

ENGLISH

Angela Llanas
Libby Williams
Annette Flavel

Student's Book 3

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INDEPENDENT COMMUNICATION IN ENGLISH

Unit 1

Well, we are going to watch it tonight.

Splatters is scarier than any other movie.

Exchange of information in the present and future



Great! It's the best horror movie.

In Unit 1A you will describe objects and situations, and express future goals by:

- comparing TV shows.
- comparing movies.
- giving reasons to visit a place.

By the end of this unit you will:

- make a comparison chart.

In Unit 1B you will describe skills and possibilities, and make recommendations by:

- ordering food at a restaurant.
- expressing obligations and advice.
- making formal and informal requests.

By the end of this unit you will:

- write an email to an English-speaking friend.



For further practice, go to the Student's Digital Component.

Unit 1A

Lesson 1

Comparing TV shows

Vocabulary: TV shows and genres

Grammar: Comparative adjectives

KICK OFF

A Follow the instructions and play *Name the Stars*.

- In pairs, name as many TV stars as you can.
- Take turns saying one TV star each turn.
- The person who pauses too long or repeats a name is out.

Robby Star!



READING

B Read quickly (skim) the TV guide. Check (✓) three shows you like and share your opinions.

Disciplinary Competency 11

The student communicates in a foreign language through a logical speech, oral or written, consistent with the communicative situation.

7:00 - 8:00 p.m.	<input type="checkbox"/>	<i>The World Spins Today</i>	Luisa tells Julio she loves him but they can't be together. Why does Luisa's mother want to keep them apart?	Channel 7 SOAP OPERA
7:00 - 8:00 p.m.	<input type="checkbox"/>	<i>Fireflies vs. Angels</i>	The Angels are a strong team and the top-ranked Fireflies are missing their best player. Both basketball teams are competitive.	Channel 4 SPORTS
8:00 - 9:00 p.m.	<input type="checkbox"/>	<i>Murder on the Beach (2019)</i>	The bodies are piling up and Detective Warren is no closer to finding out the truth.	Channel 4 TV SERIES
8:00 - 8:30 p.m.	<input type="checkbox"/>	<i>Mother and Son (2009)</i>	A single mom and her son live together in a small apartment downtown. This is the fourth season in this hilariously funny show. It's a laugh a minute.	Channel 3 SITCOM
9:00 - 9:30 p.m.	<input type="checkbox"/>	<i>The Ruizes Next Door</i>	Follow the lives of Beatriz, Ana, Liliana, and Fernanda Ruiz.	Channel 4 REALITY SHOW
9:30 - 11:30 p.m.	<input type="checkbox"/>	<i>Pollution</i>	Documentary showing the impact of pollution and stress on the population of one of the world's most dynamic cities.	Channel 5 DOCUMENTARY
10:00 - 11 p.m.	<input type="checkbox"/>	<i>News at Night</i>	Latest local, national, and international news.	Channel 1 NEWS



LISTENING

C Listen and underline the correct option.

- 1 Carol thinks soap operas are more romantic / better than sports shows.
- 2 Elena says *Murder on the Beach* is newer / older than *Mother and Son*.
- 3 The TV series is earlier / later than the documentary.
- 4 Elena hates reality shows. She thinks they are funnier / worse than sitcoms.

D Read the examples in the box and match each to a rule to make comparatives.

- a Soap operas are more romantic than sports shows. c The TV series is earlier than the documentary.
b The TV series is newer than the sitcom. d Reality shows are worse than sitcoms.

- 1 Noun + *to be* + adjective + *-er* + *than* + noun _____
2 Noun + *to be* + *more* + long adjective + *than* + noun _____
3 Noun + *to be* + irregular adjective + *than* + noun _____
4 Noun + *to be* + adjective ending in *-y* replaced by *-i* + *-er* + *than* + noun _____

PRONUNCIATION

Listen and repeat the sentences.

- 1 He's older *than* I am.
2 I'm taller *than* he is.
3 She's stronger *than* we are.
4 My dog is smarter *than* his parrot.



Go to the **LANGUAGE GUIDE** on page 34.

E Complete the table according to the rules in Activity D.

