

STUDENT'S BOOK

ROSE CORESPI

# N 5 W A D A Y S



ACCORDING TO  
THE MCCEMS

NEW  
EDITION



## Nowadays 5

Student's Book and Workbook

New Edition 2025

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ISBN: In Process

Printed in Mexico

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**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   |
|---|--|---|
| <b>MODULE 1</b>   |  |   |
| 1<br>(P. 1)   | A Great Generation                                 | Contrasting Present Tenses  |
| 2<br>(P. 2)   | Go for It!   | Contrasting Past Tenses   |
| 3<br>(P. 3)   | Living in the 21st Century<br>What Is Literacy?    | Contrasting Future Tenses   |
| 4<br>(P. 1, 2 & 3)  | Personality Adjectives                             | Tag Questions   |
| 5<br>(Additional Topic)   | Stay Fit   | Idioms  |
| Socio-emotional Skill: Decision Making                                    |  |   |
| <b>MODULE 2</b>   |  |   |
| 6<br>(P. 4)   | Social Connections                                 | Reviewing Zero and First Conditionals                                       |
| 7<br>(P. 5)   | Adjectives and Adverbs<br>Time Expressions         | Past Perfect Tense<br>(Affirmative Form)                                    |
| 8<br>(P. 5)   | The Last pandemic                                  | Past Perfect Tense<br>(Negative and Interrogative Forms)                    |
| 9<br>(P. 6)   | Getting Social                                     | Reviewing Modal Auxiliaries   |
| 10<br>(P. 7)  | Success Takes Time and Effort<br>Quotes of Success | Reviewing Passive Voice<br>(Affirmative, Negative, and Interrogative Forms) |
| Socio-emotional Skill: Assessing Consequences                             |  |   |
| <b>MODULE 3</b>   |  |   |
| 11<br>(P. 8)  | Physical States and Emotions                       | Prefixes and Suffixes   |
| 12<br>(P. 8)  | Tools and hardware                                 | Verb Patterns<br>Verbs + Gerunds / Infinitives                              |
| 13<br>(P. 9)  | World of <i>What if...</i>                         | Reviewing Second Conditional  |
| 14<br>(P. 10)   | Let's Go to a Comic Con!                           | Adverbs of Agreement<br><i>So, Too, Neither, (Not) Either</i>               |
| 15<br>(P. 11)   | Going on a Date                                    | Reflexive Pronouns<br>Reciprocal Pronouns                                   |
| Socio-emotional Skill: Racism, Prejudice, Discrimination, and Stereotypes |  |   |

| Reading & Listening   | Speaking & Writing                                | Portfolio<br>(Evidence of Learning)              |
|---|---|--|
| <b>Wellness Tip: Get Regular Check-ups</b>  |   |  |
| Generation Z Is here<br>R.S. Relating Content to Real Life<br>Zers                                      | Your Parents' Generation<br>Different Generations | Timeline -<br>When My Parents Were My Age        |
| Great Talents!<br>R.S. Scanning   | My Talents<br>Personal Satisfaction vs. Money     | Timeline -<br>Accomplishments of a Famous Person |
| The Four Cs<br>R.S. Relating Content to Real Life<br>Crazy Future Predictions                           | Media Literacy                                    | Presentation - The Importance of Media Literacy  |
| The Enneagram<br>R.S. Skimming<br>What Do You Think of...?  | The Zodiac Signs                                  | Paragraph - My Zodiac Sign                       |
| Moving Your Body<br>R.S. Relating Content to Real Life<br>Not So Fine                                   | Being Fit   | Description - Fitness Apps                       |
| Making a Difference: Bribery  |   |  |
| <b>Wellness Tip: Laugh Often</b>  |   |  |
| The Web of Our Connections<br>R.S. Skimming<br>The Relationship Advice Show                             | What Do You Think?                                | Paragraph - In My Opinion                        |
| A Talented Mexican Woman<br>R.S. Sequencing<br>Talented Mexicans  | That's Too Bad                                    | Questions -<br>Interviewing a Famous Person      |
| The Lasting Impact of COVID-19:<br>New Habits and a Changed World<br>R.S. Relating Content to Real Life | New Apartment                                     | Composition - Failed Plan                        |
| Digital Citizenship<br>R.S. Inferring Meaning   | Social Networks                                   | Video - Internet Safety Rules                    |
| Walt Disney<br>R.S. Intensive Reading and Sequencing  | My Opinion about a Real-life Story                | List - Passive Voice Sentences                   |
| Making a Difference: Nepotism   |   |  |
| <b>Wellness Tip: Practice Gratitude</b>   |   |  |
| The Power of Emotional Intelligence<br>R.S. Predicting  | My Emotions                                       | Paragraph - Ups and Downs                        |
| The Thompson's Family Makeover:<br>A Complete Transformation<br>R.S. Scanning                           | Is Everything OK?                                 | Composition - Do It Yourself                     |
| The Dreamer's Atlas<br>R.S. Skimming<br>Superpowers   | What Would You Do?                                | Journal Entry - My Own Dreamer's Atlas           |
| Comic Con Adventure<br>R.S. Skimming<br>My First Comic Con  | So Am I!  | Paragraph - My Comic Con Experience              |
| The Dos and Don'ts of Dating<br>R.S. Skimming<br>Podcast: Authentic Connections                         | That Sounds Great!                                | Conversations - Let's Do Something!              |
| Making a Difference: Blackmailing   |   |  |



# Principles of the New Mexican School

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

Social Responsibility: Honesty

Transforming the Society

Instill Respect for Human Dignity

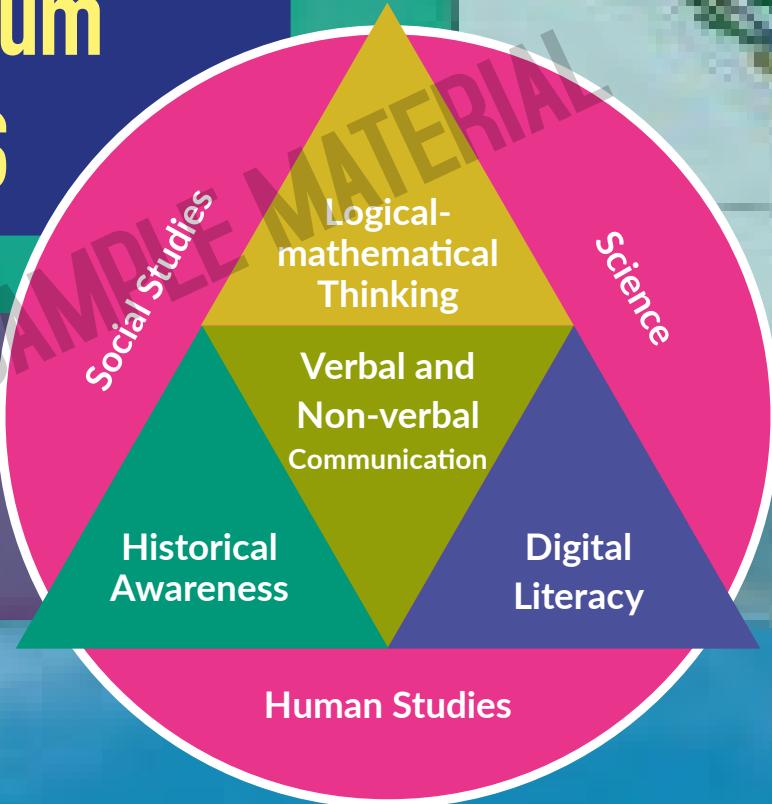
Interculturality

Culture of Peace

Respect for Nature and Care for the Environment

## Core Curriculum of the NMS

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



# Socio-emotional Resources

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

- Scanning
- Skimming

Reading

Writing

- Spelling
- Punctuation
- Layout
- Coherence and Cohesion

# Nowadays

**Are You Ready?**  
**Diagnostic Test**  
How Much Do You Know?

1. Complete Sentences using I, we are.

Example: I'm a top school student.  
1. I \_\_\_\_\_ happy now.  
2. I am \_\_\_\_\_ the President of the United States of America.  
3. I like \_\_\_\_\_ photos.  
4. I am \_\_\_\_\_ a teacher.  
5. I like \_\_\_\_\_ sandwiches.

2. Match the words in the boxes to the pictures.

**classroom** **bedroom** **in class** **notebook** **pen** **desk** **backpack** **pencil**

1.

2.

3.

4.

5.

