

STUDENT'S BOOK

ROSE CORESPI

NO 4 WAYS



ACCORDING TO
THE MCCEMS

 CORESPI
PUBLICATIONS

NEW
EDITION

Nowadays 4

Student's Book and Workbook

New Edition 2025

Copyright © Corespi Publications

ISBN: In Process

Printed in Mexico

Contact: informacion@corespipublications.com

All Rights reserved. No part of these publications may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher and the author, including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

Publisher: Corespi Publications

Author: Rose Corespi

Project Manager: Rosa María Cortés E.

Collaborator: Julián Magaña

Proofreader: Eduardo Carmona Rodríguez & Anna Erendira Gutiérrez C.

Cover Art: Dosak Moreno

Design: Ara del Río & Karla Miranda

Images: Adobe Stock, Shutterstock, Freepik & Depositphotos

Disclaimer notice:

The links provided in this book do not belong to Corespi Publications. Thus we do not have any control over the information that the websites are giving at any given time and we do not represent accuracy of the information provided by the third parties (external links). Although this information is compiled with great care and continuously updated, we assume no liability for it being correct, complete or up to date.

Articles bearing the names of authors reflect the opinions of these authors and, unless specifically stated, do not represent the opinions of the publisher. Furthermore, reproduction of this book or any material on any of the sites included in this book is not authorized, as material may be the subject of intellectual property rights.

Rights are reserved to their respective owners and Corespi Publications takes no credit for anything shown in the links provided.

Table of Contents

Scope and Sequence	p. 4	Multiple Intelligences Quiz	p. 12
Principles of the MNS & MCCEMS	p. 6	Diagnostic Test	p. 13
Special Features	p. 8	Everyday Language	p. 14
Technology as a Learning Tool	p. 10		

Module 1

Project	p. 17	Lesson 4	p. 28
Self-awareness (Socio-Emotional Skills)	p. 18	Lesson 5	p. 31
Lesson 1	p. 19	Techy Tips	p. 34
Lesson 2	p. 22	Making a Difference	p. 35
Lesson 3	p. 25	Nowadays	p. 36

Module 2

Project	p. 39	Lesson 9	p. 50
Self-awareness (Socio-Emotional Skills)	p. 40	Lesson 10	p. 53
Lesson 6	p. 41	Techy Tips	p. 56
Lesson 7	p. 44	Making a Difference	p. 57
Lesson 8	p. 47	Nowadays	p. 58

Module 3

Project	p. 61	Lesson 14	p. 72
Self-awareness (Socio-Emotional Skills)	p. 62	Lesson 15	p. 75
Lesson 11	p. 63	Techy Tips	p. 78
Lesson 12	p. 66	Making a Difference	p. 79
Lesson 13	p. 69	Nowadays	p. 80

Verb Lists
Practical English
Audio Files

p. 82
p. 86
p. 87

Nowadays is a five-level series whose content is aligned to the new MCCEMS program.

Nowadays provides students with enjoyable and fast-paced lessons. The series gives students a real sense of progress and allows them to communicate effectively in real-life situations.

Key Features

- **Grammar, vocabulary** and **pronunciation** with clear introductions and thorough practice,
- Integration of the **four basic skills** (listening, speaking, reading, and writing) in every unit,
- Practice in **oral and written communication**,
- **Projects** that give students opportunities to use the language creatively,
- Integrated ongoing **evaluation** and **reinforcement** activities, and

- **Pair work** and **group work** which increase motivation and foster collaborative learning.

Components

For the student:

- Student's Book and Workbook integrated
- Downloadable audios
- Corespi VLE

For the teacher:

- Teacher's Annotated Edition
- Downloadable audios
- Digital Flashcards
- Online downloadable resources
- Quizzes and exams in different formats
- Corespi VLE

Scope and Sequence

Lesson Week	Vocabulary	Grammar	
MODULE 1			
1 (P. 1)	Childhood When You Were Little	Used to	
2 (P. 2, 15, 16)	Cellphone Vocabulary	Verbs in Past Participle Present Perfect Tense Review	
3 (P. 3)	Public Signs	Modals of Obligation (Have to, Must, Should)	
4 (P. 4)	Hygiene Vocabulary	Ought to and Should	
5 (P.5)	Chores	Will and Would	
Project: Life in the 1980s		Socio-emotional Skill: Active Listening	
MODULE 2			
6 (P. 6)	The Weather Describing the Weather	Simple Future Tense Review	
7 (P. 7)	The Universe	Uses of Simple Present Tense	
8 (P. 8)	Health Problems (2) Eating Healthy	The Zero Conditional	
9 (P. 9)	Natural Disasters	The First Conditional	
10 (P. 10)	Music through Time	Types of Adverbs	
Project: Create a Board Game		Socio-emotional Skill: Empathy & Prosocial Behavior	
MODULE 3			
11 (P. 11)	Backpacking Adventure	Regular and Irregular Verbs Review of Simple Past and Present Perfect	
12 (P. 12)	E-Waste	The Second Conditional	
13 (P. 13)	The Perfect Gift	Demonstrative Pronouns and Demonstrative Adjectives (This, That, These, Those)	
14 (P. 14)	Materials	Passive Voice	
15 (Additional Topic)	Landscapes	Relative Clauses	
Project: If I Were a Superhero		Socio-emotional Skill: Conflict Resolution	

	Reading & Listening	Speaking & Writing	Portfolio (Evidence of Learning)
Wellness Tip: Manage Stress			
	Celebrities Did You Know...?	Old Habits	Paragraph - Famous People
	How Cellphones Have Evolved May I Help You?	My Cellphone	Paragraph - The Best Cellphone
	The Importance of Paying Attention That Sounds Like a Plan!	It's a Great Plan	Dialogue - It's a Great Plan
	The Importance of Oral Hygiene	I'll Try My Best	Dialogue - <i>Should & Ought to</i>
	Would You Like to Go Out? We Are a Great Team	Would You Like to Go Out?	Paragraph - Household Chores
Making a Difference: Corruption			
Wellness Tip: Connecting with Others			
	Crazy Weather	What Kind of Weather Do You Like?	Paragraph - Weather Predictions
	Living in the International Space Station	Space Trivia Game	Trivia - Space Trivia Game
	Food is Our Fuel	Eating Healthy	Sentences - Healthy and Unhealthy Habits
	Mexican Tragedy	What if? September 19th, 2017	Research - Earthquakes in Mexico
	K-Pop: A Global Phenomenon	I Love Music	Questions - In My Opinion
Making a Difference: Sexual Harassment			
Wellness Tip: Stay Away from Junk Food			
	A Travel Adventure	Have You Ever...? An Amazing Trip	Journal Entry - An Amazing Trip
	The Growing Problem of E-waste Take Action on E-Waste	Me too!	Questionnaire - Me Too!
	Finding the Perfect Gift Christmas Shopping: Online or In-Store?	At the Shoe Store	Dialogues - At the Shopping Mall
	How Wine is Made The Cultural Wealth of Mexico	Delicious!	Paragraph - Made in Mexico
	Natural Wonders of Mexico Monarch Butterfly Reserves	Beautiful Landscapes	Description - Wonderful Landscapes
Making a Difference: Integrity			

Principles of the New Mexican School

New
Mexican
School

Develop their Mexican Identity and Encourage a Sense of Belonging to their Nation.

