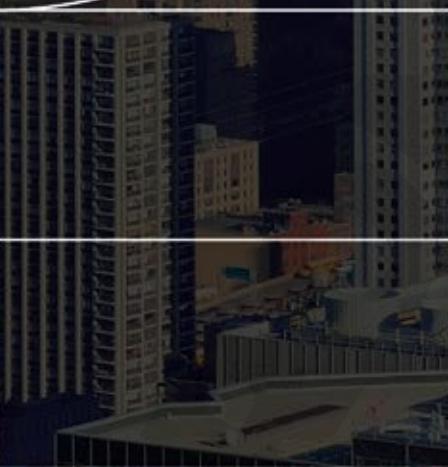


# New iCando It

By Richie Losaba

New Mexican School & Progression



5



Communication  
for Real Life!



# New I Can Do It 5

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# 10 useful idiomatic expressions for everyday conversations to sound more natural in English

- **Get something off your chest**

**Meaning:** To talk about something that has been bothering you and find relief.

**Example:** *I had to get it off my chest and tell her how I really felt.*

- **On the same page**

**Meaning:** To have a shared understanding or agreement about something.

**Example:** *Before we start the project, let's make sure we're all on the same page.*

- **Take it with a grain of salt**

**Meaning:** To not completely believe something because it might not be entirely true.

**Example:** *You should take what he says with a grain of salt; he tends to exaggerate.*

- **See eye to eye**

**Meaning:** To agree with someone.

**Example:** *My brother and I don't always see eye to eye on politics.*

- **Miss the boat**

**Meaning:** To be too late to take advantage of an opportunity.

**Example:** *The tickets are sold out; I guess I missed the boat.*

- **Jump on the bandwagon**

**Meaning:** To join a popular trend or activity.

**Example:** *Everyone started using that new app, so I decided to jump on the bandwagon too.*

- **In a nutshell**

**Meaning:** Briefly or in a few words.

**Example:** *In a nutshell, the meeting was about the new marketing strategy.*

- **The best of both worlds**

**Meaning:** A situation where you can enjoy the advantages of two different things at the same time.

**Example:** *Working from home gives me the best of both worlds: flexibility and comfort.*

- **Speak of the devil**

**Meaning:** Said when a person you were just talking about appears.

**Example:** *"Did you hear from Sarah?" "Speak of the devil, here she comes!"*

- **A penny for your thoughts**

**Meaning:** A way of asking someone what they are thinking about, especially when they seem quiet or preoccupied.

**Example:** *You've been quiet. A penny for your thoughts?*



Unit 1 Confirming Information	Grammar	Vocabulary
<b>Progression 1 pp. 12 - 19</b>	<i>Present tenses with Tag Questions</i>	general facts, habits and universal truths
<b>Progression 2 pp. 20 - 27</b>	Past tenses with Tag Questions	events, situations, facts and anecdotes
<b>Progression 3 pp. 28 - 35</b>	<i>Future tenses with Tag Questions</i>	plans and predictions
<b>Progression 4 pp. 36 - 43</b>	<i>Zero &amp; First Conditionals</i>	general truths and facts, causes and consequences
		Socioemotional Resources— Participation in the transformation of society The Fair That Changed Everything p. 44

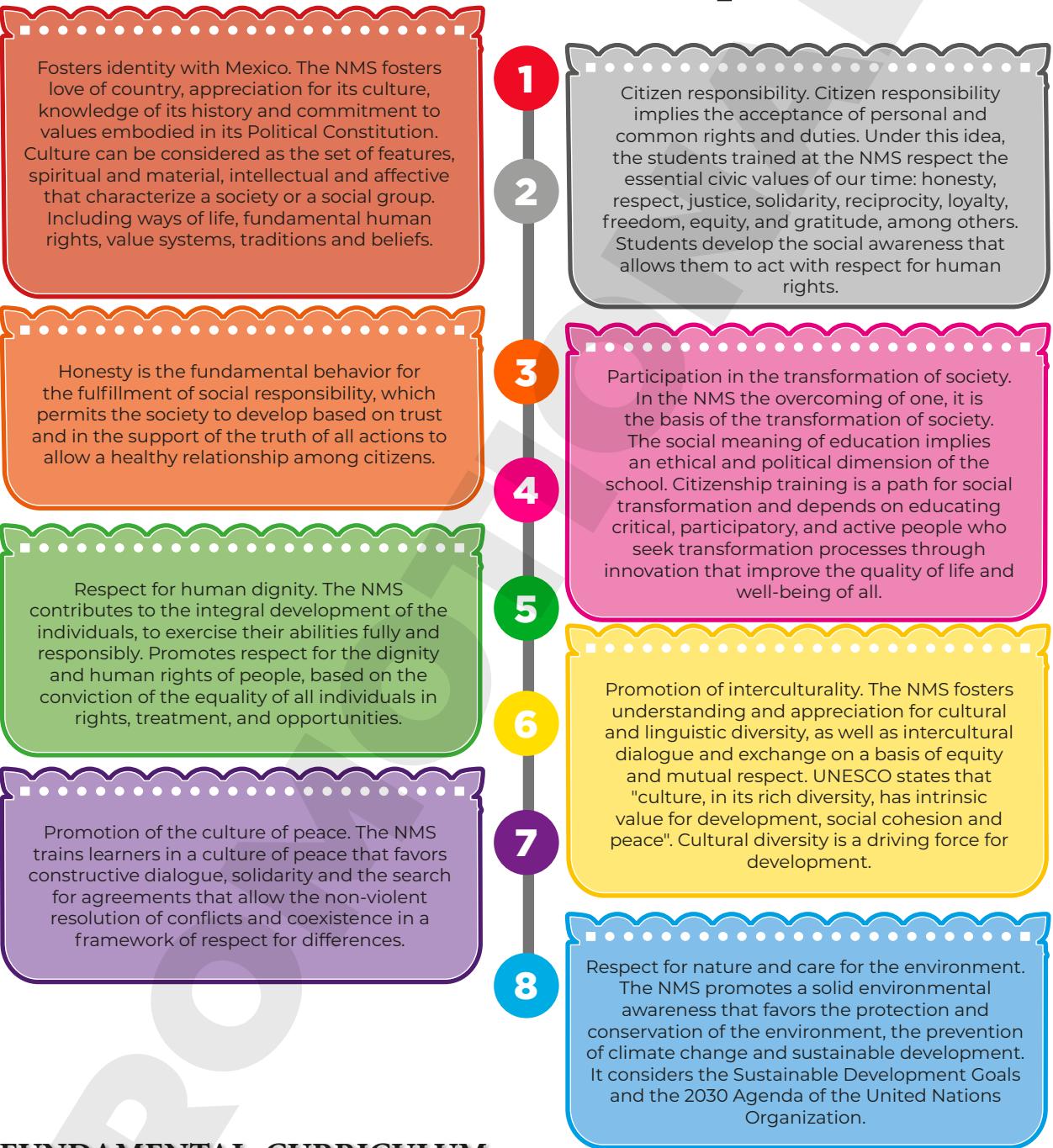
PROGRESSION

Listening	Speaking	Reading	Writing
Artificial Intelligence	Confirm information about your classmates.	Interesting Facts about Animals	Confirm information. Write fun facts about animals.
An Anecdote	Talk about your last vacation. Confirm information.	How I Met My Girlfriend	Write an anecdote about how you met someone.
Plans for the Weekend	Talk about your plans for the future. Confirm information.	My Future Plans: Personal, Academic, and Professional Goals	Write about your goals. Confirm information about classmates.
How Our Actions Affect the Environment	Discuss problems the world is facing today and possible solutions.	We can make a difference! Better Study Habits for a Stress-Free Life	Write about a problem and its possible solutions.
Checklists p. 46		Instruments of Evaluation p. 47	

PROVOCATION



# The New Mexican School Principles



## 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.

## 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.

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



# Unit 1

## Confirming Information

Categories	Subcategories
<ul style="list-style-type: none"><li>• Listening</li><li>• Speaking</li><li>• Reading</li><li>• Writing</li></ul>	<ul style="list-style-type: none"><li>• Listening for detail</li><li>• Inference-making</li><li>• Fluency</li><li>• Using Functions</li><li>• Interaction</li><li>• Skimming</li><li>• Summarize</li><li>• Active reading</li><li>• Reasoning</li><li>• Spelling and Punctuation</li><li>• Coherence and cohesion</li><li>• Style</li></ul>

### Learning Progressions

**P1.** Speak fluently about general facts, habits, and universal truths, coherently integrating the use of the Simple Present and Present Continuous to express actions, routines, and states in different contexts, confirming information using tag questions

**p. 12**

**P2.** Narrate events, situations, facts, and/or anecdotes from their context that happened in the past, including actions that were in progress, both orally and in writing. Identify punctual and simultaneous actions, reaffirming the message by using tag questions.

