not taking many clothes because remember there's a traditional market nearby and I'm buying lots of souvenirs for my friends, so I'll need space.

Lucy: Well, I'm just packing two outfits and my swimsuit.

George: Yes, we're definitely swimming in the sea. It's such a beautiful beach.

Lucy: Well, see you tomorrow. We are having a wonderful time!

George: Sure, we are!



D Listen and read again. Choose True or False.

1. Lucy and George are talking about an upcoming trip.

True

False

2. The plane will depart in the morning.

True

False

3. Lucy is working at this moment.

True

False

4. They're going to the beach.

True

False

5. They're taking a lot of clothes.

True

False

6. They want to buy a lot of souvenirs.

True

False

3 Grammar Focus

Present Continuous for Future Arrangements

We often use the Present Continuous (Present Progressive) to talk about the future, especially when we have made plans or arrangements (decided on a time, place, etc.) with other people.

We're meeting at the airport. = We have discussed this.

I am leaving tomorrow. = I have my plane ticket.

We're having a party next Friday. = All guests know about it.

They're getting married in June. = They are planning the wedding.

She's having a baby soon. = She's pregnant.

Remember how to form the Present Continuous:

Affirmative:



am
is
are

verb + **ing** →

Time Expression:

at 7:00 a.m.

tomorrow

next month

this weekend

soon

tonight

Questions

Am / Is / Are 😊 verb + **ing** → (T.E.)?

Are you seeing the dentist tomorrow? Yes, I am.

Is Mark picking you up at 5:00? No, he's not.

Negative:



am / is / are **NOT** verb + **ing** → (T.E.)

I'm not getting up early tomorrow.

You are not taking my car to the trip.

A Complete the sentences with the Present Continuous. Use the verbs in parentheses.

- We are having a family party on Christmas Eve. (have)
- My father is on a trip but he is getting back this Sunday. (get)
- What are you doing over the weekend? (do)
- Unfortunately, I am working this Sunday. (work)
- My mother is not cooking tonight. We have to buy some food. (not cook)
- Are we meeting at the movies this afternoon? (meet)
- We are taking the final test next Monday. (take)
- Are you having dinner with us tonight? (have)
- Is your brother coming with us to see the match on Saturday? (come)
- No, he is not coming. He has other plans. (not come)

4 Speaking & Writing

A **B** USING FUNCTIONS **C** COHERENCE & COHESION

A Look at this list of plans. Check (✓) in the first column the things you are doing in the near future.

ME	MY CLASSMATE	ME	MY CLASSMATE
<input type="radio"/> 1. meet friends this weekend	<input type="radio"/>	<input type="radio"/> 6. watch TV tonight	<input type="radio"/>
<input type="radio"/> 2. take a shower tonight	<input type="radio"/>	<input type="radio"/> 7. read a book next week	<input type="radio"/>
<input type="radio"/> 3. listen to music in the evening	<input type="radio"/>	<input type="radio"/> 8. eat pizza next Friday	<input type="radio"/>
<input type="radio"/> 4. clean your room this weekend	<input type="radio"/>	<input type="radio"/> 9. wear jeans tomorrow	<input type="radio"/>
<input type="radio"/> 5. adopt a dog soon	<input type="radio"/>	<input type="radio"/> 10. take a trip soon	<input type="radio"/>

Student's
own
answers

B Work in pairs. Ask and answer questions about the activities on the list. Check the second column according to your partner's answers.



C Write five activities that your partner is or is not doing in the near future.

Example: *Alan is meeting friends this weekend. He's not taking a shower tonight...*

1. _____
2. _____
3. _____
4. _____
5. _____

Student's
own
answers

5 Reading & Writing

A SKIMMING **B** SCANNING **C** COHERENCE & COHESION

A Read the article and find in the box the correct subtitle for each tip.

Write them on the lines.