**Self-assessment**

Read the questions and mark the correct column according to your own abilities.

| Ability   | Very easy | Easy | Medium | Difficult | Very difficult |
|---|-----------|------|--------|-----------|----------------|
| Can you remember names of school subjects and classes?    | Very easy | Easy | Medium | Difficult | Very difficult |
| Can you read and use the Present Simple Tense?            | Very easy | Easy | Medium | Difficult | Very difficult |
| Can you remember different subjects in the correct order? | Very easy | Easy | Medium | Difficult | Very difficult |
| Can you remember names of your teachers?                  | Very easy | Easy | Medium | Difficult | Very difficult |
| Can you remember prepositions?                            | Very easy | Easy | Medium | Difficult | Very difficult |
| Can you read about healthy?                               | Very easy | Easy | Medium | Difficult | Very difficult |

**Peer Assessment**

Work with a partner and complete this short self-information sheet about each other; your teacher will decide who will do this evaluation with.

| Usually   | Frequently | Sometimes | Never | Never |
|---|------------|-----------|-------|-------|
| My classmate has a good memory.                   |            |           |       |       |
| My classmate thinks a lot about school.           |            |           |       |       |
| My classmate uses I bring big homework.           |            |           |       |       |
| My classmate says I eat the healthiest meals.     |            |           |       |       |
| My classmate always writes in a good handwriting. |            |           |       |       |
| My classmate thinks I have a good education.      |            |           |       |       |

**MULTIPLE INTELLIGENCES QUIZ**

How Many Intelligences Are You Smart?

Step 1: Decide on the eight types of intelligence described by a famous psychologist, Howard Gardner. Step 2: Answer each of the statements below with either a 0, 1, 2, 3, 4, or 5. Step 3: Add up your scores to find out which intelligences you have. Step 4: Turn to the next page to find out what you can do to help develop your intelligences.

Step 5: You can also use this quiz to find out what your friends are like.

Step 6: You can also use this quiz to find out what your friends are like.

Answers for the following are given on page 107.

**0-5**

| Intelligence         | Score |
|----------------------|-------|
| Logical-mathematical | 0     |
| Visual-spatial       | 1     |
| Verbal-linguistic    | 2     |
| Physical-kinesthetic | 3     |
| Interpersonal        | 4     |
| Intrapersonal        | 5     |
| Naturalistic         | 6     |
| Musical              | 7     |

**Review**

a. Fill in the blanks using the adjectives in parentheses to complete the sentences or questions.

1. My mother has a **strong** (strong, weak) voice.
2. **Intelligent** (intelligent, stupid) people like big ideas.
3. The **biggest** (biggest, smallest) tree in the forest is the redwood tree.
4. The **smallest** (smallest, biggest) tree in the forest is the redwood tree.
5. **Intelligent** (intelligent, stupid) people like big ideas.

b. Complete the sentences with less, the least, more, or the most and the adjectives in parentheses.

1. I don't have **less** (less, the most) time for my hobbies than my friends.
2. **Less** (less, the most) time for my hobbies than my friends.
3. **Less** (less, the most) time for my hobbies than my friends.
4. **Less** (less, the most) time for my hobbies than my friends.
5. **Less** (less, the most) time for my hobbies than my friends.

c. Fill in the blanks with or each.

1. The **more** (more, less) time you spend on your hobby, the **more** (more, less) you will learn.
2. The **more** (more, less) time you **spend** (spend, waste) on your hobby, the **more** (more, less) you will learn.
3. **More** (more, less) time you **spend** (spend, waste) on your hobby, the **more** (more, less) you will learn.
4. **More** (more, less) time you **spend** (spend, waste) on your hobby, the **more** (more, less) you will learn.
5. **More** (more, less) time you **spend** (spend, waste) on your hobby, the **more** (more, less) you will learn.

d. Put the words in order.

1. The / uniforms / always / I / wear /
2. **With** / I / my / English / book / I / always /
3. **With** / I / my / English / book / I / always /
4. **With** / I / my / English / book / I / always /
5. **With** / I / my / English / book / I / always /

e. Match the questions to the corresponding answers.

1. What are the 10 subjects in my school? a. I like to go to school.
2. Do you like to go to school? b. I like to go to school.
3. What do you like to do in your free time? c. I like to go to school.
4. Do you like to go to school? d. I like to go to school.
5. What are the 10 subjects in my school? e. I like to go to school.

f. Complete the sentences with the following forms of the verb: general or reflexive.

1. I **like** (like, like) my school.
2. **My** (my, my) school is **big** (big, small).
3. **My** (my, my) school is **big** (big, small).
4. **My** (my, my) school is **big** (big, small).
5. **My** (my, my) school is **big** (big, small).

**How Am I Doing?**

1. I can **read** (read, read) books in my free time.

2. I can **read** (read, read) books in my free time.

3. I can **read** (read, read) books in my free time.

4. I can **read** (read, read) books in my free time.

5. I can **read** (read, read) books in my free time.

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.

**MODULE 1**

**Wellness Tip**

Sleeping is an essential part of life. It helps regulate our hormones, improves our physical health, 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.

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

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

**Self-awareness**

Self-awareness allows every student to be happy and healthy. When you know yourself, you can make better decisions about your life. When you know your strengths and weaknesses, you can make better choices for your life. When you know your likes and dislikes, you can make better choices for your life. When you know your interests, you can make better choices for your life. When you know your goals, you can make better choices for your life. When you know your values, you can make better choices for your life. When you know your strengths, you can make better choices for your life. When you know your weaknesses, you can make better choices for your life. When you know your likes and dislikes, you can make better choices for your life. When you know your interests, you can make better choices for your life. When you know your goals, you can make better choices for your life. When you know your values, you can make better choices for your life.

**1. I can read books in my free time.**

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MAKING A DIFFERENCE  
—by being socially responsible

Challenging is when a person increases, develops, or acts differently on purpose. For example, when a person increases their knowledge, develops a new skill, or acts differently.   
• What do you like and different ways students cheat at school?  
• What are some consequences of cheating?  
• What is the student in the picture cheating?  
• What do you think the teacher will think about the student because he cheated?  
• What about his parents?  
• If you saw someone cheating, what would you do?

★★★★★

MAKING A DIFFERENCE  
—by being socially responsible

It's possible to be truly courageous without being brave. Recognizing details that are not reinforced as being true. Considering words like fear and price are the target, doesn't it?  
• Do you like the thought of being a leader?  
• Do you like being a part of a group?  
• Do you like being a part of a team?  
• What would you do if you were the target?  
• What would your friends think about you? Those did you hear?  
• What did you do?  
• Do you know of any gossip that has caused someone trouble to people?

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

New Jobs

2 HOW ABOUT YOU?

3 POPCORN TIME!

4 SING IT!

5 TRENDING TOPIC

6 GLOBAL CITIZENSHIP

7 LIVING ONLINE

8 AMAZING MEXICANS

9 GREEN WORLD

- 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.



Hi!  
How was your weekend?



## Practical English

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

## 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.

[corespibulletins.com](http://corespibulletins.com)





**TECHY TIPS**

**MEM  
RISE**

Keep It in Mind

Many English learners find learning new words to be difficult. Memrise is an app that uses spaced repetition, funny ways to remember words, and lots of words from around the world to help you learn what you learned. This way, if you forget what it means, you can look it up again and learn it again.

**QR**

**GRAM  
VIDS**

Scan this code to watch the explanation of the grammatical forms 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.  |        |  |  |  |  |  |  |
| <i>This suggested activity is part of some exercises designed by Laura Candler. You can find them here: <a href="https://bit.ly/3Eg9roH">https://bit.ly/3Eg9roH</a></i> | TOTALS |  |  |  |  |  |  |

# Are You Ready?

## Diagnostic Test

### How Much Do You Know?

#### I. Change the following sentences as indicated.

1. The biology teacher assigned us a project yesterday.

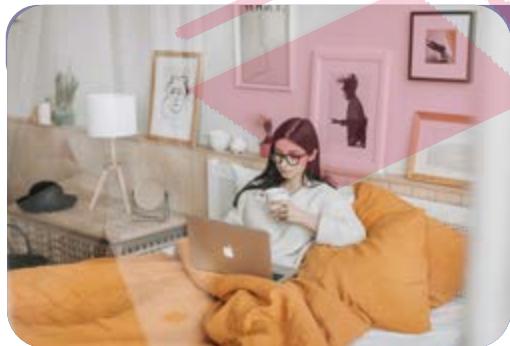
(**Interrogative**) \_\_\_\_\_

2. My friends went to the movies last night.

(**Negative**) \_\_\_\_\_

3. I spent all Sunday watching movies at home.

(**Negative**) \_\_\_\_\_



#### II. Write three complete sentences saying what you are going to do next weekend.

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

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

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



#### III. Complete the sentences with the words from the box.

seen was been pay started did

Ex: Where did she go?