Social Responsibility:
Honesty

Transforming the Society

Instill Respect for Human Dignity

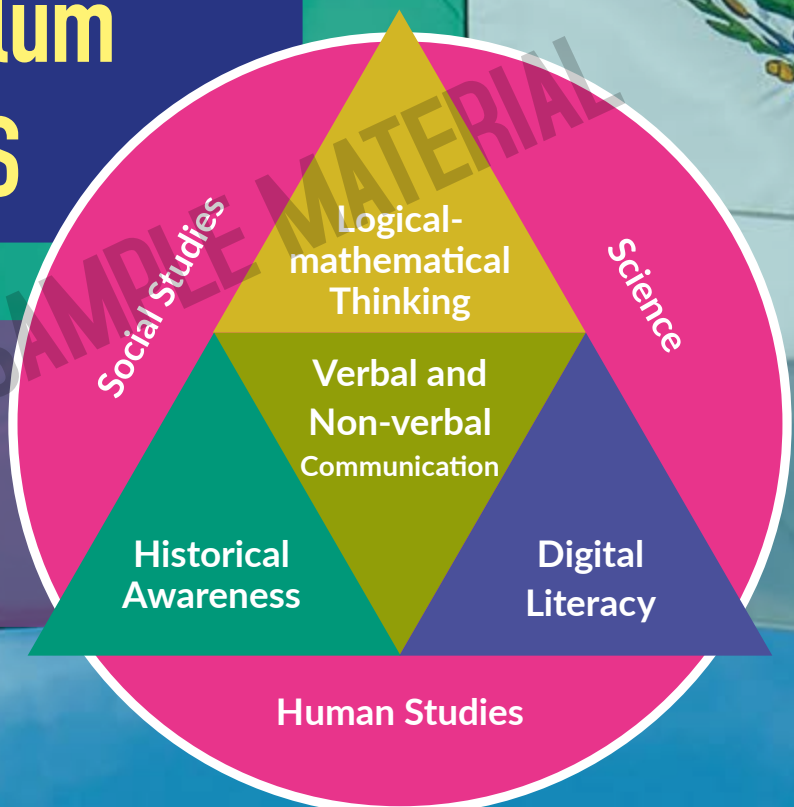
Interculturality

Culture of Peace

Respect for Nature and Care for the Environment

Core Curriculum of the NMS

- Four Socio-cognitive Cross-curricular Resources
- Three Access Areas to Knowledge and Experience



Socio-emotional Resources

Art, Culture, Creativity, and Artistic Appreciation

Social Responsibility: Honesty

Literacy, Democratic Participation, Sustainability, and Global Citizenship Principles

Socio-affective Well-being

Values

Physical Integrity

Sports, Physical Activities, and Sex Education

MCCEMS — English as a Foreign Language Language Skills and Subskills

- Listening for Gist
- Listening for Detail

Listening

Speaking

- Fluency
- Using Functions
- Pronunciation

ENGLISH

Reading

Writing

- Scanning
- Skimming

- Spelling
- Punctuation
- Layout
- Coherence and Cohesion

Nowadays

Are You Ready? Diagnostic Test

How Much Do You Know?

5. Complete the sentences using any, all, or no.



Example: There is a high school student.

1. I _____ fifteen years old.

2. Our father _____ the president of the United States of America.

3. Today _____ Monday.

4. This _____ a great theme.

5. There _____ any oranges.



choice
words
grammar
mathematics
arts
music
background
general






[illegible]

Peer Assessment

Work with a partner and complete the chart using information about each other; your teacher will decide when you will do this evaluation with.

	Usually	Sometimes	Usually	Seldom	Never
My classmate thinks you are useful to the teacher.					
My classmate thinks I participate in class.					
My classmate never brings my classmate's homework.					
My classmate can't ask the teacher, teacher's answer is wrong.					
My classmate thinks, help others about it's necessary.					
My classmate thinks, there is a good attitude.					



Continued...

Completed by _____ Date _____

[illegible][illegible]

5. Your English book is _____ your desk.

6. Your remote control is _____ the lamp and the book.

SPEAKING

WRITING



PORTFOLIO

Describing Your Bedroom

i. Write a paragraph describing your bedroom. Use *there is / there are* and prepositions. Draw a picture of it and present it to the class.

Nowadays promotes continuous assessment.

At the beginning of every module, you will find a project and a socio-emotional activity.

MODULE 1



Wellness Tip

Sleeping is an essential part of life. It helps regulate our hormones, improve cognitive functions, and can even improve our physical health. Not getting enough sleep can lead to fatigue, moodiness, and even depression. It's important to get the recommended 8 to 10 hours of sleep each night to stay healthy and alert.

PROJECT

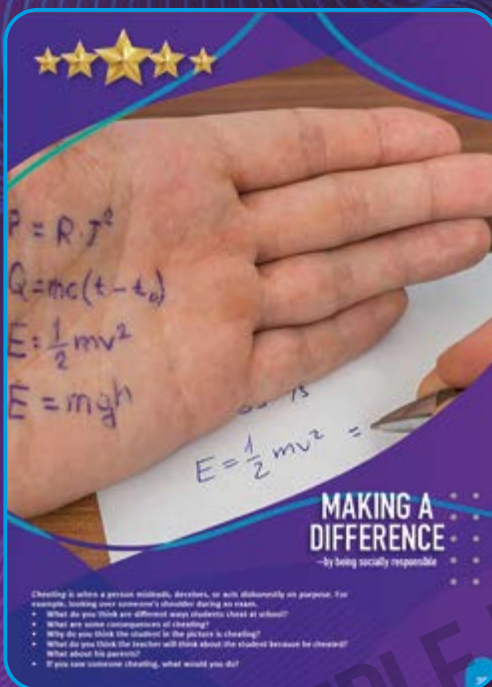
Someone You Admire

Work with a partner. Think about a person you both admire. Find out how they achieved information, write it on a cardstock, add some pictures, and present it to your class.

Project Rubric			
Description of the project: <div style="border-bottom: 1px solid black; height: 20px;"></div>			
Team members: <div style="border-bottom: 1px solid black; height: 20px;"></div>			
Criteria	Very Good Exceeds	Good 2 points	Needs Improvement 1 point
The content required was followed according to the instructions			
The presentation was clear and students spoke clearly all the time.			
Everything was turned in on time and neatly presented.			
The product / visual material was well prepared and supported the presentation.			
All members of the team worked or the project equally and participated in the presentation.			
Four final _____ points			
Date: _____ Teacher: _____			

[illegible]

You will also find a *Wellness Tip* to encourage students to take care of themselves.



Nowadays encourages students to be socially responsible citizens.

