

STUDENT'S AND PRACTICE BOOK

Do It Right! 5

ACCORDING TO
THE MCCEMS

Rose Corespi



CORESPI
PUBLICATIONS

Do It Right! 5

Student's Book

First Edition 2025

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SCOPE AND SEQUENCE

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UNIT 1			
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2 (P.2)	Echoes of the Past	Past Tenses Review	
3 (P.3)	School Activities Ahead	Future Tenses Review	
4 (P.1-2-3)	Taste the World!	Tag Questions	
5 (P.4)	Gaming, E-sports, and You	Zero and First Conditional Review	
That's Our Right!: Malala Yousafzai		Digital Culture: Publishing on the Internet	
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6 (P.5)	Clue Hunters	Past Perfect Tense (Affirmative Form)	
7 (P.5)	Life's Highlights	Past Perfect Tense (Negative and Interrogative Forms)	
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10 (Additional Topic)	Hero vs. Evil	Prefixes and Suffixes	
That's Our Right!: Jérémie Safari		Digital Culture: Phishing	
UNIT 3			
11 (P.8)	Friendship Files	Verb Patterns: Verbs + Gerunds / Infinitives	
12 (P.9)	Second Thoughts	Second and Third Conditional Review	
13 (P.10)	Trending Now: Your Digital World	Adverbs of Agreement: <i>so, too, neither, (not) either</i>	
14 (P.11)	My Look, My Rules	Reflexive Pronouns	
15 (P.11)	Solving the Puzzle	Reciprocal Pronouns	
That's Our Right!: Pope Francis		Digital Culture: A Healthy Relationship With Technology	

	Reading & Listening	Speaking & Writing	Get It Right! (Evidence of Learning)
Do It Right!: Corruption			
	The Associattted Press: A Legacy of Trusted News	The Power of Information	On the News
	The Importance of Key Historical Events in World History	Conversations that Shaped Our World	Eyewitness to History
	The Excitement of High School Prom in the US Planning for Fun: A High School Conversation	Highs and Lows on School Activities	Dreams and Goals: Life after High School
	A Culinary Journey to the Unexpected	Exotic Eats: A Matter of Taste	Beyond the Burger: An Exotic Food Review
	Level Up Your Future: Exploring E-sports A Gaming Talk	Gaming Guidance	The Gaming Guru
Wellness Tip: Get Regular Check-ups			
Do It Right!: Sexual Harassment			
	Elementary Investigations: The <i>Holme's</i> Effect	Shadow Stories	The Case of the Missing Pet
	Teenage Triumphs	Teenage Turning Points	Celebrating the Small Victories
	The Choice is Yours: Smart Decisions Brainstorm Buddies	Crossroads: Teen Choices	The Lost Wallet
	Culture Connects Us	Art Matters: Our Views	My Cultural Compass
	Beyond Krypton: <i>Superman's</i> Reign	Heroes and Nemeses: Power Talk	More Than Just Abilities
Wellness Tip: Laugh Often			
Do It Right!: Integrity			
	Shaping You: Friends and High School	Why They're The One	Decoding Friendship
	Learning from Yesterday	If Only I Had...	The Path Not Taken
	Screen Scene: High School Life Online	Viral Talk: What We Love Online	Catching the Wave
	Dress Your Best: Finding Your Style	The Fashion Face-Off	One Outfit at a Time
	The Struggle Is Real	Resolution Reveal	Bridging the Divide
Wellness Tip: Practice Gratitude			

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

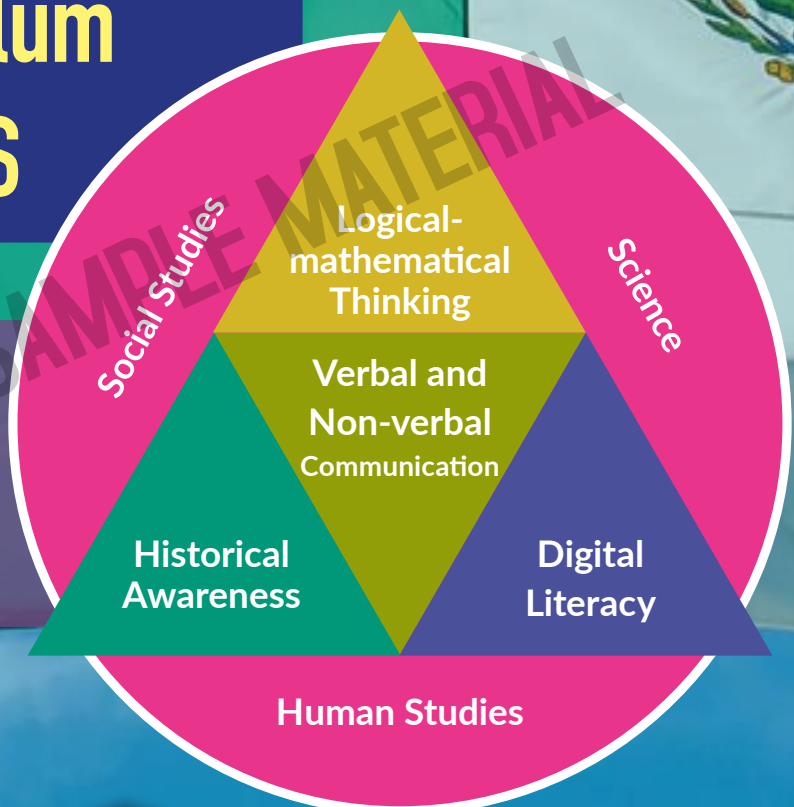
Interculturality

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

EVERYDAY LANGUAGE

Asking For / Giving An Opinion

Asking For An Opinion

What do you think about...?

How do you feel about...?

What's your opinion of...?

What are your views on...?

Do you have any thoughts on...?

How do you see...?



Giving Your Opinion



In my opinion,...

I'd say...

If you ask me,...

The way I see it...

From my point of view,...

Personally, I think/believe...

Not Having An Opinion

I've never given it much thought.

It doesn't make any difference to me.

I don't have strong feelings either way.

Whatever. (Very Informal)

I have no opinion on the matter.



Phrases For Agreeing

Absolutely.

Exactly.

That's for sure.

That's so true.

Tell me about it! (Informal)

I agree 100%

I couldn't agree with you more.

That's exactly what I think. / That's exactly how I feel.



I don't think so.

I'm afraid I don't agree.

I'm not so sure about that.

That's not how I see it.

Not necessarily.

On the contrary.

I totally disagree. (Very Strong)

Phrases For Disagreeing





DO IT RIGHT!

Being a Socially Responsible Citizen



Bribery refers to the offering, giving, soliciting, or receiving of any item of value as a means of influencing the actions of an individual holding a public or legal duty.

- Have you ever received a *bribe*?
- Have you ever *bribed* someone?
- Is *bribery* ever justified?
- Is *bribery* a big problem in your country? If so, how could it be reduced?

UNIT 1

SAMPLE MATERIAL

CORESDI
PUBLICATIONS

SAMPLE MATERIAL

LESSON

1

VOCABULARY



I. Match the vocabulary on the left to the definitions on the right. Then, Listen to check. (Track 1)

Today's Headlines

1. headline ()

2. to report ()

3. broadcast ()

4. to announce ()

5. event ()

6. to investigate ()

7. journalist ()

8. to publish ()

9. interview ()

10. to update ()

11. coverage ()

12. to cover ()

13. reporter ()

14. to inform ()

15. article ()

a) It means making something more current or accurate by adding new information.

b) It refers to a person who writes for newspapers, magazines, or news websites, or prepares news to be broadcast.

c) It means to give a spoken or written account of something that has happened.

d) It refers to a person who gathers and presents news stories for newspapers, magazines, television, or radio.

e) It means giving someone information about something.

f) It is the title of a news article, usually designed to grab attention.

g) It means carrying out a detailed examination or inquiry to discover facts or information.

h) It is a conversation where one person asks questions to gather information from another person.

i) It means to report on an event or topic for a news outlet.

j) It refers to the reporting of news and events by the media.

k) It is a written piece in a newspaper, magazine, or online publication.

l) It means to make a public or formal statement about something.

m) It is an occurrence or happening, especially one of importance.

n) It means to prepare and issue written or printed material for public distribution.

o) It refers to a program or information transmitted by radio or television.