Plan Your Itinerary · Choose Your Destination · Set Your Budget · Pack Wisely
Research Transportation Options · Book Accommodation in Advance

Essential Tips to Plan Your Next Trip

Planning a trip can be both exciting and tiring. Here are some essential tips to consider when planning your next adventure:

1. Set Your Budget: Determine how much you're spending on your trip. This includes expenses like transportation, accommodation, meals, activities, and souvenirs.
2. Choose Your Destination: Research potential destinations based on your interests and budget. Consider factors such as weather, local culture, safety, and accessibility. Whether you're going on a beach getaway, a cultural immersion, or an outdoor adventure, pick a destination that aligns with your preferences.
3. Plan Your Itinerary: Outline a rough itinerary for your trip, including the duration of your stay, places you want to visit, and activities you'd like to do. Be flexible with your plans to accommodate unexpected changes or discoveries along the way. Prioritize your must-see attractions while leaving room for spontaneity.
4. Book Accommodation in Advance: Secure your accommodation well in advance, especially during peak travel seasons when availability may be limited. Compare prices, read reviews, and consider factors like location, amenities, and cancellation policies.
5. Research Transportation Options: Research the best transportation options for getting to your destination and getting around once you're there. Compare prices for flights, trains, buses, or rental cars, and book tickets in advance to save money.
6. Pack Wisely: Make a packing list based on the activities you are planning and the weather forecast for your destination. Pack light to avoid lugging around unnecessary items, but don't forget essentials like clothing layers, toiletries, medications, travel documents, and electronic devices.

By following these tips and planning ahead, you can ensure a memorable and stress-free trip. Happy travels!



B Read again and answer these questions in your notebook.

1. What are some factors to consider when setting a travel budget?
2. How does the article suggest choosing a destination for a trip?
3. Why is it important to book accommodation in advance, according to the article?

C Work in small groups. Pretend you are planning a trip with friends. Choose a destination and use the Present Continuous to write 10 things you are doing during the trip.

Example: *We're traveling to Tulum. We're checking in at the hotel at 10:00 a.m. We are spending some time at the beach. We're visiting the ruins. We're buying souvenirs at the local market...*



B:
1. Expenses such as transportation, accommodation, meals, activities, and souvenirs.
2. Based on factors such as interests, budget, travel restrictions, weather, local culture, safety, and accessibility.
3. To secure availability, especially during peak travel seasons, and to potentially benefit from discounts and deals.

WORKBOOK

A Find among the questions on page 50 the one that best fits the answer in each case.

Example:

Are you transferring on to another place?

No, this is my final destination.

1. Are you paying cash or credit card?
2. What are you having for dessert?
3. Is anybody else traveling with you today?
4. How many nights are you staying with us?

I'm paying cash.

The Lemon Pie, please.

No, it's just me and my dog.

We're staying for three nights.

B Roger is taking a trip. Write five things he's doing during his vacation according to the things he's taking with him.



1. He's reading a book.
2. He's taking his dog.
3. He's snorkeling / swimming.
4. He's taking pictures.
5. He's playing tennis.

C Answer the questions with real information. Write complete sentences.

Sample
answers

1. Are you doing homework tonight? Yes, I'm doing homework.
2. Is your mom buying food tomorrow? No, she's not buying food.
3. Where are you traveling on your next vacation? I'm traveling to the beach.
4. What are you doing this weekend? Mention 3 activities.

 Student's own answers

Exploring Mexico:

TRACK 18



A Journey Through Cultural Diversity

A Answer these questions.

1. What states have you visited in Mexico? 2. What state would you like to know and why?

B Read the passage. Go to the dictionary or use your favorite app to look up the vocabulary you don't know.

Mexico is a country rich in cultural diversity, with each state offering its own unique traditions and expressions. Let's embark on a journey to discover the vibrant cultures of five different states in Mexico.



Known for its lively indigenous culture, Oaxaca is filled with traditional arts and crafts. Walk through the colorful markets of Oaxaca City. Skilled artisans have made detailed textiles and wooden figures for many years. Enjoy the delicious smells of Oaxacan cuisine, including tasty dishes like mole and tlayudas.

