



TEACHER'S
RESOURCE
BOOK

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Get Close

ENGLISH FOR BACHILLERATO DE LA UAS

Get Close

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Teacher's Resource Book
with an introduction by Sarah Brown

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COURSE STRUCTURE

Get Close, *English for Bachillerato de la UAS* is a four book series which has been designed to specifically meet the needs of English teachers working in the UAS system. Each of the four books has been written in accordance with the four-semester English program for UAS.

Each of the four books has six themes, divided equally between the corresponding number of Units, or *Conceptos Fundamentales*.

Book 1	Unit 1	Theme 1-2	Mi persona ¿Quién soy?
	Unit 2	Theme 3-4	El entorno y yo ¿Dónde vivo?
	Unit 3	Theme 5-6	Mis actividades ¿Qué hago?
Book 2	Unit 1	Theme 1-3	Nuestras experiencias
	Unit 2	Theme 4-6	Nuestro pasado
Book 3	Unit 1	Theme 1-3	Proyecto de vida
	Unit 2	Theme 4-6	Aportes al mundo
Book 4	Unit 1	Theme 1-3	Aprovechamiento y preservación de recursos
	Unit 2	Theme 4-6	Sociedad del conocimiento

Each book in the series **Get Close**, *English for Bachillerato de la UAS* is designed to follow the *secuencia didáctica* which supports students language learning through active practice of the competencies in the lessons. Reading texts covering real-world topics and magazine-like spotlights on UNESCO World Heritage Sites develop visual literacy through interesting photographs, graphs and texts which engage students and help them become better readers in English. Video clips and activities covering culture, science, social issues and adventure provide further opportunities for listening to real English and bring the world into the classroom. With these tools, teachers will be able to enhance their classroom teaching.

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STUDENT BOOK STRUCTURE

Each of the six 14-page themes in Books 1 to 4 is divided into a theme opener and six 2-page lessons (A, B, C, D, E and F). This structure reflects the need for teachers to employ a developmental lesson structure based on the concept of a *secuencia didáctica*. Here is an example from Theme 1 to illustrate the theme's didactic sequence.

Secuencia Didáctica: My Family

Actividades de Apertura: *Theme Opener, Opening Activity*

Actividades de Desarrollo: *I'm Great (Lesson A), Family Tree (Lesson B), Where Are You From? (Lesson C) Her Eyes Are Brown (Lesson D) What's Your Address (Lesson E) Reading (Lesson F)*

Actividades de Cierre: *Wrap-up, Video*

Evaluación y Trabajo Independiente: *Self-Evaluation (on website), Vocabulary Builder (on website), Activity Pages (on website)*

In addition to enhancing sequential development through its unique theme design, the Student Book includes a complete Grammar Reference section at the back of each book. The Grammar Reference and enclosed Audio CD enhance study-skills development. Four complete Activity Pages per theme on the website (which can be set as homework assignments) are designed to strengthen and consolidate the students' knowledge of the language points through independent work. Self-study tools will help students become independent learners.

The **Teacher's Resource Book** contains comprehensive Teacher's Notes, Teaching Tips, and suggestions for Skill-focused extension activities.

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WORKING WITH A THEME OF *GET CLOSE*

Theme Opener

This spread provides a visual focus for teachers to use while introducing students to the theme.

THEME 1

UNIT 1

2

Opening Activity
Look at the picture and answer the questions.
1. Is the family in the mural from Mexico?
2. Is the family happy or sad?
3. Who is in the family?

Theme Goals
In this theme you will learn to:

- introduce yourself and others.
- give personal information.
- talk about your family.
- describe what people look like.
- use the verb *to be* in the simple present.
- form *Wh*-questions with *to be* in the simple present.

3

Theme 1 My Family

The **Opening Activity** raises students' schematic awareness (what they already know) of the topic.

The **Theme Goals** clearly state the program objectives to be covered in the theme.

At the end of each theme, the students are asked to return to these pages to consolidate the language and skills they have mastered in the theme by performing the Wrap-up activity.

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Lessons A, B, C

A **Vocabulary** presentation supported by labeled images enhances students' understanding of new words.

Grammar models and contextualized presentations provide students with immediate comprehension of language form and use.

LESSON A I'M GREAT!

A Vocabulary in Context Study the describing words in the columns.

B Write a plus (+) under the words that are positive, and a minus (-) under the words that are negative.

fine	good	great	in a bad mood
+	○	○	○
OK	not great	not so good	well
+	○	○	○

C Vocabulary in Action Listen to the conversations. Number the photos in the order that you hear them. Then listen again and check your answers.



D Listen to the conversations. Complete each sentence with the word that you hear from the chart in b. You don't use all of the words.

Conversation 1
 Marta: Hi, Jaime! How are you?
 Jaime: I'm (1) great! What about you, Marta?
 Marta: I'm (2) _____, thanks. Look, there's Carlos.

Conversation 2
 Elisa: Hey, Luis. How are you?
 Luis: Oh, I'm (3) _____. How are you guys?
 Paula: We're (4) _____. What's the problem?
 Luis: I'm (5) _____. Sorry!
 Elisa: That's (6) _____.

4 Unit 1 | Who Am I?

E Grammar in Context Study the chart.

Subject pronouns and to be

Sentences	Contractions	Explanations
I am fine.	I'm fine.	Use <i>am</i> with <i>I</i> .
You are great!	You're great!	Use <i>are</i> with <i>you</i> .
He is in a bad mood.	He's in a bad mood.	Use <i>is</i> with <i>he, she, and it</i> .
She is not great.	She's not / She isn't great.	
It is OK.	It's OK.	
You are OK.	You're OK.	Use <i>are</i> with <i>you, we, and they</i> .
We are not so good.	We're not / We aren't so good.	
They are well.	They're well.	

There are two ways to make contractions for *is not* and *are not*.
He's not so good. / *He isn't* so good.
They're not in a bad mood. / *They aren't* in a bad mood.

F Grammar in Action Complete the conversations with a word from the box.

I	she	we	am	is	are
Conversation 1		Conversation 2		Conversation 3	
Mario: How are you? Andrés and Sara: (1) _____ <i>We</i> _____ are fine, thanks. And you? Mario: I (2) _____ great!		Carla: Pablo, how is Leti today? Pablo: She (3) _____ fine. Carla: So, (4) _____ isn't in a bad mood? Pablo: No, not today!		Gloria: Hi, Toni! How are you? Toni: I (5) _____ not great. But you (6) _____ well, right? Gloria: That's right!	

G Write the contractions for the underlined words.

- I am not great. *I'm not* _____
- They are in a bad mood. _____
- She is not OK today. _____
- I am well, thank you. _____
- We are not so good. _____
- He is fine. _____

H Communicate Work with a partner. Practice the conversations in d.



Theme 1 | My Family

5

A **Listening** text provides language input as well as topic-based content information. Listening practice develops global understanding as well as training in listening for details and real-life study and work skills.

Grammar exercises *scaffold knowledge* and check understanding of not only how to manipulate the form, but also that students know how to use it in the correct situation.

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Lesson D

The **Language Builder** activity introduces complementary vocabulary or grammar and provides opportunities for practice and consolidation.

Video clips covering culture, science, social issues and adventure bring the world into the classroom. They provide opportunities for listening to real English.

LESSON D HER EYES ARE BROWN

VIDEO

Use **to be** and a descriptive adjective to talk about people's appearance.
 He **is tall and heavy**.
 His eyes **are blue**.
 His hair **is brown**. It **isn't long**.

A Language Builder Look at the pictures and study the describing words.



B Listening Listen to the descriptions. Match them to the pictures.



- d 1. Elena's eyes are brown.
- 2. Patricia is thin. Her hair is long.
- 3. My sister's hands are small.
- 4. Miguel is thin. Alfonso is heavy. Their hair is brown.
- 5. Enrique's eyes are blue.
- 6. His grandfather is tall and his grandmother is short.

C Listen to the conversation. How many people are speaking?



D Listen again. Circle the correct word to complete each sentence.

- 1. Lucas is (all) short.
- 2. He is (Mexican / Brazilian).
- 3. His eyes are (blue / brown).
- 4. His hair is (brown / black).
- 5. He is with his (mother / sister). Her name is Marta.
- 6. Marta's hair is (short / long).

Animal Families

A Preview Do you know these animals? Look at the pictures and read the words.



B Look at the words in the box. Circle the words you remember. Try to guess the meaning of the words you don't know.

animal family human family father mother sons and daughters

C View As you watch the video listen for the words you previewed.

D After You Watch Write the words from the box in **b** on the lines under the pictures.



E Communicate Talk with a partner about your family.

My family is big. There are seven people.

Wow! My family is small.

Activities are scaffolded to support students.

Lesson E

The **Listening** activity consolidates and extends the theme of the theme and recycles the grammar and vocabulary of Lessons A through D.

The **Speaking** activity provides students with an opportunity to consolidate the language they have learned in the theme. It is usually controlled or guided so students can develop their speaking competency at their own pace.

LESSON E WHAT'S YOUR ADDRESS?

A Listening in Context Listen to the conversation.



B Listening in Action Listen again and write the correct information on the card.

Mexican Morelia Clara Muñoz 75 Ocampo St. Mexico claram@undo.com 555-545-1380	(1) Name: <u>Clara Muñoz</u> (2) Nationality: _____ (3) Phone: _____ (4) e-mail: _____ (5) Address: _____ (6) City: _____ (7) Country: _____
---	--

Language Academy Student Information Card

C Pronunciation Listen to the pairs of words. Then practice saying each pair.

- | | |
|------------|------------|
| <i>ɪn/</i> | <i>ɪz/</i> |
| 1. seal | zeal |
| 2. Sue | zoo |
| 3. bus | buzz |
| 4. hiss | his |
| 5. race | rays |
| 6. ice | eyes |

D Speaking Ask questions to complete a student information card for your partner.

What's your name? Where are you from? What's your address? What's the city? What's your phone number? What's your e-mail?	Name: _____ Nationality: _____ Phone: _____ e-mail: _____ Address: _____ City: _____ Country: _____	What's your address? It's 23 Pedrales Avenue.
--	---	--

Language Academy Student Information Card

E Writing Complete the e-mail with the sentences in the box. Use each sentence once.

Hi Paula,

How are you? (1) _____ I'm really happy you're my e-pal.

Here are some things about me. I'm 15 and I'm from Chicago. (2) _____

My hair is brown, and it's not too long. (3) _____

Let me tell you about my family. My father's name is Pete and my mother's name is Tina. They're really nice. (4) _____ He's 7, and he's kind of a pain sometimes.

Please tell me about you. (5) _____ What do you look like? Who's in your family?

OK, that's all for now. (6) _____ Write soon!

Jill

My eyes are brown.
Where are you from?
My brother's name is Billy.
It's nice to meet you.
I'm great!
I'm tall.

F Write to an e-pal. Tell him/her about yourself.

GET CLOSE TO MEXICO

Many students around the world have e-mail addresses. How many people in Mexico have e-mail?

G Look at your partner's e-mail. Does he/she use **to be** correctly?

The **Pronunciation** activity raises student awareness for phonemic patterns and provides opportunities for practice.

The **Writing** activity provides a model which students can follow and serves as a consolidating production activity.

Lesson F

Each theme features a reading from National Geographic that broadens students' perspective on the theme topic.

Skimming, scanning and reading in depth skills are practiced and keep students focused and motivated. Students also practice giving their opinion regarding the purpose of the text.

Dynamic photos from National Geographic capture students' attention and imagination.



LESSON F READING
Assalama and her family prepare for the wedding.

The Tuareg use camels to cross the Sahara desert.

Tuareg men and women wear blue cloths on their heads.

Assalama and her family prepare for the wedding.

A Connect with the Text Look at the pictures and answer the question.
How do you think the wife feels? _____

B Scan Scan the reading and write the answers to the questions below. Then read again to check your answers.

- How old is the bride? _____
- How old is the groom? _____
- How long will they live with her family? _____

C Read in Depth Read the article again. Then write the answers to the questions.

- What is this article about? _____
- Where is Assalama's family from? (paragraph 1) _____
- Who is with Assalama and Mohamed during the ceremony? (paragraph 2) _____
- Why are Assalama and Mohamed with her family after the wedding? (paragraph 3) _____
- Circle the sentence that you agree with:
Traditions are very important. Traditions aren't very important.

A WEDDING

1 The Tuareg girl, Assalama, sits in a **tent**. Her mother, grandmother, aunts, and cousins help make her hair perfect for her wedding. The bride is only 15 years old. She spends most of her time with her mother's animals. The Tuareg people are **nomads**, so it is lucky for Assalama that she met Mohamed. He is 25 years old.

2 At the celebration, there is a special tent for Assalama and Mohamed. Assalama stays inside the tent the whole time. She is with Mohamed, her best friend, her mother, and one special helper.

3 After the wedding, husband and wife will live with Assalama's family for one year. Mohamed will respect them. He will work hard to get their approval. Then he will take Assalama back to his camp. He will start his **caravan** moving again.

tent, n. – a place to stay that is made of fabric
nomads, n. – people who move from one place to another, with no permanent home
caravan, n. – a group of people and animals that travel from one place to another

Practice follows a pre-, while-, and post-reading structure to support students as they complete the reading.

Self-Evaluation and Wrap-up Page

The **Self-Evaluation** activity provides an opportunity for self assessment as students reflect on how well they feel they can perform with the language points from the theme.


Vocabulary Builder Page

The Vocabulary Builder activity helps students develop their study skills as they create this self-study tool to review theme vocabulary.

THEME 1 SELF-EVALUATION

Look at the list of theme goals. Put a check mark (✓) in the column that is true for you. If you mark Not Yet, write a way that you can improve your English.

Goal	Yes	Not Yet	Ways to Improve
I can introduce myself and others.			
I can express how I feel.			
I can give my address, phone number, and e-mail address.			
I can talk about my family.			
I can talk about someone's nationality.			
I can describe what people look like.			
I can use the verb to be in the simple present.			
I can use affirmative and negative contractions with to be .			
I can ask Wh -questions with to be in the simple present.			



Wrap-up
Look at the picture on pages 2-3. Think about the questions you answered at the beginning of the theme. What is different about the two pictures? What is the same?
1. Is this girl from Mexico or from the United States?
2. Is she happy or sad?
3. Who is with the girl?

Unit 1 | Who Am I?

Vocabulary Builder Review the vocabulary words you learned in these two themes. Write an example sentence in your notebook for each new word.

Example Sentence
My e-pal is American. She's from Seattle.

Theme 1		Theme 2	
Word	Translation	Word	Translation
American, adj.	estadounidense	backpack, n.	mochila
Argentinian, adj.	argentino(a)	cell phone, n.	teléfono celular
be, v.	ser / estar	chair, n.	silla
Brazilian, adj.	brasileño(a)	clock, n.	reloj
British, adj.	británico(a)	coach, n.	entrenador(a)
brother, n.	hermano	comic book, n.	cómic
Canadian, adj.	canadiense	computer, n.	computadora
Chinese, adj.	chino(a)	cook, n.	cocinero(a)
daughter, n.	hija	counselor, n.	consejero(a)
father, n.	padre	desk, n.	pupitre
fine, adj.	bien	door, n.	puerta
good, adj.	bueno(a)	engineer, n.	ingeniero(a)
grandfather, n.	abuelo	jacket, n.	chaqueta / saco
grandmother, n.	abuela	janitor, n.	conserje
great, adj.	excelente	librarian, n.	bibliotecario(a)
heavy, adj.	pesado(a)	map, n.	mapa
husband, n.	esposo	MP3 player, n.	reproductor de MP3
in a bad mood, adj.	de mal humor	nurse, n.	enfermero(a)
long, adj.	largo(a)	pants, n.	pantalón
Mexican, adj.	mexicano(a)	principal, n.	directora
mother, n.	madre	secretary, n.	secretaría
not great, adj.	no muy bien	shirt, n.	camisa
not so good, adj.	no muy bien	shoes, n.	zapatos
OK, adj.	bien	skirt, n.	falda
German, adj.	alemán(a)	teacher, n.	profesor(a)
short, adj.	chaparro(a)	technician, n.	técnico
sister, n.	hermana	videogame, n.	videojuego
son, n.	hijo	whiteboard, n.	pizarrón
tall, adj.	alto(a)	window, n.	ventana
thin, adj.	delgado(a)		
well, adj.	bien		
wife, n.	esposa		

Categorize Put the vocabulary words in the lists into the correct categories in your notebook.

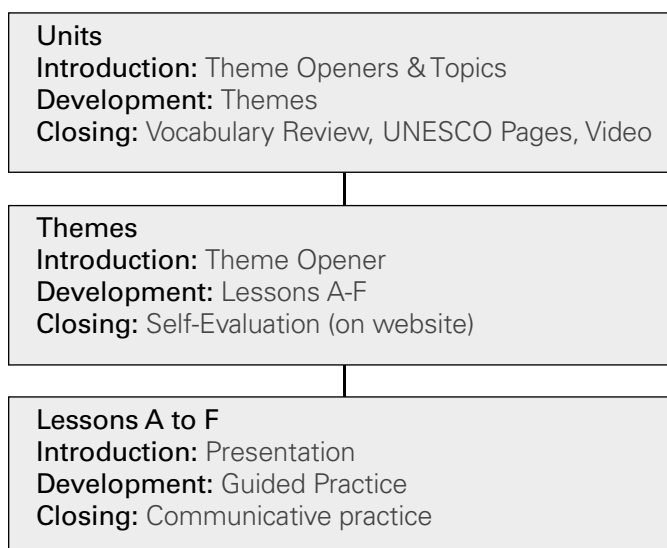
Theme 1			
Emotions	Family	Nationality	Appearance
great	brother	American	black

Theme 2			
Clothes	Professions	Personal Items	School Items
jacket	coach	backpack	board

Theme 2 | My School

The **Wrap-up** activity provides an opportunity for on-going assessment and closure as students are referred back to the theme opener to participate in a guided discussion using the language they have acquired throughout the theme. Students are visually engaged by the photographs.

Categorization activities help students consolidate their learning.



What Is a Didactic Sequence?

A didactic sequence is a set of classroom activities that are designed to provide structure to a lesson; it provides a structure that will make the learning process easier and, as a result, help achieve the lesson's objective. The activities in a didactic sequence should flow from one to another, in three basic phases. The first is the opening, or lead-in, to the lesson and its topic. The second provides an opportunity for the development of the topic, and the last is a closing, or consolidation, of the topic. Activities in a didactic sequence should be connected within a context that is relevant and meaningful to learners. They should also form a cohesive set of activities that will help learners achieve the lesson objective. For this reason, all the activities within a didactic sequence must be related to the achievement of the lesson's objective and to the context within which that objective is being developed.

How Is the Didactic Sequence Used in *Get Close*?

In each lesson in *Get Close*, there is an introduction, development, and closing for the whole lesson, as well as for each segment of the lesson, in those lessons that cover more than one skill. A didactic sequence is followed over a complete theme; this means that each lesson within a theme is also part of a broader didactic sequence whose aim is to help learners achieve the theme goals. This can be seen in the way each lesson within a theme in *Get Close* builds on the next, providing the same steps as the didactic sequence in a lesson: opening, development, and closing. We open with vocabulary, which leads to grammar; from there we move to skills work, where the vocabulary and grammar knowledge are put into practice; and we close with self-evaluation and consolidation tasks (Vocabulary Builder or Video).

COMPETENCY-BASED TEACHING

What is Competency-Based Teaching?