SAY IT RIGHT!



(Track 2)

How do you stay updated?

I usually get informed through social media.

What's the government doing regarding the latest robberies in town?

It's investigating and informing people about safety tips.

Have you ever witnessed a shocking event?

Yes, I have. I saw a terrible car crash last year.



Simple Present Tense

Main Uses:

- General truths or facts.
- Habits or routines.
- Scheduled events in the near future.

Basic Structure:

Affirmative Form:

Subject + **verb** + complement
*She **walks** every day.*

Negative Form:

Subject + **don't/ doesn't** + **base form of verb** + complement
*She **doesn't walk** every day.*

Interrogative Form:

Do/Does + subject + **base form of verb** + complement?
***Does** she **walk** every day?
 Yes, she **does**. / No, she **doesn't**.*

Present Continuous Tense

Main Uses:

- Actions are happening right now.
- Temporary actions.
- Future plans or arrangements.

Basic Structure:

Affirmative Form:

Subject + **am/is/are** + **-ing verb** + complement
*They **are walking** in the park.*

Negative Form:

Subject + **am/is/are** + **not** + **-ing verb** + complement
*They **aren't walking** in the park.*

Interrogative Form:

Am/Is/Are + subject + **-ing verb** + complement?
***Are** they **walking** in the park?
 Yes, they **are**. / No, they **aren't**.*

Present Perfect Tense

Main Uses:

- Actions that happened at an unspecified time in the past.
- Actions that started in the past and continue to the present.
- Recent actions with present relevance.

Basic Structure:

Affirmative Form:

Subject + **have/has** + **past participle** + complement
*I **have studied** English for several years.*

Negative Form:

Subject + **have/has** + **not** + **past participle** + complement
*I **haven't studied** English for several years.*

Interrogative Form:

Have/Has + subject + **past participle** + complement?
***Have** you **studied** English for several years?
 Yes, I **have**. / No, I **haven't**.*

Common Adverbs of Time Used with Each Tense

- **Simple Present Tense:** *always, usually, often, sometimes, rarely, never, every day, every week, on Mondays, on weekends, etc.*
- **Present Continuous Tense:** *now, right now, at the moment, currently, today, this week/month, year, tonight, still, etc.*
- **Present Perfect Tense:** *already, just, ever, never, recently, lately, so far, yet, etc.*

II. Use the correct form of the verbs in parentheses to complete the sentences below.

- Our president _____ (address) the nation every morning.
- The news channel _____ (not - broadcast) live updates currently.
- _____ journalists _____ (report) on the crisis yet?
- The government _____ (not - announce) the new policies so far.
- World leaders _____ (not - meet) very often.
- The newspaper _____ (publish) many articles on global warming recently.
- The government _____ still _____ (work) on security issues.
- _____ people in your city _____ (watch) the news daily?





III. Read the following passage as you listen to it. Fill in the blanks with the verbs in the box. (Track 3)

The Associated Press: A Legacy of Trusted News

AP

is (3x)
include
has earned

developed
has
is-producing

works
brings
gather

collaborate
are-regarded
ensure

operates
has achieved
publishes

produces
verify
has made

The **Associated Press (AP)** _____ a not-for-profit news agency that has been delivering reliable news since its founding in 1846 in New York City by Moses Yale Beach. It _____ as a cooperative, unincorporated association, and _____ news reports that are distributed to its members, major U.S. daily newspapers, and radio and television broadcasters. **AP** _____ through a network of reporters and editors stationed in 231 locations worldwide. These professionals _____ news, _____ facts, and _____ unbiased reporting. The agency _____ news in English, Spanish, and Arabic, making it accessible to a global audience. **AP** _____ currently _____ over 23,500 hours of live video across five channels. The **Associated Press** _____ approximately 3,300 employees. These employees _____ journalists, photographers, and technical staff who _____ to deliver news in various formats. The AP's commitment to diversity and inclusion _____ evident in its workforce, which _____ together different perspectives to advance the mission of informing the world. Throughout its history, **AP** _____ numerous milestones. It _____ 59 Pulitzer Prizes, including 36 for photography. The **AP** Stylebook, widely used by journalists, _____ one of its notable contributions to the field of journalism. Additionally, **AP's** election polls and results _____ highly _____ during U.S. elections. **AP** _____ to innovate and adapt to the changing media landscape. It _____ recently _____ its digital presence and _____ new technologies to enhance news delivery. The agency's dedication to factual reporting and unbiased news _____ it a trusted source for over 175 years.

I. After you complete the article, reread it and classify the statements as **True** or **False**.

1. **Associated Press** was founded in England in 1846. _____
2. **AP** distributes news reports to its members, US newspapers, radio and TV broadcasters. _____
3. **AP** has more than 500 hundred offices all over the world. _____
4. **AP** only delivers news on written format. _____
5. **AP** has won 59 Pulitzer Prizes. _____
6. During US elections, the information provided by **AP** is highly reliable. _____



SPEAKING



V. Choose a partner to practice the following conversations. (Track 4)

The Power of Information

Conversation 1

- A: Hey, did you hear about the new environmental policy?
- B: No, I haven't heard about it yet. What's happening?
- A: The government is introducing stricter regulations to reduce pollution.
- B: That's great! We need more actions like this.
- A: Yeah, I am reading an article about it right now.
- B: Have you ever joined any environmental campaigns?
- A: Yes, I have participated in a few clean-up drives.

Conversation 2

- A: Did you see the latest report on climate change?
- B: Yes, I have just finished reading it. It's quite alarming.
- A: I know. Scientists are warning us about the urgent need to take action. What do you think we should do?
- B: We should start by making small changes in our daily lives. I am currently reducing my plastic use.
- A: That's a good start. I always try to recycle and conserve water.
- B: That's great! Staying informed and educated is crucial.



WRITING



GET IT RIGHT!



(Evidence of Learning)

VI. Imagine you are a journalist and you are writing about a recent event in town. Write a short paragraph describing *what, where, when, who are involved, why, and how it happened*. Include sentences in *Simple Present, Present Continuous, and Present Perfect* tense.

On the News





I. Use the correct form of the vocabulary words on page 12 to complete the following reading passage. Then, listen to check. (Track 5)

From Headlines to Social Media: Teen News Habits

High school students today have various ways to get the news. They often read _____ on their smartphones or tablets. Many students follow news _____ on television or online streaming services. When a significant event occurs, journalists _____ it promptly, ensuring that the information reaches the public quickly.

Students frequently watch _____ with experts and witnesses to understand the details of an _____. _____ investigate stories thoroughly before they _____ articles. These _____ provide in-depth _____ of current events, helping students stay informed. Social media platforms are also popular among students for news updates. They follow _____ and news outlets to get the latest information.

Some students prefer reading printed newspapers or magazines. These sources often _____ local news and events that might not be widely broadcast. High school students have become adept at discerning credible sources from unreliable ones. They understand the importance of _____ information before sharing it.

In recent years, many students have participated in school journalism clubs. They learn how _____ news, conduct interviews, and publish articles. These activities help them develop critical thinking and communication skills. Students often _____ their school websites with news coverage _____ their peers about important events.

Overall, high school students have access to a wide range of news sources. They use technology to stay updated and informed about the world around them. Whether they read headlines, watch broadcasts, or follow social media updates, they continuously seek information to stay aware of current events.