At the end of each module, you will find the *Nowadays* spread with many interesting sections.



- 1 **JUST NOW** presents interesting information that is related to one of the topics seen in each module.
- 2 **HOW ABOUT YOU** presents questions related to the *Just Now* Section to be discussed in class.
- 3 **POPCORN TIME** suggests movies, videos or TV shows that are related to something seen in each module.
- 4 **SING IT!** presents songs that can be used to reinforce some grammatical points of each module.
- 5 **TRENDING TOPIC** invites you to find out what's happening in the world.
- 6 **GLOBAL CITIZENSHIP** promotes attitudes that are necessary to be part of a globalized world.
- 7 **LIVING ONLINE** advises you on dos and don'ts in the cyber world.
- 8 **AMAZING MEXICANS** presents Mexican people who are successful in different areas nowadays.
- 9 **GREEN WORLD** shows different sustainability and eco-friendly projects around the world.

Technology as a Learning Tool



Integrating technological tools in the teaching and learning process has become increasingly important in the modern classroom. Technology has the potential to increase student's engagement, enable better collaboration, and provide more opportunities for personalized learning. Technology can also provide teachers with more effective methods of assessment and feedback, helping them to better understand what their students are learning. Additionally, technology can provide students with access to a wealth of educational resources, including videos, simulations, and interactive learning activities. By leveraging the power of technology, teachers and students can create a more dynamic learning environment that will help improve the overall quality of education.

Gramvids

These videos will help you understand the grammatical points included in every lesson.



Sing It!

Now, all the songs suggested in this section include the *Spotify* code which makes it easier for you to sing the songs using the new lyrics function provided by this popular app.



Corespi Learning Environment

This learning platform provides a great variety of effective, attractive, fun, and meaningful online activities that will help you learn English in a dynamic way.

corespipublications.com



Practical English

These *TikTok* videos will be a great way to improve your speaking skills.





TECHY TIPS

MEM RISE

Keep it in Mind

Many English learners find learning new words one of the most difficult things about the language. However, it is an easy task when you use this tool. Simply select the word you want to learn, and the tool will help you remember it. You can also use this tool to help you learn new words. If you forget what a word means, or forget what word you're looking for, you can just go back and have a look.



QR

GRAM VIDS

Scan this code to watch the explanation of the Grammatical Points presented in Module 1

Techy Tips

There are many different suggested digital tools to encourage students' autonomous learning.

LIVING ONLINE

Nowadays, we spend a significant amount of time connected to the internet, using it for a variety of purposes, such as socializing, shopping, working, and, of course, learning. Our lives are increasingly mediated by technology, so in this section you will find interesting information that will help you transform the way you interact with the world around you when you are online.

DIGITAL CITIZENSHIP

Digital Citizenship is the responsible, respectful and safe use of online technology and social media. It is important to teach teenagers digital citizenship not only to help them understand how to use technology and social media responsibly, but also how to protect themselves and their personal information online. By understanding the potential risks, teenagers can make informed decisions about how to use digital technology and social media safely. Teaching teenagers digital citizenship can help them develop the skills and knowledge necessary to be safe and successful online.



MULTIPLE INTELLIGENCES QUIZ

In how many ways are you smart?

Step 1: Check the eight types of intelligences identified by a different color at the top of the grid (**MUSICAL, VERBAL-LINGUISTIC, etc.**).

Step 2: Read each of the 24 statements below. Rate each statement from **0 to 5** depending on how well the descriptions fit you (**0 = Not at All to 5 = Very True**).

Step 3: Follow the color code to find the column in which you must write your score in the corresponding line.

Step 4: Add the numbers in each column to find the total score and write it down at the bottom of the grid in its corresponding color.

The highest possible score in one area is 15.

MUSICAL	VERBAL-LINGUISTIC	INTRAPERSONAL	VISUAL-SPATIAL	INTERPERSONAL	NATURALISTIC	KINESTHETIC	LOGICAL-MATHEMATICAL
---------	-------------------	---------------	----------------	---------------	--------------	-------------	----------------------

Which of the following are true about you?	0-5							
I enjoy singing and I sing well.								
I love crossword puzzles and other word games.								
I like spending time by myself.								
Charts, maps, and graphic organizers help me learn.								
I learn best when I can talk over a new idea.								
I enjoy art, photography, or doing craft projects.								
I often listen to music in my free time.								
I get along well with different types of people.								
I often think about my goals and dreams about the future.								
I enjoy studying the earth and nature.								
I enjoy caring for pets and other animals.								
I love projects that involve acting or moving.								
Written assignments are usually easy for me.								
I can learn new math ideas easily.								
I play a musical instrument (or would like to).								
I am good at physical activities like sports or dancing.								
I like to play games involving numbers and logic.								
My best way to learn is by doing hands-on activities.								
I love painting, drawing, or designing on the computer.								
I often help others without being asked.								
I enjoy being outside in all types of weather.								
I love the challenge of solving a difficult math problem.								
Having quiet time to think over ideas is important to me.								
I read for pleasure every day.								
This suggested activity is part of some exercises designed by Laura Candler. You can find them here: https://bit.ly/3Eg9roH	TOTALS							

Are You Ready? Diagnostic Test

How Much Do You Know?

1. Complete the chart with the simple past and past participle forms of the verbs given.



Simple Form

Ex: *go*

- a. speak
- b. drink
- c. drive
- d. see
- e. get
- f. do
- g. clean
- h. eat
- i. buy
- j. make

Simple Past

went

Past Participle

gone

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Complete the sentences with the correct form of the verb in Simple Past or Past Continuous tense.

1. I _____ (**watch**) TV when the phone rang.
2. She _____ (**study**) English last night.
3. They _____ (**play**) soccer in the park yesterday.
4. While I was cooking, he _____ (**read**) a book.
5. We _____ (**not/go**) to the movies last weekend.

3. Write sentences in Present Perfect tense using the following prompts.

1. You / not / see / that movie yet

2. They / just / finish / their project

3. She / live / in this city for ten years

4. I / already / eat / dinner

5. Have you ever / travel / to another country?

EVERYDAY LANGUAGE

Traveling

At the Train / Bus Station

How long is the journey from here to _____?

What platform does the train/bus to _____ depart from?

Does the train/bus have Wi-Fi onboard?

Are there any stops or transfers along the route?

Is there food service available on this train/bus?

Are there power outlets on the train/bus to charge electronic devices?



At the Airport



Can you tell me where the check-in counter is?

Can I request an aisle seat, please?

Excuse me, which gate is my flight departing from?

What time should I arrive at the security checkpoint?

Is there a shuttle bus that runs between terminals?

Where can I find the baggage claim area?

On the Airplane

Could you assist me in stowing my carry-on luggage?

Could you move up one seat, please?

Can I have a blanket and pillow, please?

Are there any in-flight entertainment options on this flight?

Excuse me, could you please lower the window shade?



At the Hotel

Do you have any available rooms for tonight?

What time is check-in and check-out?

Can I have an extra keycard, please?



Is breakfast included in the room rate?

