

Inglés 5

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“Proyecta tu futuro”



I am still
In the land of dreams.

Este libro pertenece a:



Inglés 5

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Presentation

At Editorial Planea, we are committed to providing high-quality educational materials aligned with the New Educational Model for Upper Secondary Education in Mexico. This model is based on the premise of fostering situated learning—learning that is grounded in your environment and everyday experiences. Our goal is to support your ability to adapt to change and to promote continuous, inclusive, multicultural, collaborative, and equitable learning, in accordance with the principles of the New Mexican School.

This book is fully aligned with the learning progression-based curriculum of the New Educational Model (NME) for Upper Secondary Education (EMS). It addresses the categories and subcategories outlined in the curriculum to help you achieve the target learning outcomes of the Technological Baccalaureate program in the sociocognitive resource of English.

The learning progressions are organized into three instructional units. The first unit, Facts and Experiences, covers the present simple and continuous tenses, past simple and continuous tenses, be going to and will, and the zero conditional. The second unit, Texts, Reports, and Interviews, explores the present and past perfect tenses, modal verbs, passive voice, prefixes and suffixes, gerunds, and infinitives.

The third and final unit, Communicate and Express, focuses on the second conditional, connectors, reflexive and reciprocal pronouns. This book is designed with you in mind. It aims to equip you with the tools to understand, analyze, and produce reviews based on a variety of information sources, and to develop your ability to create this type of written content effectively.



anuncio de su primer viaje
a Street Band, lo que hizo conocer
las dadas en torno su figura.
era posible que - **El mundo cambia**

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New Mexican School



The New Mexican School (NEM) is based on a diagnosis where education was seen as three disconnected cycles: basic education (preschool, primary, and secondary), upper secondary education, and higher education. Based on this diagnosis, a proposal is built with an education that should be understood as lifelong, under the concept of learning how to learn, continuous updating, adaptation to changes, and lifelong learning.

The NEM proposes a 23-year plan across different educational levels, interconnected with each other, where the comprehensive development of children, adolescents, and youth is enhanced, aiming to promote inclusive, pluricultural, collaborative, and equitable excellence in learning throughout their education.

To achieve well-being and prosperity, the NEM is based on the following principles:



Promotion of identity with Mexico. Love for the country, appreciation for its culture, knowledge of its history, and commitment to the values enshrined in the Political Constitution are the actions that form this principle.

Citizen responsibility. This principle involves the acceptance of personal and collective rights and duties. The respect for civic values by students educated in the NEM is essential to transmit the values of honesty, respect, justice, solidarity, reciprocity, loyalty, freedom, equity, and gratitude.



Honesty. This value is emphasized within the social responsibility of students, which allows the formation of a society based on trust and the foundation of truth in all actions, enabling a healthy relationship among citizens.

Respect for human dignity. Promoting the unrestricted respect for the dignity and human rights, based on the conviction of the opportunities, rights, and equal rights of all individuals.





Respect for nature and environmental care.

Environmental awareness promotes the protection and conservation of the environment. The prevention of pollution and climate change begins with education on sustainable development.

Promotion of interculturality. The appreciation and understanding of cultural and linguistic diversity, as well as dialogue and cultural exchange, are driving forces for having an intellectual, emotional, moral, and spiritual life.



Participation in the transformation of society.

Self-improvement by individual initiative is the foundation of this principle. The social purpose of education allows for the construction of close, supportive, and fraternal relationships that overcome indifference and apathy towards transforming society.

Promotion of a culture of peace. The objective of the 2030 Agenda promoting “Peace, Justice, and Strong Institutions” is based on promoting peaceful and inclusive societies that enable sustainable development, ensure access to justice for all, and build effective and inclusive institutions at all levels that are accountable.





Know your book

Within the book, the New Model of Upper Secondary Education is developed, which is based on a study program through learning progressions. These progressions are developed in three moments, which are:



Opening. In this first moment, the aim is to awaken the student's interest and motivation towards the topic that will be addressed.



Closing. In this final moment, the objective is to consolidate the learning and evaluate the process.



Development. The content is presented, and a clear and detailed explanation of key concepts is provided.



The sections also include:

Diagnostic evaluation. It is found at the beginning of each learning unit and helps identify strengths and weaknesses regarding the topics that will be addressed.

Situated learning in contexts:



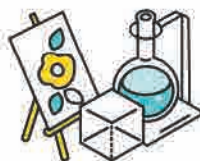
School



Classroom



Community



Cross-cutting practices.

These activities link the learning of sociocognitive resources with the disciplines of the knowledge areas.

Socioemotional practices.

The extended curriculum is linked to sociocognitive resources and knowledge areas through the different domains of socioemotional resources that are present in these type of activities.





Learning practices. The best way to apply the knowledge and skills learned is through these type of practices, which are numbered, situated in a learning context, and enhance a principle of the NEM, as shown in the following example:



Learning practice

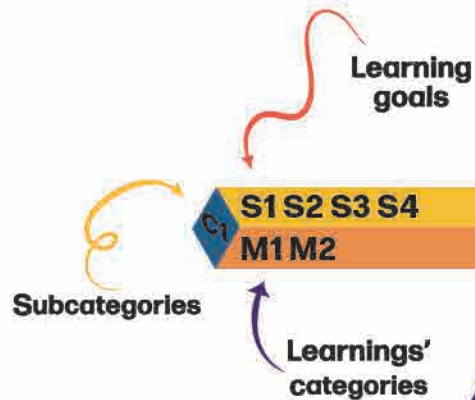


NEM Reading. It is a reading comprehension activity that addresses one of the principles of the New Mexican School (NEM).



Unit assessment. These are questions or items that cover the topics of each learning unit.

Learnings' categories, subcategories, and learning goals. Each progression begins with the categories, subcategories, and learning goals that its content addresses, as shown below:



Classroom-School-Community Project (PAEC). Through these QR codes, you will be able to complete the activities of the progressions that are part of the PAEC.

Master Iso. Every time you see Master Iso, he dynamically explains the progression by scanning the QR code.