PRACTICE

GRAMMAR



I. Choose an adverb from the box to complete the sentences. At the end of each sentence, write *SP* if the sentence is in *Simple Present* tense, *PC* if it is in *Present Continuous* tense, or *PP* if it is in *Present Perfect* tense.

right now
often
today

in summer
just
on Saturday night

still
recently
so far

1. They often watch movies _____.
2. He hasn't finished his homework _____.
3. Is she cooking dinner _____?
4. We usually travel to the beach _____.
5. Have you _____ completed the project? _____
6. It's Sunday. We aren't going to school _____.
7. She _____ goes for walks in the park. _____
8. Are you _____ waiting for the bus? _____
9. My brother has _____ started a new job. _____



II. Circle the mistake in each sentence and rewrite it correctly.

1. We haven't seen that movie every day.

2. Does you visit your grandparents every weekend?

3. Are you working yet?

4. He never eat out. He prefers to cook his own meals.

5. I haven't find my car keys.

6. Tom and his brother is still sleeping.



LESSON

2

VOCABULARY



I. Choose the correct words from the box to complete the definitions below. Then, listen to check your answers. (Track 6)

Echoes of the Past

To conquer Invasion Civilization	To migrate Discovery Revolution	To negotiate Empire To settle	To explore alliance To declare	Colonization To sign War
--	---------------------------------------	-------------------------------------	--------------------------------------	--------------------------------

- _____ means to take control of a place or people by force.
- _____ is the act of establishing settlements in a new territory by a country.
- _____ means to announce something formally or officially.
- _____ is the act of finding or learning something new.
- _____ means to travel through an area to learn about it.
- _____ is a state of armed conflict between different countries or groups.
- _____ means to establish a community in a new place.
- An _____ is an agreement or partnership between individuals, groups, or nations to work together toward a common goal or shared interests.
- _____ means to discuss terms to reach an agreement.
- _____ is a group of states or territories controlled by one ruler or government.
- _____ is a complex society with developed cities, social structures, and cultural achievements.
- _____ means to move from one region or country to another.
- _____ is an aggressive entry into a region or country by armed forces.
- _____ means to write one's name on a document or agreement to show approval or authorization.
- _____ is a significant change or overthrow of a government or social system.

SAY IT RIGHT!



(Track 7)

When was the Mexican Independence declared?
It was in 1810.

What were people doing during the Covid-19 pandemic?
While most of us were staying home, health workers were fighting to save people's lives.



Past Tenses Review

Simple Past Tense

Basic Structure:

- **Affirmative Form:**
Subject + **past form of the verb** + complement
*She **walked** in the park.*
- **Negative Form:**
Subject + **didn't** + **base form of the verb** + complement
*She **didn't walk** in the park.*
- **Interrogative Form:**
Did + subject + **base form of the verb** + complement
***Did** she **walk** in the park?*

Main Uses:

1. **Completed Actions:** Actions that happened and finished in the past.
*Example: He **visited** Paris last year.*
2. **Series of Past Actions:** Multiple actions that occurred sequentially.
*Example: She **woke up**, **brushed** her teeth, and **had** breakfast.*
3. **Specific Time in the Past:** Actions that occurred at a specific time.
*Example: They **arrived** at 8 PM.*

Key Features:

- Indicates a finished action.
- Often used with time expressions like *yesterday, last week, in 2010*, etc.

Past Continuous Tense

Basic Structure:

- **Affirmative Form:**
Subject + **was/were** + **-ing verb** + complement
*She **was walking** in the park.*
- **Negative Form:**
Subject + **wasn't/weren't** + **-ing verb** + complement
*She **wasn't walking** in the park.*
- **Interrogative Form:**
Was/Were + subject + **-ing verb** + complement
***Was** she **walking** in the park?*

Main Uses:

1. **Ongoing Actions in the Past:** Actions that were happening at a specific moment in the past.
*Example: He **was reading** a book at 6 PM.*
2. **Interrupted Actions:** Actions that were in progress when another action occurred.
*Example: She **was cooking** when the phone rang.*
3. **Parallel Actions:** Two or more actions happening simultaneously.
*Example: They **were playing** soccer while we **were watching** TV.*

Key Features:

- Indicates an action that was in progress.
- Often used with time expressions like *at that moment, while, when*, etc.

IMPORTANT NOTE: These distinctions help clarify when to use each tense based on the context of the action.

II. Rewrite the sentences using the **Simple Past** or **Past Continuous** tense in the affirmative, negative, and interrogative forms as indicated in parentheses.

1. The Berlin Wall fell in 1989. (**Interrogative**)

2. Did Alexander Graham Bell invent the telephone? (**Affirmative**)

3. Were the astronauts training for the mission? (**Negative**)

4. The Roman empire was quickly conquering vast territories. (**Interrogative**)

5. Did the tragic events of September 11th happen in 2001? (**Affirmative**)

6. Lots of people were working when the tsunami stroke the coastal town. (**Negative**)

III. Complete the sentences using the correct form of the verbs in parentheses. Use the **Simple Past** or **Past Continuous** tense.

1. While Neil Armstrong _____
(**walk**) on the moon, millions of people
_____ (**watch**) the event on television.
2. _____ you _____
(**visit**) the Eiffel Tower when you _____
(**go**) to Paris last year?
3. The Titanic _____ (**not reach**) its
destination because it _____ (**hit**) an
iceberg.





IV. Check the verbs in simple form included in the box on the left. Use your dictionary if you don't know their meaning. Then, listen to the article and fill in the blanks with one of them in the correct form: *Simple Past* or *Past Continuous* tense. Listen again to check your answers. (Track 8)

The Importance of Key Historical Events in World History

fight

adapt

open

be (2x)

rush

fall

provoke

change (2x)

take

spread

result

reshape

research

mark

have

be developed

live

sail

highlight

inspire

affect

collapse

impose

transition

occur

set

plan

introduce

watch

hijack

lead (3x)

reveal

- Throughout history, certain events have significantly shaped the course of human civilization. Among these, the fall of the Roman Empire, the discovery of America, World War I and II, the moon landing, the September 11th attacks, and the COVID-19 pandemic stand out for their profound impacts.

The Fall of the Roman Empire in 476 AD _____ the end of ancient civilization and the beginning of the Middle Ages. The Roman Empire, known for its extensive political and cultural influence, _____ due to a combination of internal weaknesses and external pressures from invading barbarian tribes. While the empire _____, Europe _____ into smaller, feudal states.



The Discovery of America by Christopher Columbus in 1492 _____ global trade and cultural exchanges. Columbus's voyage _____ the New World to European exploration and colonization. While Columbus _____ across the Atlantic, indigenous populations _____ in complex societies. The discovery _____ new crops, goods, and ideas to Europe.

- World War I** (1914-1918) _____ the political landscape and led to significant technological advancements. The war _____ in the downfall of empires and the rise of new nations. While soldiers _____ in the trenches, new military technologies, such as tanks and airplanes, _____. The Treaty of Versailles _____ harsh penalties on Germany.



World War II (1939-1945) _____ an even more devastating conflict with profound geopolitical consequences. The war _____ to the defeat of Nazi Germany and Imperial Japan. While the Allies _____ their strategies, the Holocaust _____ tragically _____ itself. The war _____ advancements in technology and medicine, including radar and antibiotics.

- The Moon Landing** in 1969 _____ a monumental achievement in space exploration. Neil Armstrong and Buzz Aldrin _____ foot on the moon, marking the culmination of the Space Race. While Armstrong _____ his first steps, millions of people _____ the event on television. The moon landing _____ generations to pursue scientific advancements.



The September 11th Attacks in 2001 _____ profound impacts on global politics and security. On that day, 19 militants associated with al-Qaeda _____ four planes in the United States. While the attacks _____, emergency responders _____ to the scenes. The event _____ to significant changes in international security policies.

- The COVID-19 Pandemic** (2020-2021) _____ millions and _____ the way societies function. The pandemic _____ rapidly across the globe. While scientists _____ vaccines, people _____ to new ways of living, such as remote work and social distancing. The pandemic _____ the importance of global health cooperation.



V. Reread the article and explain shortly the importance of each of the historical events mentioned.

The Fall of the Roman Empire

The Discovery of America

World War I

World War II

The Moon Landing

The September 11th Attacks

The Covid-19 Pandemic

SPEAKING

V. Listen to the conversations and choose a partner to practice them. (Track 9)

Conversations that Shaped Our World

Conversation 1

- A: Hey, did you watch the documentary about the moon landing last night?
- B: Yes! It was amazing. I didn't know so many things about it before.
- A: Me neither. I learned that Neil Armstrong and Buzz Aldrin walked on the moon on July 20, 1969.
- B: Right! And Michael Collins stayed in the command module while they explored the surface.
- A: Did you see how Armstrong said his famous words when he stepped onto the moon?
- B: Yes! He said, "That's one small step for man, one giant leap for mankind." It was such an important moment in history.