Is there a gym or fitness center in the hotel?

Are there any laundry services available?



MODULE 1



Wellness Tip

Manage Stress

Stress can make us feel bad physically and mentally. It can cause problems like worry, sadness, high blood pressure, heart problems, and a weaker immune system. To feel better, we can take care of ourselves, relax, and talk to a doctor or therapist if needed.

By doing these things, we can live healthier, happier, and more balanced lives.

PROJECT

Life in the 1980s

Imagine you're a historian researching life in the 1980s. Use books, articles, or online resources to gather information about life in the 1980s. Focus on topics like technology, fashion, music, and daily life. Design a *PowerPoint* presentation with slides that include images, text, and short video clips (if possible). Prepare a script to guide your presentation. Use "used to" to describe past habits and situations. For example, *People used to listen to music on cassette tapes* or *Kids used to play outside more often*. Practice your presentation and deliver it to your classmates.

Specifications:

- Your presentation should be 5-7 minutes long.
- Include at least 5 slides with visuals.
- Hand out a copy of your script to your teacher.



Project Rubric

Description of the project: _____

Team members: _____

Criteria	Very Good 3 points	Good 2 points	Needs Improvement 1 point
The content required was fulfilled according to the instructions.			
The presentation was clear and students spoke English all the time.			
Everything was turned in on time and neatly presented.			
The product / visual material was well-prepared and supported the presentation.			
All members of the team worked on the project equally and participated in the presentation.			

Final Result ____/____ points

Date: _____ Teacher: _____



Active Listening

Most of us think we are good listeners. Unfortunately, the truth is that we are usually too busy thinking of our next response to really hear what others are saying. Good listeners don't assume they know or understand a situation before hearing someone out. They listen, pay attention to the facts of the situation and analyze the emotions involved. To be actively listening, you must focus on both the words that someone is saying and the nonverbal signs that the speaker is trying to convey.

Are You a Good Listener?

Activity: For each skill, rate yourself: *S* for strength, *O* for *OK* or *N* for I need to work on it.

1. When I am being talked to, I make eye contact. _____
2. I watch the speaker's facial expressions and try to understand him/her. _____
3. When someone is speaking to me, I nod and say things like "OK" and "uh-huh" Occasionally, so the speaker sees that I am paying attention. _____
4. I listen trying to understand the speaker's point of view. _____
5. I do not interrupt the speaker. _____
6. I wait for the speaker to make a pause before I ask for clarification. _____
7. I am not distracted by anything; the speaker has my full attention. _____
8. I try to remember the speaker's important points. _____
9. I repeat points back during a conversation to be sure I am understanding. _____
10. I remain neutral and with an open-minded attitude while listening to the speaker. _____

Reflect and Discuss

- a. Has anybody ever gotten mad at you because you weren't listening to them? What happened?
- b. How do you feel when someone won't listen to your ideas or opinions?
- c. What are some reasons why people don't listen?
- d. How could you improve your listening skills?



LESSON 1



VOCABULARY

a. Match the words to the corresponding pictures. Listen and check your answers. (Track 1) 

Childhood

ride a bike
play marbles
make paper planes
fly kites
play with toys

dance ballet
do gymnastics
skate
play video games
watch cartoons

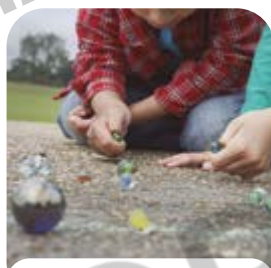
eat candy
play board games
climb trees
play hide & seek
play hopscotch



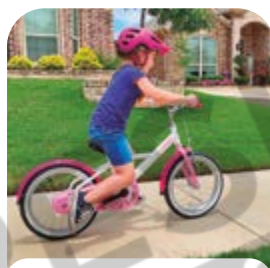
1. _____



2. _____



3. _____



4. _____



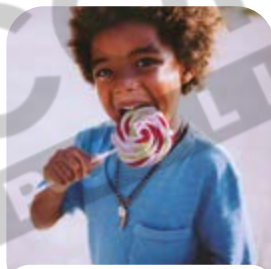
5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____



13. _____



14. _____



15. _____

b. Practice the following conversation with a partner. Then, create new dialogues substituting the words in bold.

When You Were Little

A: What did you like to do when you were little?

B: I used to **play marbles** all the time.

A: Really? I used to **play marbles** too.





Used To

Affirmative Form

We use **used to** to talk about past habits or activities that were commonly done in the past, but are not done anymore.

*Ben **used to travel** a lot in his job, but now he **doesn't**.*

*I **used to drive** to work, but now I take the bus.*

We also use it for something that was true but no longer is.

*There **used to be** a coffee shop around the corner, but it **isn't** there anymore.*

*She **used to have** really long hair, but she donated it to the cancer hospital last month.*

Note: After **used to** we use the **verb** in simple form.

c. Fill in the blanks using the correct verb from the box.

celebrate	eat	take	ask
walk	play	work	be

- I used to _____ piano lessons when I was in elementary school.
- Betty used to _____ meat, now she is a vegetarian.
- I used to _____ to school, now I ride my bike.
- There used to _____ a cinema in the town, but now there isn't.
- My mom used to _____ as a nurse, now she's retired.
- I used to _____ the guitar in a rock band, but now I don't have time to do it.
- My friends and I used to _____ for candy on Halloween when we were little.
- My family used to _____ New Year's Eve at my grandma's house, now we celebrate it at my uncle Jack's house.



Used To

Negative and Interrogative Forms

Remember: We use **used to** for something that happened regularly in the past but no longer happens now.

Negative: Subject + **did not (didn't)** + **use to** + **verb** + complement.

*I **didn't use to eat** broccoli when I was little.*

Interrogative: **Did** + subject + **use to** + **verb** + complement + ?

***Did** you **use to drink** coffee when you were a child?*

d. Choose the correct option.



- We _____ go to the beach every summer when I was little.

a. use to	b. uses to
c. used to	d. didn't used to
- Ceci _____ play chess when she was in elementary school.

a. didn't use to	b. didn't used to
c. doesn't used to	d. not used to
- Susan _____ onions as if they were apples when she was a kid.

a. use to eat	b. used to ate
c. uses to eat	d. used to eat
- My grandfather _____ to parties when he was young.

a. didn't used to go	b. didn't use to went
c. didn't use to go	d. didn't used to going
- What _____ wear at elementary school, a uniform or regular clothes?

a. did you used to	b. did you use to
c. you used to	d. did you use
- Did your mom _____ at the farmers market?

a. use to buy	b. used to buy
c. used to bought	d. use to bought



SPEAKING

- e. Work with a partner, ask and answer the questions below to each other.

Old Habits



1. Name something that you used to hate but now you like.
2. Who used to be your hero when you were little?
3. Did you use to have a pet when you were a kid?
4. Did you use to get good grades in elementary school?
5. What food did you use to hate but you like it now?
6. Where did you use to play when you were a child?