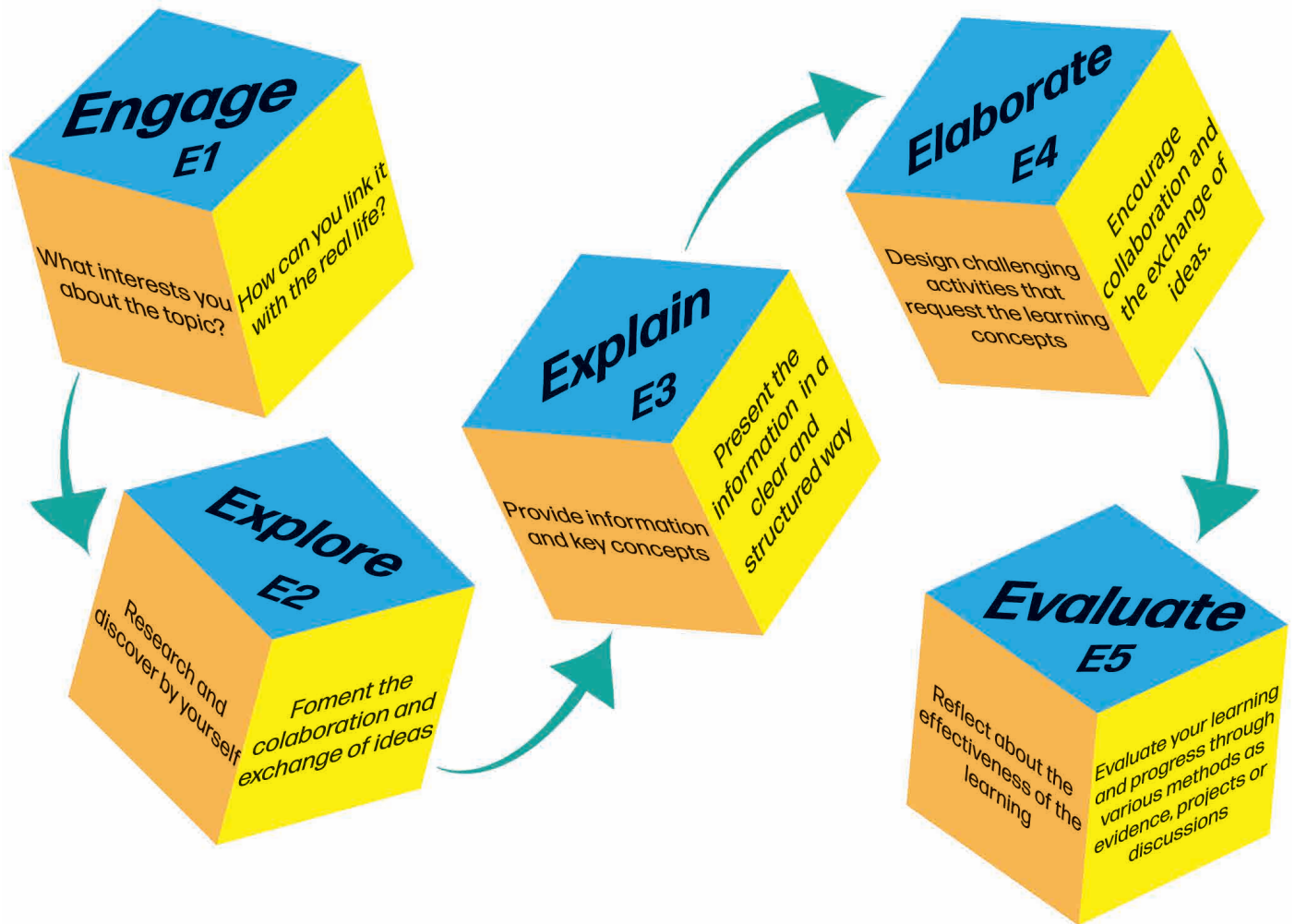
Learning progressions

1. Discuss fluently about general facts, habits, and universal truths coherently integrating the use of the simple present and present continuous when expressing actions, routines, and states in different contexts, confirming information using tag questions.
2. Narrates events, situations, facts, and/or anecdotes from their context that occurred in the past, including actions that were in progress, both orally and in writing. Identify specific and simultaneous actions, reinforcing the message by using tag questions.
3. Communicates various spontaneous decisions, formulates responses to actions in their environment, and predicts events for their future in personal, academic, and professional settings, confirming the information given using tag questions.
4. Communicates orally and in writing consequences, predictions or possible events that will happen, using the conditional 0. Gives advice on personal, academic or professional matters and talks about events that will probably take place in the future due to a present action or event, integrating the conditional.
5. Develop a narrative, review, or chronicle describing a past event that continues in the present or a recent event that is relevant at the moment, identifying which action occurred shortly before another event. Confirm the given information using tag questions.
6. Debate and argue orally about a topic, articulating and distinguishing between modal verbs for obligation (must, have to), advice (should), asking for and giving permission (can, could, may), and talking about possibilities or abilities (can, could, might). Additionally, use *would* to express a position on the topic under discussion, using tag questions to confirm information.
7. Develop a story or summary using the passive voice, describing facts from a recent news story, comparing different sources of information, to identify the causes by creating affirmative, negative, and interrogative sentences.
8. Infer the possible meaning of unknown words in a written and/or spoken text on a topic of interest, from their technical career, or from a cross-curricular project, by analyzing the elements that compose them and through the formation of words, prefixes, suffixes, gerunds, and infinitives.
9. Develop and communicate hypothetical situations, expressing wishes, dreams, or unlikely events. Practice giving advice or discussing imaginary consequences if a certain condition were met.
10. Give a personal and critical position on a specific topic, integrating various connectors (so, too, neither, and not either), to express agreements, disagreements and affirmations orally and in writing to interact fluently in diverse contexts.
11. Identifies technical vocabulary related to his/her specialty orally and in texts from his/her career or area. Writes a value judgment on texts with specific purposes using reflexive pronouns and reciprocal pronouns. Identifies technical vocabulary related to his/her specialty in oral or written texts.

Strategies for collaborative work

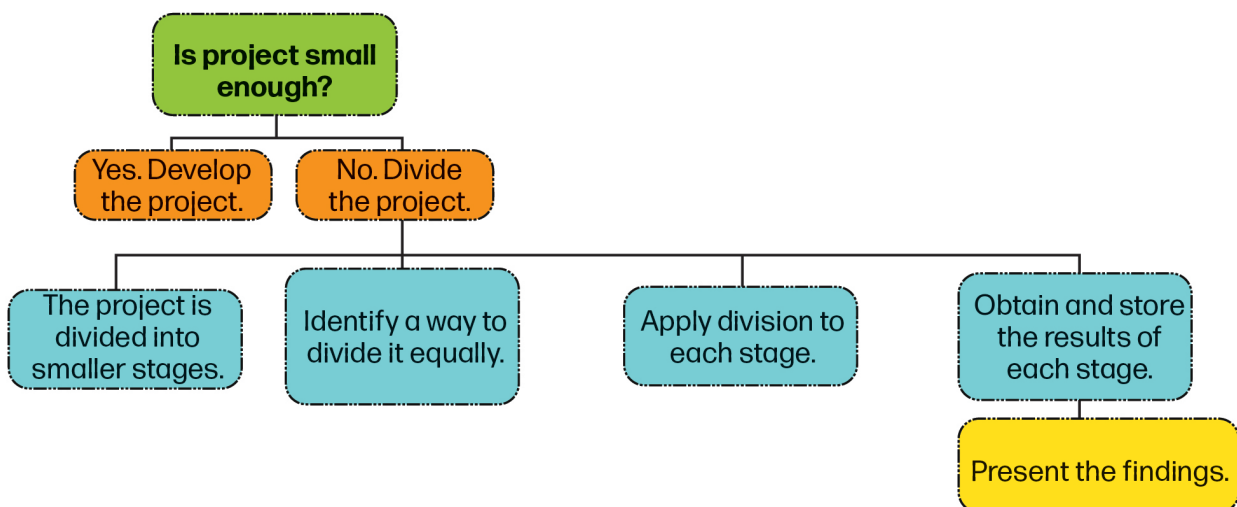
Strategie 5E

It is a strategy used in education for collaborative work and project design, it consists of:



Divide and conquer

It consists of not seeing a project as a unit, but as a series of stages that can be developed individually and then integrate and present the findings found. Below are the steps to follow.



Contents

Unit 1. Facts and experiences.

- Simple and continuous present.
- Simple past and continuous.
- Be going to and Will.
- Zero conditional.

Unit 2. Texts, reports and interviews.

- Present and past perfect.
- Modal verbs.
- Passive voice.
- Prefixes, suffixes, gerunds and infinitives.

Unit 3. Communicate and express.