Competency-based teaching focuses on the **outcomes** of learning; that is, it is concerned with what learners are expected to be able to do as a result of their learning. Competencies are the attitudes or behaviors, skills, and knowledge we need to perform specific tasks effectively in a meaningful context. All three of these aspects must be activated at the same time and in an integrated way in order to successfully carry out a given task. In language learning terms, this means that we need an appropriate attitude or behavior, skills (reading, writing, listening, speaking), and language knowledge (vocabulary and grammar) in order to perform realistic tasks in the language. Competency-based teaching aims to ensure that learners can combine their language knowledge and skills so that they can carry out specific and realistic activities in English.

competency: the ability to perform or demonstrate required skill, ability, or knowledge

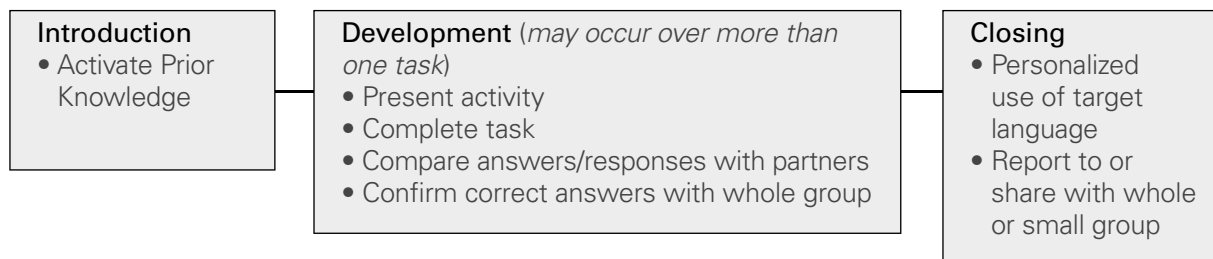
outcome: skills, ability, or knowledge that a student has learned, especially at the end of a course or academic year

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How Is Competency-Based Teaching Used in *Get Close*?

In *Get Close*, the teaching-learning process provides opportunities for learners to integrate the three aspects needed for competency (attitude, skill, and knowledge) and for them to demonstrate their skills – what they can do in English. An example of this integration and demonstration of skill is when learners are asked to write an email. Here, they need to combine the language knowledge they have been working on (grammar and vocabulary) with the skills they have been developing (writing, in this example) and their attitude (willingness or interest in writing the email). Through writing the email, they will demonstrate their competency.

TYPICAL DIDACTIC SEQUENCE AT SKILLS (ACTIVITY) LEVEL



Vocabulary

Vocabulary is a very important part of language learning; if learners lack vocabulary, they will be limited in what they can do with the grammar and other skills they are developing. Learning enough vocabulary can appear to be a daunting task for learners; however, research has shown that there is a core of high frequency words that are the most useful. The English language has approximately 54,000 word families (groups of words that have the same base word, e.g., *help*, *helping*, *helpful*, *helpless*, etc.), but studies suggest that knowing only 2,000 high-frequency word families is enough for learners to be able to function effectively at an intermediate level. *Get Close* has been written to cover the **high-frequency word** families that learners need.

However, vocabulary teaching and learning are a key part of *Get Close*'s approach to language learning. If learners are to learn new words – and actually use them – they need to do so in a structured manner. In order for these new words to become **active vocabulary**, learners need to be exposed to new words in context, to understand their meaning, and to know when to employ learning strategies to aid understanding and **recall** of new words. They must also use the words on more than one occasion. Vocabulary needs to be recycled from one lesson to the next, and across themes.

high-frequency words: words that are used very often in spoken or written language

active vocabulary: words that learners can use easily and accurately

recall: the ability to remember and use words

Get Close begins each theme with two lessons that introduce new vocabulary in context; they then provide opportunities for learners to use the new words. The same words will be seen again as the theme progresses, and will be combined with grammar and skills work. The National Geographic readings and videos and the UNESCO World Heritage pages provide opportunities for learners to be exposed to broader vocabulary, which will expand their passive vocabulary knowledge.

Research shows that learners learn by relating new knowledge to existing knowledge. A didactic sequence for working with vocabulary should begin with an opening activity that activates prior knowledge of the topic area and any related vocabulary that learners may already know. This prepares them to learn new vocabulary and helps them understand it through their own existing knowledge. Once the new vocabulary has been introduced in context and its meaning has been understood, learners can move on to the development stage and work with the new words. For example, this can be achieved through comprehension tasks for the reading or listening text where the words were seen, or through practice activities such as matching words to definitions. The closing stage should then provide learners with the opportunity to apply the new vocabulary by using it to talk or write in a context that is meaningful to them, or to put into practice a vocabulary learning strategy, such as categorizing, in order to consolidate learning and facilitate vocabulary retention.

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Grammar

Grammar is also a key element for learners to be able to use English effectively; however, it is important that grammar is always taught in context, rather than as isolated structures, and that both form and use are focused on. *Get Close* introduces grammar structures in the second part of Lessons A – D, using the vocabulary and context that learners have experienced in the first part of the lesson. For each new structure, the grammar charts present the form and provide an explanation of its use.

A didactic sequence for working with grammar needs to provide an opening task, which may activate prior knowledge of the structure or of a related structure that has already been worked with. This leads to the grammar chart and to a focus on form and use. Development activities should then provide opportunities for learners to try out the structure in controlled practice activities before moving to a closing activity where learners can use the structure in a freer writing or speaking activity, applying the new language in their own context.

Grammar structures also need to be recycled from one lesson to the next and across themes in order for learners to be able to gradually incorporate the structures into their language. After grammar structures are first presented via the grammar chart, they are then included in further activities within the theme. For example, the grammar structures worked with at the beginning of the theme will be needed later, for the project or in other integrated skills work, such as the speaking and writing activities in lesson E.

Listening and Reading

Listening and reading are the two receptive skills and are the vehicles for the study of vocabulary and grammar structures. In order for vocabulary and grammar to be meaningful to learners, it is important that learners experience them in context, rather than as isolated items. The contexts are provided by the different spoken and written texts that learners work within each theme. These texts also provide an opportunity for learners to be exposed to a variety of text types (e.g., news reports, conversations, web pages, and articles) and in addition, to language other than the specific vocabulary and grammar being developed. Research has shown that learners benefit from as much exposure to the language being learned as possible, and furthermore, that it is important for them to be exposed to language that is slightly above their current level. The National Geographic videos and readings and the UNESCO World Heritage Spotlight pages all provide opportunities for such exposure.

As with vocabulary and grammar work, when working with listening and reading, an appropriate didactic sequence is necessary for learners to benefit from the activities and reach the objective of developing their skills in these areas. Therefore, there should always be an opening, development, and closing sequence when working with listening and reading. Opening activities should either draw on learners' prior knowledge of the topic or introduce the topic by having learners look at pictures or headings; they then make predictions about the text they are going to hear or read. Skimming and scanning activities may also be part of the opening activities. Development activities work on comprehension at a deeper level; finally, closing activities give learners the opportunity to discuss or give their opinion, or have them relate what they have learned to their own context. Closing activities usually involve other skills development as well, such as speaking and/or writing.

When working with these skills, it is important to focus learners' attention on the strategies they can use to be more effective listeners and readers, such as predicting, skimming, scanning, and guessing meaning from context. These strategies should be modeled and recycled so that they become part of the learners' skills set.

Speaking and Writing

Speaking and writing are the two productive skills and provide opportunities for learners to demonstrate what they can do with the language. When producing either spoken or written language, learners need to integrate the language knowledge and skills they have been working on so as to carry out the task successfully. Thus, their spoken and written production is evidence of their competency. Learners' written and spoken products demonstrate that they can carry out specific tasks in realistic situations.

As with receptive skills, learners need to develop strategies to enable them to be more successful, such as taking notes before speaking, or following the steps in the writing process. Research has

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shown that these steps, which include planning before writing and editing after writing, are key to successful writing and should be modeled with learners:

1. Brainstorm ideas
2. Plan
3. Write a first draft
4. Revise and edit
5. Write a final draft

Steps 1 and 2 can be done either individually or with peers; similarly, with step 4 learners may benefit from peer editing rather than, or in addition to, self-editing.

Get Close provides learners with both short and extended speaking and writing practice. There are short activities in the first lessons of a theme that give learners the opportunity to put into practice the vocabulary and grammar being worked with in that particular lesson. Then, in later lessons, learners engage in longer, more challenging activities, such as the project and the speaking and writing activities in Lesson E, where they will integrate more skills and knowledge.

As with other skills, an appropriate didactic sequence needs to be planned to provide learners with an introduction to the topic, development of their spoken or written text, and finally a closing stage where products are shared with and commented on by their peers.

PLANNING AND MANAGEMENT

The Constructivist Approach

Get Close has a **constructivist approach** to learning and assumes that teachers will take the role of **facilitator**. This means that teachers provide learners with the **input** and tools they need to construct their own knowledge and the teacher encourages this learning process; a facilitator does not simply set tasks and provide the correct answers. Learners should be active participants in the learning process. Therefore, teachers need to plan didactic sequences that will engage learners. Learners need to be aware of the learning objectives in each lesson and theme and how the activities they will be doing will help them be able to achieve these objectives. The activities in each planned didactic sequence must provide for different learning styles, include different patterns of interaction (whole group, individual, pair, and small group), and should be adapted to suit the needs and interests of each particular group of learners.

constructivist approach: a way of teaching that sees learning as a collaborative process that requires synergies between the assignment, the student, and the teacher
facilitator: a person who makes the classroom environment more helpful for learning
input: all words, contexts, and other forms of language to which a learner is exposed

Feedback and Assessment

Giving feedback is another important task for the teacher. Feedback needs to be both encouraging and useful. Learners need to know what they did well, as well as what they need to continue to work on. Teachers need to be aware of the need to give task-appropriate feedback. Feedback will be different, depending on whether the focus of the activity is accuracy or fluency. Both learners and teachers need to be clear about when language accuracy is the focus and when fluency, or successfully completing the task, is the focus; teachers need to give feedback accordingly.

In addition to the need for a variety of activities in a didactic sequence, it is also necessary to provide a variety of assessment methods. When planning, teachers need to consider when and how they will assess achievement of the objectives. It is also important, when considering assessment, to focus on assessing the learning process, rather than only considering the final product. For example, the stages that learners go through in a theme may be assessed, as well as a final test. Similarly, learners may sometimes carry out self-assessment or peer-assessment tasks, as well as the traditional teacher-assessed tasks.

LANGUAGE LEARNING STRATEGIES (LEARNING FOR LIFE)

The language learning strategies that are presented in *Get Close*, such as reading and vocabulary learning strategies and self-evaluation pages, help learners become more aware of their learning process and consequently, more effective and independent learners. Teachers need to model these strategies and help learners to be aware of the strategies that they use and to acquire others. These strategies can be applied outside the classroom learning experience and will provide learners with tools for lifelong learning.

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CORRELACIÓN CON COMPETENCIAS

Unidad 1 Who Am I?	Competencias Genéricas	Competencias Disciplinares
Tema 1 My Family	Se expresa y se comunica	Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral. Comprende la noción de las propiedades del texto.
	Trabaja en forma colaborativa	Reconoce que la lectura es el resultado de una interacción entre el texto y el lector y aplica las estrategias necesarias de acuerdo con el propósito del texto y del lector.
	Piensa crítica y reflexivamente	Utiliza procedimientos y estrategias de la comunicación escrita y reconoce la importancia de evaluar las producciones, tanto propias como ajenas, con criterios objetivos de corrección, coherencia, propiedad y creatividad.
	Aprende de forma autónoma	Se expresa en forma coherente, creativa y adecuada a diversas situaciones y finalidades; acentúa las destrezas comunicativas propias del diálogo, que requieren el trato con otras personas y la práctica expositiva pública. Desarrolla estrategias para hacerse comprender en lengua extranjera, en situaciones comunicativas cotidianas, mediante convenciones lingüísticas y recursos no lingüísticos. Conoce aspectos elementales sobre el origen, desarrollo y riqueza de una lengua extranjera. Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral.
Tema 2 My School	Se expresa y se comunica	Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral. Comprende la noción de las propiedades del texto.
	Trabaja en forma colaborativa	Reconoce que la lectura es el resultado de una interacción entre el texto y el lector y aplica las estrategias necesarias de acuerdo con el propósito del texto y del lector.
	Piensa crítica y reflexivamente	Utiliza procedimientos y estrategias de la comunicación escrita y reconoce la importancia de evaluar las producciones, tanto propias como ajenas, con criterios objetivos de corrección, coherencia, propiedad y creatividad.
	Aprende de forma autónoma	Se expresa en forma coherente, creativa y adecuada a diversas situaciones y finalidades; acentúa las destrezas comunicativas propias del diálogo, que requieren el trato con otras personas y la práctica expositiva pública. Desarrolla estrategias para hacerse comprender en lengua extranjera, en situaciones comunicativas cotidianas, mediante convenciones lingüísticas y recursos no lingüísticos. Conoce aspectos elementales sobre el origen, desarrollo y riqueza de una lengua extranjera. Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral.
Unidad 2 Where Do I Live?	Competencias Genéricas	Competencias Disciplinares
Tema 3 My Home	Se expresa y se comunica	Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral. Comprende la noción de las propiedades del texto.
	Trabaja en forma colaborativa	Reconoce que la lectura es el resultado de una interacción entre el texto y el lector y aplica las estrategias necesarias de acuerdo con el propósito del texto y del lector.
	Piensa crítica y reflexivamente	Utiliza procedimientos y estrategias de la comunicación escrita y reconoce la importancia de evaluar las producciones, tanto propias como ajenas, con criterios objetivos de corrección, coherencia, propiedad y creatividad.
	Aprende de forma autónoma	Se expresa en forma coherente, creativa y adecuada a diversas situaciones y finalidades; acentúa las destrezas comunicativas propias del diálogo, que requieren el trato con otras personas y la práctica expositiva pública. Desarrolla estrategias para hacerse comprender en lengua extranjera, en situaciones comunicativas cotidianas, mediante convenciones lingüísticas y recursos no lingüísticos. Conoce aspectos elementales sobre el origen, desarrollo y riqueza de una lengua extranjera. Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral.

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**Tema 4
My World**

Se expresa y se comunica	Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral. Comprende la noción de las propiedades del texto.
Trabaja en forma colaborativa	Reconoce que la lectura es el resultado de una interacción entre el texto y el lector y aplica las estrategias necesarias de acuerdo con el propósito del texto y del lector.
Piensa crítica y reflexivamente	Utiliza procedimientos y estrategias de la comunicación escrita y reconoce la importancia de evaluar las producciones, tanto propias como ajenas, con criterios objetivos de corrección, coherencia, propiedad y creatividad.
Aprende de forma autónoma	Se expresa en forma coherente, creativa y adecuada a diversas situaciones y finalidades; acentúa las destrezas comunicativas propias del diálogo, que requieren el trato con otras personas y la práctica expositiva pública. Desarrolla estrategias para hacerse comprender en lengua extranjera, en situaciones comunicativas cotidianas, mediante convenciones lingüísticas y recursos no lingüísticos. Conoce aspectos elementales sobre el origen, desarrollo y riqueza de una lengua extranjera. Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral.

**Unidad 3
What Do I Do?****Competencias Genéricas****Competencias Disciplinarias****Tema 5
Lifestyles**

Se expresa y se comunica	Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral. Comprende la noción de las propiedades del texto.
Trabaja en forma colaborativa	Reconoce que la lectura es el resultado de una interacción entre el texto y el lector y aplica las estrategias necesarias de acuerdo con el propósito del texto y del lector.
Piensa crítica y reflexivamente	Utiliza procedimientos y estrategias de la comunicación escrita y reconoce la importancia de evaluar las producciones, tanto propias como ajenas, con criterios objetivos de corrección, coherencia, propiedad y creatividad.
Aprende de forma autónoma	Se expresa en forma coherente, creativa y adecuada a diversas situaciones y finalidades; acentúa las destrezas comunicativas propias del diálogo, que requieren el trato con otras personas y la práctica expositiva pública. Desarrolla estrategias para hacerse comprender en lengua extranjera, en situaciones comunicativas cotidianas, mediante convenciones lingüísticas y recursos no lingüísticos. Conoce aspectos elementales sobre el origen, desarrollo y riqueza de una lengua extranjera. Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral.

**Tema 6
Amazing
Activities**

Se expresa y se comunica	Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral. Comprende la noción de las propiedades del texto.
Trabaja en forma colaborativa	Reconoce que la lectura es el resultado de una interacción entre el texto y el lector y aplica las estrategias necesarias de acuerdo con el propósito del texto y del lector.
Piensa crítica y reflexivamente	Utiliza procedimientos y estrategias de la comunicación escrita y reconoce la importancia de evaluar las producciones, tanto propias como ajenas, con criterios objetivos de corrección, coherencia, propiedad y creatividad.
Aprende de forma autónoma	Se expresa en forma coherente, creativa y adecuada a diversas situaciones y finalidades; acentúa las destrezas comunicativas propias del diálogo, que requieren el trato con otras personas y la práctica expositiva pública. Desarrolla estrategias para hacerse comprender en lengua extranjera, en situaciones comunicativas cotidianas, mediante convenciones lingüísticas y recursos no lingüísticos. Conoce aspectos elementales sobre el origen, desarrollo y riqueza de una lengua extranjera. Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral.

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SCOPE AND SEQUENCE

Unit 1: Who Am I?

Unit 2:

	Theme 1 My Family	Theme 2 My School	Theme 3 My Home
Focus	first meetings; personal information; families; descriptions	things, people, schools and classrooms; exchange of information	personal space; local environment
Functions	introducing yourself and others; asking for and giving personal information; describing one's family structure; describing what people look like	identifying school objects; identifying occupations and professions; describing classroom / school; describing personal objects; getting to know someone and finding things in common	asking for and giving information about a place; describing a place; locating places and objects
Grammar	personal pronouns; <i>to be</i> (affirmative, negative, Yes/No questions, short answers, contractions); <i>Wh-</i> questions with <i>to be</i> ; possessive adjectives and descriptive adjectives	singular and plural nouns; <i>there is / there are</i> ; definite and indefinite articles; demonstrative adjectives: <i>this / that; these / those</i>	simple present <i>to have</i> (affirmative, negative, Yes/No questions, short answers, contractions); <i>Wh-</i> questions w/ <i>to have</i> ; prepositions of place
Vocabulary	moods and feelings; family status, civil status; countries and nationalities; adjectives to describe appearance	objects at school; personal items; occupations and professions; alphabet	rooms of a house; furniture; public places
Listening	listening for general understanding; listening for specific detail; listening for number of speakers; listening for setting	listening for general understanding; listening for specific detail; listening for gender; listening for affect	listening for general understanding; listening for specific detail; listening for topic; listening for location
Speaking	asking for and clarifying information; describing people's appearance	asking for spelling; asking questions to get to know someone	asking and answering questions about your home and town; asking for and giving directions; describing location
Pronunciation	/s/ vs /z/	<i>the</i> before consonant and vowel sounds	rising/falling intonation (for questions and statements)
Reading	reading an ID card; <i>A Wedding</i>	reading a blog entry; <i>A Forest Classroom</i>	reading a guidebook entry; <i>City Challenges</i>
Writing	describing a person (introducing self to e-pal)	blog entry introducing new school mate	writing a description of house / town (guidebook entry)
Project	Famous Faces Poster (on website)	Traditional Clothes Diagram	Houses Around the World Floor Plan (on website)
Video	Animal Families		A Special Town

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Where do I live?

Unit 3: What do I do?