**p. 20**

**P3.** Communicate spontaneous decisions, respond to actions in their environment, and predict events for the future in personal, academic, and work contexts, confirming the information using tag questions

**p. 28**

**P4.** Communicate orally and in writing consequences, forecasts, or possible events that will happen, using the zero conditional. Give advice on personal, academic, or professional topics and talk about events that will likely take place in the future due to a present action or event, integrating the conditional.

**p. 36**

NMS / Socio-emotional Resources: The Fair That Changed Everything

**p. 44**

### Learning Goals:

**I4:** Understand the main message, as well as specific details in a conversation on various topics, clearly identifying the speaker's intentions to make inferences. Follow detailed instructions and extract key information from speeches, news, and audiovisual materials, applying prior knowledge to deduce implicit meanings or infer missing details.

**S5:** Exchange clear messages on various topics and experiences. Describe and verify information, using appropriate verb tenses and common connectors. Participate in interviews by responding, questioning, and providing details about your context fluently. Engage in conversations both in person and through digital media, offering opinions with arguments, in both formal and informal situations.

**R5:** Identify, analyze, reflect on, and infer the main idea, key words, grammatical structures, and relevant details in different types of medium-length texts with a satisfactory level of comprehension. Explore information of interest through various media and find documents that help with specific tasks, as well as expand your vocabulary.

**W5:** Write clear and coherent medium-length texts such as reviews, messages, and descriptions through different media and adapt to various contexts, using an appropriate structure for the purpose, as well as relevant vocabulary and grammar. Convey information, adjusting your personal writing style to the context, allowing you to express important feelings, thoughts, and opinions fluently.

# Diagnostic Evaluation

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

1. Technology a evolving so fast, isn't it?

- a. is
- b. isn't
- c. does

2. She went to England, c

- a. she did?
- b. did she?
- c. didn't she?

3. You'll become a lawyer soon, c

- a. aren't you?
- b. will you?
- c. won't you?

4. Your sister studies Biology, b

- a. isn't she?
- b. doesn't she?
- c. does she?

5. You aren't from the USA, a

- a. are you?
- b. you are?
- c. aren't you?

6. If you b hard, you'll pass the exam.

- a. will study
- b. study
- c. studying

7. Plants c if we don't water them.

- a. died
- b. dies
- c. die

8. They weren't studying when I called, a

- a. were they?
- b. did they?
- c. weren't they?

9. We c the planet if we all collaborate.

- a. won't to save
- b. saves
- c. will save

10. Kathy will come to the party if she b time.

- a. have
- b. has
- c. will have

# PROGRESSION 1

## Learning English is fun, isn't it?

*Tag Questions in Present*

### 1 Listening & Vocabulary

PRONUNCIATION / SPELLING

**A** Listen and repeat the vocabulary in the box.

**TRACK 1**



research · artificial intelligence · self-driving cars  
to go jogging · to work out · disease diagnosis

**B** Match the words to the pictures. Write them on the lines.



1 disease diagnosis

2 medical research

3 to go jogging



4 self-driving cars

5 to work out

6 artificial intelligence

**C** Complete the sentences using the vocabulary phrases.

1. Artificial intelligence helps businesses analyze large amounts of data quickly.
2. Self-driving cars use sensors and AI to navigate safely on the road.
3. Medical research has led to new treatments for many serious illnesses.
4. She likes to go jogging in the park every morning before school.
5. He goes to the gym every evening because he loves to work out.
6. AI is improving disease diagnosis by analyzing medical images with high accuracy.

## 2 Listening & Speaking

LISTENING FOR DETAIL

### D Listen to the conversation and complete the blanks with the missing information.

TRACK 2



Emma: Hey, Jake! You look really focused. What are you doing?

Jake: Oh, hey, Emma! I'm watching a video about artificial intelligence. It's so interesting!

Emma: AI is everywhere now. It helps with so many things, doesn't it?

Jake: Yeah, it does! People use AI for self-driving cars, as personal assistants and even for music production.

Emma: Definitely! It's also used for healthcare—for example, for medical research, diagnosing diseases, and even predicting patient outcomes based on data.

Jake: Technology is evolving so fast, isn't it?

Emma: But sometimes, I feel like we rely on it too much. I mean, we use our phones all the time, don't we?

Jake: That's true. I check my phone every morning before I even get out of bed. Do you do that too?

Emma: Not really. I usually get up and go jogging before school. Running helps me wake up.

Jake: Wow, that's healthy!

Emma: Well, yes, I try to work out as much as I can. By the way, the concert is on Saturday, isn't it?

Jake: Yes, it is! The band plays pop-rock, right?

Emma: Yes! They perform at local events every month, and their songs are so good, aren't they?

Jake: Totally! But wait... The seats are not numbered, are they?

Emma: No! We should get there early to find a good spot.

Jake: Good idea. Let's leave in good time!

### E Listen again and answer True or False.

1. Emma thinks that people sometimes overuse technology.

True  False

2. Jake checks his phone after he gets up.

True  False

3. Emma tries to exercise often.

True  False

4. Jake and Emma plan to go to the concert together.

True  False

5. Jake isn't excited about the concert.

True  False

### 3 Grammar Focus

#### Tag Questions with Simple Present, Verb To Be and Present Continuous

Remember that the Simple Present is used to express habits, routines, and general facts while the Present Continuous is used to express actions happening now or future plans.

##### Use

A tag question is a short question added at the end of a statement to confirm or check information. The meaning is "Is that right?" or "Do you agree with me?"

The auxiliaries used to ask questions in the Simple Present are **do** and **does**, while in the Present Continuous, they are: **am**, **is** and **are**.

##### Structure

- The tag question is formed by using the auxiliary verb that corresponds to the tense of the statement.
- If the statement is positive, the tag question is negative.
- If the statement is negative, the tag question is positive.

##### IMPORTANT:

The tag for *I am not... is: am I?* but the tag for *I am... is: aren't I?*  
*I am not funny, am I?*  
*I'm funny, aren't I?*



**A** Complete the table with the correct tag questions.  
Then listen and check your answers.

**TRACK 3**

	Positive statement	Negative tag
Verb to be	It's a beautiful beach,	isn't it?
	He's a very good student,	isn't he?
	You're painting this picture,	aren't you?
	You do meditation,	don't you?
	They like jogging in the park,	don't they?
	Your sister does art and crafts,	doesn't she?
	Negative statement	Positive tag
Verb to be	That isn't your house,	is it?
	He's not your brother,	is he?
	You aren't riding a bike,	are you?
	You don't like watching series,	do you?
Simple Present	They don't love taking a nap,	do they?
	Your sister doesn't play video games,	does she?