1. I had never                    something like that before.

2. They didn't                    attention.

3. He                    a really good student.

4. Had you                    to that restaurant before?

5. She                    six months ago.

#### IV. Cross the mistake in each sentence. Rewrite them correctly.

Ex: She didn't wanted to do it. **She didn't want to do it.**

1. Have you see a ghost?

\_\_\_\_\_

2. We had went out only once.

\_\_\_\_\_

3. We didn't was at home.

\_\_\_\_\_

4. What did you had for breakfast?

\_\_\_\_\_

5. If I had know, I would have called you.

\_\_\_\_\_

# 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.

## Phrases for Disagreeing

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)



# MODULE 1



## Wellness Tip

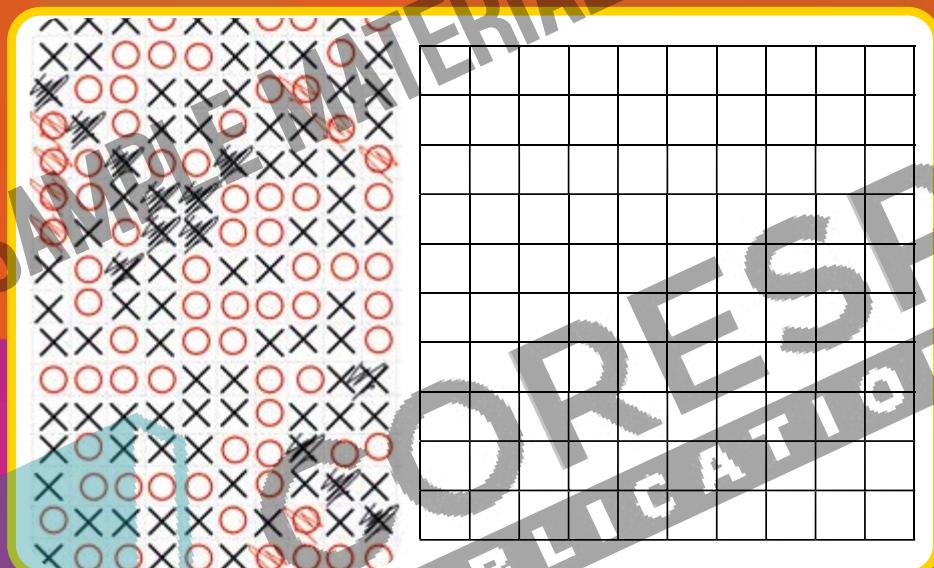
### Get Regular Check-ups

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!



# Decision Making

- What is *Decision Making*? It is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions. In other words, *decision making* involves analyzing, predicting, and planning. Many simple games that we have played since we were little require the same process, like *Tic-Tac-Toe*, for example. Well, there is a little more complicated version of it, it's *Go-moku*, a Japanese game.



Play *Go-moku* online



How to play  
*Go-moku*

Reflect and discuss:

Explain how analyzing, predicting, and planning are involved in the process of playing *Go-moku*. Explain why those same steps are important when we need to make an important decision.



# LESSON 1



## VOCABULARY

a. Listen to the vocabulary words and practice their pronunciation. Match the words and the definitions.

Check your answers with your classmates and teacher. (Track 1)

## A Great Generation

|                               |   |
|-------------------------------|---|
| 1. <u>_____</u> witness       | a) the act of pausing before doing something, especially because you are nervous or not certain   |
| 2. <u>_____</u> undergo       | b) a task or piece of work allocated to someone as part of a job or course of study   |
| 3. <u>_____</u> hesitation    | c) to try to find or discover by searching or questioning; to try to obtain   |
| 4. <u>_____</u> drawn out     | d) to see something happen, especially an accident or crime   |
| 5. <u>_____</u> pragmatic     | e) to desire to help or bring advantages to others, even if it results in disadvantage for yourself   |
| 6. <u>_____</u> boundless     | f) without a limit or end   |
| 7. <u>_____</u> seek          | g) to last or seem to last longer than is necessary   |
| 8. <u>_____</u> uniqueness    | h) the unfair situation in society when some people have more opportunities, money, etc. than others  |
| 9. <u>_____</u> assignment    | i) to be the only existing one of its type or, more generally, unusual, or special in some way  |
| 10. <u>_____</u> relatability | j) to be subjected to; experience; pass through   |
| 11. <u>_____</u> altruistic   | k) that someone can understand or feel sympathy for   |
| 12. <u>_____</u> inequality   | l) to solve problems in a sensible way that suits the conditions that really exist now, rather than obeying fixed theories, ideas, or rules |



b. Complete the following sentences with words from the previous exercise.

1. Helping those people was an entirely \_\_\_\_\_ act. I admire you for that.
2. In my opinion, the \_\_\_\_\_ approach to problems is often more successful than an idealistic one.
3. I know it's an old song but it has great \_\_\_\_\_. It's like if it was written for me.
4. After some \_\_\_\_\_, I jumped. It was my first time bungee jumping.
5. Did you \_\_\_\_\_ the accident?





# Contrasting Present Tenses

c. Complete the following grammatical statements with the corresponding tense: *Simple Present*, *Present Continuous*, or *Present Perfect*.

1. \_\_\_\_\_ is used to talk about things happening at the moment of speaking.
2. \_\_\_\_\_ is used to talk about actions that began in the past and continue up to now.
3. \_\_\_\_\_ is used to talk about facts.
4. \_\_\_\_\_ is used to talk about our experiences up to the present.
5. \_\_\_\_\_ is used to describe habits or actions that happen regularly.

d. Complete the following sentences using the verbs in parentheses in the correct present tense: *Simple Present*, *Present Continuous*, or *Present Perfect*.

1. \_\_\_\_\_ you already \_\_\_\_\_ (buy) your plane ticket?
2. I \_\_\_\_\_ usually \_\_\_\_\_ (not/work) on Sundays.
3. The kids \_\_\_\_\_ (not / sleep) now.
4. I \_\_\_\_\_ (read) this book for the last three weeks.
5. \_\_\_\_\_ you \_\_\_\_\_ (go out) with someone right now?
6. She \_\_\_\_\_ (take) a salsa dancing class every Tuesday.
7. She \_\_\_\_\_ never \_\_\_\_\_ (eat) meat. She's a vegetarian since she was born.
8. My cousin often \_\_\_\_\_ (come) over for dinner.

e. Classify the following time expressions according to the tense they are usually used with. Some may apply for more than one tense.

yet  
now  
every weekend  
already  
since 1988  
for three years

at this moment  
usually  
ever  
just  
right now  
on Mondays

## Simple Present

## Present Continuous

## Present Perfect





## f. Read the article as you listen to the recording. (Track 2)

## Generation Z Is Here

Gen Z is the generation that comes after the millennial generation. They were born between the mid-1990s to the early 2000s, so roughly 1995 to 2010. Like all generations, Gen Z has its own unique events and conditions that have defined them. They have seen their parents sort economic difficulties, they have **witnessed** terrorist attacks around the world, and they have had to live with cyberbullying. For them, it's a normal thing to **undergo** strict security checks at the airport. Through internet, they have been much more aware of all the important events –nice and awful– happening around the world. All these factors make them a more realistic generation, some even say they could be a bit pessimistic.



More than any previous generation, Gen Z is truly the internet generation. For them, Wi-Fi and G4 are basic needs, just as running water and electricity. They use all kinds of digital tools without **hesitation**. Because of this, they are able to access information very quickly and get results immediately.

### How Generation Z Differs from Millennials

- Gen Z processes information faster than other generations thanks to social media like *Instagram* and *TikTok*. This is why they expect short, frequent conversations, instead of long, **drawn out** interactions. Their attention spans might be shorter than those of Millennials.
- Generation Z seems more practical and **pragmatic** especially concerning their life goals. They have seen their parents lose their jobs, homes and cars during economic crisis and learned that opportunities are not **boundless** (like many Millennials believe). Generation Z is more money conscious than Millennials. Therefore, they don't like to take risks and want more stability and security than the freedom and flexibility that Millennials prefer.

- Gen Z knows the true value of independence, and knowledge is no exception here. They are capable of learning things by themselves or through non-traditional routes, such as online courses. Generation Z will look for more independent work environments. They want to be judged on their own merits. They are expected to think and act more entrepreneurially.
- Gen Z **seeks uniqueness** in all walks of life. They are looking for individuality because they were born social; some of them even have had a digital footprint since they were born because of their parents.
- Zers are masters of multi-tasking, they are split taskers. They can start working on an **assignment** on the school computer, do research on their phone or tablet while they go on the bus and finish on their beds, in front of the TV or listening to music with a laptop, while they are face-timing a friend. Sounds familiar?
- Millennials were considered the first global generation but Generation Z is becoming more global in their thinking, interactions, and **relatability** due to their "online lifestyle". This global way of thinking makes Gen Z more **altruistic**. They know that helping others is important. **Inequality** and injustice worry them greatly. Tolerance and acceptance of diversity are qualities of this generation.