Theme 4 My World

directions; following sequential order; places to visit; dates, times

asking for and giving information about a place; giving and following instructions; describing celebrations; asking when things happen

prepositions of time; imperatives (affirmative, negative); polite imperatives; prepositions of movement

manmade and natural locations; action verbs; directions in a sequence

listening for general understanding; listening for specific detail; listening for gender; listening for topic

talking about events and dates; giving instructions (sequential order); asking questions about a celebration or festival; inviting and responding to invitation

contrasting short /i/ and long /e/

reading an invitation; reading about a festival; *City of Dreams*

writing instructions

Festivals Presentation

Theme 5 Lifestyles

work, free time, social relationships; daily and weekly activities

describing daily activities; finding out things in common; talking about likes and dislikes; asking for and giving information about self and others

simple present (affirmative, negative, *Yes/No* questions, short answers, contractions); *Wh-* questions w/ simple present; *likes* and *dislikes* (verb + noun; verb + *-ing* form); adverbs of frequency

action verbs; leisure activities; ways of telling time; household tools

listening for general understanding; listening for specific detail; listening for age; listening for location

asking questions to find common preferences; showing interest in a conversation

-s ending in third person simple present verbs

reading a survey; *Everybody Loves Pizza!*

describing routines (survey results)

Survey Graph (on website)

Young Riders of Mongolia

Theme 6 Amazing Activities

present action, ability; local and world knowledge

asking for and giving information about what a person is doing; talking about ability; asking for and giving information about a place; describing a place

present progressive (affirmative, negative, interrogative, *Wh-* questions); comparative / superlative adjectives; *can / can't* for ability (affirmative, negative, interrogative)

sport activities; food; descriptive adjectives; public places (local, national and international)

listening for general understanding; listening for specific detail; listening for gender

can for polite requests; asking and answering factual questions

can / can't

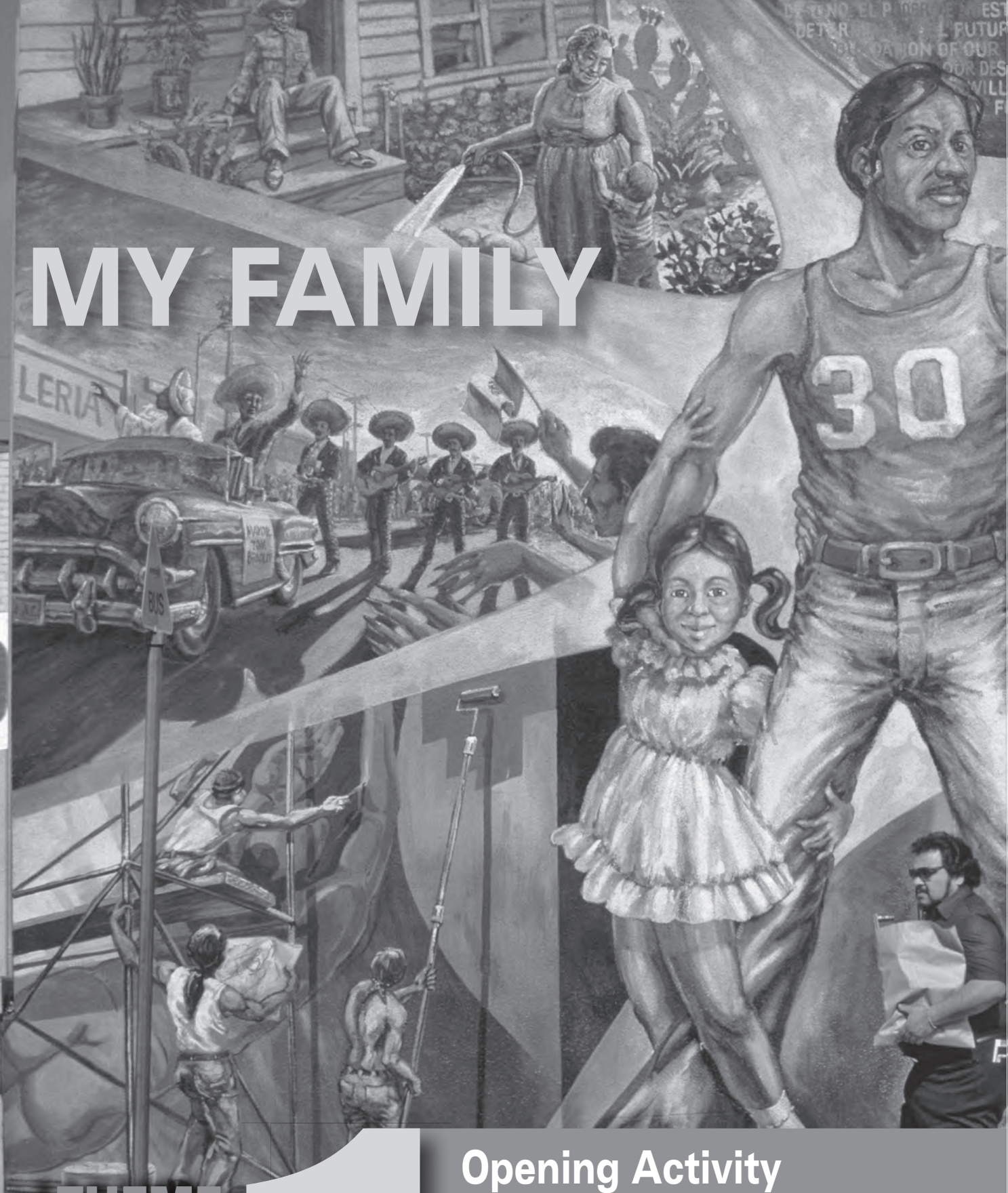
reading a report (web page entry comparing two places); *Hiking in Korea*

writing a report (web page entry comparing two places)

Sister Cities Presentation

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MY FAMILY



THEME

Opening Activity

Look at the picture and answer the questions.

1. Is the family in the mural from Mexico?
2. Is the family happy or sad?
3. Who is in the family?

UNIT 1

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OS DESEOS E IMAGINACI
O. — OUR HERITAGE IS TH
DESTINY. THE POWER OF
IRES AND IMAGINATION
DETERMINE THE
UTURE.

© FEB. 20, 1977
WAYNE ALANIZ HEALY
assisted by
DAVID RIVAS BOTELLO

Padre Xop



Theme Goals

In this theme you will learn to:

- introduce yourself and others.
- describe what people look like.
- give personal information.
- use the verb *to be* in the simple present.
- talk about your family.
- form *Wh*-questions with *to be* in the simple present.

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SYLLABUS FOCUS

Fundamental Concept: Me: Who am I?

**Subsidiary Concept: As an individual:
physical and social**

Main Category: Diversity

Core Value: Solidarity

Photo Background

This photo shows a mural of a Mexican family. Behind the family are scenes depicting aspects of Mexican culture. This artwork is in Lincoln Heights, California. It was painted by Wayne Alaniz Healy, a Chicano muralist.

INTRODUCTION

- Draw on the board two faces: ☺ and ☹
Elicit the words *happy* and *sad* from the students and write them on the board.
- Say: *I'm happy today*. Ask different students: *Are you happy today?*

DEVELOPMENT

Opening Activity

- Have students look at the photo. Ask: *Are the people happy? What can you see in the photo?* Help students with vocabulary and write their ideas on the board (e.g., *friends, family, mariachis, guitars, farmers, etc.*).
- Have students work with a partner to read the Opening Activity questions and answer them.
- Have different students share their answers and write them on the board.

Answers: 1. Yes. They are from Mexico.
2. They're happy. 3. A mother, a father, a son, and a daughter are in the family.

THEME

UNIT 1

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Theme Goals

- Write on the board:
 - a) I'm from _____. My mother is Rosa.
 - b) My name is _____. His name is _____.
 - c) Where is _____ from?
 - d) I'm _____ years old.
 - e) _____ is tall.
 - f) _____ is happy.
- Have students work with a partner to read the Theme Goal and try to match them to the sentences on the board. Do (a) with the group as an example: *Theme Goal– talk about your family and nationality.*
- Have different students complete the sentences on the board orally.

TEACHING TIP



In mixed-ability classes, open-ended activities (like the Closing activity) have no one right answer so each student can produce at their own level. A weaker student can say/write something very simple and a stronger student can say/write more. These activities help everyone to have an opportunity to participate.

CLOSING

In small groups or as a whole class, have students say one thing about the photo and one thing about themselves. Students can say something very simple, "Mural," or more complex, "The family in the mural is from Mexico"

	Competencia genérica	Competencia disciplinar
Theme Opener	<ul style="list-style-type: none"> • Se expresa y se comunica 	<ul style="list-style-type: none"> • Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral.
Lessons A - F	<ul style="list-style-type: none"> • Se expresa y se comunica • Trabaja en forma colaborativa • Piensa crítica y reflexivamente • Aprende de forma autónoma 	<ul style="list-style-type: none"> • Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral. • Comprende la noción y las propiedades del texto. • Reconoce que la lectura es el resultado de una interacción entre el texto y el lector y aplica las estrategias necesarias de acuerdo con el propósito del texto y del lector. • Utiliza procedimientos y estrategias de la comunicación escrita y reconoce la importancia de evaluar las producciones, tanto propias como ajenas, con criterios objetivos de corrección, coherencia, propiedad y creatividad. • Se expresa en forma coherente, creativa y adecuada a diversas situaciones y finalidades; acentúa las destrezas comunicativas propias del diálogo, que requiere el trato con otras personas y la práctica expositiva pública. • Desarrolla estrategias para hacerse comprender en lengua extranjera, en situaciones comunicativas cotidianas, mediante convenciones lingüísticas y recursos no lingüísticos. • Conoce aspectos elementales sobre el origen, desarrollo y riqueza de una lengua extranjera.
Self-Evaluation (on website), Wrap-up, Vocabulary Builder (on website), Video, World Heritage Spotlight	<ul style="list-style-type: none"> • Se expresa y se comunica • Trabaja en forma colaborativa • Piensa crítica y reflexivamente • Aprende de forma autónoma 	<ul style="list-style-type: none"> • Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral.

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LESSON A I'M GREAT!



fine



good



great



in a bad mood

A Vocabulary in Context Study the describing words in the columns.

B Write a plus (+) under the words that are positive, and a minus (-) under the words that are negative.

fine	good	great	in a bad mood
+	○	○	○
OK	not great	not so good	well
+	○	○	○

C Vocabulary in Action Listen to the conversations. Number the photos in the order that you hear them. Then listen again and check your answers.



D Listen to the conversations. Complete each sentence with the word that you hear from the chart in **b**. You don't use all of the words.

Conversation 1

Marta: Hi, Jaime! How are you?

Jaime: I'm (1) great! What about you, Marta?

Marta: I'm (2) _____, thanks. Look, there's Carlos.

Conversation 2

Elisa: Hey, Luis. How are you?

Luis: Oh, I'm (3) _____. How are you guys?

Paula: We're (4) _____. What's the problem?

Luis: I'm (5) _____. Sorry!

Elisa: That's (6) _____.

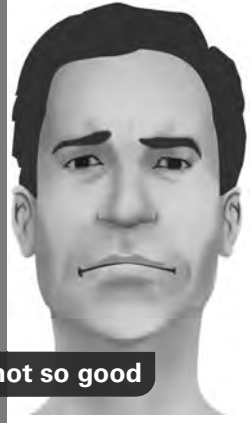
Material for review purposes only



OK



not great



not so good



well

VOCABULARY TOPIC: EMOTIONS

INTRODUCTION

- Draw/Show faces again (☺ ☹) and elicit the words *happy* and *sad*.
- Ask students if they know any other words to describe emotions. Write any words they know on the board.

DEVELOPMENT

A Vocabulary in Context

Have students look at the pictures. Say each describing word (adjective) and have students repeat as a group. Then have different students repeat.

B

- Have students work with a partner to decide which describing words are positive and which are negative.
- Write two columns on the board; label one + and the other -. Have different students tell you which words to write in each column.

Answers: positive: fine, good, great, OK, well; **negative:** in a bad mood, not so great, not so good

CLOSING

Ask: *How are you today?* Have different students try to reply without looking at the chart.

INTRODUCTION

Have students look at the photos and describe what they can see. Write their ideas on the board (e.g., They're happy; boy; girl; He's waving; school, etc.).

DEVELOPMENT

6 C Vocabulary in Action

- Tell students they are going to listen to three conversations. Have students read the directions, then listen and number the photos.
- Have students check answers in pairs.
- Listen again and check answers with the whole group.

Answers: 1, 3, 2



- Have students read the conversations and then listen and complete them.
- Have students check answers in pairs.
- Listen again and check answers with the whole group.

Answers: 1. great 2. good 3. not so good 4. fine 5. in a bad mood 6. OK

CLOSING

Have students work in pairs or trios; tell them to close their books and write down as many of the describing words as they can remember. Have them categorize them as + or -.

TEACHING TIP



Having students compare their answers with a partner before checking answers as a group helps weaker or shyer students feel more confident.

GRAMMAR

INTRODUCTION

- Write three columns on the board. In the first column, write the subject pronouns in the wrong order (*he, they, I, you, we, she, it*). In the second, write the forms of the verb to be (*am, are, is, are*). In the third, write *fine*; elicit other describing words (*great, OK, etc.*).
- Have students make sentences using a word from each column. Write sentences on the board, correcting them as necessary with the group's help.
- Erase the subject pronouns from the first column; have students tell you the correct order to match the forms of *to be*.

DEVELOPMENT

E Grammar in Context

- Have students look at the chart. Focus attention on the contractions column and explain that they are very common when we speak. Point out the information in the sidebar and explain that both contractions have the same meaning.
- Have a few students say sentences about themselves or their classmates (e.g., *Juan's in a bad mood. Ana is well. I'm not so good.*).

F Grammar in Action

- Have students work with a partner to read the words in the box and complete the conversations.
- Have a different pair read each conversation aloud; check answers with the group.
- Refer them to the chart if necessary.

Answers: 1. We 2. am 3. is 4. she 5. am 6. are

G

- Say: *I am great* and have students tell you the contraction, *I'm great*. Repeat for the other forms of *to be*.
- Have students work individually to write the contraction for each sentence.
- Have them check answers in pairs.
- Check answers with the whole group and write them on the board.

Answers: 1. I'm not 2. They're 3. She isn't/She's not 4. I'm 5. We aren't/We're not 6. He's

H Communicate

- Have students look at the photo and say what they can see (*school, young, happy, etc.*).
- Model Conversation 2 with a student. Say: *I am Carla, you are Pablo*. Then read the dialog.
- Have three students model Conversation 1. Then have two students model Conversation 3.
- Have students work in pairs or trios to practice the conversations. Encourage them to use their own names.

CLOSING

- With their books closed, have students review the conversations; write them on the board. Use names of students from the group.
- Have one or two pairs or trios say the conversations if they want to.

FURTHER PRACTICE

Have students form two circles, one inside the other. The students in the inside circle should face the people in the outside circle. When you say *go*, students in the inner circle say to the person opposite them: *Hi _____, how are you?* The person in the outer circle replies: *I'm _____.* *And you, _____?* The student in the inner circle replies: *I'm _____, thanks.* After 1 minute, say *go* again and the students in the outer circle all move one place to the right and the conversation is repeated with a new partner. Continue for as long as appropriate.

Material for review purposes only

E Grammar in Context Study the chart.

Subject pronouns and to be

Sentences	Contractions	Explanations
I am fine.	I'm fine. I'm not fine.	Use <i>am</i> with <i>I</i> .
You are great!	You're great! You're not / You aren't great!	Use <i>are</i> with <i>you</i> .
He is in a bad mood. She is not great. It is OK.	He's in a bad mood. She's not / She isn't great. It's OK.	Use <i>is</i> with <i>he, she, and it</i> .
You are OK. We are not so good. They are well.	You're OK. We're not / We aren't so good. They're well.	Use <i>are</i> with <i>you, we, and they</i> .

There are two ways to make contractions for *is not* and *are not*.

He's not so good. / *He isn't* so good.
They're not in a bad mood. / *They aren't* in a bad mood.

F Grammar in Action Complete the conversations with a word from the box.

I she we am is are

Conversation 1

Mario: How are you?
Andrés and Sara: (1) _____
We _____ are fine, thanks. And you?
Mario: I (2) _____ great!

Conversation 2

Carla: Pablo, how is Leti today?
Pablo: She (3) _____ fine.
Carla: So, (4) _____ isn't in a bad mood?
Pablo: No, not today!

Conversation 3

Gloria: Hi, Toni! How are you?
Toni: I (5) _____ not great. But you (6) _____ well, right?
Gloria: That's right!

G Write the contractions for the underlined words.

- I am not great. *I'm not* _____
- They are in a bad mood. _____
- She is not OK today. _____
- I am well, thank you. _____
- We are not so good. _____
- He is fine. _____

H Communicate Work with a partner. Practice the conversations in **d**.



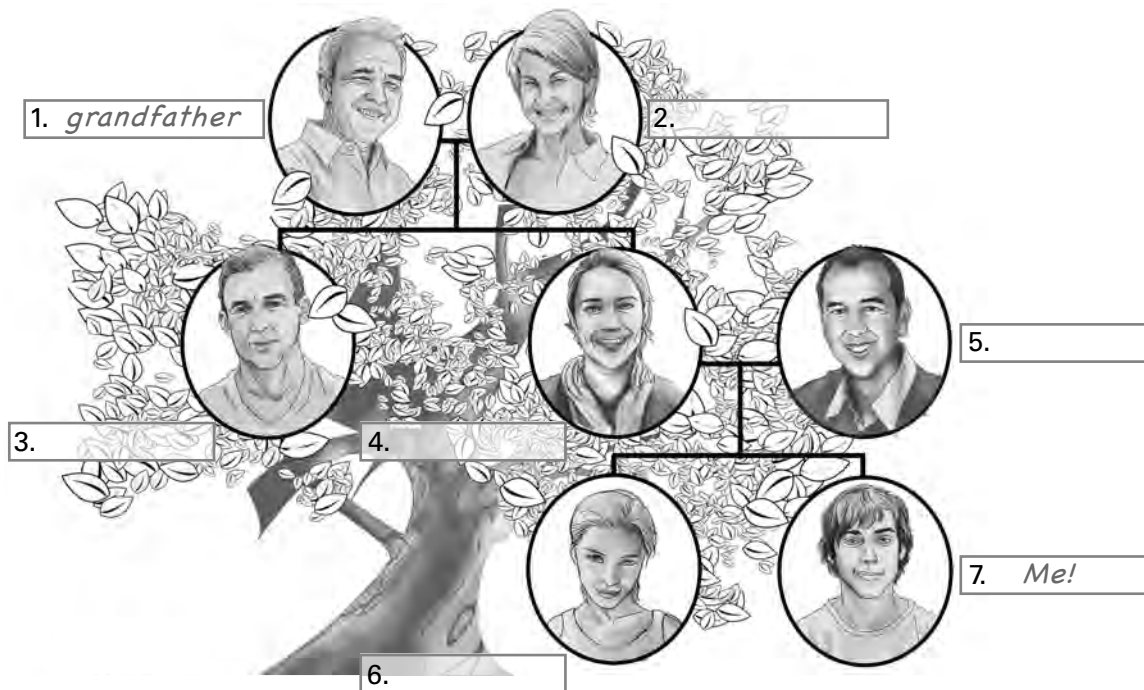
LESSON B FAMILY TREE

More Family Words

aunt
uncle
cousin

A Vocabulary in Context Write a word from the box under each person in the family tree. Then listen and check your answers.

mother	wife	sister	daughter	grandmother
father	husband	brother	son	grandfather



Use **possessive adjectives** to show who something belongs to.

I	my
you	your
he	his
she	her
it	its
we	our
they	their

Use **'s** after a name to show possession.
Yesenia is Sergio's sister.
Manuel is Teresa's son.

B Vocabulary in Action Listen to the conversation. Choose the correct word to complete each sentence.

- Manuel is Mari Carmen's brother. (son/brother)
- Manuel is Teresa's _____. (son/brother)
- Luís Antonio is Teresa's _____. (son/husband)
- Yesenia is Francisco's _____. (daughter/sister)
- Mari Carmen is Francisco's _____. (wife/sister)
- Sergio is Francisco and Mari Carmen's _____. (father/son)

C Write the words from the box in **a** in the chart below.



grandfather

Material for review purposes only

VOCABULARY TOPIC: FAMILY

INTRODUCTION

8 A Vocabulary in Context

- Write *family* in a circle in the middle of the board. Show a picture of a family (your family if possible) and elicit any family words students know. Make a word map on the board.
- Have students work with a partner to look at the people in the family tree and write the correct words.
- Have students listen and check their answers.
- Check answers with the whole group.
- Say the words in the box and have students repeat. Focus students' attention on the words in the sidebar and explain as necessary.

Answers: 1. grandfather 2. grandmother 3. uncle 4. mother 5. father 6. sister 7. brother

DEVELOPMENT

9 B Vocabulary in Action

- Show the picture of your/a family again and write possessive sentences on the board (e.g., *Isabel is Sara's daughter. Pablo is my brother.*, etc.). Then have students look at the sidebar with possessive adjectives and possessive 's.
- Tell students they are going to listen to a conversation. Have them read the directions and look at the example.
- Have students listen and complete the sentences in pairs.
- Listen again and check the answers with the whole group.