LISTENING

- f. Listen and write the corresponding number next to the celebrity. (Track 2) 🎵

Celebrities

- ___ William Levy
- ___ Michael Jackson
- ___ Barak Obama
- ___ J.K. Rowling
- ___ Selena Gomez



READING

- g. Read the article and answer the questions. (Track 3) 🎵

Did you know...?

Some of the world's most famous people used to do different things for a living before becoming famous. Some used to be teachers, waiters, etc. Some even used to be homeless.

Gene Simmons

The tongue-flicking bassist of *Kiss* used to teach sixth grade in Harlem before he became the world's most famous bass-playing demon. Simmons used to replace the works of Shakespeare with *Spiderman* comics because he thought the students would like them more. Of course, the school authorities didn't approve it.

Ashton Kutcher

Ashton used to study Biomedical Engineering at the University of Iowa, but he dropped out of college to pursue his modeling career. He also used to sweep cereal dust at a General Mills factory to get some money.

Sandra Bullock

Sandra Bullock used to be a cheerleader when she was a high school student. She used to study acting at East Carolina University in Greenville, North Carolina. She dropped school and moved to New York where she used to work as a waitress and a bartender.

J.K. Rowling

Rowling used to be an unemployed single mother when she wrote the first *Harry Potter* book. Rowling used to struggle to get her first book, *Harry Potter and the Philosopher's Stone*, published. The book was rejected by over a dozen publishers. Finally, a small British publisher, Bloomsbury, said yes. *Harry Potter* became the best-selling book series of all time.



1. What did Gene Simmons use to do before becoming a rock star?

2. What did Ashton Kutcher use to do before becoming a famous actor?

3. What did Sandra Bullock use to do before becoming a famous actress?

4. What did JK Rowling use to do before becoming a famous writer?



PORTFOLIO



WRITING


Famous People

- h. Do you know any other famous people who used to do very different things before what they do now? Write about him/her in your notebook. Share it with the rest of the class.

LESSON 2



VOCABULARY

a. Match the words to the correct picture. Listen and check your answers. (Track 4) 

Cell Phone Vocabulary

download
upload
turn on
turn off

plug in
unplug
charge
update

touchscreen
dial
hang up
text



1. _____



2. _____



3. _____



4. _____



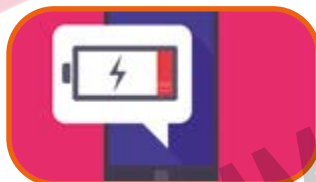
5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



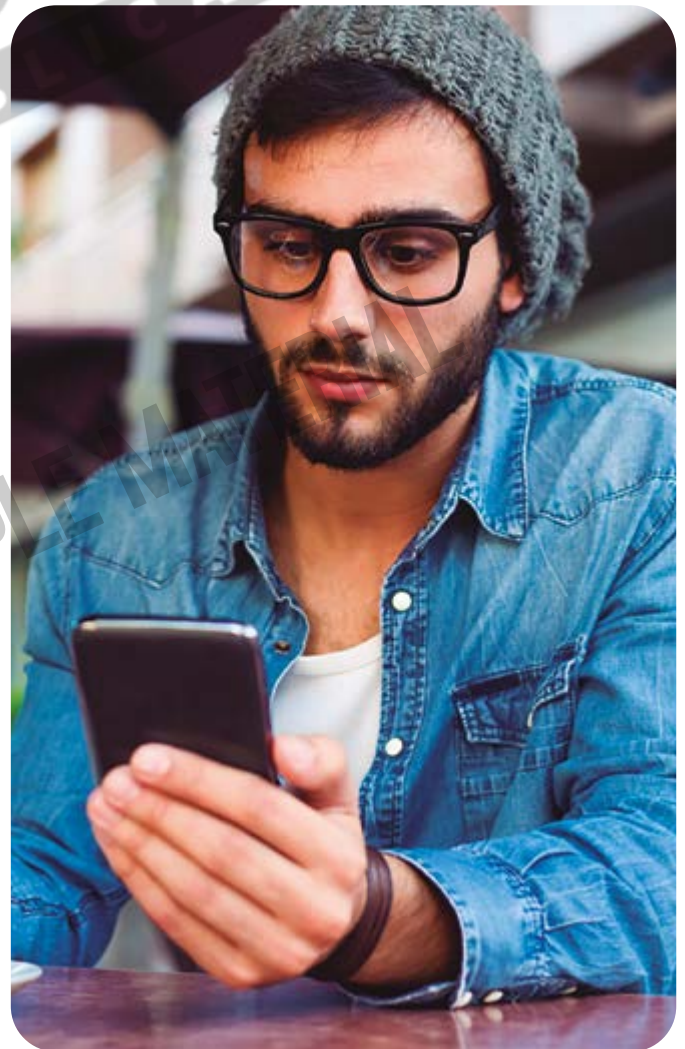
11. _____



12. _____

b. Complete the sentences using vocabulary words from exercise a.

- If you have a single wall outlet, try not to _____ more than three gadgets at the same time.
- Before you use a new cell phone, you have to _____ it for three hours.
- You have to _____ the apps in your phone regularly to make it work more efficiently. _____ videos from safe pages only to avoid viruses.
- If possible, _____ your phone before going to sleep.
- In case of thunderstorm, _____ gadgets and appliances.





Present Perfect Tense Review

Remember:

- We use the *Present Perfect Tense* to describe actions that happened at an indefinite moment before now.
- The *present perfect tense* is formed by the helping verb **have** and the **past participle form** of a verb.

Examples:

*I **have** **visited** many different places in the world.*

*Mark **has** never **eaten** sushi before.*

c. Fill in the blanks using the verbs in the box and the *Present Perfect Tense* structure.

start
read

be
live

see
make

Example: She has made three apple pies already.

1. You are late! The movie _____ already _____.
2. We _____ many interesting stories in literature class.
3. Victor and I _____ friends for over ten years.
4. That's a wonderful movie. I _____ it four times.
5. Luis is my new neighbor. He _____ next door for three months.



d. Underline the correct option.



1. My parents have worked as teachers at this school (since / for) 2013.
2. My sister has lived in Monterrey (since / for) ten years.
3. Monica hasn't arrived in Mexico City (yet / already).
4. Ray hasn't called me (since / for) three days.
5. We have (already / yet) studied for the history exam for hours.
6. I have (ever / never) traveled by plane before.
7. My aunt Rose has traveled to more than 20 countries (since / for) she retired.
8. We have (yet / already) been to the Louvre museum.
9. My little brother has wanted to go to Disneyland (for / since) I can remember.
10. Have you (ever / never) met someone famous?