Clearly, Generation Z is a mixed bag. These future leaders possess characteristics that inspire confidence due to their practicality and pragmatism, their independence, their entrepreneurial minds, their interest in giving back, their global vision, their tolerance and permanent seek of equality and justice. Generation Z is here and it will stop at nothing to make their mark on the world.



### Reading Strategy: Relating Content to Real Life

## g. Answer the following questions.

1. Mention five characteristics of Gen Zers.

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2. Do you identify yourself as part of generation Z? Why?

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3. What are the main differences you perceive between your generation and your parents'?

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## LISTENING

h. Listen carefully and write the missing words.

(Track 3)

## Zers

Today's teenagers and young adults \_\_\_\_\_ to Generation Z. They \_\_\_\_\_ all kinds of events happening around the world practically in real time through the internet. Everywhere we go, we see a Zer that \_\_\_\_\_ a digital device. Connectivity \_\_\_\_\_ a basic need for them, much more than any previous generation. Gen Z \_\_\_\_\_ independence and \_\_\_\_\_ to learn things on their own. Being aware of what happens around them, Zers \_\_\_\_\_ more altruistic than other generations. They \_\_\_\_\_ their ability to multi-task and split task. They \_\_\_\_\_ in a global world and this \_\_\_\_\_ more tolerant, they accept and appreciate diversity and \_\_\_\_\_ worried about injustice and inequality.



## WRITING

i. These are the latest cultural generations. Have you heard of them before? Which one do your parents and grandparents belong to? Do you know the characteristics of each generation?

## Different Generations

| Generation  | Birth Start | Birth End |
|---|-------------|-----------|
| <b>The Lost Generation -</b><br><b>The Generation of 1914</b> | 1890        | 1915      |
| <b>The Interbellum Generation</b>                             | 1901        | 1913      |
| <b>The Greatest Generation</b>                                | 1910        | 1924      |
| <b>The Silent Generation</b>                                  | 1925        | 1945      |
| <b>Baby Boomer Generation</b>                                 | 1946        | 1964      |
| <b>Generation X (Baby Bust)</b>                               | 1965        | 1979      |
| <b>Generation Y -</b><br><b>The Millennial</b>                | 1980        | 1995      |
| <b>Gen Next</b>   |             |           |
| <b>Generation Z</b>   | 1996        | 2010      |
| <b>Gen Alpha</b>  | 2011        | 2025      |

My grandparents' generation: \_\_\_\_\_

My parents' generation: \_\_\_\_\_

My generation: \_\_\_\_\_

Odds are that your parents belong to **Generation X** (born between 1965 and 1979). Work in pairs, find out information about your parents' generation. Write five characteristics of your parents' generation.

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## SPEAKING

## Your Parents' Generation

j. Work in teams, discuss the following questions with your classmates.

1. Do you think the era when you were born has an influence in who you are?
2. What do grown-ups think of your generation?
3. If you had been born in the year your parents were born, how would your life have been different?
4. What about the music and movies that your parents used to listen to and watch when they were your age? Do you know them? Do you like them?



## PORTFOLIO



## WRITING

## When My Parents Were My Age

k. Work in pairs, find out about the important events happening in the world when your parents were your age. Make a timeline including the political events, singers, actors, athletes, etc that were popular at that time.

# LESSON 2

## VOCABULARY

a. Listen to the vocabulary words and practice their pronunciation. Match the words and the definitions.

Check your answers with your classmates and teacher. (Track 4) 

## Go for It!

|                             |  |
|-----------------------------|--|
| 1. <u>_____</u> gift        | a) the time in someone's life when they are young  |
| 2. <u>_____</u> trait       | b) a public presentation or exhibition   |
| 3. <u>_____</u> strength    | c) to advance in rank, dignity, position, etc.   |
| 4. <u>_____</u> wisely      | d) a special ability or capacity; natural endowment; talent  |
| 5. <u>_____</u> youth       | e) the area in a theatre that is often raised above ground level and on which actors or entertainers perform   |
| 6. <u>_____</u> sideline    | f) to show good judgment   |
| 7. <u>_____</u> loan        | g) (of a worker or sports player) on secondment to another organization or team, typically for an agreed fixed period                                      |
| 8. <u>_____</u> performance | h) a musician or singer who performs a solo  |
| 9. <u>_____</u> scholarship | i) the first time that a performer or sports player appears in public  |
| 10. <u>_____</u> debut      | j) a distinguishing quality or characteristic, typically one belonging to a person   |
| 11. <u>_____</u> promote    | k) to render incapable of participation, especially in anything involving vigorous, physical action, as a sport  |
| 12. <u>_____</u> soloist    | l) the aim that someone wants to achieve, or that something is intended to achieve   |
| 13. <u>_____</u> appoint    | m) a strong attribute or inherent asset  |
| 14. <u>_____</u> stage      | n) to name officially  |
| 15. <u>_____</u> purpose    | o) an amount of money given by a school, college, university, or other organization to pay for the studies of a person with great ability but little money |

b. Work in pairs. Make sure you and your partner understand the following concepts.

**Talent** - something you are **naturally good at** (born with it) and **enjoy doing**, like drawing, singing, dancing or using technology.

**Skill** - the **ability to do a particular task** (can be learned) that comes from **natural aptitude, training or practice**.

**Quality** - a **characteristic you have** (can be developed), such as being a good listener, a great motivator or a persistent person.



With a partner, decide if the following activities or characteristics are either a **talent**, a **skill**, or a **quality**, and write **T**, **S**, or **Q** to classify them

1. \_\_\_\_\_ Playing soccer
2. \_\_\_\_\_ Being open-minded
3. \_\_\_\_\_ Having an eye for detail
4. \_\_\_\_\_ Knitting
5. \_\_\_\_\_ Having a good singing voice
6. \_\_\_\_\_ Riding a horse
7. \_\_\_\_\_ Being optimistic
8. \_\_\_\_\_ Having good physical coordination
9. \_\_\_\_\_ Having athletic ability
10. \_\_\_\_\_ Dancing



# Contrasting Past Tenses

## Simple Past Tense

We use the **Simple Past** tense to talk about something that happened once at a specific time in the past.

Structure: **Subject + verb in past + complement.**

*I visited my friends in Italy last year.*

## Past Continuous Tense

We use the **Past Continuous** tense to indicate that an action was happening in the past at a specific time.

Structure: **Subject + was/were + verb in gerund (-ing) + complement.**

*My friends were playing soccer at this time yesterday.*

c. Identify if the following sentences are in **Simple Past (SP)** or in **Past Continuous (PC)** tense. Write it down.

1. Chicharito **started** (a) playing soccer when he **was** (b) seven.

a) \_\_\_\_\_ b) \_\_\_\_\_

2. Elsa Carrillo **made** (a) her professional dancing debut in 1999.

a) \_\_\_\_\_

3. Javier Hernandez **was playing** (a) for the Manchester United when he **was** (b) named a UNICEF National Ambassador for Mexico.

a) \_\_\_\_\_ b) \_\_\_\_\_

4. Matt Damon **broke** (a) a rib while he **was playing** (b) golf in *The Legend of Bagger Vance*.

a) \_\_\_\_\_ b) \_\_\_\_\_

5. Michael Jordan **left** (a) college after his junior year to join the NBA.

a) \_\_\_\_\_

6. Hugo Sanchez **completed** (a) a degree in Dentistry while he **was playing** (b) for Pumas.

a) \_\_\_\_\_ b) \_\_\_\_\_

9. Marc Anthony **released** (a) his first Spanish-language album in 1993.

a) \_\_\_\_\_

10. Checo Perez **had** (a) an accident while he **was practicing** (b) in Hungary.

a) \_\_\_\_\_ b) \_\_\_\_\_

d. Complete the following sentences using the verbs in the box in the correct tense: **Simple Past or Past Continuous**.

arrive      dance      work      study  
knock      hurt      take      jog

1. My brother \_\_\_\_\_ in a little restaurant while he \_\_\_\_\_ to become a chef.
2. When the delivery guy \_\_\_\_\_ at the door, Sue \_\_\_\_\_ a shower.
3. Sandy \_\_\_\_\_ when she \_\_\_\_\_ her ankle this morning.
4. The audience \_\_\_\_\_ when we \_\_\_\_\_ at the concert last night.



e. Get together in teams of three or four students. Discuss the following questions.

## My Talents Personal Satisfaction vs. Money

1. Is it important to know your own talents, skills or qualities? Why?
2. Is it necessary to take them into account when you choose a career?
3. Do you think it is important to enjoy what you do?
4. What do you think it happens when you do not like your job?
5. In your opinion, what is more important: personal satisfaction or having lots of money?

g. Read the following biographies, as you listen to the recording. Pay attention to the pronunciation.