Answers: 1. brother 2. son 3. husband 4. daughter 5. wife 6. son

CLOSING

C

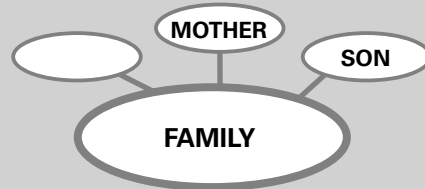
- Draw a two-column chart with ♂ and ♀ on the board. Have students tell you family words for each one. Don't write them.
- Have students work in pairs or trios to complete the chart in their books.
- Check answers with the whole group by completing the chart on the board.

Answers: male: grandfather, father, son, brother; **female:** grandmother, mother, daughter, sister

TEACHING TIP



To help students learn vocabulary, it's helpful to group words from the same category using visual organizers such as word maps and charts. If the teacher models these strategies, students can then use them themselves to help them learn new words.



FURTHER PRACTICE



Have students write down the names of some of the people in their family. Give example sentences about your family. (e.g., *Ana is my aunt. Felipe is Ana's husband.*, etc.) Then have students work with a partner to say sentences about their families (e.g., *José is Rafael's brother. Susy is my sister.*, etc.).

GRAMMAR

INTRODUCTION

- Write sentences on the board about your family, leaving blanks for the verb *to be* (e.g., *I _____ Samuel's mother. Samuel _____ Isabel's brother. They _____ my children.* etc.).
- Have students tell you what to write in the blanks.
- Have students tell you things about their family.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart. Focus their attention on the difference between the Affirmative and Negative sentences columns and explain that we use *not* for negatives. Remind students about contractions with the verb *to be*.
- Have a few students say sentences about themselves or their classmates (e.g., *He's not my brother. Juan's my brother.*).
- Focus students' attention on the *Yes/No* questions and Short answers columns. Ask a few students questions: *Is Juan your brother? Are you her sister? Are they your brothers?*
- Have several students ask other students questions.

E Grammar in Action

1. Write on the board: *Jorge isn't my brother.* Elicit this question from students: *Is Jorge your brother?* Write it on the board.
2. Have students work individually to read the directions and write the questions.
3. Have them check the questions in pairs. Refer to the chart if necessary.
4. Check with the whole group and write the questions on the board.
5. Have students tell you the short answers for the questions on the board. Write them next to the questions.

Answers: 1. Is Clara your sister? 2. Are they Juan's parents? 3. Are you Guillermo's father? 4. Is Yolanda his grandmother? 5. Am I Quique's brother? 6. Is Paz Tino's wife?

F

- On the board, write a chart with two columns: Subject pronouns and Possessive adjectives. Insert some of the information (e.g., *I, my, he, their*). Have students help you complete the chart with subject pronouns and possessive adjectives.
- Individually, have students read the directions and complete the sentences.
- In pairs, have them check their answers. Refer them to the chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: 1. her 2. their 3. my 4. your 5. our 6. its

CLOSING

G Communicate

- Draw your family tree on the board and have students give sentences about your family. Write them on the board.
- Have them draw their own family trees.
- Have students work with a partner to read the directions and talk about their families using the family tree.
- Encourage faster students to ask their partner questions about his or her family.

TEACHING TIP



Some students are visual learners and they need to see things to help them learn. When you write students' ideas and answers to exercises on the board, you help these students.

LESSON C WHERE ARE YOU FROM?

A Vocabulary in Context Write the name of the country under its flag.

Argentina	Canada	Germany	United Kingdom
Brazil	China	Mexico	United States



1. M e x i c o



2. a _ _ _ a



3. _ _ _ t _ _
K _ _ _ d _ _



4. _ r _ _ _ l



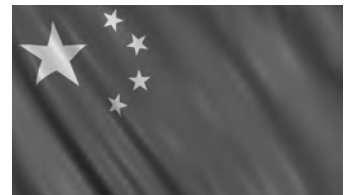
5. _ n _ _ e _
_ _ t _ _ _



6. _ g _ _ _ i _ _



7. _ e _ m _ _ _



8. C _ _ _ n _

B Vocabulary in Action Match the nationality to the country.

- | | |
|-----------------------|----------------|
| <u>h</u> 1. Argentina | a. British |
| ___ 2. Brazil | b. Mexican |
| ___ 3. Canada | c. German |
| ___ 4. China | d. American |
| ___ 5. Mexico | e. Chinese |
| ___ 6. Germany | f. Brazilian |
| ___ 7. United Kingdom | g. Canadian |
| ___ 8. United States | h. Argentinian |

C Write the correct word from the box on each line. Use some words more than one time.

North America	Europe	South America	Asia
---------------	--------	---------------	------

- The United States is in North America.
- Mexico is in _____.
- Germany is in _____.
- Argentina is in _____.
- China is in _____.
- The United Kingdom is in _____.
- Brazil is in _____.
- Canada is in _____.

Material for review purposes only

VOCABULARY TOPIC: COUNTRIES AND NATIONALITIES

INTRODUCTION

Show students pictures of flags that are familiar to them and elicit the country names. Help them with the English names as necessary.

DEVELOPMENT

A Vocabulary in Context

- Have students work with a partner to read the directions and complete the country names.
- Check the answers with the whole group. Write the list of countries on the board (Note: leave the list of nationalities for the next activity).

Answers: 1. Mexico 2. Canada 3. United Kingdom 4. Brazil 5. United States 6. Germany 7. Argentina 8. China

B Vocabulary in Action

- Show a Mexican flag and say: *I'm from Mexico. I'm Mexican.* Ask several students: *Are you from Mexico? Are you Mexican?* Encourage them to answer: *Yes, I am.* Show another country's flag (e.g., China) and say: *Wen-lei is from _____. He's _____.*
- Have students work with a partner to read the directions and match the nationalities and countries.
- Check answers with the whole group. Write the nationalities next to the countries from the previous exercise.

Answers: 1. H 2. F 3. G 4. E 5. B 6. C 7. A 8. D

C

- Show a map of the world and elicit the names of the continents. Write them on the board. Ask students to name countries for each continent.
- Have students work individually to read the directions and complete the sentences.
- Check answers with the whole group.

Answers: 1. North America 2. North America 3. Europe 4. South America 5. Asia 6. Europe 7. South America 8. North America

CLOSING

- Individually, have students write down as many countries as they can in two minutes. Help with the names in English as necessary.
 - Have students work in pairs or trios to write the nationality and continent for the countries on their lists.
- *Remind students that country names and nationalities always start with a capital letter in English.

FURTHER PRACTICE

Show pictures of people from various countries (if possible, they should be in national dress). Have different students ask: *Is he/she from _____? Is he/she _____? Are they from _____?*, etc. Have different students answer: *Yes, he is. /No, he isn't./Yes, they are.*, etc. Then give sets of pictures to small groups of students (3 or 4 students per group) and have them continue asking and answering.

GRAMMAR

INTRODUCTION

- Write *Wh-* and ? on the board and elicit any question words the students already know. Write them on the board. Have students try to explain when we use each one.
- Write *to be* on the board. Elicit the different forms (*am/is/are*) and write them.
- Make a question with one of the question words and a form of the verb *to be* (e.g., *When is recess?*) Write it on the board and have students tell you the answer. Have students try to make questions.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart. Focus their attention on the sidebar and explain that we can only make contractions with *Wh-* words + *is*.
- Ask several students the questions from the chart, changing details as necessary.
- Have students try to make questions using information about their classmates.
- Have them ask their partners the questions they made.

E Grammar in Action

- Write a scrambled question on the board, or write it on large cards (one word per card) and distribute them to several students. (e.g., *school your Where is ?*) Have students write the correct question on the board or make it physically with the cards. Have them give an answer.
- Have students work individually to read the directions and write the questions.
- Have them check the questions in pairs. Refer to the chart if necessary.
- Check with the whole group and write the questions on the board.

Answers: 1. What is your mother's name?
2. How are you today? 3. Where is Mario from?
4. When is Ana's party? 5. Where are your grandparents?
6. Why is Raul happy?



10F

- Have students work with a partner to complete the conversation with *Wh-* words.
- Have students listen and check their answers.
- Listen again and check answers with the whole group.

Answers: 1. How 2. What 3. Why 4. When
5. Where 6. Who

CLOSING

G Communicate

- Have students look at the photo and the flag. Ask: *Who is he? Where's he from?*
- Have students work individually to write a list of famous people whose nationality they know. Tell them to list as many people as they can.
- Have them work with a partner to ask and answer questions about the people on their list.

FURTHER PRACTICE

Write the words for three or four *Wh-* questions on cards. Ideally, the questions should be related to your students and their context (e.g., *Who is X (name of another teacher)? When is the English exam?*, etc.). Make sets so you can give one to each group of three or four students. In their groups, have students unscramble the questions. Then have them answer the questions if possible. You can also have students create this activity themselves by having groups write their questions on pieces of paper (one word per piece) and then give them to another group to unscramble.

Material for review purposes only

D Grammar in Context Study the chart.

To be: Wh- questions

Wh- questions	Answers	Explanations
Who is Alfonso? / Who's Alfonso?	Alfonso's my brother.	Use who to ask about a person.
What is your father's name? / What's your father's name?	His name's Tomás.	Use what to ask about a thing.
Where are your friends from?	They're from Cuernavaca.	Use where to ask about a place.
When is the party? / When's the party?	It's tonight.	Use when to ask about a time.
Why is Chelo in a bad mood? / Why's Chelo in a bad mood?	She's in a bad mood because she's tired.	Use why to ask about a reason.
How are you?	I'm good, thanks.	Use how to ask about a way or condition.

The contraction for **Who + is = Who's**. Don't make **Wh-**contractions with **are**: *Where are your mother and father from?*

E Grammar in Action Unscramble the questions.

- is your name mother's What What is your mother's name?
- today How you are _____
- Where Mario from is _____
- Ana's is When party _____
- are your Who grandparents _____
- happy Raúl is Why _____

F Complete the questions with the correct Wh- word. Then listen and check your answers.

Lucía: Hi, Pedro! (1) How are you?

Pedro: Hi, Lucía. Honestly, I'm not so good.

Lucía: (2) _____ is the problem?

Pedro: I'm really tired.

Lucía: Oh, that's too bad. (3) _____ are you so tired?

Pedro: I have a lot of homework right now. Hey, (4) _____ is the next bus?

Lucía: In about ten minutes. (5) _____ are you going?

Pedro: Home—there's a concert on TV at 5 p.m.

Lucía: (6) _____ is the singer?

Pedro: It's Ximena Sariñana.

Lucía: She's great!

G Communicate Work with a partner. Ask and answer questions about famous people from other countries.

Where's Lionel Messi from?

He's from Argentina.
He's Argentinian.



Material for review purposes only

LESSON D HER EYES ARE BROWN

Use **to be** and a descriptive adjective to talk about people's appearance.

He **is tall and heavy**.
His eyes **are blue**.
His hair **is brown**. It **isn't long**.

A Language Builder Look at the pictures and study the describing words.



B Listening Listen to the descriptions. Match them to the pictures.

CG
11



- d* 1. Elena's eyes are brown.
 2. Patricia is thin. Her hair is long.
 3. My sister's hands are small.
 4. Miguel is thin. Alfonso is heavy. Their hair is brown.
 5. Enrique's eyes are blue.
 6. His grandfather is tall and his grandmother is short.

C Listen to the conversation. How many people are speaking?

CG
12



D Listen again. Circle the correct word to complete each sentence.

CG
12

- Lucas is (tall / short).
- He is (Mexican / Brazilian).
- His eyes are (blue / brown).
- His hair is (brown / black).
- He is with his (mother / sister). Her name is Marta.
- Marta's hair is (short / long).

Material for review purposes only

VOCABULARY TOPIC: DESCRIBING WORDS

INTRODUCTION

- Show pictures of 2 or 3 different people and elicit words to describe each person. Write the adjectives on the board. Help students with the English words as necessary.
- Elicit the forms of the verb *to be* and write them on the board.
- Have students make sentences about the people in the pictures using *he/she/they + be + one of the describing words* on the board.

DEVELOPMENT

A Language Builder

- Have students look at the pictures and repeat each adjective.
- Focus students' attention on the sidebar; point out the use of *are* with *eyes*.
- Have several students make sentences about their classmates.

B Listening

- Tell students they are going to listen to descriptions of people. With their books closed, have students listen and write the describing words they hear.
- In pairs, have them compare their lists of describing words.
- Have students look at the pictures and listen again to match the descriptions to the pictures.
- Check answers with the whole group.

Answers: 1. D, 2. A, 3. F, 4. C, 5. B, 6. E

C

- Have students read the directions, then listen and answer the question.
- Check answer with the whole group.

Answer: Two people are speaking

D

- Have students read the directions, then listen again and circle the correct word to complete each description.
- Check answers with the whole group.

Answers: 1. tall 2. Brazilian 3. brown 4. black 5. sister 6. long

CLOSING

- Have students write descriptions of each other or of their family members. Encourage them to use nationalities and describing words.
- Have students exchange descriptions with a partner and read them.
- Have one or two students say who they read about and describe the person without looking at the description.

TEACHING TIP



When doing listening practice in class, always make sure students have something to do that requires them to focus on understanding what they are hearing. It is important to help students realize that they don't need to understand everything they hear. Instead, they should focus on understanding the information they need (a detail or a general idea). This is called listening for specific information (detail) or listening for gist (main idea).

ANIMAL FAMILIES

INTRODUCTION

A Preview

Have students look at the pictures and say as much as they can about the three animals (where they live, size, what they eat, etc.). Write their ideas on the board helping with the English as necessary.

B

- Have students read the directions and look at the words.
- In pairs, have them compare the words they circled and their ideas for the new words.

DEVELOPMENT

C View

- Have students watch the video and check the words they hear from **b**.
- In pairs, have them compare and say what they understood from the video.

D After You Watch

- Have students work with a partner to write the words from **b** under the pictures.
- Check answers with the whole group.
- Have students tell you about the video. Write their ideas on the board.

Answers: 1. human family 2. mother
3. father 4. animal family 5. sons and daughters

CLOSING

E Communicate

- Tell students about your family (e.g., *My family is big. There are six people. I have two brothers and one sister.*). Repeat if necessary.
- Ask a few students about their families: *Is your family small? How many people are there in your family? How many brothers and sisters do you have?*
- In pairs, have students tell each other about their families.
- Have several students tell the group about their partners' families. Have the group help you write the descriptions on the board eliciting possessive 's and the possessive adjectives (e.g., *Juan's family is small. There are four people in his family. He has one sister.*).



FURTHER PRACTICE

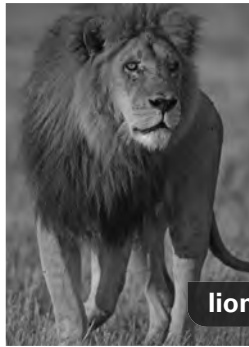
Have students talk to three or four people about their families and take notes. Then have them write two descriptions about each person's family using possessive 's and possessive adjectives. Encourage students who finish first to write more descriptions. Display the descriptions on a wall in the classroom if possible.

Animal Families

A Preview Do you know these animals? Look at the pictures and read the words.



gorilla



lion



meerkat

B Look at the words in the box. Circle the words you remember. Try to guess the meaning of the words you don't know.

animal family human family father mother sons and daughters

C View As you watch the video listen for the words you previewed.

D After You Watch Write the words from the box in **b** on the lines under the pictures.



1. _____



2. _____



3. _____



4. _____



5. _____

E Communicate Talk with a partner about your family.

My family is big. There are seven people.

Wow! My family is small.

Material for review purposes only

LESSON E WHAT'S YOUR ADDRESS?

A Listening in Context Listen to the conversation.



Where are the people? _____



B Listening in Action Listen again and write the correct information on the card.



Mexican
Morelia
Clara Muñoz
75 Ocampo St.
Mexico
claram@undo.com
555-545-1380

(1) Name: Clara Muñoz

(2) Nationality: _____

(3) Phone: _____

(4) email: _____

(5) Address: _____

(6) City: _____

(7) Country: _____



Language Academy
Student Information Card

C Pronunciation Listen to the pairs of words. Then practice saying each pair.



/s/

1. seal
2. Sue
3. bus
4. hiss
5. race
6. ice

/z/

- zeal
- zoo
- buzz
- his
- rays
- eyes

Material for review purposes only

INTRODUCTION

13 A Listening in Context

- Have students look at the photo and say what they can see.
- Tell them they are going to listen to a conversation. Have them predict what it is about. Write their ideas on the board, helping with the English words as necessary.
- Have students read the directions and listen to the conversation to answer the question.
- Check answer with the whole group.

Answer: They're at a school.

DEVELOPMENT

13 B Listening in Action

- Have students look at the ID card and the information in the word bank.
- Have students listen and complete the ID card.
- Have them compare answers in pairs.
- Listen again and check the answers with the whole class.

Answers: Name: Clara Muñoz, **Nationality:** Mexican, **Phone:** 555-545-1380, **e-mail:** claram@mun.do.com, **Address:** 75 Ocampo St, **City:** Morelia, **Country:** Mexico

CLOSING

- Have students look at the predictions they made before they listened. Ask: *Are your predictions right?* Have them tell you what they can remember about the conversation they listened to.
2. Ask questions about the picture: *What's the girl's name? Where is she from?*, etc.

INTRODUCTION

- Write on the board /s/ and /z/ and explain that they are the sounds, not the letters s and z. Have students say each sound.
- Write an example for each sound: *ice* and *eyes*. Have students repeat each word.
- Say the words a few times and have students stand up if you say *ice* and stay sitting if you say *eyes*.

DEVELOPMENT

14 C Pronunciation

- Have students read the directions and listen to the pairs of words.
- Have students repeat each pair.

CLOSING

- Draw two columns on the board: /s/ and /z/. Say words from the two lists and have students tell you which column to write the word in.
- Have students draw two blank columns in their notebook and label them /s/ and /z/.
- In pairs, have them take turns to say words from the lists to each other and write them in the correct column.

TEACHING TIP



Focusing students' attention on specific sounds and phonetic symbols will help them develop better pronunciation. It will also help them be able to use dictionaries more effectively and figure out the pronunciation of new words by themselves.

INTRODUCTION

- Draw an ID card on the board and write your name, country, address, city, telephone number, and e-mail. Elicit the questions we ask to find out this information (give prompts as necessary: *What's ... /Where are ...*). Write the questions on the board.
- Have several students ask different questions and have other students answer.

DEVELOPMENT

D Speaking

- Have students read the directions and look at the ID card.
- Have them work in pairs to ask and answer the questions to complete the card for their partner.
- If time allows, have students change partners and repeat. They can write the information in their notebooks.

CLOSING

- Ask different students the questions in the box.
- Call on students to ask a question and others to answer.

INTRODUCTION

- Write on the board: *e-mail*. Ask students who they send *e-mails* to.
- Write on the board: *e-pal*. Ask students what they think it means. Explain as necessary and ask students what they would tell an e-pal in their first e-mail. Write their ideas on the board.

DEVELOPMENT

E Writing

- Have students read the directions and complete the e-mail.
 - Have them compare answers in pairs.
 - Check answers with the whole group.
- Answers:** 1. I'm great! 2. I'm tall. 3. My eyes are brown. 4. My brother's name is Billy. 5. Where are you from? 6. It's nice to meet you!
- Have students look at their ideas for a first e-mail to an e-pal and compare them with this e-mail.

F

- Write Hi _____ on the board and have students suggest a name for your new e-pal.
- Have students tell you what to write and begin writing an e-mail together on the board. Have them change the information in the model so that it is true for you.
- Have students write their own e-mails.

CLOSING

G

- Have students work with a partner to exchange e-mails. Tell them to read and check that the verb *to be* is used correctly. Remind them to look at the charts on pages 5 and 7 to help them.
- In pairs, have them help each other make any corrections needed.

GET CLOSE TO MEXICO



- Ask how many students in the group have e-mail addresses. Do a survey and find out what are the most popular accounts (e.g., Hotmail, Yahoo, Prodigy, Gmail, etc.). Write (or have a student write) the results on the board. Alternatively, this could be done as a small group activity, where each group surveys the class and then presents a graph of the results.
- Ask students how many people in Mexico they think have an e-mail address. If appropriate, ask students to investigate the number and tell the group next class.