READING

- e. Read the following text as you listen to it. Then, answer the exercise. (Track 5)

How Cell Phones Have Evolved

Could you survive a day without your cell phone? Cell phones have become incredibly advanced and therefore incredibly necessary. Twenty years ago, cell phones were very different from what we can find in stores nowadays. You could only make phone calls and send text messages. When cameras were introduced in phones for the first time, the images were low quality and that feature was considered to be just an extra, not something essential. Nowadays, we all want our smartphone to have a high quality camera. And cameras were just the beginning. Later, keyboards became more sophisticated, then we were able to store music in them, and little by little, different functions were added, just as other features disappeared, like keyboards that have been replaced by touch screen keyboards that only come out when necessary. As you can see, in the last decade, the purpose of cell phones has changed from a simple communication tool to a multimedia device that we use to send messages, check e-mail, take photos, update our social media status, google information, find places using GPS, and a bunch of other things than actually making calls. That's why we now call them smartphones or mobile devices because they are much more than just a phone. They have become essential tools in our lives.



Write three complete sentences describing how cell phones have evolved in the last years.

1. _____

2. _____

3. _____



LISTENING

- f. Listen to the conversation. Fill in the blanks with the missing information. (Track 6)

May I Help You?

Salesperson: May I help you?

Jimmy: Yes, I'm looking for a _____ (1) phone.

Salesperson: Do you have any model in mind?

Jimmy: No, not really.

Salesperson: Okay, let me show you our most popular _____ (2).

Jimmy: That sounds great.

Salesperson: This one has a lot of good features. It has a great _____ (3) and plenty of _____ (4) space.

Jimmy: What about the battery? Does it last all day?

Salesperson: Sure! It will get you close to 48 _____ (5) of use.

Jimmy: Really? That's awesome!

Salesperson: Let me tell you a little about our plans. Come this way, please.



SPEAKING

- g. Work with a partner and ask each other the following questions.

My Cell Phone

1. Do you have a cell phone? _____
_____.
2. What do you use it for? _____
_____.
3. Do you need a new cell phone? _____
_____.
4. What is your favorite cell phone brand? _____
_____.



WRITING



PORTFOLIO

The Best Cell Phone

- h. What is the best brand of cell phones in the market nowadays? Rank your favorite brands below from one to five. Then, in your notebook, write the characteristics of your favorite cell phone.

LESSON 3



VOCABULARY

a. Match the signs to their meaning. Listen and check your answers. (Track 7)

Public Signs

- | | |
|---------------------------|------------------------|
| No Parking () | Don't take photos. () |
| School Crossing () | Don't wear caps. () |
| Maximum Speed () | Don't turn left. () |
| Don't smoke. () | No pets allowed () |
| Don't use cellphones. () | No U-turn () |



b. Choose the correct sentence and write it under each picture.

When we go to the movie theater we have to follow these rules:

- You must not speak during the movie.
- You must not smoke inside the room.
- You must not take food from another store inside.
- You must turn off your cell phone.



- | | | | |
|----------|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |



Modals of Obligation

have to / don't have to

Strong Obligation
(possibly from outside)

Children **have to** go to school.

No obligation

I **don't have to** work on Sundays.
You **don't have to** eat anything you
don't like.

must / mustn't

Strong Obligation
(possibly based on the speaker's
opinion)

I **must** study today.

Negative Obligation (prohibition)

You **mustn't** smoke here.

should / shouldn't

Mild Obligation or Advice

You **should** save some money.

**Mild negative obligation or
advice**

You **shouldn't** smoke so much.

c. Fill in the blanks with **mustn't** or **don't/ doesn't have to**.

1. We have an exam tomorrow. You _____ be late.
2. The concert is free. He _____ pay for the tickets.
3. You _____ tell Patty about the party. It's a surprise.
4. You _____ smoke inside the hospital.
5. I _____ do any homework today. I did it yesterday.

d. Write some of the rules you have to follow at school and at home. Use **must** and **mustn't**.

Example: Students **must** wear a uniform.

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



e. Circle the correct option.

1. You **must/could** have a driver's license to drive a car.
2. Athletes **must/must not** have a strict diet.
3. We **may/should** make a reservation. That's a very popular restaurant.
4. I'm sorry. I can't go to the party with you tonight. I **have to/shouldn't** finish my project. It's due tomorrow.
5. Zoo visitors **have to/mustn't** feed the animals.





f. Read the following text as you listen to the recording. Then answer the questions.

(Track 8)

The Importance of Paying Attention



Walking down the street, we often encounter various signs and symbols. These signs are not just decorations; they are essential tools for maintaining safety and order. By paying attention to these signs, we can avoid accidents, respect others, and contribute to a more harmonious society.

Traffic signs, for instance, are crucial for road safety. They instruct us to stop, go, or yield. Ignoring these signs can lead to dangerous situations. Similarly, pedestrian crossings and traffic lights are designed to protect pedestrians. By obeying these signs, we can ensure our own safety and the safety of others.

In addition to **traffic signs**, there are other types of signs that we encounter in our daily lives. For example, **No Smoking** signs indicate areas where smoking is prohibited. **Quiet Zone** signs remind us to keep the noise level down in certain areas. By following these signs, we show respect for others and contribute to a peaceful environment.

In conclusion, paying attention to signs and symbols is essential for a safe and harmonious society. By obeying these guidelines, we can protect ourselves and others and make our communities better places to live.

In your notebook, answer the following questions about the text.

1. Why are signs important?
2. What kind of signs can be found on the streets?
3. What can happen if we ignore traffic signs?
4. How can we contribute to a peaceful environment?
5. What is the main message of the text?



g. Listen to the conversation and fill in the blanks with words from the box. (Track 9)

have to (x2)
Saturday
shouldn't
would (x2)

movies
Friday
can
could (x2)

That Sounds Like A Plan!

Eddy: Hi, Roxanne! How are you?

Roxanne: Hi, Eddy! I'm fine, and you?

Eddy: Great! Listen, (1) _____ you like to go to the (2) _____ next Friday?

Roxanne: I (3) _____ love to, but I (4) _____ work on (5) _____ night.

Eddy: Oh, that's too bad! You (6) _____ work so much!

Roxanne: I know. But we (7) _____ go out on Saturday. What do you think?

Eddy: Perfect! We (8) _____ have some coffee before the movie.

Roxanne: Sure! I (9) _____ tell you so many things.

Eddy: OK! (10) _____ I pick you up at 6:00 o'clock?

Roxanne: That sounds like a plan! See you next (11) _____!



It's a Great Plan!

h. Work with a partner and create a conversation similar to the one you just heard. Write it down and practice it.