Conversation 2

- A: Hey, I was reading about the fall of the Berlin Wall. Did you know that people were celebrating in the streets while officials were struggling to control the crowds?
- B: Yes! While thousands of people were gathering at the border, guards weren't stopping them anymore.
- A: It was so emotional how people were hugging and crying while others were breaking pieces of the wall.
- B: Exactly! The news was broadcasting live while families were reuniting after years of separation.

GET IT RIGHT!



(Evidence of Learning)

WRITING



Eyewitness to History

VII. Choose a historical event and imagine yourself as an observer or participant. In your notebook, write a short eyewitness report describing what was happening around you using the *Past Continuous* tense and what happened using the *Simple Past* tense.

PRACTICE

VOCABULARY



I. Use the correct form of the vocabulary words on page 18. Complete the sentences and the crossword puzzle using the clues.

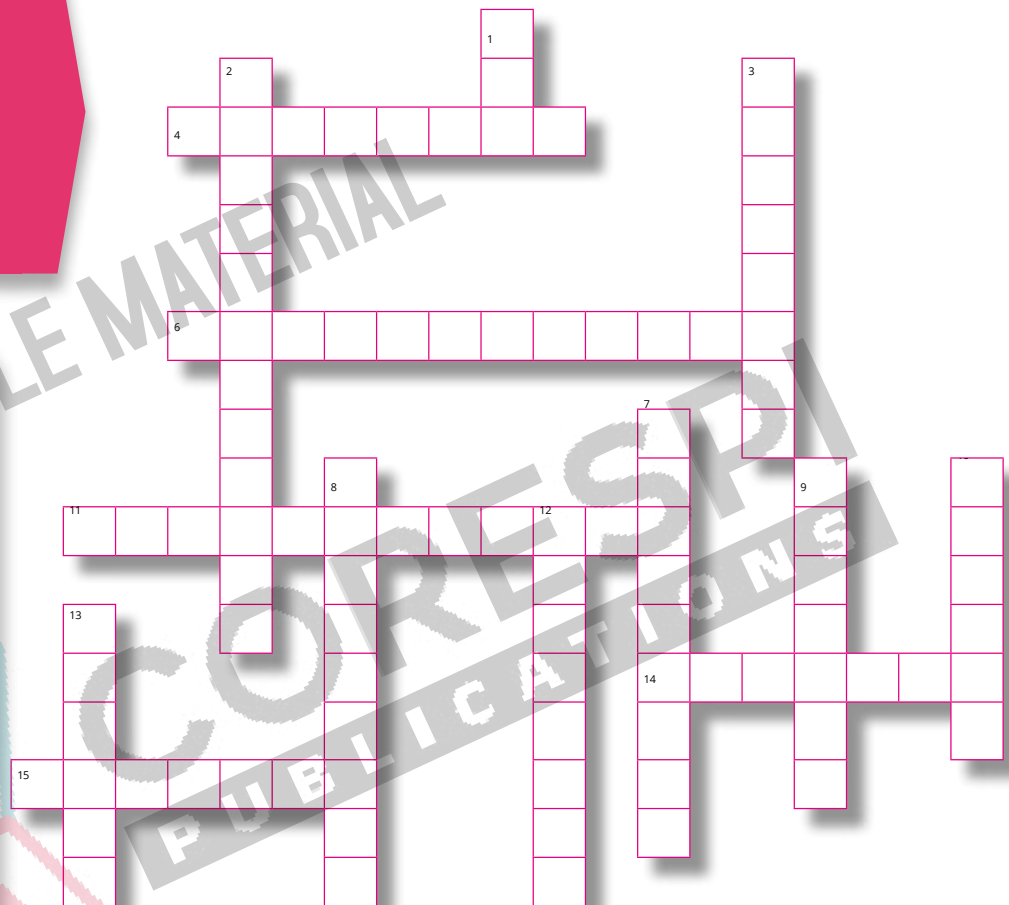
Major Historical Events

ACROSS

4. In 1914, Austria-Hungary _____ war on Serbia, sparking World War I.
5. The American _____ led to the independence of the United States in 1776.
6. The ancient Mesopotamian _____ is often called *the cradle of civilization*.
11. The _____ of Africa by European powers began in the late 19th century.
14. Christopher Columbus set out to _____ the New World in 1492.
15. The Great Migration saw millions of African Americans _____ from the rural South to urban areas in the North during the early 1910s.

DOWN

1. The Cold _____ between the US and the USSR lasted from 1947 to 1991.
2. The Cuban Missile Crisis in 1962 was resolved after intense _____ between the US and the USSR.
3. The Triple _____ was formed between Germany, Austria-Hungary, and Italy before World War I.
7. Genghis Khan _____ vast territories across Asia and Europe in the 13th century.
8. The _____ of the Rosetta Stone in 1799 helped decode ancient Egyptian hieroglyphs.
9. The Pilgrims _____ in Plymouth, Massachusetts, in 1620.
10. The Treaty of Versailles was _____ in 1919, officially ending World War I.
12. The Normandy _____ on D-Day in 1944 was a pivotal moment in World War II.
13. The British _____ was the largest empire in history, spanning multiple continents.



PRACTICE

GRAMMAR



I. **Underline the verbs and, on the line, classify the sentences as *Simple Past* or *Past Continuous* tense.**

1. Was the band performing at the arena? _____
2. They built a new house last year. _____
3. He was driving to work early this morning. _____
4. During our last trip to Spain, we visited very interesting places. _____
5. She wasn't paying attention to the road when the accident happened. _____
6. They didn't participate in the last basketball tournament. _____



II. **Choose the correct form of the verb to complete the sentence.**

1. While she (**read / was reading**), the phone (**rang / was ringing**).
2. They (**played / were playing**) soccer when it (**started / was starting**) to rain.
3. He (**finished / was finishing**) his homework before he (**went / was going**) out.
4. We (**watched / were watching**) TV when the power (**went / was going**) out.
5. She (**cooked/was cooking**) dinner when her friend (**arrived / was arriving**).
6. The teacher (**explained / was explaining**) the lesson when the bell (**rang / was ringing**).



LESSON

3

VOCABULARY



I. Write the number of the word that corresponds to each picture. Then, listen to check. (Track 9)

School Activities Ahead

1. to volunteer
2. performance
3. to crown
4. competition
5. to organize

6. field trip
7. to celebrate
8. ceremony
9. to collaborate
10. prom

11. to participate
12. fundraiser
13. to attend
14. graduation
15. club



SAY IT RIGHT!



(Track 10)

Will you collaborate on the fundraiser this semester?
Yes, I will.

Are you going to join the drama club?
No, I'm not. The meetings are on Saturday mornings.

Simple Future (Will)

Structure:

- **Affirmative Form:**

Subject + will + base form of main verb + complement

She will travel to Asia.

- **Negative Form:**

Subject + won't + base form of main verb + complement

He won't be here soon.

- **Interrogative Form:**

Will + subject + base form of main verb + complement?

Will they arrive on time?

Main Uses:

1. **Predictions:** To express what we think will happen in the future.
*Example: It **will** **rain** tomorrow.*
2. **Promises:** To make promises or offers.
*Example: I **will** **help** you with your homework.*
3. **Decisions made at the moment of speaking:** To indicate spontaneous decisions.
*Example: I think I'll **go** for a walk.*

Idiomatic Future (Going to)

Structure:

- **Affirmative Form:**

Subject + am/is/are + going to + base form of main verb + complement

She is going to travel to Asia.

- **Negative Form:**

Subject + **am/is/are** not + **going to** + **base form of main verb** + complement

He's not **going to be** here soon.

- **Interrogative Form:**

Am/Is/Are + subject + going to + base form of main verb + complement?

Are they going to arrive soon?

Main Uses:

1. **Plans and Intentions:** To express plans or intentions for the future.
Example: She's going to visit her grandparents next week.
2. **Predictions based on evidence:** To predict something that is likely to happen because of present evidence.
Example: Look at those clouds! It's going to rain.