(Track 5) 

## Great Talents!

We are all gifted with different talents, abilities or **gifts**. Your innate abilities or aptitudes make you stand apart from others. If you discover your gifts or talents, **traits** or creative **strengths** and use them **wisely**, you will be making a great personal contribution to yourself and the society. Here are two awesome Mexican people who discovered their gifts and have exploited them, becoming the best at what they do.

### Raúl Alonso Jiménez Rodríguez



Raúl Alonso Jiménez Rodríguez, born on May 5, 1991, in Tepeji del Río, Hidalgo, Mexico, is a professional footballer who has established himself as one of the most important Mexican forwards of his generation. His professional career began in the youth academy of *Club América*, one of the most emblematic teams in Mexican football. He debuted with the first team in 2011, quickly showcasing his goal-scoring ability and his skill in the penalty area. With *América*, Jiménez won the Liga MX title in the Clausura 2013, leaving a significant mark on the fans. A pivotal moment in his career came in the summer of 2012, when he was part of the Mexican U-23 national team that participated in the London Olympic Games. Jiménez was an important player in the team that made history by winning the gold medal, a significant achievement for Mexican football.

In 2014, he made the leap to European football, signing for *Atlético de Madrid* in Spain. Although his time with the "colchonero" club was brief, it allowed him to gain experience in one of the world's most competitive leagues. Subsequently, in 2015, he joined *Benfica* in Portugal, where he experienced a period of great success. At the Lisbon club, Jiménez became a key player, contributing important goals and winning multiple titles, including the Primeira Liga and the Taça de Portugal. His consolidation in European football came in 2018 when he joined *Wolverhampton Wanderers* of the English Premier League. With the *Wolves*, Jiménez emerged as the top scorer and a fundamental piece in the tactical scheme. His dedication, goal-scoring ability, and charisma quickly made him an idol for the fans. Despite a serious injury suffered in 2020, Jiménez demonstrated great mental and physical strength, returning to the pitch and continuing his career in the Premier League. In the summer of 2023, Jiménez joined *Fulham F.C.*, another English Premier League club, where he currently continues his career, contributing his experience and seeking to keep scoring goals in competitive English football.

At the national team level, Raúl Jiménez has been an important figure for Mexico. He has represented his country in various competitions, including World Cups, Gold Cups, and Confederations Cups, contributing goals and experience to the *tricolor* team.

With a combination of talent, hard work, and perseverance, Raúl Jiménez has built a notable football career. His ability to overcome challenges, his achievement of the Olympic gold medal, and his continued presence in the Premier League have made him a role model for young footballers in Mexico and around the world. His story is a testament that, with dedication and passion, dreams can be achieved in the competitive world of professional football.

### Elisa Carrillo Cabrera



Considered one of the best ballet dancers in the world, Elisa Carrillo Cabrera is proudly the prima ballerina of the Berlin State Ballet. She was born in the town of Texcoco in the State of Mexico on October 31st, 1981. She started on ballet classes at the age of 5. When she was six, she saw a **performance** of 'La Sylphide' at the 'Teatro de Bellas Artes' and she was fascinated by it. Then, when she was 8, she joined the National School of Classic and Contemporary Dance at the National Institute of Fine Arts. In 1997, when she was 16 years old, she got a **scholarship** at the English National Ballet in London.

Three years later, she made her professional debut at

the Stuttgart Ballet in 1999, where she was **promoted** to **soloist**. Thanks to her passion and presence on the stage, she was invited to join one of the best ballet companies in the world, the Berlin State Ballet, in 2007. She started as Demi-soloist. In 2009, she became Soloist. In 2011, she was promoted to Principal Dancer as First Soloist. In May 2010, she was **appointed** as "Ambassador of Mexican Culture" by the Congress of Mexico.

As prima ballerina, she has had the opportunity to dance on big **stages** around the world, but her dream to present a show in Mexico came true when she starred the ballet gala called 'Elisa y Amigos' in 2012; since then, Elisa has been involved in this annual event, inviting other great dancers from the most prestigious international ballet companies.



In 2013, Elisa and her husband founded the Elisa Carrillo Cabrera Foundation with the **purpose** of helping Mexican children develop their artistic skills. Between 2014 and 2018, she was awarded different medals in Mexico, including the 'Medalla Bellas Artes', given to her by the Mexican President.

In 2019, Elisa Carrillo joined the most exclusive club of dancers in the world when she received the 'Benois de la Danse' prize, considered the Nobel Prize of dance. She had previously been awarded the Soul of Dance prize and a top prize at the International Dance Festival in St. Petersburg. Definitely, the best ballet dancer of the world nowadays.



### WRITING



### PORTFOLIO

## Timeline: Accomplishments of a Famous Person

- Think of a person that you really admire. Find out information about him/her and make a timeline about his/her life, include his/her more important accomplishments. Present your timeline to the class. Make sure you use the past tenses correctly.

#### h. Read the following statements and write **T** if they are **true** and **F** if they are **false**.

1. Raúl Jiménez was born in Mexico City. \_\_\_\_\_
2. He won the Liga MX title with Club América in 2011.

\_\_\_\_\_ 3. His first European club was Benfica in Portugal.

\_\_\_\_\_ 4. Raúl Jiménez became the top scorer for *Wolverhampton Wanderers*. \_\_\_\_\_

5. Elisa Carrillo started dancing ballet when she was eight years old. \_\_\_\_\_

6. She became First Soloist of the Berlin State Ballet in 2011. \_\_\_\_\_

7. Every year, she presents the *Elisa y Amigos* ballet gala in Mexico. \_\_\_\_\_

8. In 2019, she was recognized as the best female ballet dancer of the world. \_\_\_\_\_

# LESSON 3



## VOCABULARY

a. Listen to the vocabulary words and practice their pronunciation. Match the words and the definitions. Check your answers with your classmates and teacher. (Track 6)

### Living in the 21st Century

|                      |   |
|----------------------|---|
| 1. ____ developing   | a) to permit  |
| 2. ____ rationally   | b) a new idea, method, or device  |
| 3. ____ resources    | c) growing or becoming stronger or more advanced                                    |
| 4. ____ allow        | d) to give someone official authority or the freedom to do something                |
| 5. ____ approach     | e) a useful or valuable possession or quality of a country, organization, or person |
| 6. ____ perspectives | f) the quality of being happy to do something if it is needed                       |
| 7. ____ innovation   | g) to express feelings, thoughts, or information to other people                    |
| 8. ____ empower      | h) thinking or behaving in a rational way   |
| 9. ____ willingness  | i) a particular way of considering something  |
| 10. ____ conveying   | j) a particular way of thinking about or dealing with something                     |

### What is Literacy?

In the past, being literate meant knowing how to read and write. Nowadays, being literate means having competence or knowledge of different areas.

b. Work with a partner and look up the meaning of the following terms and write them down. Then, discuss them with your teacher and classmates.

· Media Literacy: \_\_\_\_\_

\_\_\_\_\_

· Digital Literacy: \_\_\_\_\_

\_\_\_\_\_

· Global Literacy: \_\_\_\_\_

\_\_\_\_\_

· Emotional Literacy: \_\_\_\_\_

\_\_\_\_\_

· Informational Literacy: \_\_\_\_\_

\_\_\_\_\_

· Environmental Literacy: \_\_\_\_\_

\_\_\_\_\_

· Visual Literacy: \_\_\_\_\_

\_\_\_\_\_





# Contrasting Future Tenses

## Simple Future Tense

**Simple Future** tense is used to talk about predictions, future plans and unplanned decisions.

This form of the future uses the modal auxiliary verb **will** ('ll) for the affirmative form and **will not** (**won't**) for the negative form plus the **base form** of the verb.

To make a question, **move the auxiliary to the beginning** of the statement and add a "?" at the end.

**Examples:**

*I think everybody will speak English in the near future.*

*Soon, people won't go to offices to work. They'll work from home.*

*Will scientists find the cure for cancer in ten years?*

## Idiomatic Future

We use the **Idiomatic Future** tense (**to be + going to + base form of the verb**) to talk about planned actions in the future.

*We are going to travel to Italy next October; we already have the tickets.*

We also use **going to** when we are certain that something is going to happen in the future, based on evidence we can see now.

*Look at that car! It is going to crash into the yellow one.*

To make a negative statement, we write **not** before **going to**.

*Ted is not going to travel with us because he is sick.*

We can make a question by **moving the verb to be to the beginning of the statement.**

*Are they going to study Architecture?*

c. Complete the following sentences using the verbs in parentheses in the correct future tense: **Simple Future** or **Idiomatic Future**.