D Speaking Ask questions to complete a student information card for your partner.

What's your name?
Where are you from?
What's your address?
What's the city?
What's your phone number?
What's your e-mail?

Name: _____
Nationality: _____
Phone: _____
email: _____
Address: _____
City: _____
Country: _____

Language Academy
Student Information Card

What's your address?
It's 23 Pedrales Avenue.

E Writing Complete the e-mail with the sentences in the box. Use each sentence once.

Hi Paula,
How are you? (1) _____ I'm really happy you're my e-pal.
Here are some things about me. I'm 15 and I'm from Chicago. (2) _____
My hair is brown, and it's not too long. (3) _____
Let me tell you about my family. My father's name is Pete and my mother's name is Tina. They're really nice. (4) _____ He's 7, and he's kind of a pain sometimes.
Please tell me about you. (5) _____ What do you look like? Who's in your family?
OK, that's all for now. (6) _____ Write soon!
Jill

My eyes are brown.
Where are you from?
My brother's name is Billy.
It's nice to meet you.
I'm great!
I'm tall.

F Write to an e-pal. Tell him/her about yourself.

GET CLOSE TO MEXICO
Many students around the world have e-mail addresses. How many people in Mexico have e-mail?

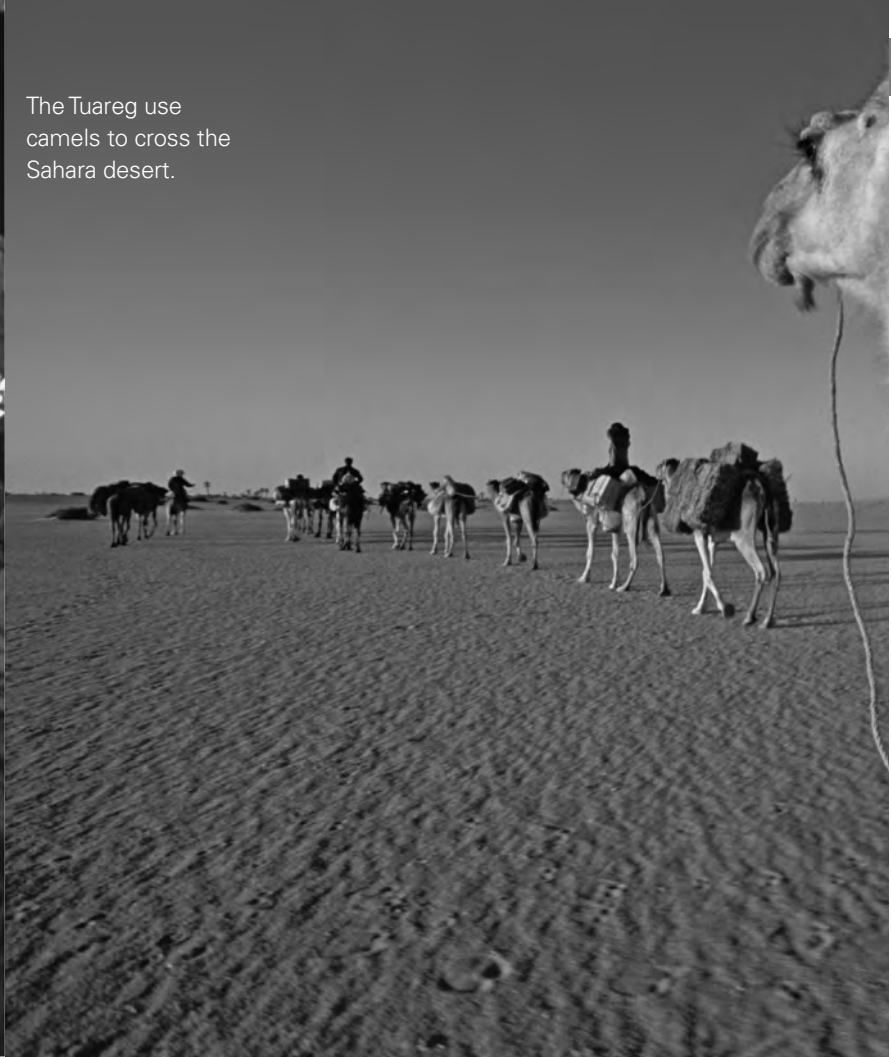
G Look at your partner's e-mail. Does he/she use **to be** correctly?

LESSON F READING



Assalama and her family prepare for the wedding.

The Tuareg use camels to cross the Sahara desert.



A Connect with the Text Look at the pictures and answer the question.

How do you think the bride feels? _____

B Scan Scan the reading and write the answers to the questions below. Then read again to check your answers.

1. How old is the bride? _____
2. How old is the groom? _____
3. How long will they live with her family? _____

C Read in Depth Read the article again. Then write the answers to the questions.

1. What is this article about?

2. Where is Assalama's family from? (paragraph 1)

3. Who is with Assalama and Mohamed during the ceremony? (paragraph 2)

4. Why are Assalama and Mohamed with her family after the wedding? (paragraph 3)

5. Circle the sentence that you agree with:

Traditions are very important.

Traditions aren't very important.

Material for review purposes only

INTRODUCTION**A Connect with the Text**

- Have students look at the photos and say what they can see. Help them with the English as necessary.
- Focus students' attention on the photo of the bride preparing for the wedding and have students answer the question.

Answer: Answers will vary, but could include: "She feels scared.", or "She feels nervous."

B Scan

- Have students read the directions. Explain that scanning is a reading strategy to help them understand a text. Tell them they don't need to understand everything; they only need to find the answers to these three questions.
- Have students scan the text and answer the questions.
- Have students compare their answers with a partner, then read again to check.
- Check answers with the whole group.

Answers: 1. She's 15. 2. He's 25. 3. For one year.

DEVELOPMENT**B Read in Depth**

- Have students read the directions and the questions. Focus their attention on the glossary. Tell them that this time they are going to read more carefully to understand the main idea and specific details.
- Have them read and answer the questions.
- Have them compare their answers in pairs. Tell them to read parts of the text again if necessary to check their answers.
- Check answers with the whole group.

Answers: 1. It's about a man and a woman, and their wedding. 2. They are from the Sahara Desert. 3. They are with her best friend, her mother, and a helper. 4. They are with the family so that Mohammed can show them respect. 5. (Answers will vary.)

CLOSING

- Ask students to describe a typical wedding in Mexico. Have them explain how the bride and the groom prepare for their wedding. Write their ideas on the board, helping with the English as necessary.
- Have students work with a partner to describe a wedding they went to*. Write *Wh-* question words on the board to help them: *Who? When? Where?*

*They can do this using the language they know; they don't need to use the past tense. The objective is to give students an opportunity to try to use English freely and make themselves understood with the language they know so far.

TEACHING TIP



Focusing students' attention on strategies that can help them when reading is important. If they realize that it isn't necessary to understand every word of a text to be able to understand the main idea or to find specific information, they will feel more confident. If they practice these strategies in class, they also will become better readers outside of class.

TEACHING TIP



Having students look at pictures before reading or listening helps them be more prepared for what they are about to read or hear. This activates vocabulary they already know and gives them an idea of what to expect, which makes comprehension easier.



A WEDDING

1 The Tuareg girl, Assalama, sits in a **tent**. Her mother, grandmother, aunts, and cousins help make her hair perfect for her wedding. The bride is only 15 years old. She spends most of her time with her mother's animals. The Tuareg people are **nomads**, so it is lucky for Assalama that she met Mohamed. He is 25 years old.

2 At the celebration, there is a special tent for Assalama and Mohamed. Assalama stays inside the tent the whole time. She is with Mohamed, her best friend, her mother, and one special helper.

3 After the wedding, husband and wife will live with Assalama's family for one year. Mohamed will respect them. He will work hard to get their approval. Then he will take Assalama back to his camp. He will start his **caravan** moving again.

Tuareg men and women wear blue cloths on their heads.

←

tent, n. – a place to stay that is made of fabric

nomads, n. – people who move from one place to another, with no permanent home

caravan, n. – a group of people and animals that travel from one place to another

Material for review purposes only

MY SCHOOL



THEME

UNIT 1

2

Opening Activity

Look at the picture and answer the questions.

1. Are these people at a museum or at a school?
2. Are they in class or out of class?
3. Do you think they are friends or not? Why do you think that?

Material for review purposes only



Theme Goals

In this theme you will learn to:

- describe your classroom.
- talk about your belongings.
- recognize and use singular and plural nouns.
- talk about people's professions.
- use *there is / there are*.
- use definite and indefinite articles.
- ask questions to get to know someone.

Material for review purposes only



SYLLABUS FOCUS

Fundamental Concept: **Me: Who am I?**

Subsidiary Concept: **As an individual:
physical and social**

Main Category: **Diversity**

Core Value: **Solidarity**

Photo Background

This photo shows high school students studying together outside of class. It is very common in high schools in the U.S. for students to work collaboratively on homework projects. Team work is an important value.

INTRODUCTION

- Ask students: *Where do you do your homework? Do you do your homework with your friends?*
- Make a list on the board of the group's favorite places to study (e.g., *in my bedroom, in the living room, at school, at my friend's house, etc.*).

DEVELOPMENT

Opening Activity

- Have students look at the photo. Ask: *Who are these people? What can you see in the photo?* Help students with vocabulary and write their ideas on the board (e.g., *students, at school, doing homework, studying, etc.*).
- Have students work in pairs to read the Opening Activity questions and answer them.
- Have different students share their answers and write them on the board.

Answers: 1. They are at a school. 2. They are out of class. 3. (Answers will vary.)

THEME

UNIT 1

Material for review purposes only

Theme Goals

- Write on the board: [set items a to g in two columns]
 - My father's an ____.
 - How do you ____ Yazmin? Y-A-Z-M-I-N
 - ____ is your favorite music?
 - ____ a computer on the desk.
 - ____ is my backpack.
 - ____ door is open.
 - ____ is the plural of 'city'.
- Have students work in pairs to read the Theme Goals and try to match them to the sentences on the board. Do a) with the group as an example: *Theme Goal – talk about people's professions.*
- Have different students say the complete sentences on the board.

CLOSING

- Have students work in small groups or as the whole class to say one thing about the photo and one thing about themselves (e.g., *They are students. I'm a student., etc.*).

	Competencia genérica	Competencia disciplinar
Theme Opener	<ul style="list-style-type: none"> • Se expresa y se comunica 	<ul style="list-style-type: none"> • Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral.
Lessons A - F	<ul style="list-style-type: none"> • Se expresa y se comunica • Trabaja en forma colaborativa • Piensa crítica y reflexivamente • Aprende de forma autónoma 	<ul style="list-style-type: none"> • Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral. • Comprende la noción y las propiedades del texto. • Reconoce que la lectura es el resultado de una interacción entre el texto y el lector y aplica las estrategias necesarias de acuerdo con el propósito del texto y del lector. • Utiliza procedimientos y estrategias de la comunicación escrita y reconoce la importancia de evaluar las producciones, tanto propias como ajenas, con criterios objetivos de corrección, coherencia, propiedad y creatividad. • Se expresa en forma coherente, creativa y adecuada a diversas situaciones y finalidades; acentúa las destrezas comunicativas propias del diálogo, que requiere el trato con otras personas y la práctica expositiva pública. • Desarrolla estrategias para hacerse comprender en lengua extranjera, en situaciones comunicativas cotidianas, mediante convenciones lingüísticas y recursos no lingüísticos. • Conoce aspectos elementales sobre el origen, desarrollo y riqueza de una lengua extranjera.
Self-Evaluation (on website), Wrap-up, Vocabulary Builder (on website), Video, World Heritage Spotlight	<ul style="list-style-type: none"> • Se expresa y se comunica • Trabaja en forma colaborativa • Piensa crítica y reflexivamente • Aprende de forma autónoma 	<ul style="list-style-type: none"> • Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral.

Material for review purposes only

LESSON A IN THE CLASSROOM



board



map



window



desk



chair



computer



clock



door

A Vocabulary in Context Look at the pictures on the left. Circle the objects that are in your classroom.



B Vocabulary in Action Look at the pictures again. Complete the words below. Then listen and check your answers.



1. b o a r d

2. m _____

3. _____ n d _____

4. _____ e _____ k

5. c _____ a _____

6. _____ m _____ t _____ r

7. _____ l _____ c _____

8. d _____ r

C Circle the correct word to complete each sentence.

1. There are many (students / teacher).
2. The (clock / door) says "12:15."
3. There is a (desk / map) on the wall.
4. There are words on the (chair / board).
5. The (door / chair) is open.
6. There is a (desk / window) for every student.
7. There is a (chair / door) for every student.
8. The (board / computer) is on the desk.

Material for review purposes only

VOCABULARY TOPIC: CLASSROOM OBJECTS

INTRODUCTION

Write *classroom objects* in the middle of the board. Ask students to name any objects in the classroom they know in English. Write the words they know on the board in the form of a word map.

A Vocabulary in Context

Have students look at the pictures of the objects. Say the name of each object and have students repeat as a group, then have different students repeat.

DEVELOPMENT

B Vocabulary in Action

- Have students complete the words individually.
- Listen and check answers with the whole group.
- Have students spell the words for you and write the answers on the board.

Answers: 1. board 2. map 3. window 4. desk 5. chair 6. computer 7. clock 8. door

C

- Write a sentence on the board that is true for your classroom (e.g., *There are many doors/windows in our classroom.*). Have students tell you which word completes the sentence and circle it.
- Have students work in pairs to read the directions and complete the sentences.
- Check answers with the whole group.

Answers: 1. students 2. clock 3. map 4. board 5. door 6. desk 7. chair 8. computer

CLOSING

- Spell the words from **a** and have students write them down.
- Have them spell the words back to you and write them on the board.
- Write on the board: *There is... There are...*
- Have students work in pairs or small groups to write four sentences about their classroom.
- Have several groups share their sentences; write them on the board.

TEACHING TIP



Encouraging students to spell words will help them become familiar with the alphabet. It will also help students get used to the fact that words in English aren't always spelled the way that they sound.

<i>School</i>	
<i>People</i>	<i>Things</i>
<i>teacher</i>	<i>eraser</i>
<i>principal</i>	<i>dictionary</i>

FURTHER PRACTICE



Have students work in pairs to each choose four words from **a** and dictate them to each other by spelling them. Using their partner's words, they should write three sentences about the classroom, one of which should be false. They then read their sentences to each other and say which one is false.

Material for review purposes only

GRAMMAR

INTRODUCTION

- Copy the chart in **e** on to the board (or make a poster) but leave out some of the examples from the first two columns. Don't write the explanations:

Singular Nouns	Plural Nouns	Explanation
a clock one _____ a _____	two _____ six pencils three days	
one box a _____ one class a quiz	five boxes three lunches two _____ four _____	
etc.		

- Have students work in pairs to complete the first two columns.
- Have pairs join in groups of four. Have students compare and try to figure out the rules for forming plurals in English.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart and compare it to their charts. Focus their attention on the spelling changes.
- Have them focus on the pronunciation of plural -s by repeating the phrases.

E Grammar in Action

- Have students read the directions and write the plural forms.
- Have them work in pairs to compare their answers. Refer students back to the chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: 1. halves 2. people 3. books
4. pencils 5. boxes 6. dictionaries

F

- Have students work in pairs to read the directions. Point out that they have to decide if they need a singular or plural noun. Then the pairs choose the correct word and make it plural only if necessary.
- Have them check their answers in pairs. Refer to the chart if necessary.

- Check answers with the whole group and write them on the board.

Answers: 1. woman 2. sandwiches
3. classes 4. bookshelf 5. desks 6. pencil

G Communicate

- Have students look around the class and write any objects they see.
- Have students read the directions, then model the example with a student.
- Have students tell a partner what they can see in the classroom.

CLOSING

- Have students work in small groups to write as many nouns as they can in English.
- Have them exchange lists with another group and write the plural forms.
- Check with the whole group by having each group tell you two words from their list. Write them on the board. Continue until there are no more new words to add.
- Identify the plural ending of each noun by circling or underlining.

FURTHER PRACTICE



Have students draw their ideal classroom. Make sure they include several plural items. Encourage them to add items that they might not normally find in a classroom. Have students talk about their pictures in pairs (e.g., *There are twenty computers. There are ten x-boxes.*).

TEACHING TIP



Having students figure out language rules for themselves can help them understand and remember them. This is called "inductive" or "discovery" teaching.

Material for review purposes only

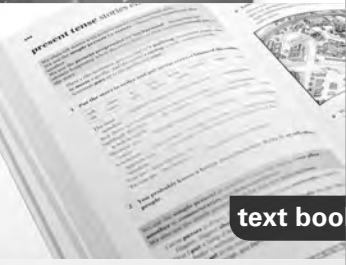
LESSON B My THINGS



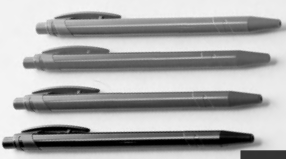
backpack



notebook



text book



pens



cell phone



comic book



MP3 player



videogame

A Vocabulary in Context Look at the pictures and read the names of the objects.



B Vocabulary in Action Unscramble each word and write it on the line. Then listen and check your answers.

- | | | | |
|---------------|--------------------------|---------------|-------|
| 1. rstik | _____ <i>skirt</i> _____ | 5. seohs | _____ |
| 2. kackapbc | _____ | 6. oiavegmed | _____ |
| 3. tjakce | _____ | 7. tnaps | _____ |
| 4. coicm kobo | _____ | 8. elcl ophen | _____ |

C Look at the list of objects in **b**. Write each word in the column that is true for you.

I have...	I want...

Material for review purposes only

VOCABULARY TOPIC: PERSONAL OBJECTS

INTRODUCTION

- Have students look at the items on their desks and in their backpacks and name as many as they can. Write the words on the board.
- Have students say the plural form of the words on the board. Write the plurals, having students fix spelling as necessary.

A Vocabulary in Context

- Have students look at the pictures and say what they can see.
- As a group, have them repeat the names of each object. Then have individuals repeat.

DEVELOPMENT

B Vocabulary in Action

- Have students read the directions and unscramble the words.
- Have them check answers in pairs.
- Listen and check with the whole group. Write the answers on the board.

Answers: 1. skirt 2. backpack 3. jacket
4. comic book 5. shoes 6. videogame
7. pants 8. cell phone

CLOSING

- C**
- Draw a two-column chart on the board with *I have* and *I want*. Say: *I have a backpack. I want a cell phone*. Have students tell you which object to write in each column.
 - Have students complete the chart for themselves. Encourage them to add other personal objects if they can.
 - Have students compare their lists in pairs.
 - Have several different students say what they have and what they want.

Answers: (Answers will vary.)

TEACHING TIP



It is useful to organize your board so that you have three main spaces: A column on one side is used for vocabulary from the class. This column is added to as the class progresses and shouldn't be erased until the end of the class. There should be another column on the other side for language explanations and examples, which don't get erased until the end. Finally, the space in the middle is used for writing students' ideas and examples and for checking exercises. This part should be erased and re-used throughout the class. An organized board is also a model of good study habits (organized notebooks) for your students.

FURTHER PRACTICE



Have students work in pairs to say a word from the list in **a**. Their partner has to repeat the word but make it plural. Tell them that *pants* is an exception and can't be used in the singular.

TEACHING TIP



When students are working in pairs or small groups, this is a good moment to monitor and give them feedback on their production. It is easier to evaluate individual students' progress when you can listen to them or see what they are writing when they are in pairs or small groups.

GRAMMAR

INTRODUCTION

- Write on the board: *There is / There are / Is there / Are there*
 - a. _____ *any videogames in the classroom?*
 - b. _____ *a cell phone in my backpack.* (Show a cell phone from a backpack if possible.)
 - c. _____ *a backpack on the chair?*
 - d. _____ *five books on my desk.* (Put five books on the desk if possible.)
- Have students complete the sentences with the correct words.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart. Focus their attention on the two forms of the negative (*isn't/is not*) and the word order for questions. Ask: *What other word do we need to make questions with plural nouns?* Point out the use of *any* in questions and the negative.
- Write on the board: *She's from Mexico.* Remind students about contractions with the verb *to be*. Point at the two affirmative sentences on the board from the Introduction and ask: *When can we use a contraction?* Elicit: *There's a cell phone.* Write it on the board. Point out the information in the sidebar.
- Have several students make sentences about the classroom and ask other students questions.