Key Differences

- **Spontaneity vs. Planning:** *Will* is often used for decisions made spontaneously, while *going to* is used for planned actions.
- **Evidence-based Predictions:** *Going to* is used when there is present evidence for the prediction, whereas *will* is used for general predictions.

II. Unscramble the sentences.

1. will / the / next / school / semester / start / in / September.
-
2. going / to / the / is / participate / in / she / science / fair.
-
3. won't / the / attend / meeting / students / after / school.
-
4. not / are / going / to / Mike and Jim / field / trip. / on / go / the
-
5. will / the / be / held? / when / exam / final
-
6. are / going / to / when / we / present / our / projects? /

III. Underline the correct form to complete the sentences.

1. The school _____ a talent show next month.
a) will host **b) is going to host**
2. _____ the students _____ in the debate competition?
a) Will – participate **b) Are – going to participate**
3. The principal _____ the school assembly.
a) won't attend **b) isn't going to attend**
4. We _____ a field trip to the museum.
a) will plan **b) are going to plan**
5. _____ the teacher _____ extra homework for the weekend?
a) Will – assign **b) Is – going to assign**
6. The students _____ their homework on time.
a) won't complete **b) aren't going to complete**





IV. Read the article as you listen to it. (Track 11)

The Excitement of High School Prom in the US

A **high school prom** is a significant event in the lives of American students. It is a formal dance held at the end of the school year, typically for juniors and seniors. This event is a celebration of the students' achievements and a chance to create lasting memories with friends. The prom committee, made up of students and teachers, will organize the event to ensure it is a night to remember.

The planning process for prom is extensive and begins months in advance. The committee members are going to meet regularly to discuss and finalize the details. One of the first tasks is to choose a theme. The theme will influence the decorations, music, and overall atmosphere of the prom. Once the theme is decided, the committee will start looking for a venue. They are going to visit several locations before selecting the perfect one.

Decorations play a crucial role in setting the mood for the prom. The committee will order items such as balloons, streamers, and centerpieces that match the chosen theme. On the day of the prom, students are going to help set up the decorations to transform the venue into a magical space.

Music is another essential element of the prom. The committee will hire a DJ who is going to play a mix of popular songs and classic hits. They will also take song requests from students to ensure everyone enjoys the music. This way, the dance floor will be packed all night long.

Food and drinks are necessary to keep everyone energized. The committee will arrange for catering services that are going to provide a variety of snacks and beverages. They will make sure there are options for students with dietary restrictions.

Finally, the committee will set up a photo booth where students can take pictures with their friends. They are going to hire a professional photographer to capture the best moments of the evening. These photos will be cherished by the students for years to come.

By working together and planning ahead, the committee will ensure that the prom is an unforgettable event. Everyone is going to have a fantastic time celebrating the end of the school year and making lasting memories.



V. Reread the article and sequence the activities from 1 to 9.

_____ The committee will choose the theme for the prom.

_____ On the day of the prom, students are going to decorate the venue.

_____ The committee will order the decorations that match the chosen theme.

_____ A group of students and teachers will form the prom committee.

_____ The committee is going to visit several locations to choose the venue for the prom.

_____ The committee will check that food and drinks are ready for everybody to enjoy.

_____ The committee will start organizing months in advance.

_____ The committee will set up a photo booth for students to have pictures with their friends.

_____ The committee is going to meet regularly to discuss details.

LISTENING



VI. Listen to the following conversation between Jenny and Alex and fill in the blanks with the missing information. (Track 12)

Planning for Fun: A High School Conversation

Alex: Hey, Jenny! Are you going to _____ the drama _____ this year?

Jenny: Yes, I am going to _____ tomorrow. I heard they will _____ a new _____ play next month. What about you?

Alex: I think I will join the debate _____. They are going to have a _____ next week, and I want to be part of it.

Jenny: That sounds exciting! Do you know if the school will organize a _____ this semester?

Alex: Yes, they will. The teachers are going to _____ the details soon. I hope we will visit the science museum again.

Jenny: Me too! I loved that trip last year. By the way, are you going to _____ the _____?

Alex: Definitely! I will buy my ticket next week. Are you going to go with your friends?

Jenny: Yes, we are going to _____ our outfits together. It's going to be so much fun!

Alex: I can't wait! I wonder if the prom _____ will choose a cool _____ this year.

Jenny: I'm sure they will. They always come up with _____ ideas. Let's make this year unforgettable!



SPEAKING



VII. Practice the following conversations with a partner. (Track 13)

Highs and Lows on School Activities

Conversation 1

A: Hey! What event are you most excited about this year?

B: I think I'll look forward to the school carnival.

A: That sounds great! I'll participate in the talent show. I'll sing my favorite song.

B: Awesome! I'll cheer for you. Do you think the teachers will organize any new activities?

A: Yes, I heard they'll add a new game booth.

B: I can't wait! I'll try all the games. Will you join me?

A: Of course! We'll have a blast together.



Conversation 2

A: Hey, Sarah! Are you going to attend the school assembly next week?

B: Unfortunately, yes. I am going to be there, but I really don't enjoy them.

A: Same here. They are going to talk about the new rules again. It's going to be so boring.

B: I know. I am going to bring a book to read quietly. What about you?

A: I am going to try to stay awake. Do you think they are going to make any interesting announcements?

B: I doubt it. They are probably going to repeat the same old stuff.

WRITING



GET IT RIGHT!



(Evidence of Learning)

Dreams and Goals: Life after High School

VIII. In your notebook, write a short paragraph in which you describe your plans after you finish high school. Use the *Simple Future (will)* and the *Idiomatic Future (going to)* tenses.

PRACTICE

VOCABULARY



I. Match the words and their definitions.

1. field trip ()
2. to collaborate ()
3. to organize ()
4. ceremony ()
5. prom ()
6. to attend ()
7. competition ()
8. to participate ()
9. club ()
10. performance ()
11. to celebrate ()
12. graduation ()
13. to crown ()
14. fundraiser ()
15. to volunteer ()

- a) It means to work together with others to achieve a common goal.
- b) It is an event or contest where individuals or teams compete to win.
- c) It is an event or activity organized to raise money for a cause.
- d) It means to arrange or plan an event or activity systematically.
- e) It means to be present at an event or place.
- f) It is a formal dance held at the end of the school year for high school students.
- g) It means to offer to do something without being paid.
- h) It is an act of presenting a play, concert, or other form of entertainment.
- i) It means to take part in an activity or event.
- j) It is a ceremony where students receive their diplomas after completing their studies.
- k) It means to place a crown on someone's head, often as a symbol of achievement or honor.
- l) It is a group of people with a common interest who meet regularly.
- m) It means to mark a special occasion with festivities or activities.
- n) It is an educational outing or excursion organized by a school.
- o) It is a formal event held to mark a special occasion.



PRACTICE

GRAMMAR



I. Fill in the blanks with the correct form of the verb in parentheses: **Simple Future (will)** or **Idiomatic Future (going to)**.

1. They _____ (travel) to Canada next summer.
2. I don't think it _____ (rain) tomorrow.
3. _____ you _____ (finish) your homework before dinner?
4. She _____ (not / attend) the meeting because she's sick.
5. We _____ (have) a picnic in the park if the weather is nice.
6. What _____ they _____ (do) after the movie?

II. Read each sentence carefully. If you find a mistake in the use of the **Simple Future** or the **Idiomatic Future**, circle it, and rewrite the sentence correctly. If the sentence is already correct, write the word **Correct**.