1. Do you think human cloning \_\_\_\_\_ approved someday? **(be)**
2. I \_\_\_\_\_ biology at the UNAM next year. **(study)**
3. Do you think we \_\_\_\_\_ flying cars in a few years? **(have)**
4. This afternoon I \_\_\_\_\_ **(read)** an article on Nanotechnology because I \_\_\_\_\_ **(talk)** about it in class tomorrow, so don't call me, please.
5. What features do you think cellphones \_\_\_\_\_ in ten years? **(have)**
6. \_\_\_\_\_ you \_\_\_\_\_ that futuristic movie about human cloning tonight? **(watch)**

d. Put the words in order to make correct questions in **Simple Future** tense.

1. to / improve / it / be / able / Will / we / to / to / our / body / in / the / future / add / machines / ?  
\_\_\_\_\_
2. ever / Will / meet / aliens / humans / ?  
\_\_\_\_\_
3. change / How / will / in / the / fashion / future / ?  
\_\_\_\_\_
4. the / environment / What / if / we / keep / polluting / happen / will / ?  
\_\_\_\_\_
5. take / over / Will / ever / the / world / robots / ?  
\_\_\_\_\_

e. Write the answers to the questions in exercise d. Compare them with a classmate.

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



## LISTENING

f. Listen carefully and write the missing words.

(Track 7)

# Crazy Future Predictions

The other day, I was watching a program in which they were asking people how they thought life would be in fifty years. Here are some of their predictions.



1. "I think people will be able \_\_\_\_\_."
2. "I think we \_\_\_\_\_ anything we need on our 3D printers at home."
3. "I think cars \_\_\_\_\_ and we'll have robots that \_\_\_\_\_, like in *The Jetsons* cartoon show."
4. "I think we won't need \_\_\_\_\_ anymore because chips will be installed \_\_\_\_\_."
5. "I think we \_\_\_\_\_ because all the classes \_\_\_\_\_. Well, I hope so because I hate waking up early every morning, ha!"



## READING

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

(Track 8)

## The Four Cs

The world changes constantly, that's a fact. Therefore, the skills that we need to survive and succeed have changed too, especially in the last decades in which everything seems to be changing and **developing** so rapidly. Besides the different literacies mentioned on page 26, some of the essential skills that we all must develop nowadays are known as the *Four Cs*.

The *Four Cs* are:

- Critical Thinking,
- Creativity,
- Collaboration, and
- Communication.

**Critical thinking** is the ability to think clearly and *rationally*, understanding the logical connection between ideas. Critical thinkers are able to design and manage projects, solve problems, and make effective decisions using a variety of tools and **resources**.

**Creativity** is the ability to come up with more than one solution to a problem which **allows** us to **approach** it in multiple **perspectives**. In other words, it is the practice of thinking outside the box; it is what leads to **innovation**.

**Collaboration** is the practice of working together to achieve a common goal. Collaboration means working together, achieving compromises, and getting the best possible results from solving a problem. The key element of collaboration is **willingness**. We must be willing to sacrifice parts of our own ideas and adopt others to get results, to find solutions. Collaboration will always take us further than we would come alone.

**Communication** is the practice of **conveying** ideas quickly and clearly. Communication does not only refer to the ability to communicate effectively, in oral and written form or with a variety of digital tools but also to listening skills. Listening is an essential part of spoken communication. Oral communication cannot be effective without proper listening. There is a big difference between *hearing* and *listening*. *Hearing* is a physical ability while *listening* is a skill that allows us to get the full meaning of what is being said.

Combined, the four Cs **empower** us to become successful in this 21st century.



## Reading Strategy: Relating Content to Real Life

**h. Answer the following questions and discuss the answers with your teacher and classmates.**

1. What is your opinion on the four Cs of the 21st century?

---

2. Why do you think it is necessary to develop the four Cs to be successful?

---

3. Do you consider you are literate in the areas that were mentioned on page 26?

---



### SPEAKING

## Media Literacy

**i. Media literacy is the ability to identify different types of media and understand the messages they're sending. Nowadays, we are exposed to information through different media all the time: TV, radio, newspapers, magazines, text messages, memes, viral videos, social media, and more. The digital age has made it easy for everyone to create media, and it is created for a reason. Understanding that reason is the basis of media literacy.**

**In teams of three or four students, discuss the following questions:**

1. Do you think that keeping up to date with current events is important? Why?
2. Why should you question media messages instead of simply accepting them as truths?
3. Why is it important to look at the sources of news in the media?
4. How do you define *fake news*?
5. What can you do to determine the legitimacy of a news story?
6. How can you help stop the spread of *fake news*?
7. Why do you think some content goes viral?
8. Why should you always think about the impact of sharing a news report or any kind of content before sharing it?



### WRITING



### PORTFOLIO

## The Importance of Media Literacy

**j. Based on what you discussed in the previous activity, with your team, make a presentation in which you explain the importance of media literacy. Present it to the class.**



# LESSON 4

## VOCABULARY

a. Listen and Repeat. (Track 9) 

### Personality Adjectives



talkative



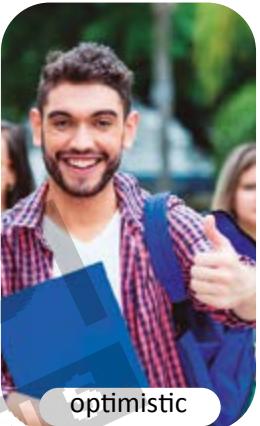
ambitious



sociable



patient



optimistic



shy



honest



hard-working



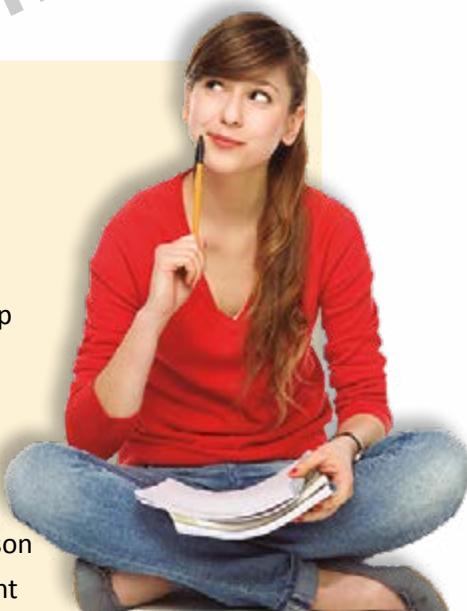
respectful



responsible

b. Match the concepts and the definitions.

|             |   |
|-------------|---|
| a) annoying | _____ unreasonably obstinate; obstinately unmoving                |
| b) brave    | _____ devoted to or caring only for oneself                       |
| c) polite   | _____ possessing or exhibiting courage                            |
| d) rude     | _____ showing good manners towards others                         |
| e) kind     | _____ expressing or exhibiting sharply varying moods              |
| f) friendly | _____ characteristic of or befitting a friend; showing friendship |
| g) loyal    | _____ causing annoyance; irritatingly bothersome                  |
| h) selfish  | _____ liberal in giving or sharing; unselfish                     |
| i) sensible | _____ discourteous or impolite                                    |
| j) stubborn | _____ faithful to any leader, party, person or cause              |
| k) generous | _____ of a good or benevolent nature or disposition, as a person  |
| l) moody    | _____ having, using, or showing good sense or sound judgment      |





# Tag Questions

We use **tag questions** when we want to check information or when we express an opinion expecting the other person to agree with us.

If you say a positive statement the **tag question** should be negative.

You are fired, **aren't you?**

If you say a negative statement the **tag question** should be positive.

He isn't happy, **is he?**

The **tag question** must be used in the same tense that was used in the statement.

Examples:

*Sandy lives here, **doesn't she?***

*Michael didn't go to school today, **did he?***

*We will go to the party next Sunday, **won't we?***

*Susy hasn't finished her homework, **has she?***

## c. Write the negative form of the auxiliaries below.

Example: *am - am not*

1. is \_\_\_\_\_  
2. are \_\_\_\_\_  
3. do \_\_\_\_\_  
4. does \_\_\_\_\_

5. can \_\_\_\_\_  
6. was \_\_\_\_\_  
7. were \_\_\_\_\_  
8. did \_\_\_\_\_



## d. Complete with the correct **Tag Question**.

1. Harry runs ten miles every day, \_\_\_\_\_?

2. You don't like milk, \_\_\_\_\_?

3. Today is Tuesday, \_\_\_\_\_?

4. The teachers aren't here, \_\_\_\_\_?

5. The children haven't broken the *piñata*, \_\_\_\_\_?

6. This computer doesn't work, \_\_\_\_\_?

7. Mary can write with both hands, \_\_\_\_\_?

8. You're the new student, \_\_\_\_\_?





## LISTENING

e. Listen to the conversation and write down the missing words. (Track 10)

# What Do You Think of...?

1.