In the green jungles of southern Mexico, Chiapas is full of old Mayan ruins and lively indigenous towns. Here, we can see ancient ceremonies and traditions that families have kept for years. The streets are full of the sound of marimba music, and you can smell the delicious coffee brewing everywhere.



Planning to visit Yucatan? The Yucatán Peninsula offers stunning beaches and ancient ruins, including the famous Chichén Itzá. Don't forget to try delicious local dishes like cochinita pibil and panuchos.

Famous for its beautiful beaches along the Pacific coast and vibrant cultural scene, Guerrero mixes indigenous, African, and Spanish influences. The beaches are filled with fun and laughter as people soak up the sun. Acapulco has been the most visited beach destination ever.



Jalisco: Known for its mariachi music and tequila, Jalisco has been a cool and lively state in western Mexico for years. In the cute town of Tequila, we have the opportunity to visit the agave fields and learn how they have made Mexico's famous drink for generations. In Guadalajara, where mariachi music originated, we can enjoy the lively music that has entertained people for decades.

TRANSVERSALITY ACTIVITY

C Work in groups and prepare a mini presentation.

Which of these states would you like to visit?

Activity: Online Group Discussion - Favorite Travel Destinations

Objective: Improve your English communication skills by participating in group discussions about your favorite travel destinations and cultural experiences.

Instructions:

1. Group Formation

- In-Class Formation: Organize yourselves into groups of five within the classroom.
- Online Collaboration: Coordinate with your group members to discuss and agree upon a suitable time and platform for conducting the group discussion.

2. Accessing the Forum

- Log in to the designated online discussion forum platform using your credentials provided by the instructor.
- Once logged in, take a moment to greet everyone in the group. If you're not already acquainted, introduce yourselves briefly to get to know each other.
- After introductions, begin by reading through the guidelines provided for the discussion forum to ensure a smooth and respectful discussion experience.

3. Participation Guidelines

- Read the introduction and guidelines for the group discussion on page 104.
- Familiarize yourself with the discussion thread for sharing favorite travel destinations.

4. Share Your Destinations

- Each member of the group should discuss their favorite travel destinations, whether they've visited them in person or virtually.
- Explain why these destinations hold significance to you, detailing any memorable experiences, attractions, cultural elements, or personal connections you may have.
- Utilize English to effectively communicate your thoughts and experiences, incorporating relevant vocabulary and expressions learned in class to enrich your descriptions.

5. Responding to Posts

- Provide feedback, ask questions, and share your own experiences or recommendations related to your group members' favorite travel destinations.
- Encourage open discussion and collaboration within your group by actively participating in the conversation.

6. Record the session and present a fragment to the class.





Unit # ____ CHECKLIST FOR TEAMWORK Progression # ____

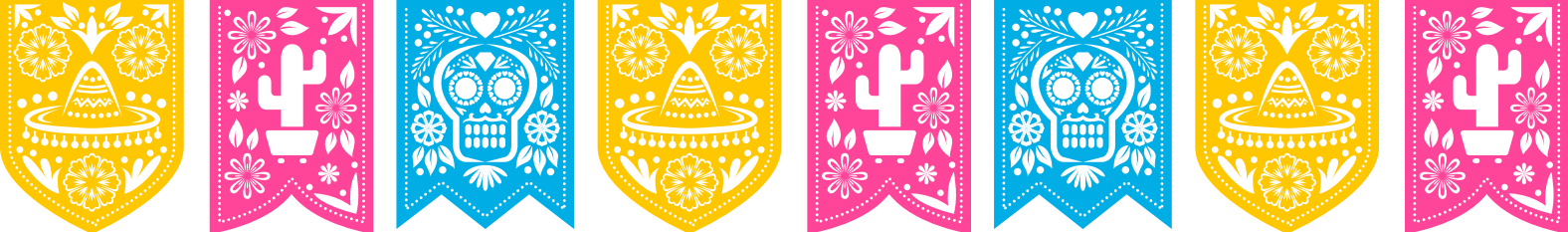
Mark with an X those criteria that the students have shown, leaving blank those in which they still need to improve.