	Adjective	Comparative form
One syllable	new late	newer than (1) _____ than
Ending in -y	funny early	(2) _____ than earlier than
Two or more syllables	interesting educational	(3) _____ than more educational than
Irregular	good bad	(4) _____ than (5) _____ than

F Complete the paragraph with comparative adjectives.

www.idontknowwhattowatch...
☆ 🏠 ⬇️ 🏠 ☰

COOKING COMPETITIONS ARE COOLER THAN REALITY SHOWS

A wave of TV shows is taking over our screens. Are they all the same? Are reality cooking competitions simply a sub-genre of reality shows? I don't think so. I think cooking competitions are (1) _____ (good) than reality shows. Yes, they are (2) _____ (exciting) and (3) _____ (interesting) than shows following celebrity families. Cooking shows are (4) _____ (entertaining) too because you genuinely want to know who wins. Finally, they are (5) _____ (educational) because you learn new recipes and they show you how to cook.

Unit 1A

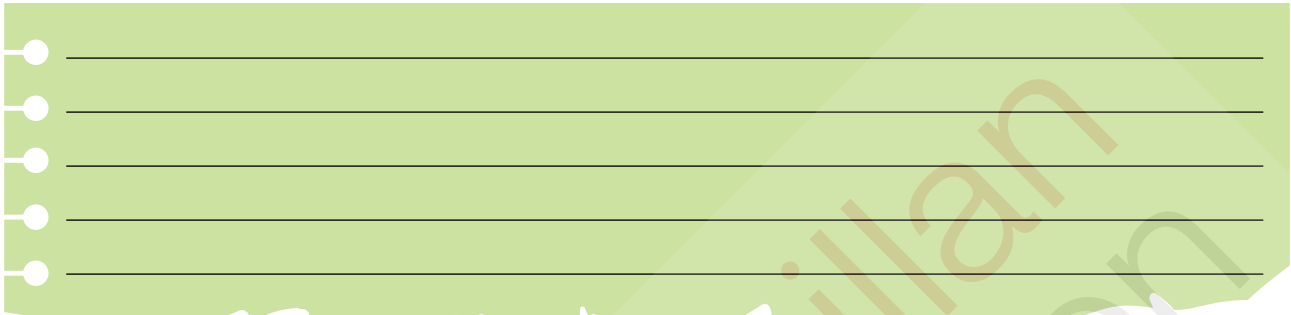
Lesson 1

WRITING

G Look up information about two different kinds of TV shows. Write a paragraph comparing them.

Disciplinary Competency 4

The student produces texts based on the normative use of the language, considering the intention and communicative situation.



TEAM UP

H Read your paragraphs out loud. When you finish, have a feedback session.

SKILLS

Be kind and supportive when you give feedback to your peers. A good approach is to say two things your classmates were successful at and then say something you think could be improved.

SELF-ASSESSMENT

I Answer the questions about your experience during this lesson.

- 1 What did I already know? _____
- 2 What did I learn? _____
- 3 What do I want to learn more about? _____

SOCIO-EMOTIONAL SKILLS



J Think of your favorite TV shows and complete the table. Then answer the questions orally.

What I like	What we both like	What my classmate likes

- 1 Do you like the exact same shows?
- 2 Was it hard to find things in common?
- 3 How did you feel when you didn't share the same opinions?



K What attitudes should all people show to others who have different opinions? Discuss as a class.

Tryout

A Find the words and write them next to their definition.

reality show news sitcom
 soap opera documentary

- 1 A drama show about the imaginary lives of a group of people: _____
- 2 A movie or show that documents reality: _____
- 3 A program that deals with real people and events and shows the true story: _____
- 4 Information about recent events: _____
- 5 A series about the lives of characters who deal with situations humorously: _____

B Read and underline the correct option.

My favorite TV shows are soap operas. They are better **(1) than / for** anything on TV! One day, I met the star of my favorite soap opera. He was even **(2) some / more** handsome in real life than on TV. But he was **(3) more short / shorter** than I expected. When I said *Hi*, I noticed that he was the kindest person on Earth. I loved meeting him. He is **(4) sweeter / more sweet** than my boyfriend!

C Put the words in order to make sentences.

- 1 are / news / longer / Documentaries / than / .

- 2 Sitcoms / than / earlier / news / come on / .

My favorite sitcom is *Rufus*.



- 3 news / Movies / expensive / are more / than / .

- 4 Sports programs / exciting / are / more / documentaries / than / .

- 5 are / Cooking shows / sitcoms / than / older / .

D Answer the questions.



Lesson 2

Comparing movies

Vocabulary: Movies

Grammar: Superlative adjectives

KICK OFF

A Follow the instructions and play **Guess the Movie!**

- Work in teams. Each player writes three or four movie titles on different strips of paper. Fold the strips up and put all the pieces of paper together.
- One person from a team picks a paper and acts out the title for his or her team. The team has one minute to guess the movie title. If they don't guess, the opposing team has a chance to steal. If they know it, they get the point.