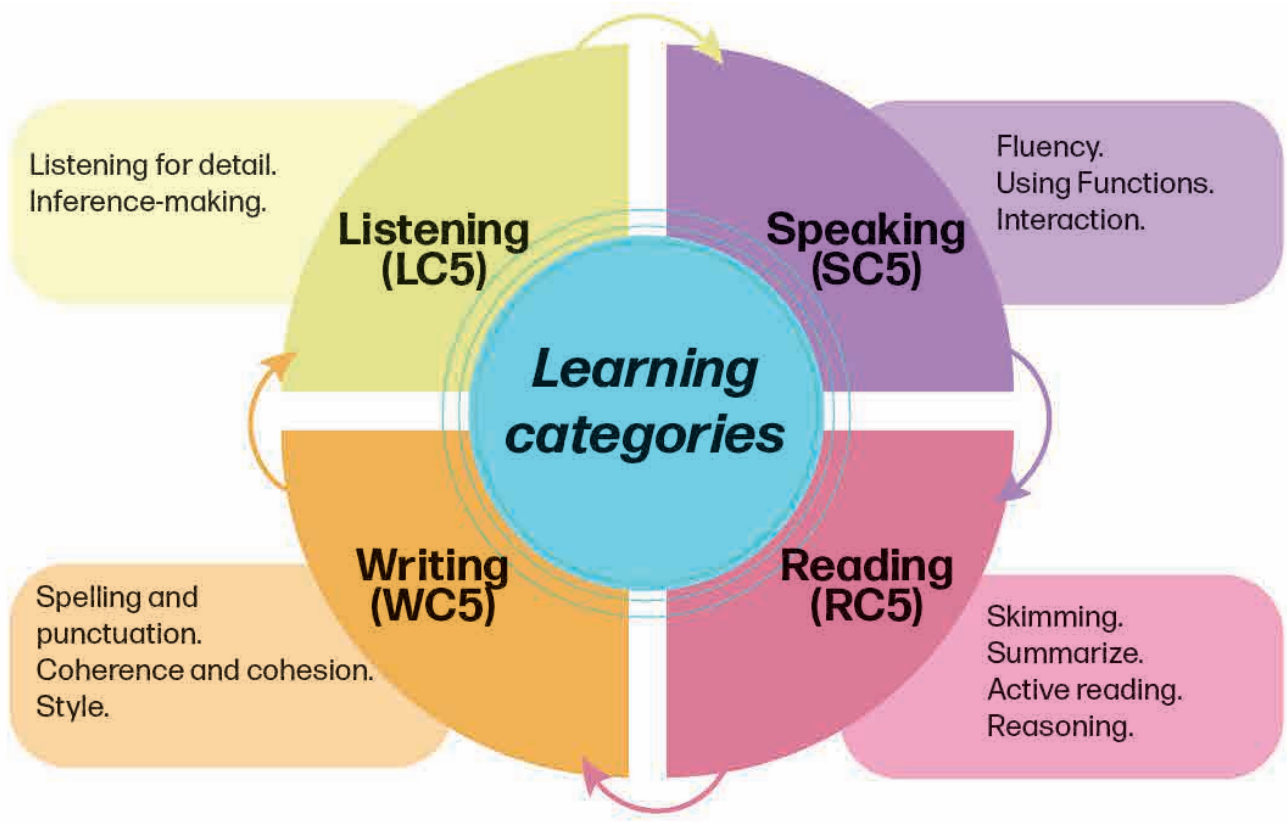
- Second conditional.
- Connectors.
- Reflexive and reciprocal pronouns.





Unit 1

Facts and Experiences



Learning goals:

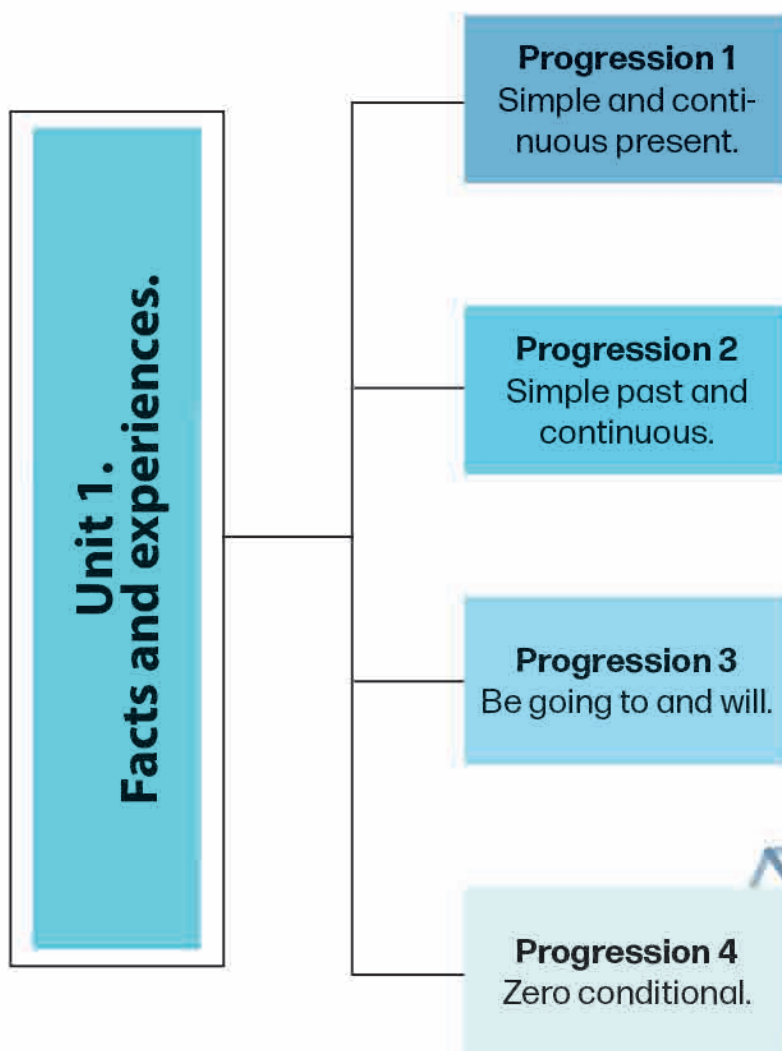
- **LG5.** Understands the main message as well as specific details in a conversation on a variety of topics, clearly identifying the speaker's intentions and drawing inferences. Follows detailed instructions and extracts key information from speeches, news reports, and audiovisual materials, applying prior knowledge to deduce implicit meanings or infer missing details.
- **SG5.** Exchange clear messages on diverse topics and experiences. Describe and verify information, appropriately using common verb tenses and connectives. Participate in interviews, fluently answering, questioning, and providing context details. Engage in conversations in person or online and express reasoned opinions in formal and informal situations.
- **RG5.** Identifies, analyzes, reflects, and infers the main idea, keywords, grammatical structures, and relevant details in different types of medium-length texts with a satisfactory level of comprehension. Explores information of interest in various media and is able to find documents that will help them complete specific tasks and expand their vocabulary.
- **WG5.** Write clear and coherent medium-length texts such as reviews, messages, and descriptions across a variety of media and in a variety of contexts, using a structure appropriate to the purpose and relevant vocabulary and grammar. Convey information by adapting your personal writing style to the context, enabling you to fluently express important feelings, thoughts, and opinions.

Learning progressions:

1. Converse fluently about general facts, habits, and universal truths, coherently integrating the use of the simple present and present continuous when expressing actions, routines, and states in different contexts, confirming information using tag questions.
2. Narrates events, situations, facts, and/or anecdotes from their context that occurred in the past, including actions that were in progress, both orally and in writing. Identify specific and simultaneous actions, reinforcing the message by using tag questions.
3. Communicates various spontaneous decisions, configures responses to actions in their environment, and predicts events for their future in personal, academic, and professional settings, confirming the information given using tag questions.
4. Communicates orally and in writing consequences, predictions or possible events that will happen, using the conditional 0. Gives advice on personal, academic or professional matters and talks about events that will probably take place in the future due to a present action or event, integrating the conditional.

Presentation

In this learning unit, four progressions from the current study program are covered to help you practice fluently about general facts, habits and universal truths. Narrates events, situations, facts and/or anecdotes that occurred in the past, both orally and in writing. Communicate various spontaneous decisions and predict events for the future in personal academic and professional settings. Communicate orally and in writing consequences, projections or possible events that happen using the 0 conditional.





Diagnostic evaluation

a) Complete the sentences using the correct form of the verbs in parentheses. Simple present or Present continuous.

1. Helen _____ (go) to bed at 11:00 p.m. every night.
2. My friends and I _____ (study) English together now.
3. Paul _____ (have) an art class once a week.
4. Peter and his family _____ (clean) their house at this moment.
5. Alice _____ (not/do) exercise in the morning.

b) Answer the questions about your weekend habits with a complete sentence.

1. What do you do on Sunday mornings? _____
2. Do you and your friends go out on weekends? _____
3. Where do you go on Friday night? _____
4. What time do you get up on Saturday? _____
5. Does your mom cook on weekends? _____

c) Write the verbs in the correct past tense or past progressive.

1. My dog _____ (sleep) on my bed last night.
2. I _____ (write) a message to my children when my grandma came home.
3. My family and I _____ (watch) our favorite movie when the lights went out last .
4. Mike and his brother _____ (not/play) soccer at the park last Friday afternoon when it began to rain. They _____ (do) homework at home.
5. My mom _____ (not/wash) the clothes when I called her. She _____ (watch) her favorite TV program.

d) Complete the sentences with be going to or will, affirmative or negative.

1. I _____ (clean) my room tomorrow night.
2. My sister wants to bake a cake, but there are no eggs. She _____ (buy) some at the store now.
3. My family and I _____ (take) along vacation next december.
4. Mike is feeling really cold. He _____ (put on) his jacket right away.
5. My cousin can't find his new video game. He _____ (look) for it now.

e) Complete the sentences using the correct form of the verbs.