A: I think Peter, our new classmate, is very \_\_\_\_\_.  
\_\_\_\_\_.

B: I agree. And I think he's \_\_\_\_\_ too.

2.

A: What do you think of Miss Green, our new teacher?

B: I like her, she seems to be very \_\_\_\_\_.

A: I agree. I think she's very \_\_\_\_\_ too.



## READING

# Reading Strategy: Skimming

f. Before reading the article below in detail, skim the text and decide what its main idea is. Write it down.

The main idea of the article is: \_\_\_\_\_

g. Read the article as you listen to the recording. Then, do the activity. (Track 11)

# The Enneagram

The **Enneagram** is a powerful personality system that identifies nine distinct types of people. It is based on ancient wisdom and modern psychological research, and it is used in many areas including personal growth, relationships, and business. It was developed in the early 20th century by George Gurdjieff and Oscar Ichazo.

According to the **Enneagram**, there are nine types of personality:

(Track 11)

## The Enneagram



**Type 1: The Reformer** is focused on personal growth, and they like to be perfect and orderly. They are good at problem solving and they are often seen as wise counselors.

**Type 2: The Helper** is focused on helping others and making them feel loved. They are often seen as generous, caring, and nurturing.

**Type 3: The Achiever** is focused on success, and they are often seen as ambitious, motivated, and enthusiastic.

**Type 4: The Individualist** is focused on expressing their uniqueness, and they are often seen as creative, sensitive, and emotional.

**Type 5: The Investigator** is focused on understanding the world, and they are often seen as analytical, intellectual, and independent.

**Type 6: The Loyalist** is focused on security and stability, and they are often seen as responsible, reliable, and organized.

**Type 7: The Enthusiast** is focused on having fun and experiencing life to the fullest. They are often seen as optimistic, spontaneous, and adventurous.

**Type 8: The Challenger** is focused on power and control, and they are often seen as strong-willed, assertive, and decisive.

**Type 9: The Peacemaker** is focused on peace and harmony, and they are often seen as easy-going, accepting, and compassionate.

No matter what type you are, the **enneagram** offers a unique insight into the human psyche and a way to understand yourself and others better.

**h. Answer the questions below.**

1. *The Enneagram* is a personality system that identifies nine distinct types of people, isn't it?  
\_\_\_\_\_
2. *The Reformer* is good at problem solving, isn't he?  
\_\_\_\_\_
3. *The Helper* is often seen as generous and caring, isn't he?  
\_\_\_\_\_
4. *The Achiever* is focused on success, isn't he?  
\_\_\_\_\_
5. *The Individualist* is focused on expressing their uniqueness, isn't he?  
\_\_\_\_\_
6. *The Investigator* is often seen as analytical and intellectual, isn't he?  
\_\_\_\_\_
7. *The Peacemaker* is often seen as easy-going and assertive, isn't he?  
\_\_\_\_\_

**SPEAKING**

- i. The *zodiac signs* are twelve constellations in the sky that divide the ecliptic, or the sun's apparent path, into twelve sections. Each *zodiac sign* is associated with a set of personality traits and characteristics. These signs are believed to affect our personalities, emotions, and behaviors in various ways. In groups of three or four students, discuss the following questions.

## The Zodiac Signs

- Do you believe in astrology?
- What's your *zodiac sign*?
- Do you believe there is any link between the position of the stars when you were born and your personality?



**WRITING**



**PORTFOLIO**

## My Zodiac Sign

- j. Do you know the characteristics someone with your *zodiac sign* should have? Go online and find it out. In your notebook, write a short paragraph about it.



# LESSON 5



## VOCABULARY

a. Listen to the vocabulary words and practice their pronunciation. Match the words and the definitions. Check your answers with your classmates and teacher. (Track 12)

### Stay Fit

|                                 |   |
|---------------------------------|---|
| 1. <u>  </u> sedentary          | a) farther on than; more distant than   |
| 2. <u>  </u> sound              | b) good health, especially good physical condition resulting from exercise and proper nutrition           |
| 3. <u>  </u> improve            | c) accustomed to sitting or to taking little exercise.  |
| 4. <u>  </u> cognitive function | d) interested in, concerned with, or based on what is real or practical                                   |
| 5. <u>  </u> beyond             | e) free from injury or disease  |
| 6. <u>  </u> lifestyle          | f) strength, force, or concentration  |
| 7. <u>  </u> fitness            | g) the mental process of knowing, including aspects such as awareness, perception, reasoning and judgment |
| 8. <u>  </u> suitable           | h) to make better   |
| 9. <u>  </u> realistic          | i) appropriate  |
| 10. <u>  </u> intensity         | j) a way of life or living of a person or group   |



b. Complete the following sentences with words from the box.

treadmill      yoga      jogging      health club      crunches      weights      trainer

1. I've been really stressed lately. I think I'll start taking \_\_\_\_\_ lessons to help me relax.
2. My brother is a personal \_\_\_\_\_ at the new \_\_\_\_\_ on Morelos Avenue.
3. My belly hurts. Last night was my first Pilates class and I think I made too many \_\_\_\_\_.
4. Please, be careful when using the \_\_\_\_\_. My uncle just had an accident because he answered his cellphone while he was using it.
5. I don't like lifting \_\_\_\_\_. I prefer aerobic exercises.
6. My brother goes \_\_\_\_\_ very early every morning. He is getting ready for a marathon.



# Idioms

An **idiom** is an expression, word, or phrase that has a **figurative meaning**, not a literal meaning.

Learning to use common **idioms** and expressions will make your English sound more native-like.

c. Here are some of the most common **idioms** in English. Match them to their meaning. You can look them up if necessary.

|   |  |
|---|--|
| 1. <u>  </u> <b>a penny for your thoughts</b> | a) good luck   |
| 2. <u>  </u> <b>break a leg</b>               | b) don't give up   |
| 3. <u>  </u> <b>cutting corners</b>           | c) the person we were just talking about showed up!                |
| 4. <u>  </u> <b>hang in there</b>             | d) to stop working on something                                    |
| 5. <u>  </u> <b>miss the boat</b>             | e) it is up to you to make the next decision or step               |
| 6. <u>  </u> <b>speak of the devil</b>        | f) to slow down  |
| 7. <u>  </u> <b>it's not rocket science</b>   | g) to do something poorly in order to save time or money           |
| 8. <u>  </u> <b>call it a day</b>             | h) a way of asking what someone is thinking                        |
| 9. <u>  </u> <b>ball is in your court</b>     | i) a job, task or other activity that is very easy or simple.      |
| 10. <u>  </u> <b>a piece of cake</b>          | j) to do something too late.                                       |
| 11. <u>  </u> <b>easy does it</b>             | k) to get nervous or to have second thoughts about doing something |
| 12. <u>  </u> <b>cold feet</b>                | l) when something is not complicated.                              |

d. Complete the sentences with **idioms** from the previous exercise

1. \_\_\_\_\_, my friend, the finals are almost over.
2. You assembled the bookcase by yourself?  
– Of course, \_\_\_\_\_.
3. Don't \_\_\_\_\_, follow the instructions carefully.
4. Of course I can solve this puzzle in less than a minute.  
It's a \_\_\_\_\_.
5. Well, I already said yes, now \_\_\_\_\_.
6. My cousin got \_\_\_\_\_ before his wedding.
7. Hey! \_\_\_\_\_. You are so distracted today.
8. \_\_\_\_\_, the math teacher is coming.  
Don't say anything else.
9. \_\_\_\_\_! I'm sure your presentation will be great.
10. I'm too tired. Let's \_\_\_\_\_ please!



e. The following **idioms** have an equivalent expression in Spanish. Work with a partner and write down the Spanish phrase that means the same.



1. **spill the beans:** \_\_\_\_\_
2. **the best of both worlds:** \_\_\_\_\_
3. **make a long story short:** \_\_\_\_\_
4. **once in a blue moon:** \_\_\_\_\_
5. **kill two birds with one stone:** \_\_\_\_\_
6. **cost an arm and a leg:** \_\_\_\_\_
7. **between rock and a hard place:** \_\_\_\_\_
8. **add insult to injury:** \_\_\_\_\_



## LISTENING

f. Listen to the conversation and write the missing **idioms**. (Track 13)

grab a bite  
take a rain check  
cup of joe

give you a ring  
start from scratch  
catch a movie

## Not So Fine

A: Hello!

B: Hi, Lisa! How are you?

A: Not so fine.

B: Why? What happened?

A: Somebody stole my schoolbag and my biology project was in it, and it's due tomorrow. So, I had to \_\_\_\_\_.