I know! The movie is *Dr. Fun*.



VOCABULARY

B Look at the movie posters. Match each poster with a genre from the box. Then underline an option to describe each one.

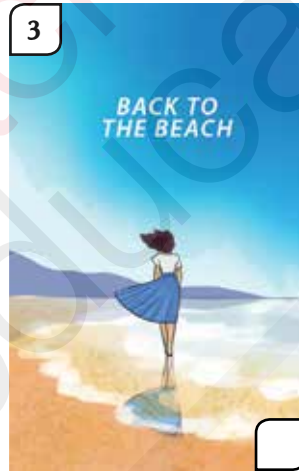
a drama b thriller c comedy d action



slow / exciting



funny / terrifying



boring / funny



hilarious /
thought-provoking



LISTENING

C Listen and answer the questions.

- 1 What is the worst movie? _____
- 2 What is the genre of the best movie? _____
- 3 What is the best movie according to the critic? _____

GRAMMAR

D Read the examples below and complete the statements on page 11 with words from the box.

It is one of the **funniest** and **sweetest** movies of the year.
It is the **slowest**, **most boring**, and **most unoriginal** film I've seen.
The **best** movie of the week.

Generic Competency 4

The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools.

- 1 The superlative is the highest degree of _____
- 2 Form the superlative by adding _____ to the adjective as in *sweetest*.
- 3 You have to change the _____ to an *i* before adding *–est* as in *funniest*.
- 4 For longer adjectives, use _____ before the adjective as in *the most boring*.
- 5 There are some irregular adjectives that change in their own way, as in _____ and *the worst*.

E Complete the table with information from Activity D.

	Adjective	Comparative adjectives	Superlative adjectives
One syllable	old	(1) _____ than	the oldest
	slow	slower than	the (2) _____
	new	newer than	the (3) _____
Ending in –y	funny	(4) _____ than	the funniest
	pretty	prettier than	the (5) _____
Two or more syllables	boring	(6) _____ than	the most boring
	hilarious	more hilarious than	the (7) _____
Irregular	good	(8) _____ than	the best
	bad	worse than	the (9) _____

Go to the **LANGUAGE GUIDE** on page 34.

F Complete the comparison of movies with words from the box.

director actors best more powerful beautiful most powerful good better



I like fantasy movies. The (1) _____ fantasy movie, in my opinion, is *The Lord of the Rings* trilogy. It has the most amazing (2) _____ and the most (3) _____ scenery! Elijah Wood gives the best performance of all time as Frodo Baggins. The movies are based on the books by J.R.R. Tolkien. The books are (4) _____, but the movies are (5) _____ because they add pictures and music to the story. *The Fellowship of the Ring* is a powerful movie but *The Two Towers* is (6) _____ and *The Return of the King* is the (7) _____ of all. Jackson is the most incredible (8) _____ of fantasy movies.



Unit 1A

Lesson 2

WRITING

G Think of movies you have seen and write notes for each category.

	Title	It is about	My opinion about it is
The best movie			
A movie I recommend			
A movie I don't recommend			



TEAM UP

H Take turns comparing the movies in Activity G giving your criticism. Pretend you are a movie critic.



Generic Competency 8

The student participates and collaborates effectively in groups.

SELF-ASSESSMENT

I Read the sentences and circle the option that fits you best. If your answer is *No*, go back to the lesson and review it.

- | | | |
|--|-----|----|
| 1 I can talk about movie genres. | Yes | No |
| 2 I can use comparative adjectives to talk about movies. | Yes | No |
| 3 I can use superlative adjectives to talk about movies. | Yes | No |

SOCIO-EMOTIONAL SKILLS



J Complete the sentences and then share your answers. Follow the instructions to give your opinions.

- Listen to your classmates without giving an opinion.
- Pay attention to all the opinions and be friendly.
- If they have different opinions, celebrate it.
Diversity is important.
- Wait for your turn to speak.

- 1 The best movie is _____
- 2 The worst food is _____
- 3 The best singer is _____
- 4 The worst sport is _____



K What would happen if we had the same opinion about everything? Discuss as a class.

Tryout

The Conjuring is the scariest movie of the year.



A Put the letters in order to make movie genres.

- 1 secince fiticon _____
- 2 codyem _____
- 3 illerthr _____
- 4 drmaa _____
- 5 atcion _____
- 6 ftaasny _____

dramatic	(4)	(9)
original	(5)	(10)

B Write the titles of your three favorite movies. Write the genres.