1. I am will go to the cinema tonight.

2. She isn't going to the party tomorrow.

3. Will they to visit us next week?

4. We are going have a picnic in the park on Sunday.

5. He won't go to the doctor.

6. Are you going to studying for the exam?

LESSON

4

VOCABULARY



I. Choose a phrase from the box below and write it on the line to complete the vocabulary words. Then, listen to check. (Track 14)

Taste the World!

a distinctive smell
a natural desire to eat
a flavoring from plants
rare and special food
to fully enjoy the taste of food

the taste of food
the way food feels
to keep food from spoiling
to try a small piece of food
to make food ready

a style of cooking
to put things together
something used to make a dish
to change food using microorganisms
to decorate food

1. **Appetite** is _____.
2. **To prepare** means _____.
3. An **ingredient** is _____.
4. **To ferment** means _____.
5. **Cuisine** refers to _____.
6. **To savor** means _____.
7. **Texture** refers to _____.
8. **To combine** means _____.
9. **Spice** is _____.
10. **To garnish** means _____.
11. **Aroma** refers to _____.
12. **Delicacy** is _____.
13. **To sample** means _____.
14. **Flavor** refers to _____.
15. **To preserve** means _____.

SAY IT RIGHT!



(Track 15)

Chicken is a very popular ingredient, isn't it?
Yes, it is. Most people like it.

I didn't know *mole* was a Mexican delicacy, did you?
Of course, it's considered the national dish of Mexico.



Tag Questions

Tag Questions are short questions added to the end of statements. They turn a statement into a question, inviting agreement, or confirmation.

Structure

- **Positive Statement + Negative Tag:**
*Example: You are tired, **aren't you?***
- **Negative Statement + Positive Tag:**
*Example: She isn't coming, **is she?***
- **Special Cases:**
'I am' becomes 'aren't I?':
*Example: I am right, **aren't I?***
'Let's' becomes 'shall we?':
*Example: Let's go, **shall we?***
Imperatives often use 'will you?':
*Example: Close the door, **will you?***
- **Statements with 'have to' often use 'don't/doesn't/didn't':**
*Example: He has to work, **doesn't he?***
- **Statements with 'there is/are' use 'isn't/aren't there?':**
*Example: There are many options, **aren't there?***

Main Uses

1. **Seeking Confirmation/Agreement:**
The speaker expects the listener to agree with the statement.
*Example: It's a beautiful day, **isn't it?***
2. **Expressing Doubt/Uncertainty:**
The speaker is less sure about the statement and genuinely seeks information. The intonation usually rises on the tag question.
*Example: He said he would be here, **didn't he?***
3. **Making Polite Requests/Suggestions:**
Softening a command or suggestion.
*Example: You wouldn't mind helping me, **would you?***

IMPORTANT NOTE

Intonation Matters: Rising intonation on the tag often indicates a genuine question, while falling intonation usually seeks agreement.

II. Write the negative form of the auxiliaries below.

- | | |
|---------------|---------------|
| 1. is _____ | 6. were _____ |
| 2. are _____ | 7. did _____ |
| 3. do _____ | 8. will _____ |
| 4. does _____ | 9. have _____ |
| 5. was _____ | 10. has _____ |

III. Fill in the blanks with the correct tag question.

1. Escamoles are ant larvae, _____?
2. You haven't tried toasted grasshoppers before, _____?
3. They will serve sushi in that restaurant, _____?
4. She is going to eat lobster in Maine, _____?
5. We didn't order these dishes, _____?
6. This chorizo smells very strong, _____?
7. He has eaten fried tarantulas in Cambodia, _____?
8. You aren't afraid of trying new foods, _____?
9. They had snake soup for dinner last night, _____?
10. Let's try some cuy asado in Peru, _____?





IV. Read the article as you listen to it. Fill in the blanks with vocabulary on page 30. (Track 16)

A Culinary Journey to the Unexpected



Embark on a culinary adventure as we explore five of the world's most intriguing and exotic dishes. Our journey begins in Southeast Asia with **Balut**, a Filipino _____. This boiled fertilized duck embryo might not appeal to every _____, but it's a popular street food. To prepare it, the egg is incubated for a specific period before being steamed or boiled. The texture is a mix of soft yolk, partially formed chick, and broth. Those who _____ it often describe a rich, _____ flavor. It's generally considered a cheap and readily available snack.

Moving westward, we encounter **Hákari** from Iceland. This national dish involves a unique method _____ shark meat. The Greenland or basking shark is buried in a shallow hole with gravel and sand, allowing it _____ for several months. Afterwards, it's hung to dry for several more months. The resulting _____ is intensely pungent due to the ammonia content. The _____ is equally strong, and it's an acquired taste, often _____ with nothing more than a shot of local spirit. While not overly expensive, it's more of a cultural experience than an everyday cheap eat.

Our next stop is Japan, where we find **Fugu**, or pufferfish. Only specially licensed chefs can prepare this dish, as certain parts of the fish contain a deadly toxin. The _____ values its delicate, slightly rubbery _____ and subtle flavor. The preparation requires meticulous skill to remove the poisonous parts, and the experience of savoring **fugu** can be quite expensive, making it a true delicacy.

Crossing the Pacific to Mexico, we encounter **Chapulines**. These toasted grasshoppers are a common snack, especially in Oaxaca. _____ them, they are typically toasted on a *comal* (griddle) and seasoned with chili, lime, and salt – a simple way _____ spice and insect. The texture is crunchy, and the flavor is often described as smoky and slightly salty. **Chapulines** are generally a cheap and accessible source of protein.

Finally, we venture to Scotland for **Haggis**. This savory pudding traditionally combines sheep's pluck (heart, liver, and lungs) with minced onion, oatmeal, suet, _____, and stock. The _____ mixture is encased in the animal's stomach and simmered. The texture is crumbly, and the flavor is rich, peppery, and earthy. While recipes vary, **haggis** is a relatively inexpensive and hearty dish, deeply rooted in Scottish cuisine.

These five dishes, each with their unique preparation, ingredients, and cultural significance, offer a tantalizing glimpse into the diverse and sometimes surprising world of exotic food.





V. Practice the following conversations with a partner.

Exotic Eats: A Matter of Taste

Conversation 1

A: Hey, remember that food festival last month? Did you try anything interesting?

B: Oh yeah! I had *chapulines* – you know, grasshoppers? They were surprisingly good, weren't they?

A: Seriously? Grasshoppers? I saw them, but I was too chicken to try them. They were crunchy, though, right?

B: They were! But in a good way, like a crispy snack with chili. You should have tried some.



Conversation 2

A: Ugh, this week's cafeteria food is weird. It reminds me of that time I tried *haggis* in Scotland.

B: Haggis? Isn't that sheep's stomach and stuff? It sounds kind of gross, doesn't it?

A: It was! The texture was all mushy and the flavor was... intense. You wouldn't have liked it, would you?

B: Definitely not! I think I prefer *tacos al pastor*. At least I know what I'm getting, don't I?



WRITING



GET IT RIGHT!



(Evidence of Learning)

VI. Choose an exotic dish (real or imagined) and write a review of your experience trying it. Describe the food in detail, discuss your expectations versus reality, and articulate your overall impression, including sensory details like taste, texture, smell, and appearance. Encourage your classmates to try it.

Beyond the Burger: An Exotic Food Review

PRACTICE

VOCABULARY



I. Complete the sentences with vocabulary on page 30 and then find the words in the word search below.

- Travelers often seek out unique local _____ to truly experience a new culture.
- The chef took great care to _____ the pufferfish, a notorious but prized dish.
- Many traditional methods to _____ food, like pickling and salting, result in distinct flavors.
- The intense _____ of durian fruit can be either alluring or offensive, depending on one's palate.
- Adventurous eaters are eager to _____ insects, considered a protein-rich food source in some regions.
- The complex _____ of kimchi comes from the fermentation of vegetables and spices.
- It takes a refined _____ to truly appreciate the subtle touch of certain exotic delicacies.
- Chefs often use a vibrant herb to _____ the dish, adding a touch of color and freshness.
- The unique _____ of sea cucumber can be described as both chewy and gelatinous.
- Locals often _____ unexpected ingredients to create surprisingly delicious and exotic meals.
- The art of using _____ varies greatly from country to country, creating diverse culinary profiles.
- One must _____ each bite of the intricately crafted sushi, appreciating the freshness of the fish.
- The fermentation process can transform simple _____ into complex and flavorful dishes.
- In some cultures, fermented shark is considered a national _____, despite its strong smell.
- Ancient techniques were developed to _____ grains and fruits, resulting in traditional beverages.