E Grammar in Action

- Have students work in pairs to read the directions and complete the sentences.
- Check with the whole group and write the sentence on the board.
- Underline *There is/There are* in each sentence. Ask: *Which one do we use with singular nouns? With plural nouns?*

Answers: 1. There are 2. There is 3. There is 4. There are 5. There are 6. There is

F

- Draw a question mark on the board and have students tell you how to write a question with *there is/there are*. Remind them that the order word changes.
- Have students read the directions individually and complete the questions.
- Have them check their answers in pairs. Refer to the chart if necessary.
- Check answers with the whole group and write them on the board.
- Have students answer the questions about their classroom. Write their answers on the board.

Answers: 1. Are there any pencils? 2. Is there a dictionary? 3. Is there a backpack? 4. Are there any shirts? 5. Are there any notebooks? 6. Is there a videogame?

CLOSING

Communicate

- Model the conversation with a student. Ask him/her about his backpack. Have him/her ask you questions about your bag/backpack.
- Have students ask their partners about their backpacks.
- Have them change pairs and repeat.

TEACHING TIP



Have students ask several people about their backpacks and then report to the class (e.g., *There's a cell phone in Ana's backpack. There are two notebooks in her backpack.*). Remind students about possessive 's and possessive adjectives; refer them back to the chart on p.6. Students can report either orally or in writing, or both. In order to help students focus on listening to each other or read each other's sentences, tell them they are going to draw a graph to show how many of each item there are, so they should take notes. Draw an example of a graph including one item (e.g., *cell phone*) on the board.

D Grammar in Context Study the chart.

There is / There are

Affirmative sentences	Negative sentences	Yes/No questions and Short answers
There is /There's one cell phone in her backpack.	There is not /There isn't a cell phone in her backpack.	Is there a cell phone in her backpack? Yes, there is . / No, there is not / There isn't .
There are six comic books in his desk.	There are not /There aren't any comic books in his desk.	Are there any comic books in his desk? Yes, there are . / No, there are not / There aren't .

Use contractions with **there is**.

There's a pen in my desk.

We don't use contractions with **there are**.

E Grammar in Action Complete each sentence with **there is** or **there are**.

1. *There are* _____ four pencils.
2. _____ one dictionary.
3. _____ a backpack.
4. _____ two shirts.
5. _____ three notebooks.
6. _____ one videogame.

F Write **Yes/No** questions for the sentences in **e**. Use **Is there a...?** or **Are there any...?**

1. *Are there any pencils?* _____
2. _____
3. _____
4. _____
5. _____
6. _____

G Communicate Talk to a partner about the things in your backpack. Ask and answer questions.

What's in your backpack?
Is there a videogame?

Yes, there is. And there are four comic books.

Material for review purposes only

LESSON C PEOPLE AND PROFESSIONS



teacher



secretary



coach



janitor



cook



librarian



counselor



nurse

A Vocabulary in Context Look at the pictures on the left margin and read the professions. Then listen and repeat the words.

B Write the names of the professions from **a** under the correct pictures.



1

librarian



2



3



4



5



6



7



8

C Vocabulary in Action Who works at your school? Write sentences about people you know.

1. *Mrs. Hernández is our school nurse.*
2. _____
3. _____
4. _____
5. _____
6. _____

Material for review purposes only

VOCABULARY TOPIC: PROFESSIONS

INTRODUCTION

- Ask: *What do I do? What's my job?* Write on the board *profession*. Elicit: *teacher* and write it on the board.
- Have students work in pairs to make a word map of any professions they already know.
- Draw a word map on the board and have students tell you jobs they know.

A Vocabulary in Context

- Have students look at the pictures and the words.
- Listen and have students repeat each word as a group.
- Have individual students repeat different words.

DEVELOPMENT

B

- Have students look at the pictures of the objects and say what they can see. Help with vocabulary if needed. Write the words in the vocabulary section on the board.
- Have students work in pairs to read the directions and match the objects and the professions from **a**.
- Check answers with the whole group.

Answers: 1. librarian 2. coach 3. cook
4. janitor 5. counselor 6. nurse 7. secretary
8. teacher

C Vocabulary in Action

- Have students tell you the names of different people who work at their school. Write them on the board.
- Choose one of the people and have students help you write a sentence about him/her. Elicit the verb *to be*, then the possessive pronoun and the profession:
Mr. Ayala ___ ___ school ___.
- Have students work in pairs to read the directions and write sentences about other people at the school.
- Have a few pairs share their sentences and write them on the board. If there are any mistakes, have students try to correct them.

Answers: (Answers will vary.)

CLOSING

- Have students add any new professions from the lesson to their word map from the Introduction activity.
- Have students compare word maps in pairs and share with each other any different words they have.

FURTHER PRACTICE



Have students survey their classmates about people they know and the jobs that they do. Have them make a list so they can report back to the class. Write one or two examples from the survey on the board: *There are two teachers. There is one doctor.* Then have students write their own sentences and report to the class.



TEACHING TIP

It is a good idea to have students make a section of their notebook the vocabulary section. Whenever you introduce new words, have them add them to this section. They can record them in categories (e.g., Countries and Nationalities, School Objects, Professions, etc.) using word maps or charts. You can have them do word maps (as in the Introduction for this lesson) in their vocabulary section.

Material for review purposes only

GRAMMAR

INTRODUCTION

- Write on the board: a/an
___ university
___ MP3
___ cell phone
___ apple
___ notebook

Have students work in pairs to guess which words need *a* and which ones need *an*.

- Have each pair compare with another pair and decide what the rule is for *a/an*.
- Write on the board: *a/the*
There is ___ notebook on the desk. ___ notebook is for English class.
Have students guess which blank needs *a* and which needs *the*.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart and check their answers to the Introduction activity questions. Focus attention on the rule which states that the choice of *a/an* depends on the initial sound, not the letter. Illustrate this with *university* (vowel, but consonant sound /ju:/) and *MP3* (consonant, but vowel sound /em/).
- Have students explain the difference between *a* and *the* in the sentence from the Introduction: *There is a notebook on my desk. The notebook is for English class.*

E

- Have students work in pairs to read the directions and write *a/an*. Refer them to the chart if necessary.
- Check with the whole group and write the answers on the board.

Answers: 1. a 2. a 3. an 4. a 5. an 6. a

F Grammar in Action

- Write the example on the board and have students help you complete it.
- Individually, have students read the directions and complete the sentences.
- Have students compare their answers in pairs. Refer to the chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: 1. a 2. the 3. a 4. an 5. the 6. the

CLOSING

G Communicate

- Tell students about your family and friends (e.g. *My mother is a secretary. My brother is a teacher.*, etc.). Have a student tell you about two people he/she knows.
- Have students work in pairs to tell each other about the jobs that people they know do. Help with the vocabulary for other professions, if necessary. Remind students to add any new words to their word map.
- Have several students tell the group about someone they know.

FURTHER PRACTICE



Have students talk to more of their classmates about the professions of people they know. Then have them write sentences with the information but leaving blanks for *a/an*. (e.g., *My dad is ___ engineer. Marta's dad is ___ bus driver. Her mom is ___ nurse.*) Review possessive 's and possessive adjectives if necessary. Have them work in pairs to exchange sentences and complete the blanks.

D Grammar in Context Study the chart.**Definite and indefinite articles**

		Explanations
Indefinite articles	Victor has a videogame. I have an MP3 player.	Use a/an with general, non-specific nouns. Use a before consonant sounds and an before vowel sounds.
Definite article	The videogame is small. The MP3 player is new.	Use the with specific nouns.

E Write *a* or *an* on each line.

1. *a* desk
2. _____ pencil
3. _____ MP3 player
4. _____ coach
5. _____ administrator
6. _____ comic book

**F Grammar in Action** Complete the sentences with *a*, *an*, or *the*.

1. Josefa is *a* secretary.
2. My uncle is _____ janitor at my school.
3. Pepe's sister has _____ red backpack.
4. There is _____ exercise book on the floor.
5. We have a new student in _____ class today.
6. Where is _____ new English dictionary?

G Communicate Work with a partner. Talk about people that you know and their professions.

My mother
is a nurse.

My uncle's
an engineer.

Material for review purposes only

LESSON D THAT BOX IS BIG!

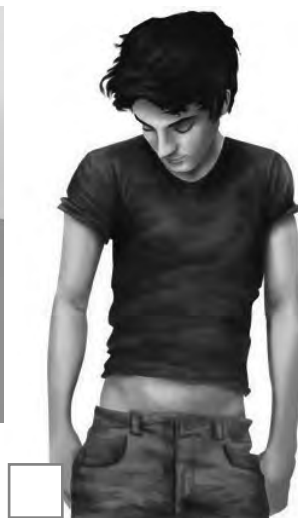
A Language Builder Look at the pictures and study the chart.

Describing words can go after the verb **to be**, or before a noun:
*That box is **big**.*
*It's a **big** box.*

This/That and These/Those

		Explanations
Near	This book is old.	Use this plus a singular noun to talk about an item that is near you.
	These shoes are big.	Use these plus a plural noun to talk about items that are near you.
Far	That book is new.	Use that plus a singular noun to talk about an item that is far from you.
	Those shoes are small.	Use those plus a plural noun to talk about items that are far from you.

B Listening Listen to the sentences. Match them to the pictures. Write the number of the sentence that each photo matches.



C Listen to the conversations. How do the speakers feel? Complete the sentences.

angry happy serious

- The boy is _____.
- The girl is _____.
- Ms. Cruz is _____.

D Listen to the conversations again and circle the correct word to complete each sentence.

- The boy is looking for his (backpack / cell phone).
- It's (blue / black).
- The girl wants to buy (comic books / video games).
- They are (boring / exciting).
- Ms. Cruz has a (pencil / pen).
- It's (new / special).

Material for review purposes only

INTRODUCTION

- Write *this* and *that* on two large cards. Have two students come to the front and hold each card, the one with *this* near you and the one with *that* further away. Say: *This student. That student.* Repeat with different students and objects.
- Repeat with *these* and *those*.
- Have students point at different objects and use *this/that/these/those* (e.g., *This window. That window. These books. Those books.*, etc.).

DEVELOPMENT

A Language Builder

- Have students look at the pictures and repeat each example. Use realia to illustrate the examples if possible (e.g., Put an old book on your desk and a new book on a student's desk, etc.).
- Focus students' attention on the sidebar and point out the position of the describing word. Elicit other describing words from students and write them on the board.
- Have students say sentences about the classroom using *this/that/these/those* and a describing word with an object (e.g., *That backpack is small. Those pens are new.*). Write some of their examples on the board.

18 B Listening

- Have students look at the pictures and say what they can see.
- Have students read the directions, then listen and match the sentences they hear to the pictures.
- Have them compare answers in pairs.
- Listen again and check answers with the whole group.

Answers: cell phone – 2, shirt – 1, pencils – 3

19 C

- Have students tell you describing words for emotions; write them on the board.
- Have students look at the directions and the emotion words in the box. Check they understand them.
- Have students listen and complete the sentences.
- Listen again and check answers with the whole group.

Answers: 1. angry 2. happy 3. serious

19 D

- Have students read the directions, then listen again and circle the correct word to complete each sentence.
- Have them compare answers in pairs.
- Listen again and check answers with the whole group.

Answers: 1. cellphone 2. blue 3. comic books 4. exciting 5. pen 6. new

CLOSING

- If possible, take students to another part of the school (if not, do the activity in the classroom). Have students write sentences about what they can see using *this/that/these/those + to be + describing word* (e.g., *That teacher is old. Those students are young. Those trees are tall. That car is white.*, etc.).
- Have students exchange sentences in pairs and check their partner's use of *this/that/these/those*.
- Have several students share their sentences with the class.
- If your students like art, they could draw the scene they are looking at and then describe it orally or in writing for a partner.

TRADITIONAL CLOTHES DIAGRAM

INTRODUCTION

- Elicit from students what the traditional clothes from their state are. Write their ideas on the board. Help with the English as necessary.
- Bring pictures of traditional clothes to class in case students need help.
- Have students say the names of other states and anything they know about traditional clothes in any of these states. Write their ideas on the board.

DEVELOPMENT

A Brainstorm

- In small groups, have students read the directions and choose one state.
- With their group, have students look at the words in the box and complete the questions in the chart in **b**.
- Copy the chart on to the board and have students help you complete the questions.
- Have students help you answer the questions for traditional clothes in their state (refer back to the ideas they mentioned in the Introduction to this lesson).

B Research

- Elicit ideas for where they can find the answers to their questions and pictures of people in traditional clothes (e.g., *Internet, magazines, tourist brochures*).
- Have students research the traditional clothes of the state they chose and write the answers in the chart. Have them try to find pictures as well. (This can be done at home or in class. If you do it in class, have students bring information and pictures to class.)

C Share

- Have students work in pairs, sharing what they found out and adding more information if possible.
- Stick pictures of traditional clothes from your state on the board. Have students help you write sentences about traditional clothes in your state (e.g., *These are traditional clothes from _____. This is a long skirt. His pants are black. They have decorations.*). Write prompts for the sentences if necessary: *These are traditional ____ from _____. This ... His ...*

- Individually, have students make a diagram to share the information and photos about the traditional clothes of the state they chose. Before they write the information in their diagrams, have them check that their sentences are correct by reviewing the charts on pages 23, 25 and 26.
- Monitor and help them correct as necessary. If possible, make a diagram yourself and show it to the group.

DIAGRAM TIP



Tell students that a good diagram should:

- be clear and well organized.
- have short, simple sentences.

CLOSING

D

- Have students read the directions. Have them look at the photo and describe the person's clothes. Tell them they will show their diagram and talk about the traditional clothes to the group. If possible, present your diagram to the group first.
- Have students write questions while they are listening; they will ask them at the end of the presentation. At the end of each presentation, have different students ask the presenter questions.
- After the presentations, display everyone's diagrams in the classroom.

TEACHING TIP



It is helpful for students to see a model of the project. This will help them be more successful. Wherever possible, showing a project and a presentation done by the teacher is very useful.

Traditional Clothes Diagram

Research the traditional clothes of a Mexican state. Look for photos of people in these clothes. Make a diagram and present it to your class.

A Brainstorm Think about a Mexican state that is different from yours. In a small group, make a list of questions about traditional clothes from that state. Use the words in the box. Write your questions in the chart in **b**.

hat jacket pants shoes skirt

B Research Look at your questions. Research the answers and write them in the chart. Look for pictures of people in these traditional clothes, too.

Questions	Answers
Where are these clothes from?	
Are they for a festival?	
Do/Does the _____ have decorations?	

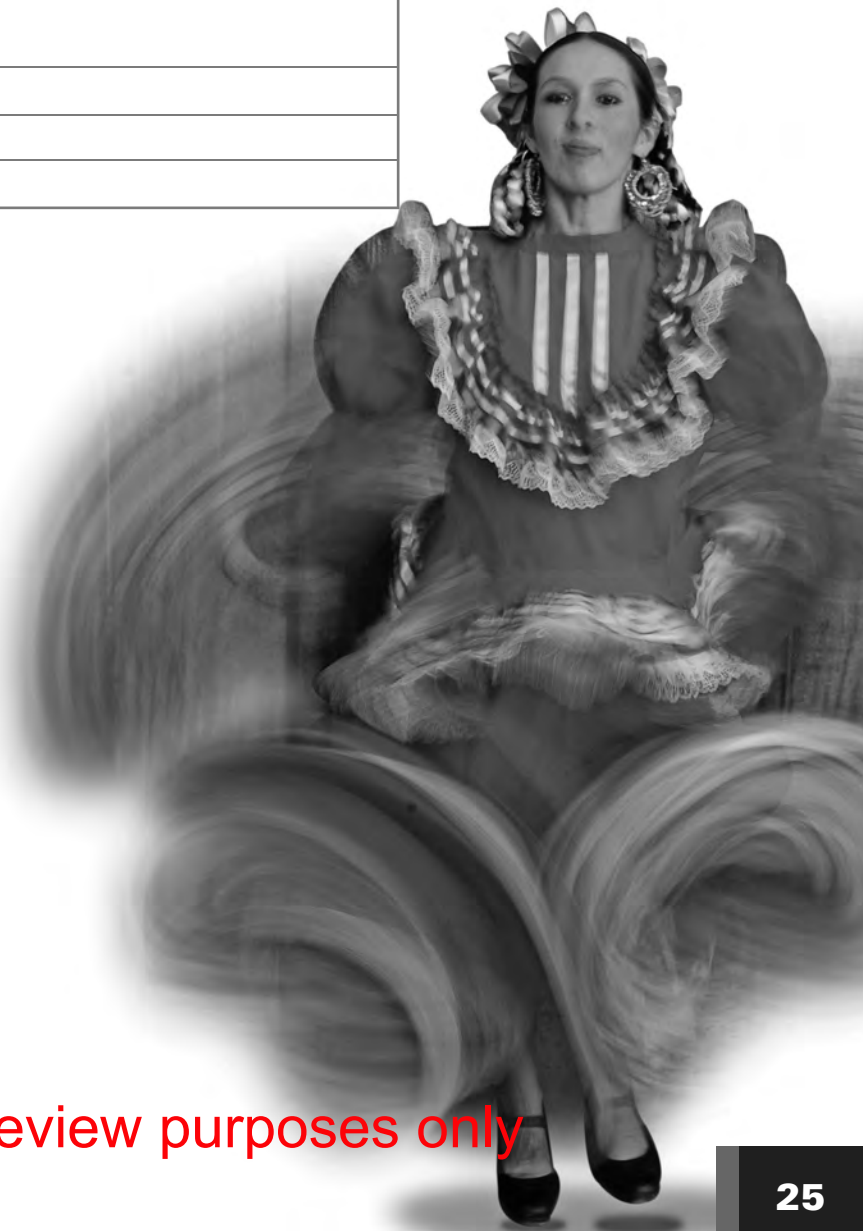
C Share Share your information with a partner. Is there more information to add? Then make your diagram. You can also add additional information.

D Present Tell your classmates about the traditional clothes. Show your diagram to the class. Answer your classmates' questions.

These are traditional clothes from Guanajuato.

What color is her skirt?

A **diagram** is an image or series of images with labels explaining different details.



Material for review purposes only

LESSON E How Do You Spell That?

A **Listening** Listen to the conversation. Who is speaking? Circle the correct answer.

20

- a. a boy and a girl b. two boys c. two girls

B Listen again and write the correct information in the profile.

20

10	Rocío	reggaeton
Ms. Marcos	Veracruz	Chavela



21

Listen to the letters of the alphabet and repeat them.

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

Member Profile

Name: (1)

Grade: (2)

Teacher: (3)

Hometown: (4)

Favorite Music: (5)

Friends at Instituto Hidalgo: (6)

C **Pronunciation** Listen to the examples. Notice how we pronounce **the** before vowel sounds.

22

the old shoes	the exciting comic books	the coach
the engineer	the new cell phone	the boring videogame

D Listen to the sentences. Write an **X** if **the** is pronounced the same in both sentences.

23

- ____ 1. What's the technician's name? The coach is nice!
- ____ 2. The red jacket is Hector's. The exciting videogame is called *Crush*.
- ____ 3. The old computer is slow. That's the English teacher.

Material for review purposes only

INTRODUCTION

20 A Listening

- Focus students' attention on the sidebar. Play the recording (Track 21) or say the letters of the alphabet and have the students repeat.
- Have students look at the photo and say what they can see.
- Tell them they are going to listen to a conversation and decide who is speaking.
- Have students read the directions and listen to the conversation to answer the question.
- Check answer with the whole group.

Answer: two girls

DEVELOPMENT

20 B

- Have students look at the profile and the information in the word bank. Ask: *What is this profile for?*
- Have students listen and complete the profile.
- Have them compare answers in pairs.
- Listen again and check answers with the whole class.

Answers: 1. Rocío 2. 10 3. Ms. Marcos
4. Veracruz 5. reggaeton 6. Chavela

CLOSING

- Have students tell you what they can remember about the conversation they listened to.
- Ask questions about the girl: *What's the girl's name? Where is she from? What's her favorite music?*, etc.