## 4 Writing & Speaking

### COHERENCE & COHESION / USING FUNCTIONS

**B** Complete the sentences in the box with information about you and a family member.

**Example:** *I am an active person. I like sports. I play basketball every weekend. I have a sister and a brother. My sister practices ballet. My brother works in an office.*

I am \_\_\_\_\_.

(occupation, qualities, personality characteristics, etc.)

I like \_\_\_\_\_. I \_\_\_\_\_ every weekend.

(activity)

I have \_\_\_\_\_ brother(s)/ sister(s)

My sister /brother \_\_\_\_\_. (activity/hobby)

**C** Work in groups of 4 to 5 students. Share the previous information with your partners. Talk for about 10 minutes. When you have finished, write something you remember about each of your teammates on the lines.

**Example:** *Lucy practices ballet. Robert is an active person, he likes sports. Helen's brother works in an office...*

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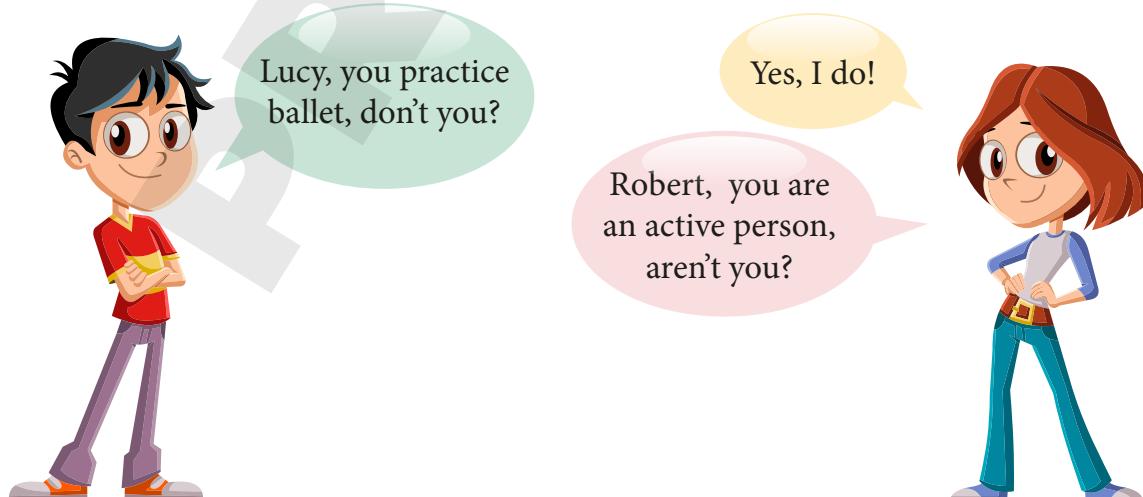
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**D** Next, each student must ask a tag question to confirm something they remember from each of their teammates. Follow the model.



## 5 Vocabulary & Reading

A SKIMMING

**A** Quickly read through the text once. Then, match each picture with the correct sentence by writing the sentence number next to it.



### TEN INTERESTING AND FUN FACTS ABOUT ANIMALS

1. **Octopuses have three hearts!** Two pump blood to the gills, and one pumps it to the rest of the body. When an octopus swims, the heart that pumps into the body actually stops beating.
2. **Sloths are so slow that algae grow on their fur.** This helps them blend in with trees and avoid predators.
3. **A group of flamingos is called "flamboyance."** Their bright pink color comes from the shrimp and algae they eat.
4. **Dolphins give each other names.** They use unique whistles to identify and call each other.
5. **Cows are friendly! They have best friends.** Studies show that cows form strong social bonds and get stressed when separated from their favorite companion.
6. **Butterflies taste with their feet!** Their taste sensors are located on their legs, helping them know if a plant is good for laying eggs.
7. **Elephants "hear" with their feet.** They detect vibrations in the ground, which helps them sense danger or communicate over long distances.
8. **A shrimp's heart is in its head.** More specifically, it's located near its brain, behind the head region.
9. **Axolotls regrow their body parts.** They regenerate limbs, parts of their heart, and even sections of their brain!
10. **Penguins propose with pebbles.** Male penguins give a special pebble to the female they want as a mate, kind of like an engagement ring!

## 6 Reading & Writing

B C D COHERENCE & COHESION C SCANNING

### B Write the correct tag question in each case.

1. Octopuses have more than one heart, don't they?
2. Sloths aren't very fast, are they?
3. Cows aren't solitary animals, isn't it?
4. A group of flamingos is called a flamboyance, don't they?
5. Dolphins use whistles to identify each other, are they?



### C Write five more sentences about animals from the text.

Include tag questions to confirm the information.

Then work with a classmate and ask each other.

Example:

A: Butterflies' taste sensors are located on their legs, aren't they?

B: Yes, they are!



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### D Find out interesting and fun facts about other animals. Write, on a piece of paper, 6 to 8 sentences with tag questions about them. Share with the class.

Examples: Giraffes have long necks, don't they?

Koalas are native to Australia, aren't they?



# WORKBOOK

## A Write the correct tags from the box.

1. Morelia is a beautiful city, isn't it ?
2. You are studying English, aren't you ?
3. He doesn't like listening to reggaeton, does he ?
4. They don't go jogging, do they ?
5. You enjoy collecting toys, don't you ?
6. Doing meditation isn't boring, is it ?
7. Your parents aren't at the park, are they ?
8. I am strong, aren't I ?
9. Sophie likes going to the gym, doesn't she ?
10. I'm not OK. am I ?

don't you  
aren't you  
isn't it  
aren't I  
is it  
do they  
are they  
am I  
doesn't she  
does he

## B Choose the correct option to complete the sentences.

1. Your father isn't 60 years old, a. doesn't b. isn't he c. is he ?
2. You enjoy eating tacos, a. do you b. aren't you c. don't you ?
3. My brother isn't doing his homework, a. is he b. doesn't he c. does he ?
4. Your parents enjoy visiting your relatives, a. do they b. aren't they c. don't they ?
5. Susan doesn't have a car, a. does she b. doesn't she c. is she ?
6. You don't like bowling, a. are you b. do you c. don't you ?
7. It's raining hard, a. isn't it b. doesn't it c. is it ?
8. I have to hand in the homework today, a. aren't I b. don't I c. isn't it ?
9. We need to go to the supermarket, a. aren't we b. do we c. don't we ?
10. Richard doesn't like gardening, a. is he b. doesn't he c. does he ?



**C** Read the dialogue. Write the correct tag in each case.

1. The Earth orbits the Sun, doesn't it?
2. The Great Wall of China is visible from space, isn't it?
3. Your car isn't green, is it?
4. Bees are crucial to pollination, aren't they?
5. Water makes up about 60% of the human body, doesn't it?
6. Paul and Tony aren't coming to the party, are they?
7. Your brother isn't working now, is he?
8. Lions live in groups called prides, don't they?
9. Your mom doesn't work on weekends, does she?
10. It's not raining hard, is it?
11. The human brain contains about 86 billion neurons, doesn't it?
12. The movie isn't starting yet, is it?
13. You don't know the answer, do you?
14. Cats are independent animals, aren't they?
15. Mount Everest is the highest mountain in the world, isn't it?

**D** Write three sentences in affirmative form and three in negative form about your classmates and teacher. Add a tag question to confirm the information.