Criteria	
Participates actively and focuses on the work to be done	
Provides useful ideas into discussions	
Collaborates and supports his / her classmates	
Maintains group harmony and cohesion, without causing conflict	
Fulfills the specific tasks that are established as a team	
Demonstrates interest in the quality of work and the objective	

Unit # ____ CHECKLIST FOR PRESENTATION Progression # ____

Mark with an X those criteria that the students have shown, leaving blank those in which they still need to improve.

The student expresses his / her ideas clearly and fluently.	
The student makes use of a wide and appropriate vocabulary.	
His / her pronunciation is clear and correct.	
The student reinforces his / her presentation with gestures and appropriate body language.	
His / her tone of voice is adequate.	
The title of his / her presentation is accurate and appropriate.	
The content and selection of the information of his / her presentation is relevant and sufficient with respect to the task.	
The student includes clear examples.	
The student has included adequate written and graphic supports, written correctly, that clarify and exemplify the content of the exhibition.	
The student answers questions logically, rationally, and convincingly.	
The student accepts with tolerance the others' opinions.	
The student takes advantage of the information and opinions of others to improve his / her work.	
The student uses good grammar and fluency.	
The student uses information he / she thinks it is pertinent to persuade peers cordially.	
Student's name: _____	Teacher's signature: _____



Instruments of Evaluation

Co-evaluation (student to student)	VW	W	NP
My classmate uses Critical Thinking.			
My classmate uses Creative Thinking			
My classmate develops Analytical Thinking.			
My classmate uses Reflective Thinking.			
My classmate has entrepreneurial spirit.			
My classmate promotes collaboration.			
My classmate uses problem solving skills.			
My classmate uses technology.			
My classmate cares for social responsibility.			
My classmate uses leadership and innovation.			
My classmate has flexibility to adapt to changing environments.			
My classmate cares for honesty.			
My classmate has perseverance.			
My classmate has determination.			

Progressions

Self-Evaluation (myself). I can do it!	VW	W	NP
P1. I can report equality comparison degrees (as...as) to indicate that two people, places, things or animals share or do not share similar characteristics.			
P2. I can use degrees of comparison, superiority, and inferiority to contrast people, places, things, or animals in relation to a specific quality			
P3. I can report superlative degrees of comparison to describe the highest level a characteristic can reach when comparing two or more people, things, places or animals.			
P4. I can use the simple future (will) in affirmative, negative and interrogative forms to express predictions about the weather, scientific advances, among others.			
P5. I can use the Simple Future with the auxiliary Will and future time expressions: tomorrow, next year, tonight, after class, among others, in affirmative form to express predictions for the future.			
P6. I can use the idiomatic future (to be going to) in affirmative, negative, and interrogative forms to discuss future plans.			
P7. I can use the Present Continuous to talk about plans and events in the future.			

Generic Competence Rubrics (the teacher to student)	VW	W	NP
The student determines and takes care of him/herself			
The student appreciates the art as a manifestation of beauty and expression of ideas, feelings, and emotions.			
The student makes decisions from the evaluation of the consequences of different consumption habits and risk behaviors.			
The student faces the difficulties that arise and is aware of his/her values, strengths, and weaknesses.			
The student listens, interprets and gives relevant messages in different contexts, using appropriate tools, codes, and media.			
The student identifies his/her emotions, handles them in a constructive way and recognizes the need to request support in a situation that goes beyond.			
The student critically analyses the factors that influence his/her decision making.			
The student assumes the consequences of his/her behaviors and decisions.			
The student expresses ideas and concepts through linguistic, mathematical, or graphical representations.			
The student can communicate in a second language in routinary situations.			
The student uses information and communication technologies to process and interpret information.			
The student follows instructions and procedures in a reflective manner, understanding how each of his/her steps contributes to reach his/her goals.			
The student innovates and suggests solutions to problems based on established methods.			



VW = Very Well
W = Well
NP = Needs Practice