- A: _____
B: _____
A: _____
B: _____
A: _____
B: _____
A: _____
B: _____

LESSON 4



VOCABULARY

a. Match the words and the pictures. Listen and check your answers. (Track 10) 🎵

Hygiene Vocabulary

sanitize
disinfect
scrub
rinse

germ
personal hygiene
oral hygiene
handwashing

hygiene products
antiseptic
germicide
aseptic



1. _____



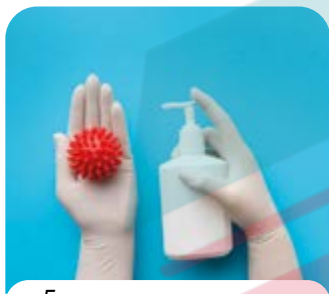
2. _____



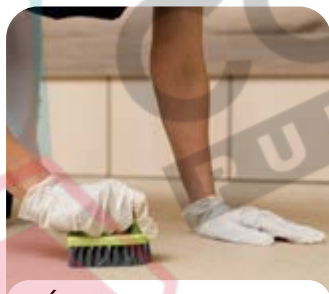
3. _____



4. _____



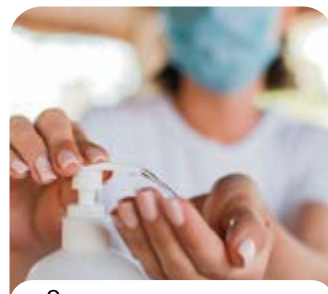
5. _____



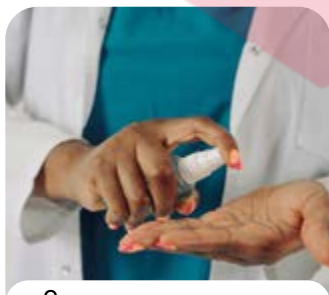
6. _____



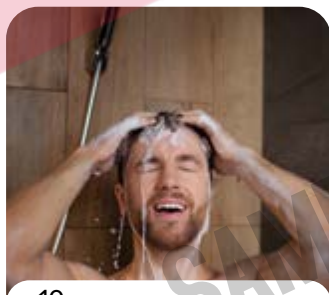
7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

b. Remember the hygiene protocols that we had to follow during the Covid-19 pandemic? Write three different actions that we all had to do in order to protect ourselves and others.

1. _____
2. _____
3. _____



Ought to and Should

Ought to and **should** are both modal verbs used to express obligation, advice, or expectation. While they are often interchangeable, there are subtle differences in their usage.

Ought to

- General obligation or duty: It suggests a moral, legal, or social obligation.
Example: You ought to respect your elders.
- Strong advice or recommendation: It implies a strong suggestion based on personal opinion or experience.
Example: You ought to see that movie; it's fantastic.

Should

- General advice or recommendation: It suggests a less strong obligation or advice compared to *ought to*.
Example: You should eat more fruits and vegetables.
- Expectation or probability: It can also express an expectation or probability.
Example: It should rain tomorrow.

c. Circle the correct answer.

1. You (**ought to/should**) be more patient with your siblings.
2. We (**ought to/should**) recycle to protect the environment.
3. It (**ought to/should**) be a sunny day tomorrow.
4. You (**ought to/should**) brush your teeth after you eat.
5. I (**ought to/should**) go to the dentist because I have a toothache.



d. Identify whether the sentence expresses a strong obligation, advice, or expectation. Write it on the line.

1. You ought to follow the traffic signs. _____
2. You should drink more water. _____
3. It should be a warm night. _____
4. You ought to apologize for your mistake. _____
5. She should go to the doctor because she isn't feeling well. _____
6. We should be on time to catch the bus. _____





READING

e. Read the article as you listen to the recording.

Answer the questions at the end. (Track 11)

The Importance of Oral Hygiene



Oral hygiene, or taking care of your mouth and teeth, is essential for overall health. Poor oral hygiene can lead to a variety of problems, including cavities, gum disease, and bad breath.

Cavities are holes in your teeth that are caused by bacteria that eat away at the enamel. Cavities can be painful and can lead to more serious dental problems.

Gum disease is an infection of the gums that can cause them to become swollen, red, and bleeding. Gum disease can also lead to tooth loss.

Bad breath is a common problem that can be caused by a variety of factors, including poor oral hygiene. Bad breath can be embarrassing and can make it difficult to socialize.

There are a number of things you can do to improve your oral hygiene. Brushing your teeth twice a day with a fluoride toothpaste is essential. You should also floss once a day to remove food particles from between your teeth. Additionally, it is important to see your dentist for regular checkups and cleanings.



COMPREHENSION

1. What are the three main problems that can be caused by poor oral hygiene? _____

2. What are two ways to improve your oral hygiene? _____

3. Why is it important to see your dentist for regular checkups and cleanings? _____



LISTENING

f. Listen carefully and write if the dialogues you hear are about expressing obligation, making plan or giving advice. Write it on the lines.

(Track 12)

I'll Try My Best

Dialogue 1: _____

Dialogue 2: _____

Dialogue 3: _____



SPEAKING



WRITING



PORTFOLIO

Should & Ought to

- g. With a partner, create two short dialogues like the ones in the previous activity, one using *should* and one using *ought to*. Write them in your notebook and practice them.



LESSON 5



VOCABULARY

a. Look at the pictures. Write the corresponding word under each one. Then, listen and check your answers.

(Track 13) 

Chores

sweep the floor
wash the dishes
clean the stove

wash clothes
clean up a room
make the bed

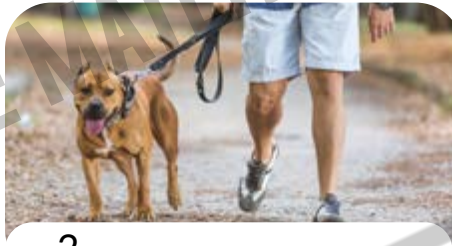
dust furniture
water plants
iron clothes

walk the dog
set the table
take out the trash

mop the floor
pick up toys
wash the car



1. _____



2. _____



3. _____



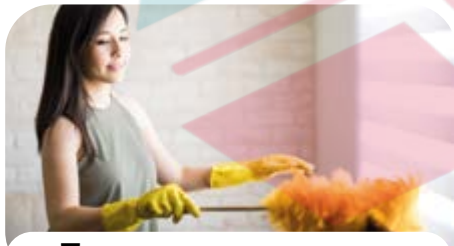
4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____



13. _____



14. _____



15. _____



Will and Would

Would and **will** are both modal verbs. However, they have distinct uses.

Will

• Future Tense:

It is used to express future actions or intentions.

Example: I will go to the store tomorrow.

• Promises, offers, and requests:

It is used to make promises, offers, or requests.

Example: I will help you with your homework.

Example: Will you open the door for me?

Would

• Past Tense:

It is used to express past habits or actions.

Example: I would often walk to school when I was a child.

• Polite requests:

It is used to make polite requests.

Example: Would you like a cup of tea?

b. Choose the correct word.

1. I **(will/would)** help you with your math homework.
2. When I was a kid, I **(will/would)** ride my bike every day.
3. **(Will/Would)** you like to go to the movies tonight?
4. She **(will/would)** be happy to see you.
5. **(Will/Would)** you please pass me the salt?
6. My grandfather **(will/would)** tell us stories every night.
7. **(Will/Would)** you like to go to the park?



c. Read the situations and match the two columns.

1. You're planning a party for your birthday. What will you do? _____
2. When you were a child, what would you do in the summer? _____
3. Would you please turn off the light? _____
4. I'm going to the store. Do you want anything? _____
5. She would always help her grandmother with the chores. _____
6. Will you meet me at the park? _____

a. I would go swimming.

b. Of course.

c. Buy some milk, please.

d. Sure. I will be there at 3 PM.

e. She would water the plants every Sunday.

f. I will invite my friends and family.