1. If you _____ (neg- water) the plants, they _____ (die).
2. When you _____ (stay) too much time in the sun, you _____ (get) _____ a terrible sunburn.
3. Water _____ (evaporate) if it _____ (boil) for too long.
4. Milk _____ (spill) from a boiling pot if it _____ (boil) for a long time.
5. When you _____ (exercise) too much, your body _____ (sore).

f) Write the verbs in the past in the correct column (regular or irregular) and write the past form.

write	have	live	work	leave	go	do
kiss	begin	run	laugh	chase	talk	say
ask	swim	take	come	watch	exercise	

Regular		Irregular	
Base form	Past simple	Base form	Past simple

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Simple present and continuous

1 Engage



Warm Up

Opening

CHAOS IN THE MORNING!

My house is in complete chaos right now! My little brothers are eating cereal while they play video games on the table! My mom is cooking breakfast and is watching TV at the same time! My dad isn't eating, he's listening to music, he always listens to music in the morning. My sister is doing some homework and her computer is making strange noises. I'm getting ready to go to school. I always start school early and it's getting late! This all sounds crazy, doesn't it?



Explore

2



Speaking

Check the conversation.

Two friends are talking on the phone:



A: Hello?

B: Hi, is Tony there?

A: This is Tony.

B: Oh, hi! What are you doing?

A: I'm watching TV. I always watch TV at this time of the day. And you?

B: I'm studying for a test. But say, there's a very good restaurant near here, do you want to go? It's a good idea, isn't it?

A: Sure! That's a great idea! Let's go!



Practice the conversation!



Simple present

To talk about routinary actions, we use the Simple Present

Affirmative

SUBJECT + VERB IN PRESENT
+ COMPLEMENT

I, YOU, WE, THEY

Examples: We jog in the park every morning.

I study from 9 to 5 every day.

SUBJECT + VERB + S/ES
+ COMPLEMENT

HE, SHE, IT

Examples: My sister Leda teaches English online.

Paul plays guitar very well.

Negative

SUBJECT + DON'T/DOESN'T
+ VERB IN PRESENT + C

Examples: I don't like watch TV at night.

Lucy doesn't speak French very well.

Interrogative

DO/DOES + SUBJECT + VERB IN PRESENT + COMPLEMENT ?

Examples: Do you work at night?
Does your sister help you with your homework?

Present continuous

To talk about actions that are in progress at the moment of speaking, or activities that happen for a short period of time.

Affirmative

SUBJECT + TO BE (IS, ARE, AM)
+ VERB + ING + COMPLEMENT

Examples: I'm working very hard these days.

All of my friends are playing soccer right now.

Jane is typing some important reports.

Negative

SUBJECT + AM NOT, ('M NOT), IS NOT (ISN'T), ARE NOT (AREN'T)
+ VERB/ing

Examples: I'm not paying attention in class

She isn't going to the party with us.

Interrogative

AM, IS, ARE + SUBJECT + VERB IN ING + COMPLEMENT + ?

Example: Are you listening to music now?

Is Alex practicing with you?



Tag questions

They are used to turn a statement into a question. They are also used to confirm information or ask for more information.

Use an auxiliary verb that matches the main verb

Use a pronoun that matches the subject of the sentence.

Use a negative question tag after a positive statement.

Use a positive question tag after a negative statement.

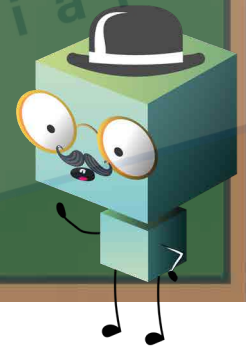
Tag questions are written after the end of a statement with a comma.

Examples: You are a doctor, aren't you?

She speaks English very well, doesn't she?

Tom is studying very hard, isn't he?

You don't dance at parties, do you?



Writing

Put the words in the correct order to make sentences.

1. My / aren't / TV./ parents / watching

2. coffee. /cup/drinking/a /I'm / of

3. a / She's /now / bath / taking / right

4. works / office. /in / Sandy / an

5. understand /don't / anything /I / saying. / are / you

6. TV / in / room. / Jack / his / watching / is

7. isn't / Claudia / clothes today. / washing

8. you / paying / Are / to / attention / class / ?



Writing

Write the appropriate question tags.

1. Dora is a Doctor, _____ ?
2. Your mom speaks English very well, _____ ?
3. The kids are studying in their room, _____ ?
4. You have a new computer, _____ ?
5. You don't understand what I'm saying, _____ ?



Reading



Listening

Read and listen to the text, underline the simple present, circle the present continuous, and mark with red the tag questions.

I'm having the time of my life with my friends on this trip. Everybody is having fun. We get up early every day to take advantage of the time and do a lot of activities. We take a shower at about 7:00 am, we eat breakfast at 8:00 and we start our day after that. We like to go to different malls and go window shopping. At night we go downtown and have dinner at typical restaurants. The food is delicious! Right now we are getting ready to go to the beach tomorrow. I'm packing my backpack, and I'm thinking of all the things I can take, like sandals, shorts, sun tan lotion, etc. Sandy and Mel are preparing some sandwiches to take to the beach tomorrow. My friend Tom is taking a shower, and Mario is texting his girlfriend. I always tell him: "You miss her, don't you?" He says he really does! Well, I need to rest right now. I'm falling asleep.





Writing

Look at the picture and describe what you see using the present continuous.



Three horizontal blue lines for writing.



Speaking

Talk about a regular day at school.



Closing



Learning practice



5

Evaluate

1. Imagine you are in your favorite place in the world. What are you doing?

Two horizontal blue lines for writing.

2. Tell us about a day off, what do you do?

Two horizontal blue lines for writing.



Independent study

a) Complete the sentences with the present simple or present continuous form of the verbs in brackets. Use contractions where possible.

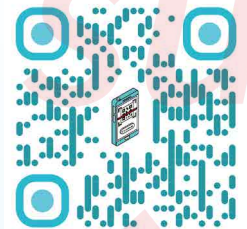
1. She _____ (run) because she's late for her lesson.
2. Our teacher always _____ (give) us lots of homework.
3. We _____ (not want) to go to the concert.
4. What time _____ (you/meet) Pete tomorrow?
5. I _____ (not work) today. I'm on holiday.
6. People _____ (speak) English in Jamaica.
7. Archie _____ (not use) his computer at the moment.
8. _____ (Tony/live) near the park?

b) Complete the following Question Tags.

1. The teacher is explaining a new grammar rule, _____ ?
2. They aren't playing computer games, _____ ?
3. Chris is writing the essay, _____ ?
4. The girls are watering the flowers, _____ ?
5. Lilly isn't talking on the phone, _____ ?
6. You work in a bank, _____ ?
7. You don't like to eat fish, _____ ?
8. Sandy speaks English very well, _____ ?
9. Mary has a new boyfriend, _____ ?
10. The teacher isn't here yet, _____ ?

c) Listen and read the text below, then answer the questions on the next page.

It's a rainy Sunday. It's raining a lot and Susy and her family are spending the afternoon. Her uncles are visiting them. They always visit on weekends. Susy and her father are in the living room. Susy is drawing and her dad is surfing the net. He loves to check the net to see what is going on in the world. Susy's brother is in his bedroom. He is playing video games. He's a video game fan and spends hours playing! Susy's little brother Jim is also in the living room. He's playing with his little cars collection. Sometimes he teases Susy. He's a very naughty boy. Susy's mother is in the kitchen preparing a snack for all of them. She loves to cook. It's a very happy day at Susy's. They are having a great time!





1. What day of the week is it?

2. What is Susy doing?

3. Who is visiting the family?

4. What are Susy's brothers doing?

5. Why does Susy's father surf the net?

6. What is Susy's mother preparing?

7. Why does she prepare food?

d) Write a little story about your weekend. What do you like to do? Draw your favorite activity.

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Simple past and Past continuous

Warm Up



Opening

LG5 RG5 WG5 SG5
LC5 RC5 WC5 SC5

1 Engage

Unit 1

What are some of the things you remember doing on your last day off and what were you doing while doing them? Underline the activities you did from the following words and what activities you were doing while doing them.