Examples:

*Monica likes rock music, doesn't she?*

*George is a soccer player, isn't he?*

*The teacher doesn't have a car, does he?*

*Paty and Rose aren't sisters, are they?*

## AFFIRMATIVE

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## NEGATIVE

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# PROGRESSION 2

## We had fun, didn't we?

### Tag Questions in Past

#### 1 Writing

A B COHERENCE & COHESION

#### Past Tense Review

##### A Choose and write the correct option in each case

1. I visited my grandparents last weekend.  
a. visited      b. was visiting
2. I was studying when my phone rang.  
a. studied      b. was studying      a. rang      b. was ringing
3. We were walking to the park when it started to rain.  
a. walked      b. were walking      a. started      b. was starting
4. He forgot his homework at home.  
a. forgot      b. was forgetting
5. We were dancing while the band was playing.  
a. danced      b. were dancing      a. played      b. was playing

##### B Match the columns to form complete logical sentences. Be careful, answers can't be repeated.

- 1 Joe was watching TV
- 2 She called me
- 3 I finished my homework
- 4 My dad was cooking dinner
- 5 We saw a rainbow
- 6 I went to the store
- 7 She was running in the park
- 8 My sister was studying for the test
- 9 He found a wallet
- 10 We were playing outside

h  
j  
f  
a  
e  
i  
c  
d  
b  
g

- a. when my mom arrived home.
- b. and picked it up to return it.
- c. when she tripped and fell.
- d. while I was doing my homework.
- e. and we took a picture of it.
- f. before I went to the party.
- g. when it suddenly started raining.
- h. when the lights went out.
- i. and bought some snacks.
- j. because she needed help with math.

## 2 Listening & Reading

FOR DETAIL / SCANNING

**C** Listen to the conversation and complete the blanks with the missing information.

**TRACK 4**



**Liam:** Hey, Mia! Remember that time we got lost in the amusement park? That was crazy, wasn't it?

**Mia:** Yeah! We were looking for the roller coaster, but we took the wrong turn.

**Liam:** Exactly! And while we were walking around, it started to rain, didn't it?

**Mia:** Yeah! We didn't have an umbrella, so we ran to that small café, didn't we?

**Liam:** We did! And while we were waiting for the rain to stop, we met that funny old man.

**Mia:** Oh, right! He was telling jokes the whole time, wasn't he?

**Liam:** Yeah! And then he showed us the shortcut to the roller coaster. That was nice of him, wasn't it?



**Mia:** It really was! We finally got to the ride just before the park closed.

**Liam:** Yeah, and it was totally worth it! We had a great time, didn't we?

**Mia:** The best! Let's go back next summer!

**D** Read the dialogue and answer the questions.

1. What were Liam and Mia trying to find when they got lost in the amusement park?

They were trying to find the roller coaster.

2. What happened when they were walking around the park?

It started raining.

3. How did Liam and Mia protect themselves from the rain?

They ran to a small café.

4. Who did they meet while waiting for the rain to stop, and what did he do?

They met a funny old man who was telling jokes.

5. What happened after they met the old man?

The old man showed them a shortcut to the roller coaster.

## 3 Grammar Focus

### Simple Past and Past Continuous with Tag Questions

Remember that **Simple Past** is used to describe experiences, events, situations, and facts that have already finished:

*We went to the amusement park last summer.*

*I did my homework before I had dinner.*

And **Past Continuous** is used to talk about actions that were **in progress** at a specific time:

*I was sleeping at 12 a.m.*

When another action occurred:

*We were looking for the roller coaster when it started to rain.*

And to describe two simultaneous actions:

*I was cooking while my brother was washing the dishes.*

**Tag questions** are used to confirm or ask for confirmation of information.

In the **Simple Past**, tag questions use the auxiliary verb *did*.

- **Positive statement + negative tag:**

*You went to the party, didn't you?*

(The speaker is confirming that the other person went to the party.)

- **Negative statement + positive tag:**

*You didn't go to the party, did you?*

(The speaker is asking if the other person really didn't go to the party.)

In the **Past Continuous**, tag questions use *was* or *were* depending on the subject of the sentence.

- **Positive statement + negative tag:**

*They were studying when I called, weren't they?*

(The speaker is confirming that they were studying at that time.)

- **Negative statement + positive tag:**

*They weren't studying when I called, were they?*

(The speaker is asking if they weren't studying at that time.)

#### A Complete the tables with the correct tag questions.

Then listen and check your answers.

**TRACK 5**



Verb tense	Positive statement	Negative Tag
Verb to be	The exam was easy,	<i>wasn't it?</i>
Past Continuous	You were talking on the phone,	<i>weren't you?</i>
Simple Past	Mark studied biology,	<i>didn't he?</i>

## 4 Writing & Speaking

**B** COHERENCE & COHESION **C** USING FUNCTIONS/FLUENCY/ INTERACTION

Verb tense	Negative Statement	Positive Tag
Verb to be	The exam wasn't easy,	was it?
Past Continuous	You weren't talking on the phone,	were you?
Simple Past	Mark didn't study biology,	did he?

### B Match the statements to the correct tag.

- 1 We ate turkey last Christmas,
- 2 The children were making a lot of noise,
- 3 Joe was sleeping when I called,
- 4 You went to the office this morning.
- 5 They didn't go to the party last week,
- 6 We were not working at 5 p.m. yesterday

f  
e  
a  
b  
d  
c

- a. wasn't he?
- b. didn't you?
- c. were we?
- d. did they?
- e. weren't they?
- f. didn't we?

### C Work with two or three classmates. Talk about your last vacation, mention where you went, what you did, who you went with, what you ate, etc. After talking for 10 minutes, write what you remember about your classmates' vacations on the lines below.

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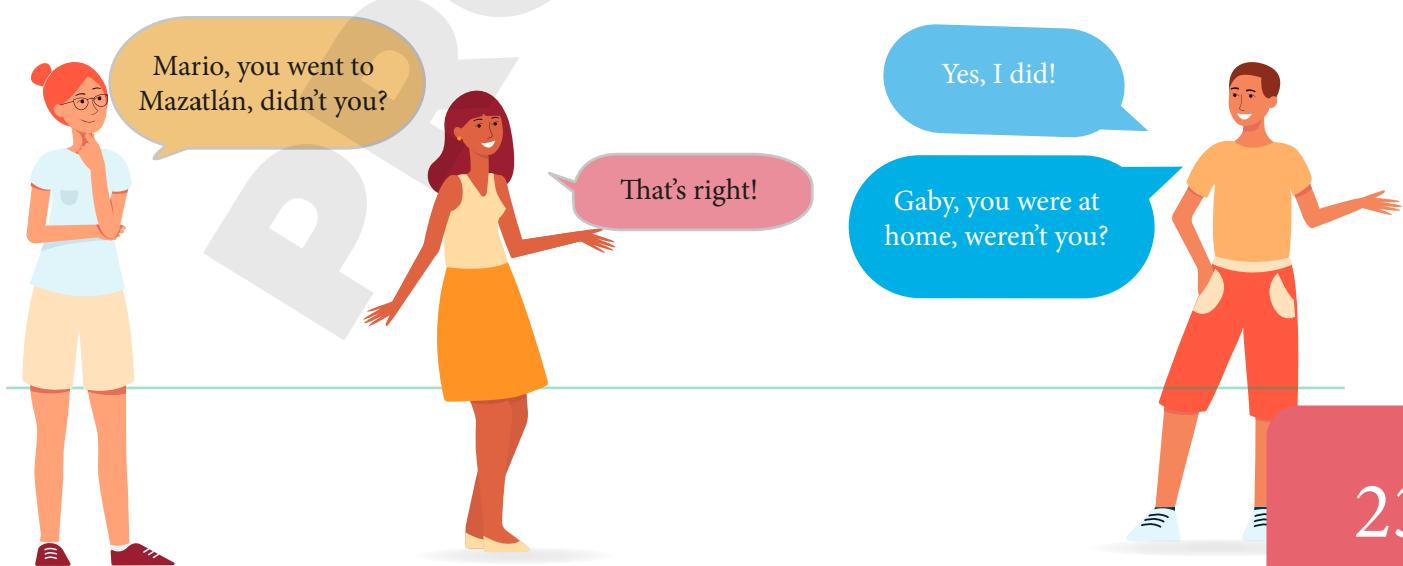
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### D Use tag questions and ask them to confirm the information.