E	S	J	P	Q	K	I	P	A	X	X	Z	Z	P	Q
R	B	F	R	S	H	H	Z	B	S	G	C	Z	V	T
K	S	L	E	A	C	F	F	K	D	A	I	G	N	U
K	L	E	P	M	U	Z	F	H	V	B	V	E	R	S
M	U	D	A	P	I	K	E	T	Y	G	M	O	T	G
O	F	E	R	L	S	C	A	Z	C	R	J	N	R	G
S	L	L	E	E	I	E	P	P	E	N	E	A	K	X
T	A	I	A	P	N	Y	Y	F	P	I	R	M	T	Z
E	V	C	S	M	E	Z	O	U	D	E	R	D	S	X
X	O	A	R	O	M	A	U	E	G	B	T	K	Z	M
T	R	C	O	Z	G	A	R	N	I	S	H	I	B	K
U	R	Y	Z	Y	N	G	L	M	L	W	M	S	T	Y
R	V	Z	H	F	N	V	P	R	E	S	S	R	V	E
E	G	H	S	I	W	S	C	O	M	B	I	N	E	S
P	L	W	L	R	S	K	X	X	R	L	Y	C	E	Q

PRACTICE

GRAMMAR



I. Write the letter of the correct **tag question** to complete the statements on the left.

- | | |
|---|-------------------|
| 1. You've tried sushi before, () | a) doesn't he? |
| 2. They don't like sea food, () | b) haven't you? |
| 3. She will visit the street food market, () | c) weren't there? |
| 4. We can't believe how spicy it is, () | d) can we? |
| 5. He enjoys learning about new cuisines, () | e) do they? |
| 6. There were many interesting dishes, () | f) won't she? |

II. Read each conversation carefully and complete the second dialog with the correct **tag question**.

1. A: This dragon fruit is so refreshing.

B: Yes, it's very tasty, _____?

2. A: He said he's never tried burritos.

B: Really? I can't believe it, _____?

3. A: They are serving fried grasshoppers at the festival.

B: I think they are, _____?

4. A: You wouldn't eat something that looks that strange.

B: No, I wouldn't, _____?

5. A: Those tacos have a very strong aroma.

B: You won't try them, _____?

6. A: We aren't going to try fried tarantulas!

B: Definitely not, _____?



LESSON

5

VOCABULARY



I. Match the words and their definitions. Then, listen to check. (Track 17)

Gaming, E-sports, and You

1. noob ()

2. to stream ()

3. pro ()

4. to grind ()

5. roster ()

6. to clutch ()

7. lag ()

8. to dominate ()

9. patch ()

10. to rage quit ()

11. skin ()

12. to respawn ()

13. tournament ()

14. to ban ()

15. meta ()

a) To broadcast live video of oneself playing a video game online.

b) A series of games or matches played to determine a winner, especially in e-sports.

c) An update or modification to a video game, often to fix bugs, improve gameplay, or add new content.

d) To reappear in a game after being defeated or killed.

e) Short for "most effective tactics available," referring to the dominant strategies and characters used in a game at a particular time.

f) To perform repetitive tasks in a video game to progress or gain resources.

g) A newcomer to a game or activity, often used in a slightly derogatory but sometimes humorous way to refer to someone unskilled.

h) To angrily leave a game, especially when losing.

i) A list of the players on a team, especially in e-sports.

j) A professional player, especially in e-sports, who earns money competing in video games.

k) To prohibit someone from playing a game or using a service, often due to cheating or inappropriate behavior.

l) A delay or slowness in the responsiveness of a computer game or online system, often due to network issues.

m) To succeed in a difficult or crucial situation at the last moment in a game.

n) A cosmetic change to a character or item in a video game that doesn't affect gameplay.

o) To have control or power over others in a game, often winning easily.

SAY IT RIGHT!



(Track 18)

What happens if you stream yourself playing video games?

If you stream yourself playing video games, you can get a good number of viewers or followers.

What will the organization do if the team doesn't improve their performance?

If the team doesn't improve their performance, the organization will make changes on their roster.



Zero and First Conditional Review

As you know, a **Conditional Sentence** expresses that one thing is dependent on another. It typically starts with *if* (or a similar word like *when*, *unless*, *as long as*) and has two parts: the *condition* (the *if* clause) and the *result* (the main clause).

In English, there are four types of **Conditional Sentences**:

- Zero Conditional, • Second Conditional, and
- First Conditional, • Third Conditional.

The following is a review of the main features of the **Zero** and the **First Conditional**:

Feature	Zero Conditional	First Conditional
Time Focus	Present or general truths, always true	Future possibilities
Probability	The result always happens if the condition is met.	The result is probable to happen if the condition is met.
Verb Tenses	<i>Present Simple</i> in both clauses.	<i>Present Simple</i> in the <i>if</i> clause + <i>will</i> + simple form of main verb in the result clause
<i>if</i> / <i>When</i>	Often interchangeable	Primarily uses <i>if</i> to indicate a possible condition.
Examples	<i>If you play for too long, your eyes get tired.</i> <i>When you play for too long, your eyes get tired.</i>	<i>If you practice hard, you will become a better player.</i>

II. Read each sentence, underline the verbs, and identify whether it is a **Zero Conditional (0)** or a **First Conditional (1)**.

- If you don't update your graphics drivers, new games might not run properly. ()
- When a new gaming console launches, there is usually high demand. ()
- If a team practices together regularly, they will likely develop better synergy. ()
- If a player gets banned from a game, they can usually appeal the decision. ()
- If a tournament has a large prize pool, many skilled players will enter. ()
- If a player spends too much time gaming, he often neglects their schoolwork. ()

III. Circle the correct verb form to complete each sentence.

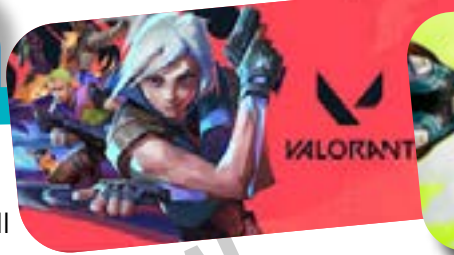
- If a gamer (**plays / will play**) competitively, he/she (**needs / will need**) fast reflexes.
- When a new game (comes out / will come out), many people (**buy / will buy**) it immediately.
- If a team (**doesn't communicate / won't communicate**) effectively, they (**don't win / won't win**) many matches.
- If that e-sports organization (**offers / will offer**) better salaries, more top players (**join / will join**) their roster.
- If a player (**spends / will spend**) too much money on in-game items, he/she (**might regret / regrets**) it later.
- When a major tournament (**takes place / will take place**) in our city, many fans (**attend / will attend**).





IV. Listen to Liam and Lisa talking about their favorite video games. Identify the conditional sentences and fill in the blanks with the correct form of the verbs in parentheses. (Track 19)

A Gaming Talk



Liam: Hey Lisa! How've you been? Still grinding in *Apex Legends*?

Lisa: Hey Liam! You know me. I'm trying to finally hit Diamond rank this season. What about you? Still obsessed with *Valorant*?

Liam: Pretty much. I mean, if I _____ (not-practice) my aim every day, I _____ (feel) like I get so much worse. It's crazy!

Lisa: I know that feeling! If I _____ (take) a break for even a few days, my reaction time _____ (feel) so slow. It's like my brain forgets everything!

Liam: Exactly! And if a new agent _____ (come out) in *Valorant* that's really overpowered, the whole meta _____ (shift), you know? Everyone starts playing them.

Lisa: Totally! It's the same with new legends in *Apex*. If a character _____ (have) a really strong ability, everyone _____ them _____ (pick up).

Liam: So true. Hey, are you planning on getting the new *Final Fantasy* game when it comes out next month?

Lisa: Oh, definitely! If the reviews _____ (be) good, I _____ (be) pre-ordering it. What about you? More into shooters?

Liam: Yeah, usually. But if the characters _____ (be) well-written, I _____ (spend) hours exploring the world in the story and doing all the side quests.

Lisa: I get that. Sometimes, if a game _____ (have) a really immersive world, I _____ just _____ (lose) myself in it for hours. It's like another reality.