Reading

2 Explore

On my last day off I had a very relaxing day. I got up at 9:30 a.m. I was eating breakfast when my mom got into the kitchen. I was enjoying my breakfast while my mom was telling me about a funny dream she had last night. She was walking in the park when a strange boy approached her and asked her for the time. When she told him the time, he was staring at her. My mom got scared and ran. When she ran, the man was running behind her. My mom didn't know what to do and continued running. When she was running she saw a store and got in, the clerk asked her surprised: Were you running when you got here? my mom said: Yes. A man was chasing me when I saw your store and got in. The man didn't know what to do or say. Did you see him while you were running? My mom said: No. I just ran. The clerk went outside the store and he didn't see any suspicious man around. He just saw his son who was carrying some bags and my mom said: It's him!!! The clerk said: who? My mom pointed at the boy and said: He was chasing me, when I was walking through the park. The boy said: I asked you for the time when I was coming to the store because my dad was waiting for me. I just wanted the time. The three of them laughed and my mom was really embarrassed.



Listening

Listen and read the anecdote and circle all the affirmative, negative and questions in the simple past.

A couple of days ago, I was talking to my brother and he told me that 5 years ago things were really different from now. I asked him: Did teenagers use cell phones as much as they do now? He said: No, they didn't. Children played more on the street and used less technology. I asked him what he liked the most, the past or the present. He said that life was really safe before. Parents were more strict with their children. They weren't so permissive and kids were more obedient. Families spent more time together. They didn't check their gadgets so often. My brother said that he wanted to go back in time to live all the things we had before.



Speaking



Listening

Practice the following conversation with 3 different classmates.

Me: Bro, can you tell me how life was 5 years ago?

Brother: Sure. Everything was much better.

Me: Really? Did you play video games for a long time?

Brother: No, I didn't. I didn't like to play video games.

Me: Oh! why? Did you play any other kinds of games?

Brother: Yes, I did. I rode my bike all day. I didn't get home until night.

Me: Really? Was it safe to be out so late at night?

Brother: Yes, it was. Life was really different than now.



Writing

With another student, create a conversation where you talk about TV programmes. What TV programmes did teenagers watch 5 years ago and what they watch now?

Handwriting practice lines (four horizontal lines)

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Me: Yeah, I see.



Development

3 Explain

Unit 1

Simple Past

It's used to talk about events that were completed at a specific point in the past. We use regular and irregular verbs.

Form	Structure	Example
Affirmative	Subject + verb in past+complement	I did my homework yesterday.
Negative	Subject + didn't + verb in simple form + complement	My dad didn't work last Sunday.
Interrogative	Did + subject +verb simple form + complement?	Did you have a music class last Monday?

Affirmative:

To form an affirmative sentence we use any subject (singular or plural) + the past form of the verb + a complement. *Same form for all pronouns.
 Example: My sister went to the gym last week.
 My friends and I went to the gym last month.

Negative:

To form a negative sentence we use any subject (singular or plural) + the negative auxiliary didn't + verb in simple form + complement .
 *Same auxiliary for all the subjects.
 Example: My cousin didn't finish his homework yesterday.
 Paul and Susan didn't go to school last Wednesday.

Interrogative:

We use the auxiliary Did plus any subject (singular or plural) + the verb in simple form + a complement.
 Example: Did your friend listen to the radio last night?
 Did Susan go to the movies on her last birthday?

For expressing sentences in past tense or past continuous we use time expressions like:

Last... ago	in
week	two days	July
month	a year	2021
Sunday	a month	summer
Eg: I swam at the beach last week.	Eg: Phill studied math 2 days ago.	Eg: Tom went to the beach in June.



Past progressive

We use past progressive to talk about actions that were in progress when another activity happened

Form	Structure	Example
✓ Affirmative	Subject+was/were/+Verb "ing" + when +subject+verb in past +complement.	Paul was reading a book, when his sister got into the room last night.
✗ Negative	Subject+wasn't/weren't+verb"ing" +when +subject+verb in past+complement.	I wasn't sleeping when you called me yesterday.
? Interrogative	Was/Were+Subject+Verb"ing+when +subject+verb in past+complement	Were you studying when my sister saw you last week?

*Affirmative: ✓

We use affirmative sentences to say that something was in progress when another activity interrupted the activity.

Example: My sister was working when you saw her last Friday.

Paul and Tim were doing exercise when I got into the gym.

*Negative: ✗

To say that an activity wasn't happening when another occurred.

Example: My friends weren't playing video games when you called them.

I wasn't paying attention when the teacher asked me for an example last Tuesday.

*Interrogative: ?

We use interrogative form to ask if an activity was in progress when another interrupted it.

Example: Were you listening to music when I got to your house last night?

Was your sister working when I called her yesterday?

Regular verbs

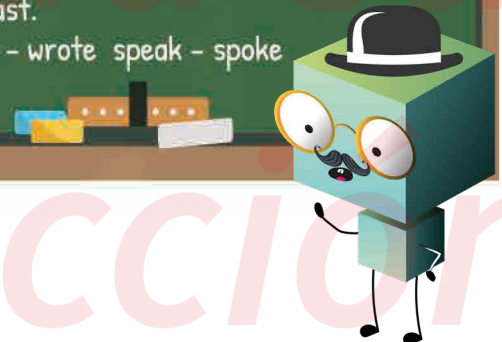
Regular verbs are formed by adding "ed" to the verbs.

work - worked live - lived - smoke - smoked - live - lived - laugh - laughed

Irregular verbs

Irregular verbs change spelling and have a unique form in the past.

go - went do - did have - had swim - swam leave - left write - wrote speak - spoke



Grammar

Elaborate



Reading



Listening

Listen, read and complete the paragraph with the words in the box.

got - had - enjoyed - exam - us - week - was - studied - checking - ended up

Last _____ my friends and I had a very difficult _____. We all agreed to study at Julian's house. She told us we _____ to study very hard to pass it. We _____ all night and when we were _____ some information about ancient Egypt, her mom _____ into the room with some delicious sandwiches. She was telling us some nice anecdotes about her school years. She told _____ things were really different back then. We _____ the night at Julian's and _____ passing our exam with a very good grade.



Speaking

Mingle and ask different students the following questions. Make sure you ask for extra information.

1. What were you doing last night before you went to bed?

2. Did you enjoy your last weekend? Why?

3. What did you do?

4. What were your parents doing when you left for school today?

5. Did you and your classmates study together for your last exam? Why? Why not?

6. What was your teacher doing when you got into the classroom today?

Vocabulary

Write the verbs in the correct column.

walk - do - write - have - go - kiss - check - swim - listen - live

Regular verbs

Irregular verbs



Closing



Learning practice



Evaluate



Writing

Write a funny anecdote about something that happened to you at school. Remember to use simple past and past continuous.



Independent study

a) Listen to the conversation between Alan and Susy and answer the questions.



Alan: Hey Susy, how are you doing?

Susy: Hello Alan. I'm a bit sad.

Alan: Why is that?

Susy: Yesterday, when I was leaving home, I left the stove on.

Alan: No kidding! and then? Did you come back as soon as you remembered?

Susy: No, I didn't. I called my sister to check on the stove, but she was sleeping.

Alan: Oh! my God what happened then?

Susy: I called her again and again until she picked up the phone.

Alan: And?

Susy: She was talking to me while she was cleaning all the mess.

Alan: Oh no, why was that?

Susy: Because the pressure cooker exploded and the beans were all over the kitchen.

Alan: I'm so sorry to hear that.

Susy: Me too. My sister didn't have breakfast and got to school late.

Alan: Next time, be more careful before you leave home.

Susy: Yes, I know.

1. Why is Susy sad?

2. What was Susy doing when she left the stove on?

3. Did Susy come back immediately?

4. What was Susy's sister doing while she was talking to her?

5. Did Susy's sister have breakfast before she left home?



b) Answer the questions about your activities from last week.

1. Did you and your classmates do your homework together last Friday?

2. What were you doing yesterday night when your favorite tv. series began?

3. Was your mom taking a shower when you got home from school yesterday?

4. Did you and your family go out last weekend?

5. Did you go to bed early last Sunday?

c) Mingle and ask different students the following questions.

1. Do you like to celebrate your birthday? why? why not?

2. Do you remember your last birthday?

3. Talk to your classmates about your last birthday and share your best moments and maybe bad ones with them. Give as many details as possible.