LISTENING



SPEAKING

- d. Listen to the following conversation. Practice it with a partner. Create new dialogues substituting the words in bold. (Track 14) 

Would You Like to Go Out?

On the phone...

A: Hello! Is this **Ximena**?

B: Hello! Yes, it is.

A: Hi! This is **Sergio**.

B: Oh, hi!

A: Hey! Would you like to go out?
Have a cup of coffee, maybe?

B: I'd love to, but **I'm cleaning my room**. I always **clean my room** on Saturday morning.

A: Oh! OK... What about this afternoon?

B: Sure! It sounds great!



READING

- e. Read the text as you listen to the recording. Then, answer the questions. (Track 15) 

We Are a Great Team!

Hi, my name is Peter. I live with my family in a big house. I have two brothers and one sister. Since we all work or study, we all are in charge of some chores at home. We all make our beds every morning before going to school or work. My mom cooks dinner every day. My brother Jimmy takes out the trash, and my brother Jack walks the dog every night. My sister sets the table every day before dinner, and my mom and dad take turns to wash the dishes. Weekends are busy too. My dad and I wash the two family cars, and my mom goes to the supermarket every Saturday evening. My brothers sweep and mop the floor on Saturdays too. On Sundays, my dad works in the garden. He trims the bushes, waters the plants, and mows the lawn. My sister and I are in charge of doing the laundry during the weekend. As you can see, we are a great team!



COMPREHENSION

- Who prepares dinner every day?

- Who walks the dog every night?

- What chores does Peter do every week?

- Who does all the gardening?

- How often does Jimmy take the trash out?



WRITING



PORTFOLIO

Household Chores

- f. What chores do you do at home? What does each member of your family do? Write a short composition describing the chores each person does at home.



TECHY TIPS



Fun Presentations

Have you ever heard of *Powtoon*? *Powtoon* is a fantastic tool for creating animated presentations and animated explainer videos. You can use it either for school or personal projects. Try it, it's also a great way to develop your creative and writing skills.



QR



Scan this code to watch the explanation of the Grammatical Points presented in Module 1.





MAKING A DIFFERENCE

—by being socially responsible

Corruption is dishonest behavior by those in positions of power, such as managers or government officials. *Corruption* can include giving or accepting bribes or inappropriate gifts, double-dealing, under-the-table transactions, manipulating elections, diverting funds, laundering money, and defrauding investors.

- Why do you think people are corrupt?
- Is *corruption* ever justifiable?
- Have you ever received a bribe?
- Have you ever bribed someone?
- What are some problems with *corruption* in the political system of your country?
- What recent *corruption* scandal was there in the news?
- Who is the most corrupt politician or businessperson you know?
- What is the best way to fight *corruption* in business and politics?

Nowadays

JUST
NOW

Cellphones

In this module, you learned about cell phones. Well, cell phones have changed a lot during the last decades. At the beginning, they were used mainly for communication, calls and text messages. But many features have been added through time. Nowadays you can do a bunch of things, from making phone calls, through listening to music, taking photos, checking your e-mail, to playing games, among many other things.



HOW ABOUT YOU?

Discuss the following questions.

- Which cell phone do you think is the best?
- What features does your smartphone have?
- What are the five apps that you use the most?
- What difference, if any, does the operating system make to you?



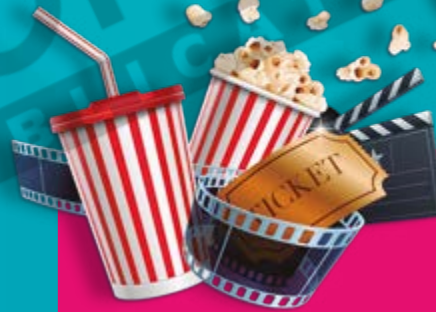
SING IT!

Here is a song to review a grammatical structure seen in this module.

Used to:



AJ Mitchell



POPCORN TIME!

In this module, you learned how to talk about past situations, as well as vocabulary related to activities that we all used to do when we were little. There is an excellent movie related to these topics, *The Book Thief*. Have you seen it? If not, you should. It's a fantastic movie that will let you know how life used to be for kids in Germany during World War II.

#TrendingTopic

In this module, you read about the importance of following traffic signs. Well, lately, electric scooters and bicycles have become a popular mode of transportation, but their use is not regulated in all cities. Research online if there are any rules for these types of vehicles in your city. If there aren't, do you think they should be created?





LIVING ONLINE

Social media is not a place to air drama. You shouldn't post your personal problems. Keep your personal life as private as possible. If you need some advice or you just want to talk about what you feel or think, it is much better to go to a friend, or relative that knows you well, that cares about you, and that you feel confident with, instead of exposing your life to a bunch of people who don't care or that might even use that information to cause you some damage.

GLOBAL CITIZENSHIP

Generosity is the act of being kind, selfless, and giving to others. *Generosity* behaviors include different types of prosocial behaviors, such as philanthropic giving, volunteering, helping behavior, and organ and blood donation. The global COVID-19 pandemic has resulted in more people in need around the world. It should make us take the initiative, be proactive with our neighbors, get personally involved, and forget about indifference. We all have something to offer and should not underestimate it no matter how insignificant it might seem to us.

Discuss with your teacher and classmates how you can show *generosity* in difficult times and the importance of doing it.



GREEN WORLD

Green Houses

Phi Suea House is a 100% self-sustaining 24-hour solar powered multi-house residence. This project was launched in Chiang Mai, in the north of Thailand, on January 29th, 2016. *Phi Suea* is the first housing complex to be solar-hydrogen self-sufficient. In simple terms, the energy of the sun is transformed via solar panels into electricity. Any excess power will be converted and stored as hydrogen. When the sun is not shining, they will use the stored hydrogen gas from tanks to generate electricity by using fuel cells. These family homes include a permaculture garden and large double-glazed windows.

AMAZING MEXICANS

Isaac Hernández was born on April 30th, 1990 in Guadalajara, Mexico. He was taught dancing by his parents at the age of 8 in the family backyard. His father is a former dancer. Trained at Philadelphia's The Rock School for Dance Education, he has worked as a professional ballet dancer at the American Ballet Theatre, San Francisco Ballet, Dutch National Ballet, and the English National Ballet. Hernandez was awarded the National Youth Award when he was only 13 years old and he is the only Mexican who has managed, at the age of 16, the gold medal at the USA International Ballet Competition in Jackson, Mississippi, held in 2006. In 2018, he received the highest award in the world of dance, winning the Benois de la Danse prize at the Bolshoi Theater. for his performance in *Don Quixote* with the Rome Opera Ballet and *La Sylphide* with ENB. He is the first Mexican dancer to win the award. Hernandez has been honored by the International Dance Association as the best male dancer in the world. Apart from his dance career, he has also become an icon for the arts and culture in Mexico, promoting them as a force for social cohesion and progress through free cultural events, workshops, and his non-profit organization Releve A.C.