INTRODUCTION

- Write on the board: *The ice-cream is delicious. The classroom is big.* Underline *the* in both. Say each sentence and ask students if *the* sounds the same or different. Before a vowel sound *the* is pronounced /ðɪ/ and before a consonant sound, /ðə/.
- Have students repeat each sentence.

DEVELOPMENT

22 C Pronunciation

- Have students read the directions and listen to the phrases with *the*.
- Listen again and have students repeat each phrase.

23 D

- Have students read the directions. Tell them they will hear pairs of sentences. They should only write an X if *the* sounds the same in both sentences in the pair.
- Have students listen and then compare with a partner.
- Listen again and check the answers with the whole group.

Answers: 1. X 2. - 3. X

CLOSING

- Have students write a list of nouns they know in English (e.g., *students, eraser, music, etc.*).
- Have them work in pairs, taking turns to say a word from their list. Their partner says *the* with the correct pronunciation, /ðɪ/ or /ðə/.
- Draw two columns on the board: /ðɪ/ and /ðə/. Have students tell you the words from their lists and which column to put them in.

INTRODUCTION

- Draw the social-networking member profile format on the board. Elicit the questions we ask to find out the information (give prompts as necessary: *What's your ... What grade are ... Who's your ...*). Write the questions on the board.
- Choose one student and have several students ask him/her the different questions. Complete the profile on the board with his/her information. Ask him/her to spell words before you write them.
- Ask students what the question is when you don't know how to spell a word: *How do you spell that?* Write it on the board.
- Briefly review the alphabet.

DEVELOPMENT

E Speaking

- Have students read the directions and look at the profile.
- Have them work in pairs to ask and answer the questions and complete the profile for their partner. Encourage them to ask for the spelling of words.
- If time allows, have students change partners and repeat. They can write the information in their notebooks.

CLOSING

- Ask different students the questions. Ask them to spell their answers, too.
- Call on different students to ask a question and others to answer.

INTRODUCTION

- Write on the board: *blog*. Ask: *Do you read or write blogs? Whose blogs do you read? What do people write about in their blog? What do you write about in your blog?* Write their ideas on the board.

DEVELOPMENT

E Writing in Context

- Have students read the directions and complete the blog.
- Have them compare answers in pairs.
- Check answers with the whole group.
- Have students look at what they said about blogs and compare it with this blog.

Answers: 1. His name is Rubén.
2. Hermosillo's his hometown. 3. Mrs. Garza is his teacher. 4. His coach is Mr. Delgado.
5. His favorite game is *Reno Air Races*.

F

- Write: *There's a new student at my school.* ____ name ____ on the board and have students suggest a name for the new student.
- Have students brainstorm information about this new student, write their ideas on the board in note form (e.g., *name, grade, favorite music*, etc.).
- Have students tell you what to write and begin writing the blog together on the board. Have them change the information in the model to include their ideas from the notes on the board.
- Have students choose a person in the class that they will write a blog about. Have them brainstorm information about the person and write notes.
- Have students write their blog.

CLOSING

H

- Have students work in pairs to exchange blogs, read and check that articles are used correctly. Remind them to look at the chart on page 25 to help them.
- Have them work in pairs to make any corrections needed.
- Display the blogs around the classroom so students can read them all.

GET CLOSE TO MEXICO



- Write the word *music* in the middle of the board and have students add different types.
- Ask which types of music are popular in Mexico.
- If time allows, have students do a class (or school) survey to find out what the most popular types of music are.

Material for review purposes only

E Speaking Talk to a partner. Complete the profile for him or her. Ask how to spell names.

Member Profile

Name: _____

Grade: _____

Teacher: _____

Hometown: _____

Favorite Music: _____

Friends' Names: _____

What's your name?

Fernando.

How do you spell that?

F-E-R-N-A-N-D-O

F Writing in Context Complete the blog entry with the correct information.

What's New at School?

There's a new student at my school. (1) _____

He's from Sonora. (2) _____ Rubén's in Grade 10 and (3) _____

Rubén's on the soccer team. He's a striker. (4) _____

He likes exciting videogames. (5) _____

Say hi to Rubén!

His coach is Mr. Delgado.
 Hermosillo's his hometown.
 Mrs. Garza is his teacher.
 His name is Rubén.
 His favorite game is *Reno Air Races*.

G Write a blog entry about a friend in your class.

GET CLOSE TO MEXICO

There are many kinds of music in the world. What kinds of music are popular in Mexico?

H Look at your partner's blog entry. Does he/she use articles correctly?

Material for review purposes only



Forest kindergartens are different from other schools.

A Connect with the Text Look at the pictures and answer the questions.

1. Is the child at school? _____
2. Where is he? _____

B Scan Scan the reading and write the answers to the questions below. Then read again to check your answers.

1. What time do children go to kindergarten in Finland? _____
2. Where are there forest kindergartens? _____
3. Is learning fun in a forest classroom? _____

C Read in depth Read the article again. Write the answers to the questions.

1. What is this article about?

2. Write three things you find in a forest. (paragraph 1)

3. What do children do with sticks in a forest kindergarten? (paragraph 3)

4. Why are children more active in a forest classroom?

5. How do students feel when they are in nature? (paragraph 5)

6. Circle the opinion you agree with.
 - a. Schools teach students about nature.
 - b. Schools don't teach students about nature.

Material for review purposes only

INTRODUCTION**A Connect with the Text**

- Have students look at the photos and say what they can see. Help them with the English as necessary.
- Have students answer the questions.
- Check answers with the whole class.

Answers: 1. Yes. 2. In the forest.

B Scan

- Explain to students that 'scanning' means reading a text quickly looking for specific information.
- Have students read the directions and answer the questions. Explain that they only need to read quickly and look for the specific information in order to answer the questions.
- Have students compare answers in pairs.

Answers: 1. At 8:30. 2. Denmark, Germany, Switzerland, Scotland, England, New Zealand, Japan, and the U.S. 3. Yes. Learning is fun.

DEVELOPMENT

C Read in Depth

- Have students read the directions and the questions. Focus their attention on the glossary. Tell them that they are going to read carefully to understand the main idea and specific details.
- Have them read and answer the questions.
- Have them compare answers in pairs. Tell them to read parts of the text again if necessary to check their answers.
- Check answers with the whole group.

Answers: 1. It's about a forest classroom. 2. trees, birds, plants, flowers (any three are correct) 3. They categorize sticks into long and short ones. 4. Yes. Children are more active in the forest. 5. Children feel confident and calm. 6. (Answers will vary.)

CLOSING

- Have students describe a typical school in Mexico. Write their ideas on the board, helping with the English as necessary.
- Ask: *Are schools like forest classrooms a good idea here in Mexico?* Have students try to explain their reasons.
- Have students work in pairs to write a list of what they could study about forests and the environment at a "School for the Planet" in their state.

TEACHING TIP



After reading and understanding a text, it is helpful for students to do a post-reading activity which has them relate what they read about to something they already know about, or apply what they read about to their own context and experience (like the Closing activity here). This helps them understand new ideas and language by personalizing them.

Material for review purposes only



A FOREST CLASSROOM

1 In Finland, some kindergarten children go to the **forest** from 8:30am to 12:30pm, four days a week. The forest is the classroom. There aren't any desks or chairs. There isn't a whiteboard. There are trees, birds, plants, and flowers in the classroom.

2 There are forest kindergartens in other countries around the world: Denmark, Germany, Switzerland, Scotland, England, New Zealand, Japan, and the U.S.

3 In a forest kindergarten, the children learn with nature. They count sticks, flowers, and mushrooms. They **categorize** sticks from long to short. They make letters and shapes with sticks. The children use the nature in the forest to learn the same things they learn in a kindergarten classroom, and they learn about nature in the forest.

4 In forest kindergartens, children are very active. They walk, they run, they jump, they climb trees, they build houses and bridges, and they play. They have a lot of time to play in the forest. Forest kindergartens help children to be active and **healthy**.

5 Time in nature also helps children to be **confident** and **calm**. In a forest classroom, learning is fun and natural.

← **forest, n.** – a place with a lot of trees

categorize, v. – put objects in groups

healthy, adj. – not sick

confident, adj. – feeling sure about yourself

calm, adj. – not anxious or stressed

Material for review purposes only



MY HOME

THEME

UNIT 2

Opening Activity

Look at the picture and answer the questions.

1. Is this house in the city or in the country?
2. Is the girl happy or sad?
3. How many windows does the house have?

Material for review purposes only



Theme Goals

In this theme you will learn to:

- ask and answer questions about your hometown.
- say where a building is located.
- describe your house and your town.
- give addresses.
- talk about rooms in a house.
- talk about furniture.
- ask for and give directions.

Material for review purposes only



SYLLABUS FOCUS

Fundamental Concept: **My surroundings and I: Where do I live?**

Subsidiary Concept: **Geographical: global, national and local**

Main Category: **Diversity and space**

Core Value: **Solidarity**

Photo Background

This photo shows a young girl looking out the window of her home in Mexico. Her house is in El Manati, Veracruz, Mexico. It is made out of adobe and has a straw roof.

INTRODUCTION

- Have students look at the photo. Ask: *Is your house similar to this house? What does your house look like?*

DEVELOPMENT

Opening Activity

- Have students look at the photo. Ask: *What can you see in the photo?* Help students with vocabulary and write their ideas on the board (e.g., *girl, window, house, roof, etc.*).
- Point at the photo and ask: *Is this in a city or in the country?* Make sure students understand the difference between *city* and *country*.
- Have students work in pairs to read the Opening Activity questions and answer them.
- Have different students share their answers and write them on the board.

Answers: 1. It's in the country. 2. She's happy. 3. The house has one window (Answers may vary).

THEME

UNIT 2

Material for review purposes only

Theme Goals

- Draw six columns on the board with these headings: *hometown, buildings, address, house, rooms in a house, furniture*. Ask: *What's your hometown?* Write the students answers in the first column.
- Have students work in pairs to write any words they know that could go in each column (e.g., *school, hospital, street, big/small house, kitchen, chair*, etc.).
- Have pairs join into groups of four and compare their lists.
- Have students say the words they have for each column and write them on the board. Correct or modify as necessary.

CLOSING

- In small groups or as a whole class, have students say the name of their hometown and anything they can think of about their hometown or their house.

TEACHING TIP



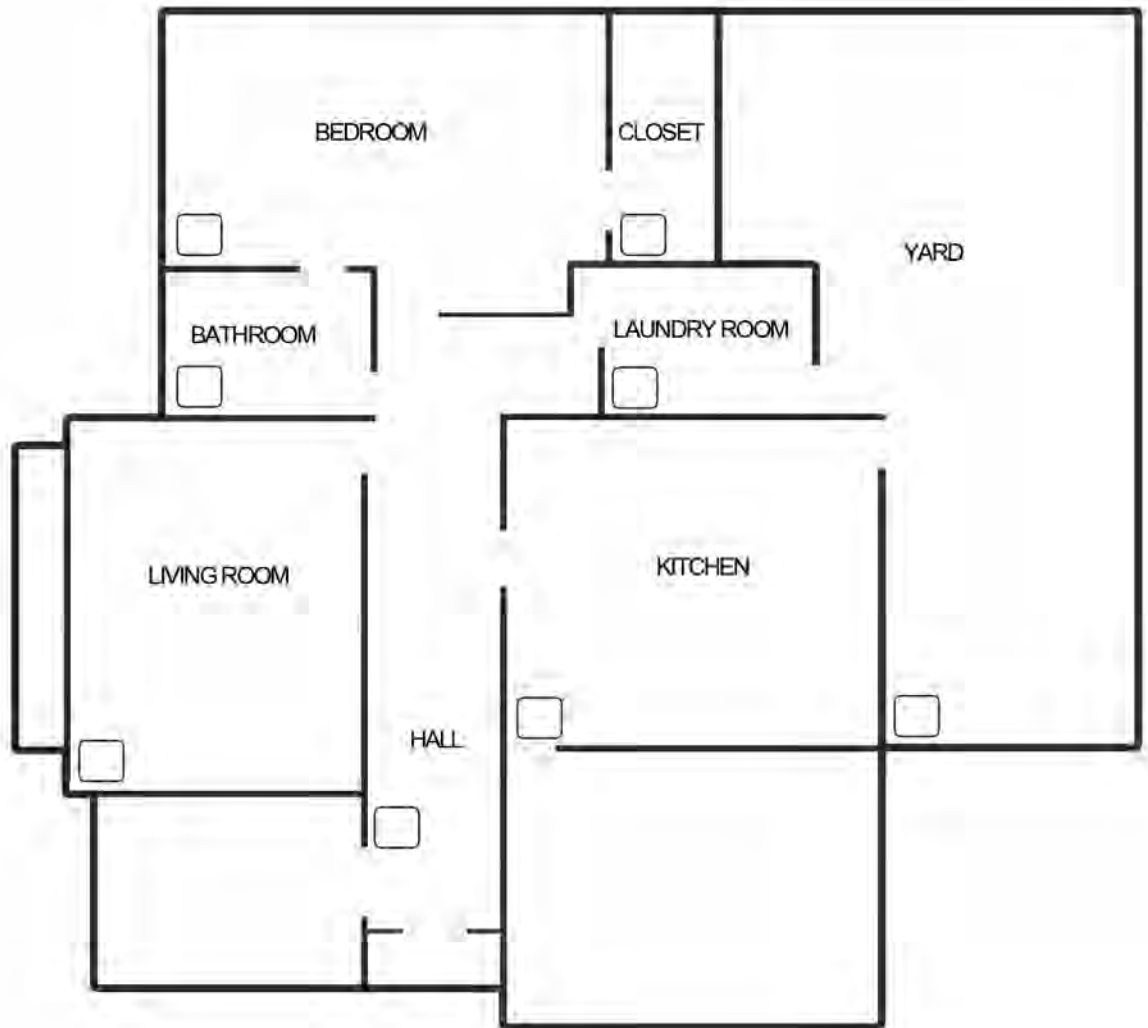
Activating prior knowledge is an important step for students to be able to relate new knowledge to the knowledge they already have. This is why activities such as the Opening Activity are helpful. Here students activate existing knowledge, which they will then confirm or add to as they work through the theme.

	Competencia genérica	Competencia disciplinar
Theme Opener	<ul style="list-style-type: none"> • Se expresa y se comunica 	<ul style="list-style-type: none"> • Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral.
Lessons A - F	<ul style="list-style-type: none"> • Se expresa y se comunica • Trabaja en forma colaborativa • Piensa crítica y reflexivamente • Aprende de forma autónoma 	<ul style="list-style-type: none"> • Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral. • Comprende la noción y las propiedades del texto. • Reconoce que la lectura es el resultado de una interacción entre el texto y el lector y aplica las estrategias necesarias de acuerdo con el propósito del texto y del lector. • Utiliza procedimientos y estrategias de la comunicación escrita y reconoce la importancia de evaluar las producciones, tanto propias como ajenas, con criterios objetivos de corrección, coherencia, propiedad y creatividad. • Se expresa en forma coherente, creativa y adecuada a diversas situaciones y finalidades; acentúa las destrezas comunicativas propias del diálogo, que requiere el trato con otras personas y la práctica expositiva pública. • Desarrolla estrategias para hacerse comprender en lengua extranjera, en situaciones comunicativas cotidianas, mediante convenciones lingüísticas y recursos no lingüísticos. • Conoce aspectos elementales sobre el origen, desarrollo y riqueza de una lengua extranjera.
Self-Evaluation (on website), Wrap-up, Vocabulary Builder (on website), Video, World Heritage Spotlight	<ul style="list-style-type: none"> • Se expresa y se comunica • Trabaja en forma colaborativa • Piensa crítica y reflexivamente • Aprende de forma autónoma 	<ul style="list-style-type: none"> • Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral.

Material for review purposes only

LESSON A My House

A Vocabulary in Context Look at the floor plan. Listen and repeat each word.



B Vocabulary in Action Listen to the conversation and look at the floor plan in **a**. Check off each room that you hear.



C Work with a partner. Ask and answer questions about your houses.



Is there a laundry room?

No, there isn't.

Are there any bedrooms?

Yes, there are three bedrooms.

Material for review purposes only

VOCABULARY TOPIC: ROOMS IN A HOUSE

INTRODUCTION

A Vocabulary in Context

- Draw a simple house floor plan on the board with key items in each room so it is clear which room is which (e.g., a shower in the bathroom, a sofa in the living room, etc.). Have students tell you the names of any rooms they know and label the floor plan.
- Have students look at the floor plan in the book and check the room names on the board.
- Have students listen and repeat each word.

DEVELOPMENT

B Vocabulary in Action

- Tell students they are going to listen to a conversation about a house. Have them read the directions, then look at the floor plan in **a** and listen.
- Have them compare their answers in pairs.
- Listen again and check answers with the whole group.

Answers: kitchen, yard, bedroom, bathroom, closet, living room

CLOSING

C

- Write on the board:
My house

___ ___ a yard?

___ ___ any closets?

Have students tell you the missing words to complete the questions. Say: *There is a kitchen*, if necessary, to prompt them to remember *there is/there are*. Have students ask you questions about your house.

- Have students read the directions and the examples. Model the example with one student.
- Have students work in pairs to ask each other about their houses.
- Have several students say something about their partner's house. Write the sentences on the board, having students help you correct them as necessary.
- Have students write a few sentences about their house or their partner's house.

FURTHER PRACTICE



- Make (or have students make) sets of cards with different room names and a house floor plan. In small groups, have students match the rooms to the floor plan and then write sentences (e.g., *There are two bedrooms. There is a bathroom.*)
- Have students work in pairs to spell the room names to each other. Have them take turns spelling and writing the words.

TEACHING TIP



It is important to have students use new vocabulary and structures as much as possible when they are first introduced. Whenever time allows, after an oral activity, have students write a few sentences from the same activity to consolidate the new language items they have been practicing.

GRAMMAR

INTRODUCTION

- Draw four columns on the board. Label them: *Affirmative, Negative, Yes/No Questions and Short Answers*. In the first column write *I* and *you*. Have students say the rest of the subject pronouns. Write *to have: have and has*; have students say which pronouns take *have* and which take *has*. Complete the first column with the example affirmative sentences from the book. Have students repeat them.
- In the second column, write the example sentences from the chart, but leave blanks for *have*. Do the same for the third column. For the fourth column, leave blanks for *do/don't/does/doesn't*.
- Have students work in pairs to guess the missing words.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart to check their guesses in the Introduction activity. Focus on *has* and *does/doesn't* for *he/she/it*. Tell them other subject pronouns take *have* and *do/don't*.
- Have a few students say sentences with *have* or *don't have* (e.g., *I have a closet. I don't have a laundry room.*). Have faster students repeat with *has/doesn't have* (e.g., *Jorge has a closet. Sofía doesn't have a yard.*).

E Grammar in Action

- Write the example sentence on the board; have students complete it.
- Have students read the directions and complete the sentences.
- Have them compare answers in pairs. Refer them to the chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: 1. has 2. have 3. have 4. has 5. has 6. have

F

- Write the example sentence on the board and have students unscramble it.
- Have students read the directions. Tell them some scrambled sentences are questions. Have them do the exercise.
- Have them check answers in pairs. Refer them to the chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: 1. Guillermo has a big bedroom. 2. My house doesn't have a yard. 3. Does your room have a closet? 4. Their neighbors have a long hall. 5. Our house has a laundry room. 6. Do you have a yard?

G Communicate

- Have students look at the photo and thought bubble and say what they can see (*girls talking, house, door, etc.*).
- Model the conversation with a student.
- Have students read the directions and draw their dream house floor plan. Help with extra vocabulary as necessary.
- Have students work in pairs to tell each other about their dream houses.
- Have several students describe their partner's dream house to the group.

CLOSING

- With their books closed, have students write down as many room vocabulary words as they can in one minute, in the Vocabulary section of their notebooks.
- Have them check spelling and understanding in pairs. They can give the Spanish translation to check.
- Have students write at least three sentences about their house using *to have* and the room vocabulary.