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Cross-cutting practices



50 years ago, Martin Cooper made the first cellphone call

Martin Cooper remembers exactly where he was standing when he made the first ever call from a cellphone on this day 50 years ago.

I was on the streets of New York, 6th Avenue, right next to the Hilton Hotel. At the time, I was head of the communications division at Motorola, and I was there to demonstrate his company's latest invention. New Yorkers were passing by. You know how blase they normally are, but they were startled because there were no cordless phones at that time.

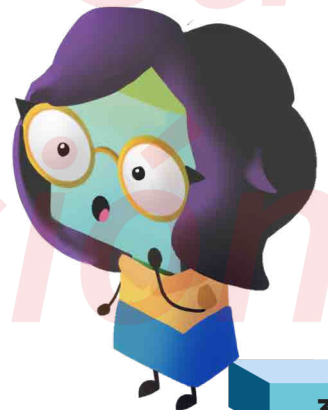
Up until that point, the only portable phones that existed - for the general public, at least - were in people's cars. And Cooper says Motorola's competitor, Bell Labs, saw car phones as the future. And he worried that car phones would become the standard for mobile communication. The cellphone ought to be the extension of a person, and it ought to be with the person all the time.

So in 1972, I set out to create a mobile phone that could fit in your pocket. By the next year, my team had the first working cellphone system. On April 3, 1973, standing on those streets in Manhattan, I made a phone call that would change the world. I pulled out my phone book and dialed my counterpart at Motorola's competitor, Bell Labs. I said, I'm calling you from a cellphone but a real cell phone - the personal, handheld, portable cellphone. My team and I knew how monumental this was, even then. We predicted that in the future, everyone in the world would have a cell phone. We were basically right. Today, most of us own and use some kind of mobile phone.

The communication changed since Cooper made that first cell phone call. The world has experienced a different level of communication ever since.

In groups, discuss, How different the world and communication would be if cell phones didn't exist? What other great invention do you think will be invented in the next 20 years?

Once you finish giving your opinions, share your information with other groups and compare your conclusions.



Paec



Be going to and will

Warm Up

LG5 RG5 WG5 SG5
LC5 RC5 WC5 SC5

Opening

Talk in groups about your plans for the future: What are you going to do next weekend? Next month? Next year? Use the ideas in the pictures.

1 Engage



Discuss your plans and choose the best one!



Reading



Listening

Listen and read to a student talking about his plan for the weekend.

I am thinking about going to the beach this weekend. I'm going to check the weather, pack some snacks, and invite my friends. I have already invited some friends. My friends think it'll probably rain but I am sure the weather will be great. We can share tasks, like bringing food or games, which will make things easier. My best friend will probably be here tomorrow so she can help organize everything.

If I check the traffic before I leave, I'll avoid unnecessary delays. I didn't check the traffic on my last holiday and it was terrible - I'll never do that again - .

I am going to book the hotel tomorrow so we won't worry about it arriving at the beach. I'm going to do lots of fun activities. Maybe I'll try something new, like snorkeling. It'll be an unforgettable experience.





Writing

According to the reading, answer the following questions.

1. What is the student planning?

2. Is it certain that it will rain on the beach?

3. Is the student going to book the hotel tomorrow?

4. What will the student probably try at the beach?



Speaking

Take turns and practice the conversation.

Mike: Hey! What are you going to do this weekend?

Sofia: Hi Mike! I am going to go to the beach this weekend. I am very excited. I love the beach!

Mike: OMG, that's great! Are you going to swim at the beach?

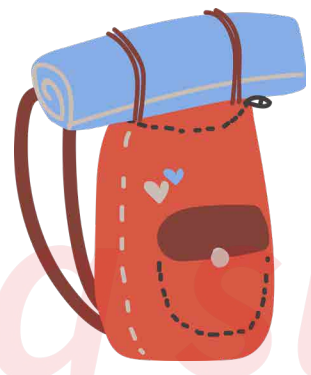
Sofia: Yes, I am. I love swimming, it's my thing to do. What about you? What are you going to do this weekend?

Mike: I am going to study a lot this weekend. I have an important test. Maybe I will play some video games after that.

Sofia: You study every day! I'm sure you'll pass the exam.

Mike: I hope so! I have to go. See you!

Sofia: Bye!



Writing

Write about your future plans for the next week and share your plans with a classmate.

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Future going to

The Future going to is used to:

Talk about future plans. To make predictions based on evidence

Form	Structure	Example
✓ Affirmative	Subject + am/is/are + going to + verb (base form) + complement	You are going to take a walk in the park
✗ Negative	Subject + am/is/are + not + going to + verb (base form) + complement	You are not going to take a walk in the park?
? Interrogative (Yes/No questions)	Am/Is/Are + subject + going to + verb (base form) + complement + ?	Are you going to take a walk in the park?
? Interrogative (Information questions)	Wh word + am/is/are + subject + going to + verb (base form) + complement + ?	Where are you going to take a walk?

Future time expressions

- tomorrow, tonight
- next month/year/week/Tuesday, etc.
- this month/year/week/Tuesday, etc.
- in an hour/year, etc
- soon

Future will

The future will is used: To make predictions about the future, To talk about spontaneous decisions For promises. For offers and requests.

Form	Structure	Example
✓ Affirmative	Subject + will + verb (base form) + complement	Maybe I will go out with friends after college.
✗ Negative	Subject + will not/won't + verb (base form) + complement	She won't finish college soon
? Interrogative (Yes/No questions)	Will + Subject + verb (base form) + complement + ?	Will you be OK? Will you finish college soon?
? Interrogative (Information questions)	Wh word + will + Subject + verb (base form) + complement + ?	What will you do after you graduate?





Writing

Write the words in the correct order to make sentences:

1. going to / she / to / go / the / is / park / .

2. I / going / am / have / dinner / to / .

3. we / study / are / English / to / going / .

4. going to / meet / she / isn't / her / friends / .

5. you / going / to / a / movie / watch / are / ?

6. It / rain / will / tomorrow / .

7. I / study / will / the / test / for / tonight / .

8. He / on / 'll / time / be .

9. Will / help / you / me / clean / ? / room / my

10. I / she / will / pass / the / exam / hope / .



Writing

Complete the sentences using going to and will.

1. I'm not sure what time the movie starts, but I _____ check the schedule online right now.

2. If it rains tomorrow, we _____ stay indoors and play board games.

3. She promised she _____ help me with my homework after school.

4. Look at those clouds! It _____ rain any minute now.

5. I think I _____ start studying for the exam tonight instead of waiting until the last day.



Reading



Listening

Listen to the audio and underline the going to sentences and circle the future simple "will" statements.

Your Day, Your Decisions

The choices you're going to make will shape your day and beyond. If you're going to focus on your tasks, you'll feel accomplished later. But if you're going to procrastinate, you'll be stressed as deadlines approach.

Interacting with classmates or teachers today will affect your week. Asking questions will bring clarity, and working together will strengthen relationships. These steps will help you grow.

The balance between work and rest is also important. If you're going to take breaks, you'll stay energized. But if you're going to skip rest, you'll feel overwhelmed. Taking care of yourself now will improve your performance later.

Here's a prediction: organizing your schedule today will make this week easier. Reviewing your notes regularly will prepare you for exams, and asking for help will help you overcome obstacles more quickly.

So, what are you going to do? Every choice will lead somewhere. Decide well—your future self will thank you for what you're going to do today.