Liam: For sure. And if I ever _____ (get) good enough at *Valorant*, I _____ (love) to try competing in some small online tournaments. That would be so cool.

Lisa: That would be awesome! Maybe if we both _____ (get) really good at our games, we _____ even _____ (try) to form a team someday, just for fun.

SPEAKING



V. Listen to the following conversations and choose a partner to practice them.

(Track 20)

Gaming Guidance

Conversation 1

- A:** Hey, you looked kind of frustrated after our last *Valorant* match. What's up?
B: Dude, I feel like I'm not improving. If I try a new strategy, I usually get eliminated quickly.
A: I get it. But look, if you want to get better, you must be willing to learn. If you keep doing the same things, you get the same results, right?
B: Yeah, I guess so. So, if I want to improve, what should I do?
A: Well, maybe if you watch pro players' streams, you can pick up on their positioning and game sense. It really helps!

Conversation 2

- A:** Hey, you were saying you wanted to get a new game? What are you thinking about?
B: Yeah, I'm so bored with my current ones, I don't know what to pick! There are so many.
A: Well, if you tell me what kind of games you usually enjoy, I will give you some recommendations.
 What genres do you like?
B: Hmm, I like games with a good story, but if the gameplay isn't engaging, I'll probably get bored quickly.





VI. Read the article as you listen to the recording. (Track 21)



Level Up Your Future: Exploring E-sports

Video games. For many high school students, they're a source of entertainment, a common way to relax after a long day of classes. But beyond the fun, a fascinating world of competitive gaming, known as **e-sports**, is rapidly growing. If you're currently labeling yourself a noob, you might be surprised at the potential advantages this area could offer, even if you don't aspire to become a pro player with a spot on a top roster.

Think about it. If you play online games, you've likely experienced lag – that frustrating delay that can cost you a crucial virtual life. If your internet connection is consistently poor, you learn patience and problem-solving skills as you try to mitigate the issue. When game developers release a new patch, it often changes the game's meta, the prevailing strategies and character balance. If you want to stay competitive, you have to adapt and learn new tactics. This constant learning process sharpens your analytical thinking.

Consider the social aspect. If you play team-based games, communication is key. If your squad doesn't coordinate effectively, you won't dominate the opposing team. Learning to communicate clearly and strategically under pressure is a valuable skill, transferable to group projects and future careers. Many students even stream their gameplay online. If they manage to build an audience, they develop confidence in public speaking and online interaction.

The world of **e-sports** also offers direct skill development. If you dedicate time to grind and improve in a specific game, you're learning dedication and perseverance. When you manage to clutch a difficult win against the odds, you build resilience and learn to perform under pressure.

Even the frustration of a teammate who might rage quit teaches you about managing emotions and team dynamics.

While getting banned for breaking rules is a negative consequence, it highlights the importance of ethical behavior and understanding rules within a system. And even the cosmetic choices, like selecting a cool skin for your character, can tap into your creativity and personal expression.

Furthermore, if you follow **e-sports** tournaments, you're observing high-level strategy, teamwork, and decision-making. If you analyze how professional teams operate, you can gain insights into leadership and collaboration.

So, even if you just enjoy respawning after a virtual defeat with your friends, recognize that the skills you're developing in the gaming world – strategic thinking, communication, problem-solving, and perseverance – are valuable benefits that can level up your future, both inside and outside the game.

VII. Reread the article and complete the statements.

- _____ are one of the most common ways for high school students to get relaxed.
- You learn patience and problem-solving when you experience _____.
- Adaptation and analytical thinking can be learned when a _____ is released.
- If you want to _____ the opposing team, it's necessary to have very good communication among your teammates.
- Confidence in public speaking and online interaction are achieved when you _____ your gameplay.
- To learn dedication and perseverance, you have to dedicate time to _____.
- You build resilience and learn to perform under pressure when you _____ a difficult win.
- _____ teaches you how to manage your emotions and to work collaboratively.
- When you get _____, you learn the importance of playing by the rules.
- Your creativity and personal expression are shown when you choose a _____ for your character.

WRITING



GET IT RIGHT!



(Evidence of Learning)

VIII. Imagine you are a Gaming Guru. Read the letter of a high school student who is facing some issues with his gaming team. In your notebook, write a short letter to give him some advice to help him solve the problem. Use **Zero** and **First Conditional** sentences to offer solutions and potential outcomes.

The Gaming Guru

Dear Gaming Guru,
My team and I are trying to get into a local e-sports tournament, but our communication is terrible. If one person makes a mistake, everyone starts yelling. What will happen if we don't fix this before the preliminary round?

Regards
#CommunicationStruggles

Dear, #CommunicationStruggles...



I. Review the vocabulary words on page 36 and use their correct forms to complete the following article. Then, listen to check your answers. (Track 22)

The Rise of *E-Sports*: More Than Just a Game

E-sports has exploded in popularity over the past decade, transforming itself from a niche hobby into a global phenomenon. If you watch a major _____ today, you'll see packed arenas, massive prize pools, and _____ players with millions of fans. These players often _____ for hours daily, mastering the current _____ and adapting quickly when a new _____ drops.

If a team doesn't update their _____ regularly, they risk falling behind. In competitive matches, one _____ play can turn the tide, while a single _____ mistake might cost the game. Players who _____ under pressure usually don't last long in the pro scene.

Streaming platforms have also fueled the boom. If a player _____ consistently, they can build a loyal fanbase—even if they're not winning championships. Viewers love watching intense moments, especially when _____ threatens to ruin a perfect play or when a player manages _____ just in time to save the match.

Cosmetic _____ have become a huge part of the culture too. If a game offers exclusive skins, players will often pay just to stand out. Meanwhile, developers sometimes _____ overpowered characters to keep the game balanced.

E-sports isn't just entertainment. It's a lifestyle. If this trend continues, we'll see even more schools offering scholarships for gamers and more careers built around digital competition. One thing's for sure: if you underestimate e-sports, you'll get _____.



**I. Underline the correct verb form to complete each sentence using *Zero Conditional*.**

1. If you (**press / pressed / will press**) this button, the machine (**starts / start / started**).
2. If cats (**see / sees / saw**) a mouse, they (**chase / chased / chases**) it.
3. If you (**don't water / didn't water / won't water**) the plant, it (**dies / die / died**).
4. If people (**eat / ate / eats**) too much sugar, they (**get / got / gets**) cavities.
5. If you (**leave / left / leaves**) food out, it (**go / goes / went**) bad.
6. If the sun (**shine / shines / shone**), ice (**melts / melt / melted**).

II. Complete the following *First Conditional* sentences using the correct form of the verbs in parentheses.

1. If it _____ (**rain**) tomorrow, we _____ (**stay**) indoors.
2. If she _____ (**study**) hard, she _____ (**pass**) the exam.
3. If they _____ (**not hurry**), they _____ (**miss**) the bus.
4. If I _____ (**see**) John later, I _____ (**tell**) him the news.
5. If we _____ (**not leave**) now, we _____ (**be**) late.
6. If you _____ (**help**) me with this project, I _____ (**buy**) you lunch.

THAT'S **OUR** RIGHT!



**"Let us remember:
One book, one
pen, one child, and
one teacher can
change the world."**

**– Malala Yousafzai
(Pakistani education
activist)**



Human Rights

Read the quote, think about it, and discuss with your teacher and classmates what you all understood.

RIGHT ON!



Digital Culture

Anyone can **publish** anything **on the Internet**. No expertise or credentials are required, not even truthfulness. So how can we judge online content? The first thing to do is to look at the website's domain. If it's a .gov or .edu domain, that means that the source can be trusted because there is a government or an educational institution behind it. You should also check when the information was uploaded or updated, analyze if it has a potential bias, and if it provides references.



Wellness Tip

Get Regular Check-ups

Taking care of your health now is like investing in your awesome future.

Regular check-ups with a doctor might seem like a small thing, but they're super important for catching any little issues early, before they become big problems. Think of it as a tune-up for your body, making sure everything is running smoothly so you can keep doing all the things you love – playing sports, hanging out with friends, and chasing your dreams. So, make those appointments, ask questions, and be proactive about your well-being. Your healthy self will thank you later!