Title	Genre
(1)	
(2)	
(3)	



C Complete the table. Then write four sentences using some comparative and superlative adjectives to compare two of your favorite movies.

	Comparative	Superlative
happy	(1) <i>happier than</i>	(6) <i>the happiest</i>
funny	(2)	(7)
serious	(3)	(8)

D Choose the option that is true for you.

- 1 Romantic comedies are the funniest / the most boring.
- 2 Horror movies are the most interesting / worst.
- 3 Animated movies are the most boring / most exciting.
- 4 Dramas are longer / shorter than action movies.
- 5 Thrillers are the best / worst movies of all.

Lesson 3

Giving reasons to visit a place

Vocabulary: Places of interest

Grammar: Will and going to

KICK OFF

A Follow the instructions and play *Places in My Country*.

- Think of famous landmarks and places in your country.
- Sit in a circle. Toss a ball to a classmate and have him or her say a place.
- The student that doesn't say anything or repeats a place is out.
- The student that is still in at the end is the winner.

The Degollado Theater.



B  **LISTENING**
Listen to Rita's presentation.
Answer the questions.

Generic Competency 4

The student listens, interprets, and communicates messages relevant to different contexts by using appropriate means, codes, and tools.

- 1 What city is she going to go to? _____
- 2 What is she going to do there? _____
- 3 What is she going to do in her free time? _____
- 4 What places will she visit? _____
- 5 How will she move around the city? _____
- 6 Why did she choose this place? _____

VOCABULARY

C Look at the collage. Label the places with words from the box.

palace tower tourist attraction market bridge underground

Life and Culture

1. tower

2.

3.

4.

5.

6.

D Read the examples in the box and match them to the descriptions.

- a I'm going to work as an au pair with a family called Evans.
- b I won't send postcards. I'll post photos online.
- c I'll visit Big Ben, but I don't know when yet.

- 1 A future plan decided before the moment of speaking. _____
- 2 A prediction based on a tentative idea. _____
- 3 A promise based on intention. _____

PRONUNCIATION

Listen to and take turns completing the sentences orally. Then, with a partner, repeat the sentences.

- 1 We're...to go to Veracruz.
- 2 We're...to travel by bus.
- 3 We're...to stay a week.
- 4 We're...to swim in the ocean.



E Read the formulas and complete the table.

Going to (for certain plans)		
Form	Formula	Example
Affirmative	Subject + <i>be</i> + <i>going to</i> + verb in simple form	(1) I'm _____ visit Paris.
Negative	Subject + <i>be</i> (not) + <i>going to</i> + verb in simple form	(2) Rita _____ going to go to Rome.
Interrogative	<i>Be</i> + subject + <i>going to</i> + verb in simple form	(3) _____ they going to lend you a car?
Short answer	Yes, subject + <i>be</i> No, subject + <i>be</i> (not)	(4) Yes, they _____ No, they aren't.
Will (for predictions and promises)		
Affirmative	Subject + <i>will</i> + verb in simple form	(5) I _____ visit the most important landmarks, but I don't know when.
Negative	Subject + <i>will</i> (not) + verb in simple form	(6) She _____ send postcards.
Interrogative	<i>Will</i> + subject + base form	Will you send postcards to your friends?
Short answer	Yes, subject + <i>will</i> No, subject + <i>will</i> (not) / won't	(7) Yes, I _____ (8) No, I _____ / won't.

Go to the **LANGUAGE GUIDE** on page 35.

F Read the paragraph and complete it using *will* or *going to* and the verbs in parentheses.

It is all planned! I (1) _____ (go) to Puerto Rico to learn salsa dancing. I (2) _____ (take) lessons every day from 9:00 a.m. until 2:00 p.m. I (3) _____ (compete) in events, but I'm not sure where yet. I (4) _____ (work) as an assistant to the instructor to reduce costs. I think it (5) _____ (be) hard to get around because they have good public transportation. I'm so excited!



Unit 1A

Lesson 3

WRITING

G Think of a country you would like to go to for work or study. Write about your plans, intentions, and predictions for your trip.



TEAM UP

H Make a collage similar to the one in Activity C about the country you chose for Activity G. Take turns presenting your collage and asking questions.

This summer I'm going to Canada. I'm going to study English with students from all over the world! I'll probably learn to skate on ice but I don't know because it's an intensive course.

Disciplinary Competency 11

The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation.

SELF-ASSESSMENT

I Circle the number that best describes your performance. Number 5 is excellent and 1 is I need help.