Speaking

Here are some examples using the simple future "will" and going to in their affirmative form. Listen and repeat:

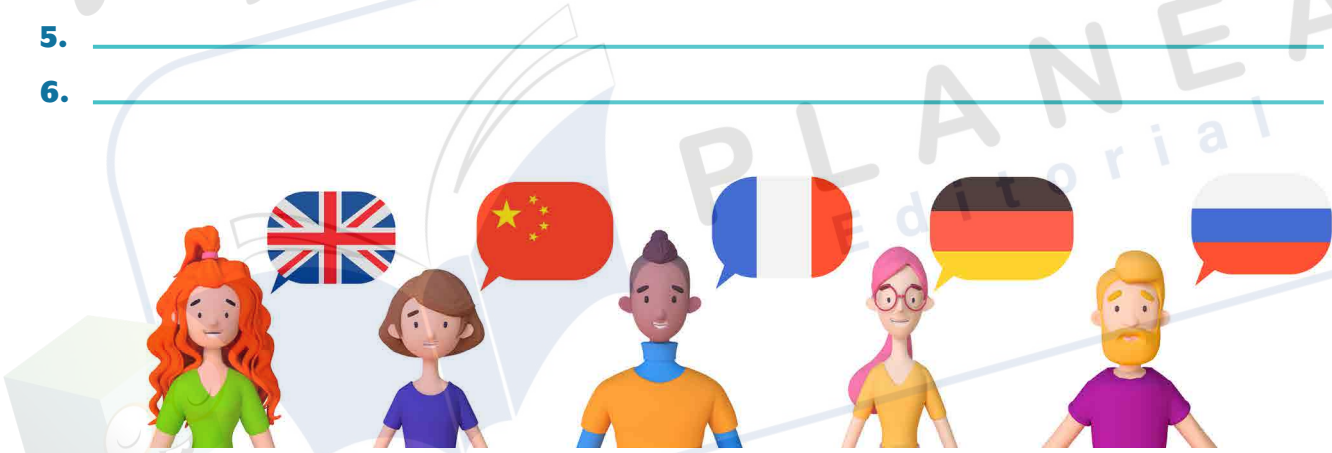
1. My sister is going to study Chemistry.
2. Look at that runner; he is going to win the race.
3. We've run out of milk, so I'll go and buy some.
4. I am always late, but this time I'll be on time, don't worry!
5. You are going to meet your friends at the airport.
6. I'll drive you to the station.
7. Will you help me clean my room?
8. You'll probably get a cold. It's really cold.



Writing

Now, in pairs make predictions about the activities your partner will or is going to do the next week and the next month.

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



Learning practice

Closing

Evaluate

a) Imagine you are planning a party. What are you going to do? What will happen at the party?

b) Write 3 questions for plans (using going to) and 3 questions for predictions (using will) related to the party you and your classmates are planning. Interview a student from your class by asking the two types of questions.

1. _____
2. _____
3. _____



Independent study

a) Complete the sentences using going to or future simple will with the verbs in brackets. You can use contractions if possible. Then listen to the audio and check your answers.

1. I _____ (*visit*) my grandparents this weekend.
2. We _____ (*have*) a party next Saturday.
3. Sarah _____ (*study*) harder for her exams next week.
4. My sister _____ (*call*) me when she arrives at the airport.
5. They _____ (*move*) to a new house next month.
6. He _____ (*buy*) a new car soon.
7. We _____ (*watch*) a movie later tonight.
8. _____ (*you/help*) me with my homework?
9. I _____ (*not eat*) that cake. I'm on a diet!
10. Jean _____ (*not attend*) the party because she is sick.

b) Answer the questions about your future plans and predictions.

1. What are you going to do after school today?

2. What are you going to wear to school next month?

3. What will you have for dinner tonight?

4. Will you help your parents with anything this weekend?

5. Where will you go on your next holiday?

Zero conditional

Warm Up

Look at the pictures. Match the pictures with the numbers.

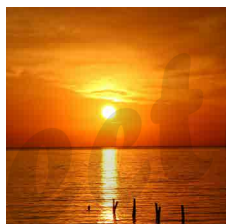


LG5 RG5 WG5 SG5
LC5 RC5 WC5 SC5

1 Engage

Unit 1

1. Sun rise.
2. Rain
3. Plant.
4. Beehive
5. Bee
6. Sunlight
7. Leaf.
8. Weather.



Reading

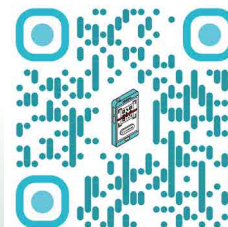


Listening

2 Explore

Read and listen to a summary of the cycle of life. Underline the vocabulary learned above.

In nature, the cycle of life follows certain unchanging rules. When the sun rises, it warms the earth, and when it rains, plants absorb the water and grow. If you plant a seed in the ground and water it, it eventually grows into a plant. If the weather gets cold, animals grow thicker fur to keep warm, and if you disturb a beehive, the bees will defend it. If a tree gets enough sunlight, it flourishes, however if you cut it down, it no longer grows. If you leave a fallen leaf on the ground, it decomposes and feeds the soil. Nature works according to these timeless principles, where every action has its predictable effect.





Speaking

Read the conversation between two college students talking about a scholar project. Then answer the following questions.

Student A: Hi! How is it going?

Student B: Hello friend! I am really good. I am thinking about our planting project. We need to make sure we do everything right.

Student A: OMG, I totally forgot about it! Can you remind me what we have to do?

Student B: Come on man! We have to plant a tree at school. Not just planting, but also tending it until the end of the course.

Student A: I got it. So, tell me your ideas.

Student B: If we plant the tree in a sunny spot, it gets plenty of sunlight and grows well.

Student A: Good idea! But if it rains, we don't need to water it as much. We should make sure it's not too close to a beehive. If we disturb the bees, they get aggressive.

Student B: True! And if we leave the fallen leaves around the base, they keep the soil healthy.

Student A: Exactly! And if we take care of it properly, the tree will grow strong. It's all about the right conditions.



Writing

Answer the questions:

1. What do you think about the planting project the students have discussed?

2. Do you think it's true about the ideas the two students discussed? Why or why not?

3. Imagine you have the same project. What would you do?



Grammar

Zero conditional

Zero Conditional is used to talk about general truths. In other words, things which are always or generally true:

For example: *If you press the button, the machine starts.*

It is also used for scientific facts:

For example: *If the water boils, it evaporates.*

In zero conditional you can use "when" and "if". "When" and "if" often mean the same in this case.

If clause (condition)	Main clause (result)
If / When + Present simple	Present Simple
If you mix red and blue,	you get purple

In the zero conditional you can change the position of the if clause and the main clause:

For example:

- If you mix red and blue, you get purple.
- You get purple if you mix red and blue.
- If you put an ice cube in the sun, it melts.
- An ice cube melts if you put it in the sun

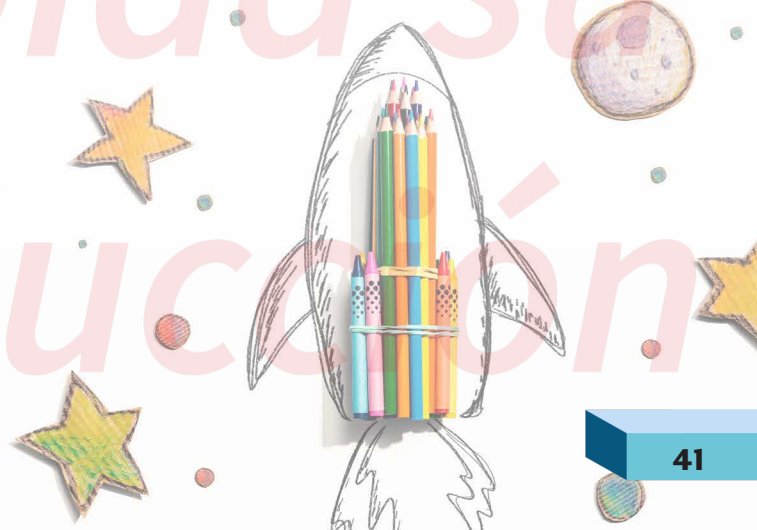


Writing

Match the if clause with the main clause to form zero conditional sentences.

- | | |
|--|--|
| 1. When you heat ice, | a. if you shout at them. |
| 2. If you eat a lot of junk food, | b. you put on weight. |
| 3. If people don't drink enough water, | c. It sets a bad example to the class. |
| 4. If the teacher is late, | d. they get thirsty. |
| 5. People tend to get annoyed, | e. it melts. |

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Read the situations below and write a conditional sentence for each of them.

1. It rains. The ground gets wet.

2. You add salt to water. It dissolves.

3. The door opens. You press the button.

4. You do not sleep. You feel tired.

5. You mix yellow and blue. You get green.



Reading



Listening



Listen and read the following text.

In science class, we learn about the basic principles that govern the natural world.

Plants have simple conditions in their life cycle. For example, if you plant a seed in the right soil and water it regularly, it grows into a healthy plant. If you shine a light on a plant, it uses the energy to make food through photosynthesis.