## 5 Reading

SKIMMING / SCANNING / REASONING

**A** Read the text once. Underline the verbs you find in Past Continuous and highlight the verbs in Simple Past.

### How I Met My Girlfriend

Harry: "So, last year, I was walking to the library because I had an important exam the next day. I was not looking for love—I was looking for a quiet place to panic.

While I was crossing the street, I was texting my friend about how unprepared I was, and, well... I didn't see the pole right in front of me. Yep.



I crashed into it. Hard. My phone flew out of my hands and landed right at someone's feet.

When I looked up, I saw the most beautiful girl I had ever seen. She was holding my phone and laughing. "Are you okay?" she asked. I was trying to act cool, but my forehead was turning red, and my dignity was disappearing.

I said, "Yeah, I just like testing the strength of poles." She laughed again, and that's how I knew I was in love.

Long story short, she helped me pick up my things, we started talking, and now she's my girlfriend. But she still reminds me of that pole every chance she gets."

**B** Read again and circle True or False.

1. The young man was looking for love when he went to the library.	True	False
2. He was texting his friend while crossing the street.	True	False
3. He saw the pole and avoided it just in time.	True	False
4. His phone landed at a girl's feet after he crashed into the pole.	True	False
5. The girl laughed when she saw what happened.	True	False
6. The young man and the girl never spoke again after the incident.	True	False

## 4 Writing & Speaking

SPELLING & PUNCTUATION / STYLE / COHERENCE & COHESION / USING FUNCTIONS

### C Write the correct tag question in each case.

1. Harry had an exam the next day, didn't he?
2. He was not looking for love, was he?
3. He didn't see the pole, did he?
4. He was trying to act cool, wasn't he?
5. Harry and his girlfriend met that day, didn't they?



### D Write five more sentences about Harry's story; they can be true or false.

Add tag questions to confirm the information. Then work with a classmate and ask each other.

Example: A: *Harry was walking to school, wasn't he?*

B: *No, he was walking to the library.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### E Write a short anecdote about how you met someone in your notebook. Then, work in pairs and share your story with your partner. After that, write five sentences about your partner's story and add tag questions to confirm the information.



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# WORKBOOK

## A Choose the correct tag to complete the sentences

1. You found a good job, didn't you?  
a. did you?      b. didn't you?      c. don't you?      d. were you?
2. The dog was barking all night, wasn't it?  
a. was it?      b. didn't it?      c. wasn't it?      d. were you?
3. George didn't come to school, did he?  
a. did he?      b. didn't he?      c. was he?      d. was it?
4. They weren't playing soccer, were they?  
a. did they?      b. were they?      c. were you?      d. weren't they?
5. Your parents went to the theater, didn't they?  
a. did they?      b. weren't they?      c. didn't you?      d. didn't they?
6. You didn't buy sodas, did you?  
a. did you?      b. didn't you?      c. don't you?      d. were you?
7. It wasn't raining hard last night, was it?  
a. wasn't it?      b. didn't it?      c. was it?      d. did it?
8. The teacher told us to practice conversation, didn't she?  
a. did she?      b. didn't she?      c. doesn't she?      d. wasn't he?
9. You were studying all night, weren't you?  
a. were you?      b. didn't you?      c. wasn't it?      d. weren't you?
10. Freddy Mercury was a great singer, wasn't he?  
a. was he?      b. didn't he?      c. wasn't he?      d. weren't you?

## WORKBOOK

### B Write numbers 1-10 to put the dialogue in order.

5 **Sally:** Exactly! We searched for hours. We weren't sure where to look first, were we?

8 **Lucas:** Nope, he was just running around happily. We called Mr. Peterson right away, didn't we?

1 **Sally:** Hey, Lucas! Remember when we helped find Mr. Peterson's lost dog? That was a crazy day, wasn't it?

7 **Sally:** Yes! And he wasn't scared at all, was he?

10 **Lucas:** Yep! That was the best part!

6 **Lucas:** No, but then we checked the park. Max was playing there, wasn't he?

9 **Sally:** We did! He was so relieved. He even gave us some chocolate as a thank-you, didn't he?

4 **Lucas:** No, he didn't. He was bringing in the groceries when Max escaped.

2 **Lucas:** It was! The whole neighborhood was looking for him!

3 **Sally:** That's right! And Mr. Peterson was so worried. He didn't see Max run out of the gate, did he?

### C Listen and check your answers.

### D Write the correct tag question in each case

1. The party was great, wasn't it?
2. Mike invited you to the concert, didn't he?
3. Your dog wasn't sleeping, was it/him/her?
4. We all passed the last exam, didn't we?
5. Your friends were singing and dancing, weren't they?
6. You didn't find your keys, did you?
7. Your brothers weren't cooking, were they?
8. It was not snowing, was it?

TRACK 6



# PROGRESSION 3

## It'll be fun, won't it?

### *Tag Questions in Future*

#### 1 Writing

A COHERENCE & COHESION

##### A Choose the correct phrase from the box to complete each sentence.

will finish · am going to focus · won't be · Are you going to have · Will you be  
is going to become · will help · am going to visit · is going to start · will erupt

1. I promise I will help you with your homework tomorrow.
2. I am going to visit my grandmother this weekend.
3. Sally is going to start a new job next month.
4. There's a good chance we will finish the project by Friday.
5. The scientists predict that the volcano will erupt soon.
6. We hope the weather won't be cold next week.
7. I'm sure Paula is going to become a great doctor in a few years.
8. This year, I am going to focus on improving my skills.
9. Will you be busy on the weekend?
10. Are you going to have dinner with us tonight?

##### B Read each sentence and decide whether it is a spontaneous decision, a prediction, a promise, an offer, or a future plan. Write your answer on the line.

1. That bag looks heavy. I will carry it for you. offer
2. I think she will be famous one day. prediction
3. We are going to visit Paris next summer. future plan
4. I'm thirsty. I will get a glass of water. spontaneous decision
5. I will love you forever. promise

## 2 Listening & Writing

FOR DETAIL / INFERENCE-MAKING

### C Listen to the conversation and complete the blanks with the missing information.

TRACK 7 

**Alex:** Hey Sophie, You're going to visit your grandparents this weekend, aren't you?

**Sophie:** Yeah! I'm going to visit them on Saturday.

**Alex:** They'll probably cook delicious food, won't they?

**Sophie:** They will! You won't be busy, will you?

**Alex:** Nope! Actually, I'm going to the movies with Justin on Sunday. Do you want to come with us?

**Sophie:** That sounds great! But he's not going to take his girlfriend, is he?

**Alex:** No, he's not. She'll be out of town.

**Sophie:** And you'll choose a good movie, won't you? The last time you chose a horror movie and you know I don't like them.

**Alex:** Don't worry, this time we'll see whatever you want. This weekend is going to be awesome, isn't it?

**Sophie:** Definitely!



### D Listen again and circle True or False.

1. Alex is visiting Sophie's grandparents on weekend.
2. Sophie is interested in seeing a good movie.
3. Justin's girlfriend won't go with them.
4. Sophie's grandparents won't cook on Saturday.
5. Sophie and Alex are excited about the weekend plans.

True

False

True

False

True

False

True

False

True

False

### E Read the dialogue and answer the questions.

1. Where is Sophie going on Saturday?

**She's going to visit her grandparents on Saturday**

2. Who is not going to the movies on Sunday? And, why?

**Justin's girlfriend is not going to the movies because she'll be out of town**

3. Why is Sophie worried about the movie choice?

**Because the last time Alex chose a horror movie and she doesn't like them**

4. Will Alex choose the movie?

**No, he won't. Sophie is going to choose the movie**

### 3 Grammar Focus

## Will and Going to with Tag Questions

Remember that the modal verb **will** is used to express different meanings related to the future. Let's review the main uses:

1. **Spontaneous decisions:** Use **will** when making a decision at the moment of speaking.