- | | |
|---|-----------|
| 1 I can talk about visiting another country. | 1 2 3 4 5 |
| 2 I can talk about my plans there. | 1 2 3 4 5 |
| 3 I can use <i>going to</i> and <i>will</i> for the future. | 1 2 3 4 5 |

SOCIO-EMOTIONAL SKILLS



J Read the sentences and choose one to talk about. Then share your opinion with another pair that chose a different sentence.

- 1 Similarities with other people help us be empathetic with others.
- 2 People should be treated equally no matter what.
- 3 We can learn to have empathy for others.
- 4 Empathy is an important value for human beings.



K What can you do to be more empathetic with the people around you? Discuss as a class.



Tryout

I'm going to move to Guanajuato next year.



A Write the names of the places under the pictures.









B Read and answer the questions.

I'm going to go to Australia in June for three months. I'm going to stay at my friend's farm and help her with the animals. She has a large property in the middle of the country. There won't be much access to Internet so I won't post any photos online. There will probably not be much cell phone service so I won't call much either. I won't have time to visit the cities, but I'll go to the Sydney Opera House if I can.



1 Where is she going?

2 Where is she going to stay?

3 What communication problems will she face?

4 Where will she go if she can?

C Put the words in order to make sentences.

1 going / He's / to go / Spain / to / next year / .

2 Catalan / study / He's / to / going / .

3 hard / study / He'll / probably / .

4 a lot / He'll / of / visit / landmarks / .

D Write a paragraph similar to the one in Activity B about five things you plan and hope to do next month.

Project

Comparison Chart

Fostering diversity

Task: You will prepare and present a chart comparing your personal tastes with your friends.

A Work in groups of four. To make a chart comparing your tastes, decide on a topic that is interesting for all of you. You can choose one from list A or propose a different one. Remember to listen to the opinions of others and, if you disagree, express yourself without being rude.

B Once you have agreed on a topic, ask each other questions to find out your preferences, likes, and dislikes about it. Look at the example questions from list B as a guide. Listen carefully and make notes about all your opinions. You will use this information to prepare your chart.

C Use your notes to put together the information about your tastes. Then, create a chart with the information. You can draw it on construction paper, or make a digital chart using templates you can find online. If you want to try something different, you can make an interactive chart as well.

A

- Movies
- School subjects
- Sports teams
- Music
- TV programs
- Food

B

What is your favorite type of music?
Why do you like rock music?
Do you think pop is the best kind of music?
Do you think classical music is more relaxing than jazz?

IT

You can use online tools to create an interactive chart or you can find attractive easy-to-use templates. Online tools and templates are available on sites such as: <http://www.edutics.mx/5jV> and <http://www.edutics.mx/5jj>



- D** Check your presentation with another group. Listen to suggestions. Discuss and make changes where necessary.
- E** Rehearse presenting your chart. Use your notes to help you explain your tastes. Don't forget to use a convincing tone of voice and gestures to get the audience interested.
- F** Present your chart to the rest of the class to share your opinions on the topic.



SELF-ASSESSMENT RUBRIC

- G** Circle the sentences in the table that best describe your work.

Project aspect	Needs improvement	OK	Good	Outstanding
Did you include all the team when deciding your topic?	I ignored people I don't like or who have tastes different from mine.	I tried, but my partners ignored someone, and I didn't do anything about it.	I listened to everyone respectfully but did not motivate shy people to speak more.	All opinions were expressed, heard, respected, and taken into account.
Did everyone cooperate in the making of the chart?	We were not interested and didn't finish the chart.	Most of us worked hard, but we didn't know how to motivate uncooperative partners.	Everyone participated, but we need to improve our organization.	We had great organization, and everyone participated actively.
How well did your presentation go?	Our chart was improvised / incomplete, and we couldn't explain it.	We were enthusiastic, but our explanation wasn't clear for everyone.	It was clear, but we didn't mention enough points of comparison.	It was clear, and we gave enough reasons and examples to explain and compare our tastes.
Were you open to value and learn from different opinions?	I'm not really interested in opinions if I don't like them.	I listened respectfully but did not really consider ideas too different from mine.	I showed an open attitude but did not try to learn more about others' ideas.	I was open and interested. I learned new things and felt great about it.

- H** Complete with your ideas on how to improve.

- Something to improve your attitude:

- Something to improve your performance:

- Someone who can help you improve:

FOSTERING DIVERSITY

Working effectively with everyone regardless their race, culture, disabilities, gender, etc. by

- including everyone in decision-making and solving problems.
- communicating and cooperating with others.
- making others feel valuable regardless of differences.