Furthermore, we study the water cycle, where, if it rains, the water eventually flows back into the rivers and lakes, ready to evaporate again. During the cycle, we can explain that if you heat a liquid, like water, it boils and turns into gas. This is because the molecules gain enough energy to move apart and spread out. Otherwise, if you cool it down, it turns back into a solid. The reason follow a similar principle: the molecules slow down and arrange themselves into a fixed structure.

Another point is that the class is full of experiments that show how different elements behave under certain conditions. Something very simple is that if you touch something cold, it feels cooler to the skin. Objects change chemically as well, if a metal is exposed to rust, it starts to corrode. If you mix baking soda and vinegar, they create a chemical reaction and produce bubbles. Baking soda and vinegar react because baking soda is a base and vinegar is an acid. When the two combine, they undergo an acid-base reaction that releases carbon dioxide gas. This reaction causes the mixture to bubble and expand. These experiments help us understand the world around us and how things in nature work according to set rules.



Writing

Now that you have read about the science class. Choose one of the examples below and describe the conditions and scientific facts that this process involves. Use zero conditional.

Mix baking soda and vinegar.

A plant photosynthesis.

Metal corrosion.

Boiling process.

Digestion.

Four horizontal lines for writing.



Speaking

In pairs, take turns and practice reading aloud the next statements:

1. If you press the accelerator, the car accelerates.
2. If you boil an egg for 10 minutes, it hardens.
3. If you leave an ice cream in the sun, it melts.
4. If you plug in your phone, it charges.
5. If you touch a flame, it burns.



Writing

Write 5 examples of general truths or scientific facts using zero conditional. Then share your ideas with a partner.

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



Learning practice



Writing

Complete the conditional sentences with your ideas. If you need information, you can search for it on the Internet.

1. If you put a metal in fire, _____
2. If you leave food outside in the sun, _____
3. If you drop something, it _____
4. If you put a glass of water in the freezer, _____
5. When a shoplifter walks out of the store with stolen merchandise, _____
6. If students come to class regularly, _____
7. If you eat a lot of junk food, _____
8. People get thirsty when they _____
9. If _____, the elevator moves.
10. If _____, you get orange.



Scan me!



Independent study

- a) Read the following text about the importance of keeping a healthy lifestyle. Then, complete the box with the ideas from the reading.

The importance of keeping a healthy lifestyle.

Eating a balanced diet provides essential nutrients and the result is better overall health. Drinking enough water keeps the body hydrated and results in clearer skin and improved digestion. Moreover, regular exercise strengthens muscles and improves cardiovascular function. So, the consequences of regular exercise is increased energy levels and improved fitness. Sleeping habits are very important when talking about a healthy lifestyle. Sleeping for at least seven to eight hours each night helps your body to recover, resulting in better mental clarity, concentration, and physical well-being. These are some of the basic habits and mainstays people should follow if they want a healthy life.

- a) Complete the box with the ideas from the reading.



- b) Write zero conditional statements using the information in the box. You have one example to help you.

1. If you eat a balanced diet, you get essential nutrients.

2. _____

3. _____

4. _____

5. _____

- c) Discuss the following questions.

1. Do you have a healthy lifestyle?

2. Do you think the previous text gives you good information about healthy habits?

3. What do you think you need to improve in your life to have a healthy lifestyle?



Socioemotional practice

It's time to decide

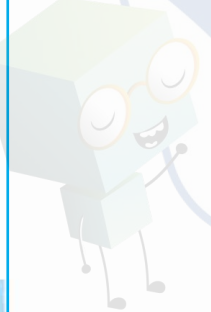
"Life is a continuous process of choosing between safety and risk. It makes the choice of growth a dozen times a day."

Abraham Maslow

Making a decision involves considering how long it will take you: whether it is long, medium or short term. Long-term decisions require continuous effort and patience for the results to become evident. Medium-term decisions often help you reach a larger goal. And the ones you make immediately and without much reflection can be decisive in your life. **The challenge is** to identify elements of the course that will help you to make conscious, autonomous, responsible, and ethical decisions in various situations in your life to promote individual and collective well-being.

Activity 1.

- a) Write down three decisions (long-term, medium-term and short-term) you made that have had an important impact in your life.

Long-term	Medium-term	Short-term
		

- b) Briefly explain which was the easiest one to make and which was the most difficult one. Explain how each one has affected your life.

Activity 2.

- a) Based on the answers to the previous activity, reflect on the different types of decisions according to their temporality.
- Share examples of each type of decision.
 - Together, make a list of points to consider for each type of decision: long term, medium term, and short term.

Reaffirm and order.

The **temporality** of decisions is an important factor in defining what you want to decide. Taking into account the expected results and the possible impact on your life in the long, medium and short term can help you to make the right decision. In this course, we will look at the different types of decisions and their characteristics.

Write in one minute what you have learned from this lesson.



Do you want to do more?

Pay attention to the short-term decisions you make during a week and their possible impact on your life in the future. Reflect on what you would like to change about them and share your observations with your family. You can invite them to do the same.

For your daily life

You will discover the temporality of your decisions and their effects in the English film "Billy Elliot" (2000) by director Stephen Daldry.

Key concept

Temporality.

It is the quality of that which has a certain duration, that is, a certain time.



Taking care of water

Water is an important resource that we use to sustain daily life. It is crucial for our survival and the survival of all living things on Earth. However, with the world's population growing rapidly, the demand for clean and safe water is increasing at an alarming rate. This has put an important scarce on our water sources, leading to concerns about water shortage and the need for water conservation efforts. If we don't take care of water now, we will have serious problems in the future. Not mentioning that right now we are starting to have an important lack of water in our community, leading to getting water only two or three days a week, and getting the neighbors unhappy for this situation. Take this as a wake up call that water is running out and leading to concerns about water scarcity and the need for effective water conservation efforts. This is something big, isn't it?

Answer the following questions about the reading.

1. What is happening with the water?

2. Why is the need of water increasing?

3. How often are people getting water in their neighborhoods?

4. What do you think is a water conservation effort?

Inglés 5

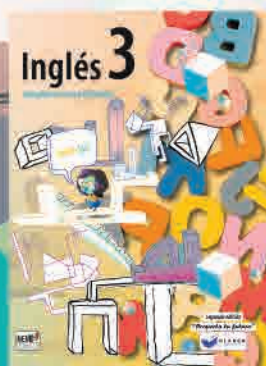
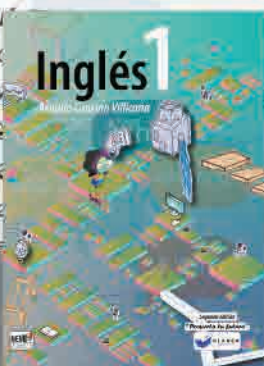
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The **Inglés 5** textbook has been developed in accordance with the Principles of the New Mexican School, with the guiding framework of the New Educational Model for Upper Secondary Education and the study progression program for the **Technological Baccalaureate**. It proposes the following learning trajectories for this **Sociocognitive Resource**:

- **Listening.** Learners are expected to orally comprehend the main points of speeches related to a variety of topics, their context, and interests. They are able to identify and understand both the general idea and specific details of a conversation or brief discourse, provided that the speakers express themselves clearly in a familiar language, whether in the past, present, or future (and their derivations, as well as their different functionalities).
- **Speaking.** Learners engage in conversations on topics of interest fluently, describing experiences, events, and opinions coherently using simple phrases and basic connectors. Additionally, they actively participate in discussions on specific topics, defending their opinions with clear arguments. They are also capable of using an appropriate register in various contexts—both formal and informal—adjusting their language according to the situation. This demonstrates a comprehensive communicative competence that enables effective interaction in diverse circumstances.
- **Reading.** Learners interpret, analyze, and reflect upon various types of texts, literary genres, and media sources. They critically understand texts by identifying grammatical structures and expanding their vocabulary through reading, thus preparing themselves for a range of personal, academic, and professional contexts.
- **Writing.** Learners compose simple and coherent texts—such as informal letters, social media messages, and descriptions—using a basic structure. They also write longer texts, including summaries, reviews, and reports, employing appropriate vocabulary and grammar. Furthermore, they use a clear organizational structure and adapt their writing style to suit the intended audience, thereby communicating effectively in different contexts.

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