*I'm thirsty. I'll get some water.*

*Your bag looks heavy. I'll help you.*

2. **Predictions:** Use **will** to predict future events based on opinion or general knowledge.

*I think it will rain tomorrow.*

*People will travel to Mars in the future.*

3. **Promises and offers:** Use **will** when making a promise or offering help.

*I will always love you. (Promise)*

*I will help you with your homework. (Offer)*

On the other hand, the structure **be going to** has specific uses to talk about the future depending on the situation.

1. **Future Plans or Intentions:**

Use **going to** when you have already decided to do something in the future.

*She is going to study medicine at university.*      *They are going to travel to Spain next summer.*

2. **Predictions Based on Evidence:**

Use **going to** when you can see or know something will happen soon.

*Look at those dark clouds! It is going to rain.*      *He is going to be late; the traffic is terrible.*

### Tag Questions with Will

✓ **Positive statement → Negative tag**

- *She will be here soon, won't she?*
- *They will help us, won't they?*

✗ **Negative statement → Positive tag**

- *He won't be late, will he?*
- *We won't forget this, will we?*

### Tag Questions with Going to

When the statement uses **going to**, the tag question follows the **auxiliary verb (be)** of the sentence.

✓ **Positive statement → Negative tag**

- *You are going to study later, aren't you?*
- *She is going to call us, isn't she?*

✗ **Negative statement → Positive tag**

- *They aren't going to leave soon, are they?*
- *He isn't going to join us, is he?*

## 4 Writing & Speaking

A B COHERENCE AND COHESION B C USING FUNCTIONS/FLUENCY/ INTERACTION

**A** Complete the tables with the correct tag questions.  
Then listen and check your answers.

**TRACK 8**



Structure	Positive statement	Negative Tag
Going to	We're going to travel this year,	aren't we?
	Mike is going to study chemistry,	isn't he?
Will	Life will be better in the future,	won't it?
	We'll be friends forever,	won't we?

Structure	Positive statement	Negative Tag
Going to	It's not going to rain,	is it?
	You're not going to the party,	are you?
Will	Gina won't study philosophy,	will she?
	You won't work for a big company,	will you?

**B** Work with two or three classmates. Talk about your plans for the future. After talking for 10 minutes, write what you remember about your classmates' plans on the lines below.

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**C** Use tag questions and ask them to confirm the information.



## 5 Reading

SKIMMING/SCANNING / REASONING

**A** Read the text once. Identify two future plans (going to), two predictions (will) and two decisions or promises (will). Write the examples on the table below.

Other possible answers:  
Plans: focus on improving my skills, take advanced courses, apply for internships.  
Predictions: I'm sure great opportunities will come.  
Decisions: I will keep learning new things.

Future Plans	Predictions	Decisions and Promises
Example: <i>I am going to travel more.</i>	I think I will meet new people and make great friends.	I will get a great job in my field.
I am going to visit a new country for the first time.	I believe technology will change the way we work.	I won't get married soon.

### My Future Plans: Personal, Academic, and Professional Goals

Hi! I'm Maggie. I have many plans for the future, and I know that some things will happen, while others I am going to work hard to achieve.

In my personal life, I am going to travel more because I love discovering new places. Next year, I am going to visit a new country for the first time. I also think I will meet new people and make great friends but I won't get married soon.



In my academic life, I am going to focus on improving my skills. I am going to take advanced courses to prepare for my future career. However, I know that sometimes things change. Maybe I will find new interests along the way.

In my professional future, I hope I will get a great job in my field. I am going to apply for internships to gain experience. I also believe that technology will change the way we work, so I will keep learning new things.

No one knows exactly what the future holds, but I am going to work hard to achieve my goals, and I'm sure great opportunities will come!

**B** Answer the questions about the text.

1. What is the writer going to do in her personal life?

She is going to travel more and visit a new country next year.

2. What courses is she going to take?

She's going to take advanced courses to prepare for her future career

3. Why does she think learning new things will be important for her career?

She believes that technology will change the way we work, so she will keep learning new things.

## 6 Writing & Speaking

COHERENCE & COHESION / USING FUNCTIONS/ SPELLING & PUNCTUATION / STYLE

**C** Write the correct tag question in each case.

1. Maggie is going to work hard to achieve her goals, isn't she?
2. She will keep learning new things, won't she?
3. She isn't going to get married soon, is she?
4. She won't stop until she achieves her goals, will she
5. She's going to apply for internships, isn't she



**D** Write a short paragraph about your future using *will* and *going to*.

**You should include at least: two personal goals, two academic goals, and two professional goals.**



**E** Work in pairs and share your text with your partner. Next, write five sentences about your partner's goals and add tag questions to confirm the information.

Example: A: *You're going to study business administration, aren't you?* B: *That's right!*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



# WORKBOOK

## A Match the statements to the correct tag.

1. It's not going to rain,
2. You won't go out this weekend,
3. You'll come to the party,
4. Your sister will study languages,
5. Our friends are going to the concert,
6. Susy is going to love her birthday gift,

d  
e  
c  
f  
a  
b

- a. aren't they?
- b. isn't she?
- c. won't you?
- d. is it?
- e. will you?
- f. won't she?

## B Choose the correct tag to complete the sentences

1. She'll pass the exam, won't she?  
a. is she?      b. isn't she?      c. will she?      d. won't she?
2. Your neighbors are going to visit Paris next summer, aren't they?  
a. are they?      b. didn't it?      c. aren't they?      d. were you?
3. You won't be late, will you?  
a. will you?      b. won't you?      c. do you?      d. is it?
4. We aren't going to buy a new car this year, are we?  
a. will we?      b. is it?      c. we are?      d. are we?
5. The weather's going to be cold tomorrow isn't it?  
a. won't it?      b. isn't it?      c. aren't you?      d. is it?
6. You won't forget to call me, will you?  
a. will I?      b. are you?      c. do you?      d. will you?
7. My parents will be happy with my decision, won't they?  
a. won't I?      b. will they?      c. won't they?      d. won't it?
8. Paul is going to become an engineer, isn't he?  
a. isn't he?      b. aren't they?      c. isn't it?      d. doesn't he?
9. You're going to call your mom, aren't you?  
a. are you?      b. aren't you?      c. isn't she?      d. don't you?
10. I'll be home by 6 PM, won't I?  
a. won't you?      b. will you?      c. won't I?      d. aren't I?

**C** Write the correct tag question in each case.

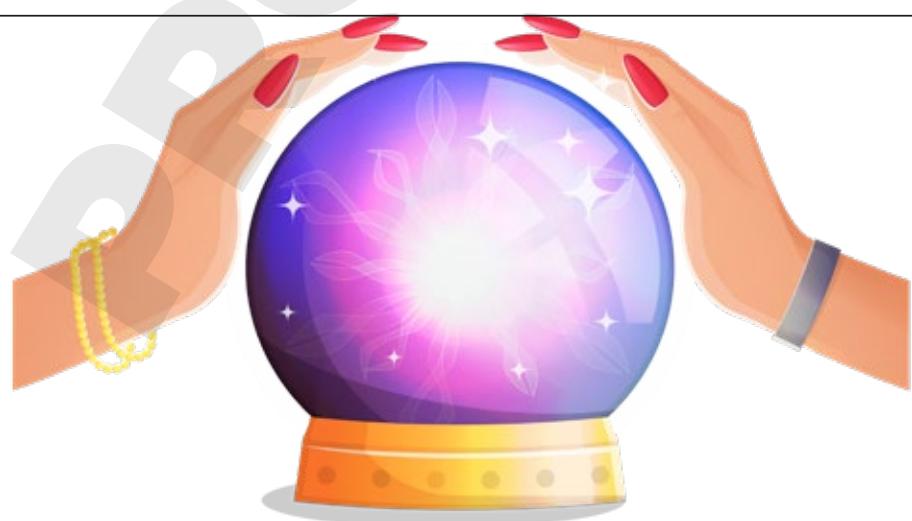
1. You'll finish your homework tonight, won't you?
2. The exam isn't going to be hard, is it?
3. We aren't going to see a horror movie, are we?
4. It'll rain tomorrow, won't it?
5. Your cousin Joe is going camping, isn't he?
6. Henry won't join us for dinner, will he?
7. Susan will help us with the project, won't she?
8. You're going to the party, aren't you?
9. We won't have any problem, will we?
10. Your parents are going to visit the museum tomorrow, aren't they?