B: That's too bad! I was calling to ask you out and have a \_\_\_\_\_.

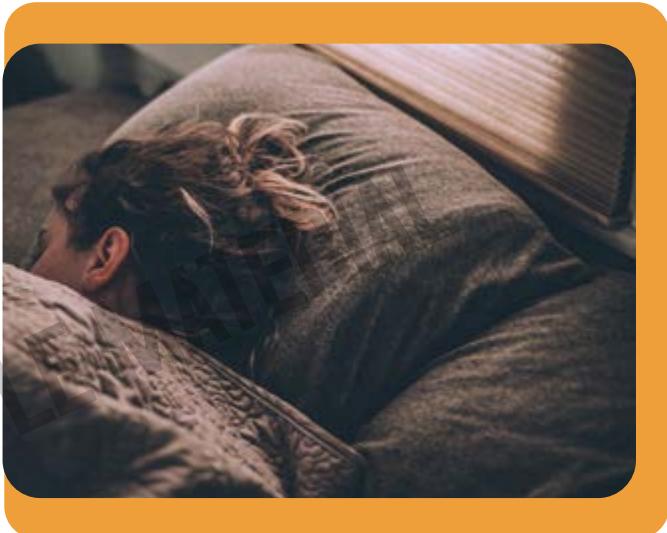
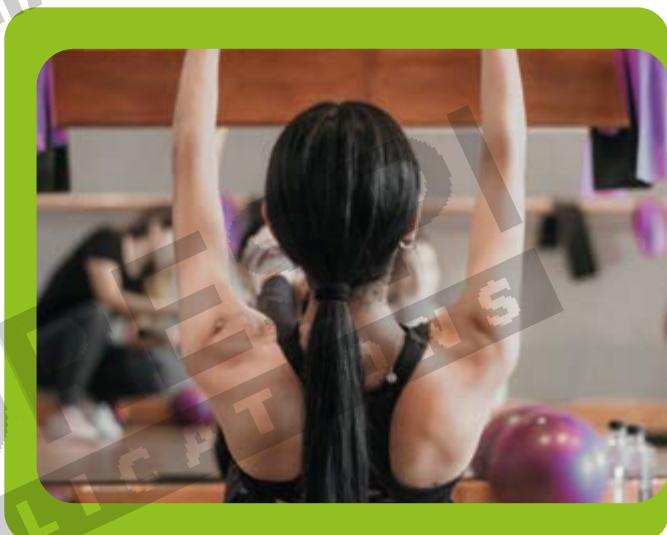
A: Sorry, I have to \_\_\_\_\_.

B: Sure! No problem. I'll \_\_\_\_\_ next Saturday, is it OK?

A: Perfect! We can \_\_\_\_\_ and \_\_\_\_\_ later.

B: That sounds like a plan! See you next weekend then.

A: Bye!



## SPEAKING

g. Discuss the following questions with your classmates.

## Being Fit

1. Do you think it's important to be fit and healthy? Why?
2. How often do you play a sport or do exercise?
3. Do you eat fruit and vegetables every day?
4. How many hours do you usually sleep every night?



## READING

h. Read the article as you listen to the recording. (Track 14)

# Moving your Body

It is a fact that humans are meant to move. The problem is that being **sedentary** has become "normal" nowadays. Most of our daily activities don't require our bodies to move. We spend most of the time sitting at desks, clicking mouse buttons, tapping on keyboards or using mobile devices. We are becoming couch potatoes.



### Is it really important that we make our bodies move?

Have you heard the expression, "a **sound** mind in a sound body"? It is based on a quotation by the Greek philosopher Thales (624-546 BC). The ancient Greeks believed that physical exercise was essential to mental equilibrium. And they were absolutely right. Many scientific studies have confirmed that what is good for your body is good for your mind. Moving your body **improves** your cardiovascular health, as well as your cerebrovascular health, which is directly linked to **cognitive function** and memory.

As you can see, the importance of exercise goes far **beyond** staying fit or following diet plans. In fact, regular physical activity helps your whole body function better.

### Let's Start!

So, if one of your New Year resolutions was to do some or more exercise, it's never too late to start and, believe it or not, technology can help you. At the beginning of this article, we talked about how sedentary our **lifestyle** is nowadays because of all the time we spend in front of our electronic devices. Well, let's use them in our favor. With all the new functions packed into smartphones, it's no surprise that the health and fitness industry have decided to create apps to help us reach our **fitness** goals. From helping us work out, to keeping track of our calorie intake, there are fitness apps for just about every goal out there. Just make sure to get the one or ones that are **suitable** for your needs, goals, and experience level. Be **realistic** and start slowly. Little by little, you'll be able to increase the **intensity** and frequency of your routine. For best results, your fitness plan should be consistent. And before you know it, doing exercise regularly will become a good and healthy habit for you.

No more excuses and... Start moving your body!



## Reading Strategy: Relating Content to Real Life

i. Answer the following questions according to the text.

1. What does the term "couch potato" mean?

\_\_\_\_\_

\_\_\_\_\_

2. What does the expression "a sound mind in a sound body" mean?

\_\_\_\_\_

\_\_\_\_\_

3. Why does doing exercise improve our cognitive function?

\_\_\_\_\_

\_\_\_\_\_

4. How can your mobile devices help you stay healthy?

\_\_\_\_\_



## WRITING



## PORTFOLIO

## Fitness Apps

j. Find out the names of three different apps that can help you stay healthy and write a short description of each one.

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

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

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

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

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

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

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

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

# TECHY TIPS



## Read it!

If you want to increase your vocabulary, to improve the use of grammatical rules, and to understand and use English more and more every day, the best advice would certainly be to read as much as possible.

Technology is a great tool when learning a foreign language, that is why we suggest you visit [newsinlevels.com](http://newsinlevels.com)

They offer lots of different texts for you to read, and the best part is that they are graded by levels. Take a look at their site, answer the diagnostic test and enjoy the experience.



# QR



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





# MAKING A DIFFERENCE

—by being socially responsible

**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?

# Nowadays

JUST  
NOW

## Generation Alpha

*Generation Alpha* is the one succeeding Generation Z, with birth years typically ranging from the mid-2010s to the mid-2020s. They are growing up in a world shaped by rapid technological advancements, social media, and significant global events. Early observations suggest they are highly tech-savvy, visually oriented, and potentially more globally connected than previous generations.



## HOW ABOUT YOU?

Considering the rapid advancements in technology, including AI and virtual reality, that Generation Alpha is being exposed to from a young age, how might their future expectations for education, work, and social interaction differ from those of Generation Z?



## SING IT!

With these songs, you will review some grammatical structures seen in this module.

Simple Present & Simple Past Tenses



OneRepublic

Simple Present & Present Continuous Tenses



Imagine Dragons



## POPCORN TIME!



Definitely, the best way to learn how to use idioms and slang is through movies and TV shows. Here are some suggested links that will help you.

- <http://bit.ly/2XwGQHJ>
- <http://bit.ly/2XxmQ8a>
- <http://bit.ly/2ZPPrmA>

## #TrendingTopic

In this module, we explored the Western zodiac signs. But were you aware that a distinct Chinese horoscope system exists? Take some time to search online for information about the Chinese zodiac and discover your animal sign based on your birth year.





## GLOBAL CITIZENSHIP

"There are three kinds of people: those who make things happen, those who watch what happens, and those who wonder what happened" - Nicholas M. Butler.

*Proactive behavior* refers to the first kind of person - those who make things happen. Being proactive means anticipating problems, seeking new solutions and doing your best. The word "reactive" implies that you don't have the initiative, you just react according to the circumstances. In your opinion, what are the advantages of being proactive rather than reactive? Discuss it with your teacher and classmates.

## LIVING ONLINE

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.

## GREEN WORLD

*KK Plastic Waste Management* is located in Bangalore, India.

Since 2002, they reuse plastic waste and use it as an additive to construct roads. India's 'plastic roads' made from recycled materials are not only greener, but are also stronger and require less maintenance — they could last three-to-five times as long as conventional road structures, according to a local research.

## AMAZING MEXICANS

Indigenous Mexican designer, Alberto López Gómez, showed off his creations in the Big Apple at a *New York Fashion Week* 2020 event. Among the pieces presented were embroidered "huipiles" and brightly colored dresses. All the pieces are made by hand and/or "telar de cintura" and can take years to produce, according to the designer. Alberto López Gómez, an indigenous 31-year-old Mexican fashion designer and weaver from the Chiapas region, designs both women's and men's clothing as well as household items such as cushions and tablecloths. He is the creator of the clothing brand *K'uxul Pok*, which means "living garment" in Tzotzil. Some 150 women work with him to help make his vision a reality.