**D** Write five predictions about your classmates and add a tag question to each one. Then, share your ideas in class.

Example: *Fanny will become a famous singer, won't she?*

*Roger is going to become a great lawyer, isn't he?*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



# PROGRESSION 4

## If we all collaborate, we'll make a difference

*Zero & First Conditionals*

### 1 Speaking & Listening

**A** FLUENCY / USING FUNCTIONS / INTERACTION

**B** FOR DETAIL

**A** Work in small groups (4-5). Discuss the questions, then write a brief conclusion based on your discussion. Student's own answers

1. What are some daily habits that can help or harm the environment?

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2. What do you think will happen if people don't take care of nature?

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3. Why do some environmental problems keep getting worse, even when we know their causes?

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**A** Listen to the audio and number the images (1-6) in the order in which the topics are mentioned.

**TRACK 9**



## 2 Reading & Listening

REASONING / FOR DETAIL / COHERENCE AND COHESION

**C** Work in pairs. Read the statements and match the columns to form complete ideas.

1. If factories release toxic gases,	c
2. If people plant more trees,	e
3. If we act responsibly today,	f
4. If they invest in renewable energy,	a
5. If we waste water,	b
6. If we recycle plastic,	d

- a. we will reduce our dependence on fossil fuels.
- b. we reduce the available supply for future generations.
- c. air pollution increases.
- d. we will reduce ocean pollution.
- e. the air will be cleaner.
- f. we will create a better world for tomorrow.

**D** Listen to the audio again and check your answers.

**E** Answer with complete sentences.

1. What happens if factories release toxic gases?

If factories release toxic gases, air pollution increases.

2. What will happen if we recycle plastic?

If we recycle plastic, we will reduce ocean pollution.

3. Why is planting trees important for the environment?

Because if people plant more trees, the air will be cleaner.

4. Give one example from the text of a general truth about nature.

If we waste water, we reduce the available supply for future generations. (or if we waste water, we reduce the available supply for future generations.)

5. Give one example from the text of a possible future consequence.

If governments invest in renewable energy, we will reduce our dependence on fossil fuels. (or any other 1st conditional sentence from the audio.)



### 3 Grammar Focus

#### Zero & First Conditionals

We use the **First Conditional** (If + present, will + verb) to discuss **possible future consequences**:

- *If we reduce plastic use, we will have cleaner oceans.*
- *If people recycle more, landfills will decrease.*
- *If we don't help, we won't succeed.*

And the **Zero conditional** (If + present, present) to express **general truth**:

- *If you burn fossil fuels, CO<sub>2</sub> levels increase.*
- *If trees absorb CO<sub>2</sub>, they improve air quality.*
- *If you don't water plants, they die.*

In conditional sentences, you can start with either the "**If clause**" or the "**main clause**" without changing the meaning.

##### 1. If clause first (comma needed)

When you start with the **If clause**, use a comma before the **main clause**:

*If we plant more trees, the air will be cleaner.*

##### 2. Main clause first (no comma needed)

When you start with the **main clause**, no comma is needed:

*The air will be cleaner if we plant more trees.*

#### IMPORTANT

Remember that in Simple Present, we use verb + "s" with the third persons (he, she, it):

*If the weather gets better...*

*If my sister studies...*

**And the negative forms:**

Simple Present → **don't / doesn't**

*If we don't understand...*

*If it doesn't rain...*

**will → will not (won't)**

*...we won't be happy*

#### A Match the clauses to form complete conditional sentences.

##### A: If...

1. If you don't charge your phone,
2. If students don't review their notes,
3. If you spend too much time on video games,
4. If a person eats too much junk food,
5. If you exercise regularly,
6. If students work on group projects,
7. If we don't take care of mental health,
8. If schools promote diversity,

##### B: Then...

- (d) a. they gain weight over time.
- (c) b. you lose track of time.
- (b) c. they forget important information before the test.
- (a) d. you won't be able to use it later.
- (h) e. society will become more inclusive.
- (g) f. stress and anxiety will increase.
- (f) g. they improve their teamwork skills.
- (e) h. you will have fewer health problems.

## 4 Reading & Speaking

ACTIVE READING / REASONING / USING FUNCTIONS / INTERACTION / COHERENCE & COHESION

### B Read the dialogue and complete the blanks with the missing words from the box.

Carol: Hey, Mike! You look stressed. What's wrong?

Mike: If I don't start studying now, I 'll fail the math test.

Carol: Yeah, if you don't practice, you won't improve. You should review a little every day.

Mike: True. If I study at least an hour each afternoon, I always feel more prepared.

Carol: And if you feel prepared, you 'll be more confident during the test.

Mike: Yeah... If I pass, my parents will be so happy.

Carol: And if they are happy, maybe they 'll let you go to the concert this weekend!

Mike: That's a good point! Okay, if we finish our homework now, we 'll have time to relax later.

Carol: Exactly! Let's get to work.

are  
won't  
'll have  
'll let  
'll be  
finish  
don't start  
study  
'll fail  
will be  
feel  
don't  
practice

### C Compare your answers with a classmate as you practice the dialogue. Then, listen to the conversation to check your answers.

TRACK 10 

### D Work in pairs or groups of three. Discuss and decide five problems the world is facing today and possible solutions. Then, write your ideas on the lines below. Share your ideas with the class.

◊ Use zero conditional for facts:

If people waste energy, electricity demand increases.



◊ Use first conditional for solutions

If schools teach recycling, students will learn better habits.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## 5 Reading

A ACTIVE READING / REASONING B COHERENCE AND COHESION/STYLE

**A** Read the following texts. Discuss the topics with two classmates. Give your opinion.



### We can make a difference!

If people waste too much water, rivers and lakes dry up. If forests disappear, many animals lose their habitats. These problems affect the entire planet, but we can take action. If we save water at home, we will help conserve natural resources. If governments protect forests, wildlife will have a safer place to live. Small actions can create big changes. If we take care of nature, future generations will enjoy a healthier world.

### Better Study Habits for a Stress-Free Life

If students don't manage their time well, they feel stressed before exams. If they don't sleep enough, their concentration decreases. These problems affect their learning, but there are solutions.

If students create a study schedule, they will be more organized. If they take breaks while studying, they will remember information better. Good habits improve school performance, so if students take care of their time, they will feel more confident and prepared.



**B** Think about two areas in your life or community where people can make a positive change. Then, write two conditional sentences for each topic.

- a. One related to the environment, for example: *If people throw trash in the street, it pollutes the city.*
- b. One related to school or personal habits: *If I go to bed earlier, I will have more energy tomorrow.*

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

## 6 Writing

## A ACTIVE READING / REASONING    B COHERENCE AND COHESION/STYLE

**B** Choose one of the topics below and write a short paragraph (80–100 words) explaining a problem and its possible solutions. Take the previous texts as models. Use both Zero conditional (to describe general facts) and First conditional (to explain possible future consequences).

## Choose one topic:

Decide if you have students work individually, in pairs or small groups. They can copy the text on a cardboard with pictures to present in class.

- ⌚ Environmental issues (pollution, climate change, deforestation)
- ⌚ Technology and social media (screen time, misinformation, online safety)
- ⌚ Health and well-being (mental health, exercise, healthy eating)
- ⌚ Education and study habits (time management, learning strategies, stress)
- ⌚ Community and society



## Structure

1. Introduce the issue – What is the problem? Why is it important?
2. Use zero conditional – Explain what normally happens when this problem occurs.
3. Use first conditional – Suggest a solution and describe its possible effect.
4. Conclude with a final thought – Why should people care?
5. Present your work in class.

Topic: \_\_\_\_\_

# WORKBOOK

## A Match the beginnings of the sentences (Column A) with the correct endings (Column B).

1. you exercise regularly,	e
2. students study a little every day,	a
3. students don't sleep enough,	d
4. we treat others with respect,	b
5. people spend too much time on social media,	c

- a. they will perform better on exams.
- b. we create a more positive community.
- c. they lose focus on important tasks.
- d. their concentration decreases.
- e. you will feel more energetic.

## B Complete the sentences with the correct verb form. Consider if it's a general truth (Zero conditional) or possible future consequences (First conditional).

1. If people throw garbage in the ocean, marine animals die. (throw / die)
2. If water boils, it turns into steam. (boil/turn)
3. Many species will lose their homes if deforestation continues. (lose / continue)
4. If we don't protect forests, they absorb more CO<sub>2</sub>. (not-protect / absorb)
5. Your brother will feel better if he eats healthier food. (feel / eat)
6. I won't talk to you anymore if you tell my secret. (not-talk / tell)
7. If you don't practice a new language, you forget words easily. (not- practice / forget)
8. If Sally drinks too much coffee, she always feels nervous. (drink / feel)
9. You will have more confidence if you prepare well for the interview. (have/prepare)
10. If schools teach financial literacy, students will learn how to manage money better. (teach / learn)



# WORKBOOK

## C Rearrange the following sentences to create correct conditional sentences. You can begin with the *If* clause or the main clause.

1. (We use public transportation / air pollution decrease)

If we use public transportation, air pollution will decrease. / Air pollution will  
decrease if we use public transportation.

2. (The ocean will become cleaner / we stop dumping plastic)

If we stop dumping plastic, the ocean will become cleaner. / The ocean will  
become cleaner if we stop dumping plastic.

3. (Trees absorb CO<sub>2</sub> / they improve air quality)

If trees absorb CO<sub>2</sub>, they improve air quality. / Trees improve air quality if they absorb  
CO<sub>2</sub>.

4. (The planet will be healthier / we take action now)

If we take action now, the planet will be healthier. / The planet will be healthier if we  
take action now.

Sample answers:

## D Complete the sentences with your own ideas.

1. If you adopt a you'll need to take care of it every day.

2. If you don't drink enough water, you feel tired

3. I always get nervous if I have to speak in front of a large audience

4. If students participate in class, they will understand the topic better.

5. If there is no food when I'm at home, I order something online

6. We usually stay at home on Sundays if it rains

7. If we all collaborate, we will save the planet. we will save the planet

8. We'll have a great time this weekend if the weather is nice

9. We'll make a difference if we work together to help our community

10. If the teacher doesn't explain the lesson well, students don't understand the topic



Accept any logical idea as long as it is grammatically correct. Students can use either the zero or first conditional, depending on their idea. Just make sure they do not use *will* in the *If* clause.

**A** Discuss these questions with a partner.

1. Have you ever been at a school fair?
2. Do you like them?

**B** Read and listen to the passage.

**TRACK 10**



### The Fair That Changed Everything

Last year's cultural and wellness fair was a mess, wasn't it? Decorations fell, the sound system failed, and many students didn't show up. But this year, things are different.

Renatta has been planning for weeks. She's leading a team that wants to improve the school. "If we want a healthy community, we have to work together, don't we?" she says. Everyone is helping—even students who usually don't.

Every afternoon, they meet in the library. Some create posters, others practice music or prepare mindfulness activities. They're setting up booths for yoga, recycling, and even a quiet room. After all, if you care for your mind, your body works better too, doesn't it?

Renatta remembers the stress from last year. "We didn't communicate well, did we?" she says. Now, they work as a team and solve problems together. Even when the sound system failed again, they fixed it fast.

The fair includes workshops on relationships, art, and physical activity. If students join, they'll learn how to balance school and emotional health—skills they can use every day.

Friday is the big day. It might rain, but no one's worried. "If it rains, we'll move to the gym," says Renatta. "We're ready for anything, aren't we?"

For her, it's not just about the fair. It's about building a respectful, caring school—one action at a time.

**C** Answer the questions. Choose the best answer.

1. What went wrong at last year's fair?
  - a. It was postponed due to exams.
  - b. It had too many people.
  - c. It was poorly organized.**
  - d. It was held at the wrong location.
2. What kinds of booths are included in the fair?
  - a. Games and food booths
  - b. Yoga, recycling, and a quiet room
  - c. Science and technology projects
  - d. Sports competitions and debates
3. What is the main goal of the fair, according to Renatta?
  - a. To win a prize.
  - b. To create a fun day off from class.
  - c. To build a respectful and caring school community.**
  - d. To compete with other schools



## Participation in the transformation of society

### Objective

Dear students, you will design and present your own proposal for a school wellness fair, connecting the project to real-life wellness needs in your school or community.

### Instructions

1. Work in teams of 3–4 students.
2. Read the text again: 'The Fair That Changed Everything'.
3. Discuss the key message: Why was the new fair successful? What values and actions made it work?

### Tasks

1. In your team, choose a wellness-related topic (e.g., relaxation, nutrition, emotional expression, physical activity).
2. Decide on your booth's purpose: What do you want to teach or promote?



3. Write a short description that includes:

- What visitors will do at your booth
- When and where it will happen
- Student roles
- Materials or setup you will need

4. Write Your Descriptions: Look at the example and write a short paragraph (4–6 sentences) for each booth.

### Prepare a Mini-Presentation

5. Each group will prepare a 2–4-minute presentation including:
  - a. A short introduction to your fair
  - b. Descriptions of the booth you chose.
  - c. Explain why your fair matters to your school or community

### You may use:

- a poster
- b. A simple slide deck
- c. Printed visuals or role play
- d. Props or real examples (optional)

### Do the activity at school.

- a. Host Your Booth During the Fair.
- b. Greet visitors and guide them through the activity.
- c. Do the planned activity.

### Example Booth Plan (Prepared for Real Execution)

**Booth Title:** Stretch & Recharge

**Purpose:** Help students feel calm and focused through light stretching and breathing.

**Materials Needed:** Yoga mats, calming music playlist, printed instructions.

#### Student Roles:

Lucía: Greets visitors and gives instructions

David: Leads 3-minute stretch sessions

Brenda: Plays music and keeps time

**Time & Location:** During recess (10:30–11:00 a.m.) in the shade near the school garden

**Special Notes:** We will need 4 mats and electricity for a speaker.



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	
Fulfils 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.			

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.			

## Progressions

Self-Evaluation (myself). I can do it!	VW	W	NP
<b>P1.</b> I can speak fluently about general facts, habits, and universal truths, integrating the use of the Simple Present and Present Continuous to express actions, routines, and states in different contexts, confirming information using tag questions.			
<b>P2.</b> I can narrate events, situations, facts, and/or anecdotes from their context that happened in the past, including actions that were in progress, both orally and in writing. Identify punctual and simultaneous actions, reaffirming the message by using tag questions.			
<b>P3.</b> I can communicate spontaneous decisions, respond to actions in their environment, and predict events for the future in personal, academic, and work contexts, confirming the information using tag questions.			
<b>P4.</b> I can communicate orally and in writing consequences, forecasts, or possible events that will happen, using the zero conditional. Give advice on personal, academic, or professional topics and talk about events that will likely take place in the future due to a present action or event, integrating the first conditional.			