FURTHER PRACTICE



- Have students write descriptions of their dream houses and post them around the classroom for everyone to read.
- In small groups, have students write sets of four scrambled sentences using *to have* and room vocabulary for another group to unscramble.

Material for review purposes only

D Grammar in Context Study the chart.

Simple present: To have

Affirmative sentences	Negative sentences	Yes/No questions	Short answers
I have a small bedroom.	I don't have a small bedroom.	Do I have a small bedroom?	Yes, I do . No, I don't .
You have a big kitchen.	You don't have a big kitchen.	Do you have a big kitchen?	Yes, you do . No, you don't .
He has a new house. She It	She doesn't have a new house.	Does she have a new house?	Yes, she does . No, she doesn't .
We have a yard. You They	They don't have a yard.	Do they have a yard?	Yes, they do . No, they don't .

E Grammar in Action Complete the sentences with the correct form of **to have**.

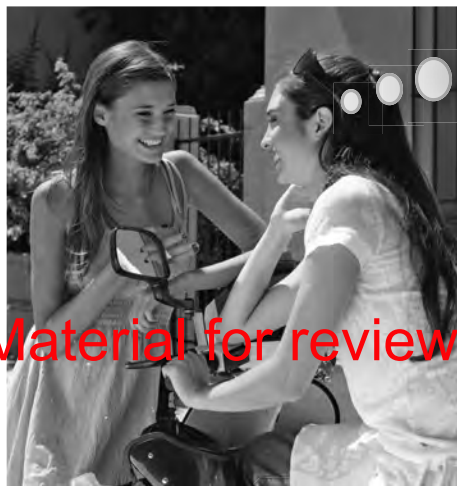
1. My house has a small kitchen.
2. Tomás doesn't _____ his own bedroom.
3. Our cousins _____ a nice yard, but we don't.
4. Isabel _____ two closets in her room.
5. Tere _____ a big living room in her house.
6. Does your house _____ a laundry room?

F Unscramble the sentences.

1. Guillermo big a has bedroom Guillermo has a big bedroom.
2. doesn't My have a house yard _____
3. your have closet room Does a _____
4. Their have neighbors a hall long _____
5. laundry room house Our a has _____
6. yard have a you Do _____

G Communicate Draw a floor plan of your dream house in your notebook. Show your floor plan and tell your partner about your house. Use the words in the box and **to have**.

- bathroom
- bedroom
- closet
- hall
- kitchen
- laundry room
- living room
- yard



My house has three big bedrooms.

It has a big kitchen, too.

Material for review purposes only

LESSON B FURNITURE

A Vocabulary in Context Look at the advertisement. Then listen to the conversation and circle the furniture that the family has.

ABEL'S FURNITURE



B Vocabulary in Action Complete the chart with the correct furniture from **a**. Some furniture can go in more than one room.

living room	bedroom	kitchen
<i>bookshelf</i>		

C Complete the sentences below with furniture words from **a** so that they are true for you.

1. My bedroom has _____.
2. There's also a _____.
3. Our kitchen has _____.
4. It also has _____.
5. The living room has _____.
6. It has _____, too.

Material for review purposes only

VOCABULARY TOPIC: FURNITURE AND HOUSEHOLD ITEMS

INTRODUCTION

A Vocabulary in Context

- Show an advertisement for furniture (it could be for furniture in general or just one piece) from a newspaper or flyer (or make one yourself). Show students the ad and have them say what the store is selling. Have them say as much as they can about the object(s) in the ad.
- Have students read the directions and look at the advertisement. Ask: *What is on sale? How much is the ___?*
- Have students listen and circle the furniture items.
- Listen again and check answers with the whole group.

Answers: bed, dresser, sofa, chairs, cabinet

DEVELOPMENT

B Vocabulary in Action

- Write *rooms in a house* in the middle of the board to make a word map of rooms and furniture. Have students tell you what words to add for the different rooms (e.g., *kitchen, bedroom*, etc.). Write them around *rooms in a house*.
- Point to bedroom and have students say what furniture is in a bedroom. Write the items around the word *bedroom*.
- Have students read the directions, then complete the chart in pairs.
- Check answers with the whole group and add to the word map on the board. Remind students that charts are a way of recording new vocabulary in categories.

Answers: **living room:** bookshelf, sofa, chair, mirror; **bedroom:** bed, dresser, mirror, bookshelf; **kitchen:** table, chair, cabinet

C

- Tell students about the furniture in your bedroom and kitchen. Write the first two sentences from the exercise on the board and have students tell you how to complete them so they are true for you.
- Have students read the directions and complete the sentences about the rooms in their houses.
- Have several students share their answers and write them on the board. Have students help correct them as necessary.

Answers: (Answers will vary.)

CLOSING

- Have students make a chart or a word map for rooms and furniture in the vocabulary section of their notebooks.
- Have students work in pairs to say furniture words; their partner has to say which room(s) they belong to.

FURTHER PRACTICE



- Have students write sentences with furniture but without saying which room it goes in. Have them work in pairs to exchange sentences and guess which room the sentences belong to (e.g., Student 1: *It has a mirror. There is a closet. There are two beds.* Partner: *Bedroom.*).
- Say a room and have students write down as many furniture words as they can for that room in 30 seconds, in the Vocabulary section of their notebooks. Remind them that some furniture can go in more than one room. Repeat for each room and then share the students' lists by writing the furniture words for each room on the board.

Material for review purposes only

GRAMMAR

INTRODUCTION

- Write sentences on the board:
___ your house ___ a dining room?
___ you ___ a computer in your bedroom?
Have students complete the questions. Ask one or two students the questions and elicit short answers (e.g., *Yes, it does./No, it doesn't. Yes, I do./No, I don't.*)
- Write on the board: *Wh-* question words. Have students tell you the *wh-* questions they remember and write them on the board. Have them say when we use each one if they can.
- Ask: *What does your house have in the kitchen? Where do you have your TV?* Have different students answer.
- Have students make *wh-* questions with *have* about houses; have them ask other students. Write their questions on the board. Have students help correct them as necessary and possible.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart. Focus on the information in the sidebar and remind them that we use *do/does + have* (not *has*) to make questions.
- Check their understanding of the meaning of each question word by asking other questions about them. (e.g., *What do you have in your bedroom? Why do you have a computer? How many TVs do you have in your house?*)
- Have several students ask other students questions.

E Grammar in Action

- Write the example question on the board. Ask: *Do* or *does*? Complete the question on the board.
- Have students read the directions and complete the questions.
- Have them check answers in pairs. Refer them to the chart if necessary.
- Listen and check with the whole group. Write the questions on the board.

Answers: 1. does 2. do 3. does 4. do 5. do 6. does

F

- Write the example sentence on the board. Elicit from students the question: *How many chairs do you have in your kitchen?* Write it on the board.
- Have students read the directions and write the questions.
- Have them check questions in pairs. Refer them to the chart if necessary.
- Check the questions with the whole group and write them on the board.

Answers: 1. How many chairs do you have in your kitchen? 2. Where does Chuy have a bookshelf and a sofa? 3. Why do his parents have a table in the yard? 4. What does Elisa have in her bedroom? 5. How many cabinets do you have in your bathroom? 6. When do they have a lot of chairs in the kitchen?

CLOSING

G Communicate

- Have students read the directions. Model the dialog with a student. Ask another student a different question (e.g., *Do you have a TV in your bedroom?*).
- Have students ask you questions about the furniture in your house.
- Have students work in pairs to ask and answer questions about the furniture in their houses.
- Have students write at least three sentences about their partner's house.

TEACHING TIP



When students write, give them a minimum number of sentences to complete (as in Step 4 in Communicate above). This allows all students to do the minimum and encourages faster students to do more, which helps deal with mixed-ability groups. Opportunities for success build students' confidence.

Material for review purposes only

D Grammar in Context Study the chart.

Wh- questions with *to have*

Wh- questions	Answers	Explanations
What does your house have in the living room?	My house has a sofa, a small table, and two chairs in the living room.	Use what to ask about a thing.
Where do you have your dresser?	I have my dresser in my bedroom.	Use where to ask about a place.
When does Mrs. Márquez have dinner in the dining room?	Mrs. Márquez has dinner in the dining room when she has guests.	Use when to ask about a time.
Why do they have a bookshelf in the hall?	They have a bookshelf in the hall because their living room is very small.	Use why to ask about a reason.
How many chairs does Estrella have in her living room?	She has three chairs in her living room.	Use how many/ how much to ask about quantities.
Who does Julia have in her class this year?	Julia has some old friends and some new friends in her class.	Use who to ask about a person/people.

Wh- questions with *to have*:
 Wh- word + *do/does* + subject + *have* + object
What does Inés have in the kitchen?
Why do you have two dressers?

E Grammar in Action Complete the questions with *do* or *does*. Listen and check your answers.

- Why does Jorge have a bookshelf in his closet?
- Where _____ Carmen and Luis have their sofa?
- How many chairs _____ Elías have in his kitchen?
- What _____ you have in your living room?
- When _____ Mr. and Mrs. Gómez have chairs in their yard?
- Who _____ Mom have in the kitchen?

F Look at the *Wh-* words in **d**. Write a question for the underlined words in each sentence.

- We have four chairs in our kitchen.
How many chairs do you have in your kitchen?
- Chuy has a bookshelf and a sofa in his living room.

- His parents have a table in the yard because there is a party today.

- Elisa has a big mirror in her bedroom.

- I have two cabinets in my bathroom.

- They have a lot of chairs in the kitchen at dinner time.



How many beds do you have at home?

We have three beds. One is for my brother, one is for my parents, and one is for me.

G Communicate Ask your partner *Wh-* questions about the furniture in his/her house.

Material for review purposes only

LESSON C AROUND TOWN



bank



movie theater



church



grocery store



bus station



office building



hospital



park

A Vocabulary in Context Look at the pictures of the places and read their names.

B Unscramble the words and write them on the lines. Then listen and check your answers.

- | | | | | |
|------------------|-------|-----------------|--------------------|-------|
| 1. thoapsil | _____ | <i>hospital</i> | 5. chcurh | _____ |
| 2. oevmi heterta | _____ | | 6. ficfeo lbnidiug | _____ |
| 3. sbu atstoin | _____ | | 7. bnka | _____ |
| 4. rakp | _____ | | 8. orycerg tsoer | _____ |

C Vocabulary in Action Draw a map of your town in your notebook. Use words from a.



D Work with a partner. Show him/her your map. Talk about your town.

Does our town have a bus station?

Yes, there is. And there are two churches.

Yes, it does. Is there a bank?

That's right!

Material for review purposes only

VOCABULARY TOPIC: PUBLIC PLACES

INTRODUCTION


Show students pictures of different places found in a town (e.g., *hospital, school, etc.*) and elicit any names of places they already know. Write them on the board.

A Vocabulary in Context

- Have students look at each photo and say what they can see.
- Have students repeat the name of each place.
- Have individual students repeat.

DEVELOPMENT

B

-  28 • Write *lhcoso* on the board and have students unscramble it (*school*).
- Have students read the directions and unscramble the words.
 - Have them compare answers in pairs.
 - Listen and check answers with the whole group. Have students spell the words to you as you write them on the board.

Answers: 1. hospital 2. movie theater 3. bus station 4. park 5. church 6. office building 7. bank 8. grocery store

C Vocabulary in Action

- Draw a simple map of your town or a town the students know. Have students help you write one or two of the places from a on the map.
- Have students look at the photo and say what they can see. Ask: *Where is this town?*
- Have students read the directions and draw their map.

D

- Write on the board:
 - ___ *there a movie theater?*
 - ___ *there any office buildings?*
 - ___ *our town have a hospital?*
 Have students complete the questions.
- Have students answer the questions for their town. Write their answers on the board.
- Have students share their maps and talk about their town in pairs. Encourage them to ask each other questions following the examples on the board.
- Have several students share something about their town with the whole group.

CLOSING

- Have students write at least four sentences about the places in their town.
- Have them look at their partner's maps and read the sentences, or post the sentences and maps around the classroom for everyone to look at.

TEACHING TIP



When students write a text, even if it is only a few sentences, it is important to have someone other than the teacher read it, whenever possible. If students know that a partner or other classmates will read what they write, they will, generally, pay more attention to writing correctly. They will try to use their "best" English because they know they will have an "audience." This also makes writing more realistic, because when we write a text in real life, we usually write it for someone to read it (with the exception of personal texts, such as diaries and shopping lists). We know who is going to read what we write, so we write with the reader in mind.

GRAMMAR

INTRODUCTION

- Write *on, in, at* on the board and sentences about a town students know, with blanks for the prepositions. (e.g., *The Bachillerato Técnico is ___ 2535 Hidalgo Street. The movie theater is ___ Vallarta Avenue. Patzcuaro is ___ Michoacan.*)
- Have students work in pairs to guess which preposition is needed in each sentence.

DEVELOPMENT

E Grammar in Context

- Have students look at the chart and check their answers to the sentences in the Introduction activity. Focus their attention on the explanation for each preposition.
- Have students use the prepositions to say where places are in their town. Write their sentences on the board. Have students help you correct them as necessary.

F Grammar in Action

- Write the example sentence on the board and have students tell you which prepositions are correct.
- Have students work in pairs to read the directions and circle the correct prepositions. Refer them to the chart if necessary.
- Listen and check answers with the whole group. Write the correct prepositions on the board.

Answers: 1. in, in 2. on 3. on 4. at 5. in 6. on

G

- Draw the chart on the board and have students give you an example for each column.
- Have students read the directions and complete the chart.
- Have them compare answers in pairs.
- Check answers with the whole group and complete the chart on the board.

Answers: **in:** Nuevo Leon, Tepic, the Rivera Building; **at:** 78 Coronado St, the end of the street; **on:** Sierra Avenue, the 4th floor, Santa Maria Boulevard

CLOSING

H

- On the board, write a question and the answer about a place in a town the students know: *_____ the hospital? It's on (name of street).* Have students tell you the *wh-* question word needed to complete the question.
- Have students read the directions. Model the example dialog with a student. Model again with another student, but ask about a different place on the list.
- Have them work in pairs to ask about the places in the box. They should answer about their town.

FURTHER PRACTICE



- Have students draw a map of an invented town and put the places from **a** on it. Have them work in pairs to ask and answer questions about where the different places are.
- Have students write sentences about a town they know, using the three prepositions (*on, in, at*). Have them begin: *(Name of town) is (preposition) ___ (name of state).* Then continue saying where places in the town are. Have them read their partner's sentences.

Material for review purposes only

E Grammar in Context Study the chart.

Prepositions of place

Examples	Explanations
The bank is on López Mateos Avenue. It has a library on the second floor.	We use on with street names and floors.
We have an apartment in Cancún. It's in the Vista Mar Building.	We use in with place names (cities, towns, states, countries), and for buildings.
The Municipal Hospital is at 425 Emiliano Zapata Street. It's at the end of the block.	We use at with addresses and with the beginning of or the end of .

F Grammar in Action Choose **in**, **at**, or **on**. Listen and check your answers.

29

1. My grandmother's house is (in) / at / on) Sinaloa. It's (in) / at / on) Culiacán.
2. There is a bank (in / at / on) San Diego Avenue.
3. Mr. Juárez has an office (in / at / on) the 18th floor of this building.
4. The bowling alley is (in / at / on) 2700 Chapultepec Avenue.
5. There are 175 churches (in / at / on) Cholula.
6. Our town's bus station is (in / at / on) Laguna Road.

G Look at the places in the box. Write them in the correct column in the chart.

Sierra Avenue Nuevo León	Tepic the 4th floor	78 Coronado Street the end of the street	the Rivera Building Santa María Boulevard
in		at	
Nuevo León			

H Communicate Work with a partner. Where are these places in your town?

bank bowling alley bus station church grocery store hospital office building theater

Where's the theater?

It's on Plaza Hidalgo.

Material for review purposes only

INTRODUCTION

- Write the location words from the images on the board. Have students give examples for any they think they know.
- Use students' locations in the classroom to physically demonstrate *in front of*, *between*, *next to* and *across from* (e.g., *Luisa is in front of me. Felipe is between Lorena and Rocío, Rocío is next to Lupe. Javier is across from Guille.*).
- Use objects in the classroom or school to demonstrate *under*, *over*, *above*, and *below*. (e.g., *The bag is under the desk. The roof is over the classroom. The fan is above the desks. That classroom is below our classroom.*)

LANGUAGE NOTE



Students are sometimes confused by the difference between *above* and *over*. *Above* is usually used when the objects aren't touching (e.g., *The fan is above the desks.*). *Over* is usually used when there is some connection at the sides (e.g., *The roof is over the classroom.*).

DEVELOPMENT

A Language Builder

- Have students look at the pictures and repeat the location words.
- Have several students say sentences about people or objects in the classroom. (e.g., *The clock is above the board. Silvia is next to Juan. Juan is between Silvia and Pepe.*)
- Check students understand the difference between *in front of* and *across from*. *In front of* is facing someone's back, like in a line of people, or a row of desks in a facing the board. *Across from* is face-to-face.

30 B Listening

- Tell students they are going to listen to a conversation. Have them listen and write down any location words they hear.
- Have students read the directions and listen, then answer the question.
- Check answer with the whole group.

Answer: b. a house

30 C

- Have students look at the pictures and say what they can see. Focus their attention on the words in the sidebar.
- Have students read the directions, then listen and complete the sentences with location words.
- Have them compare answers in pairs.
- Listen again and check answers with the whole group.

Answers: 1. across from 2. next to 3. between 4. below 5. next to 6. below 7. above

CLOSING

- Have students write a simple description of a room in their house and the objects in it using household items and location words.
- Have students work in pairs to read their descriptions and draw their partner's room and the objects in it. Provide other vocabulary as necessary.

FURTHER PRACTICE



Have students draw a map of a town and include the places from Lesson C. Have them work in pairs to ask and answer questions about the location of the places using prepositions of place and location words. Elicit the prepositions of place and location words and write them on the board. Elicit possible questions and answers. Write them on the board (e.g., *Is there a ____? Yes, it is across from the ____.* / *Does your town have a ____? Yes, it is on Juárez Street, next to the ____.*).

Material for review purposes only

A SPECIAL TOWN

INTRODUCTION

A Preview Vocabulary

- Have students look at the pictures and say as much as they can about them. Write their ideas on the board helping with the English as necessary.
- Have students repeat the words.

B

- Have students read the directions and look at the words.
- Have them work in pairs to explain or guess what the words mean.

DEVELOPMENT

C View

- Have students read the directions and look at the picture. Tell them they will see the picture in the video.
- Have students watch the video and listen for the words from **a** and **b**.

D After You Watch

- Have students work in pairs to label the picture with the words from **b**.
- Check answers with the whole group.

Answers: house, window, balcony, terrace, wall

- Have students tell you about the video. Write their ideas on the board.

CLOSING

E Communicate

- Tell students about your house. (e.g., *My house is in a city. It doesn't have a balcony. It has a small terrace. There are a lot of flowers on the terrace, etc.*) Repeat your description if necessary.
- Ask a few students about their houses (e.g., *Is your house in a village or a city? Is your house big? How many bedrooms are there in your house?, etc.*).
- Have students review the theme for vocabulary about houses and location. Have them write notes about their houses.
- Have them work in pairs to tell each other about their houses.
- Have several students tell the group about their partner's house.

FURTHER PRACTICE



Have students talk to three or four people about their houses or hometowns and take notes. Then have them write two descriptions about each person's house or hometown using vocabulary and grammar from the theme. Encourage students who finish first to write more descriptions. Display the descriptions on a wall in the classroom, if possible.

A Special Town

A Preview Vocabulary Do you know these words? Look at the pictures and read the words.



artist



painting



village

B Look at the words in the box. Do you remember them? If you don't know some of the words, it's OK. Try to guess what they mean.

balcony terrace house wall window

C View As you watch the video, look at the picture. Listen for the words you previewed.



D After You Watch Check your understanding. Write the words from the box in **b** on the lines connecting with the pictures in **c**.

E Communicate Talk with a partner about your house.

My house has a lot of flowers.

That's nice. Does it have a terrace?

Material for review purposes only

LESSON E FROM HERE TO THERE

More Places

- drugstore
- library
- museum
- restaurant
- sports complex

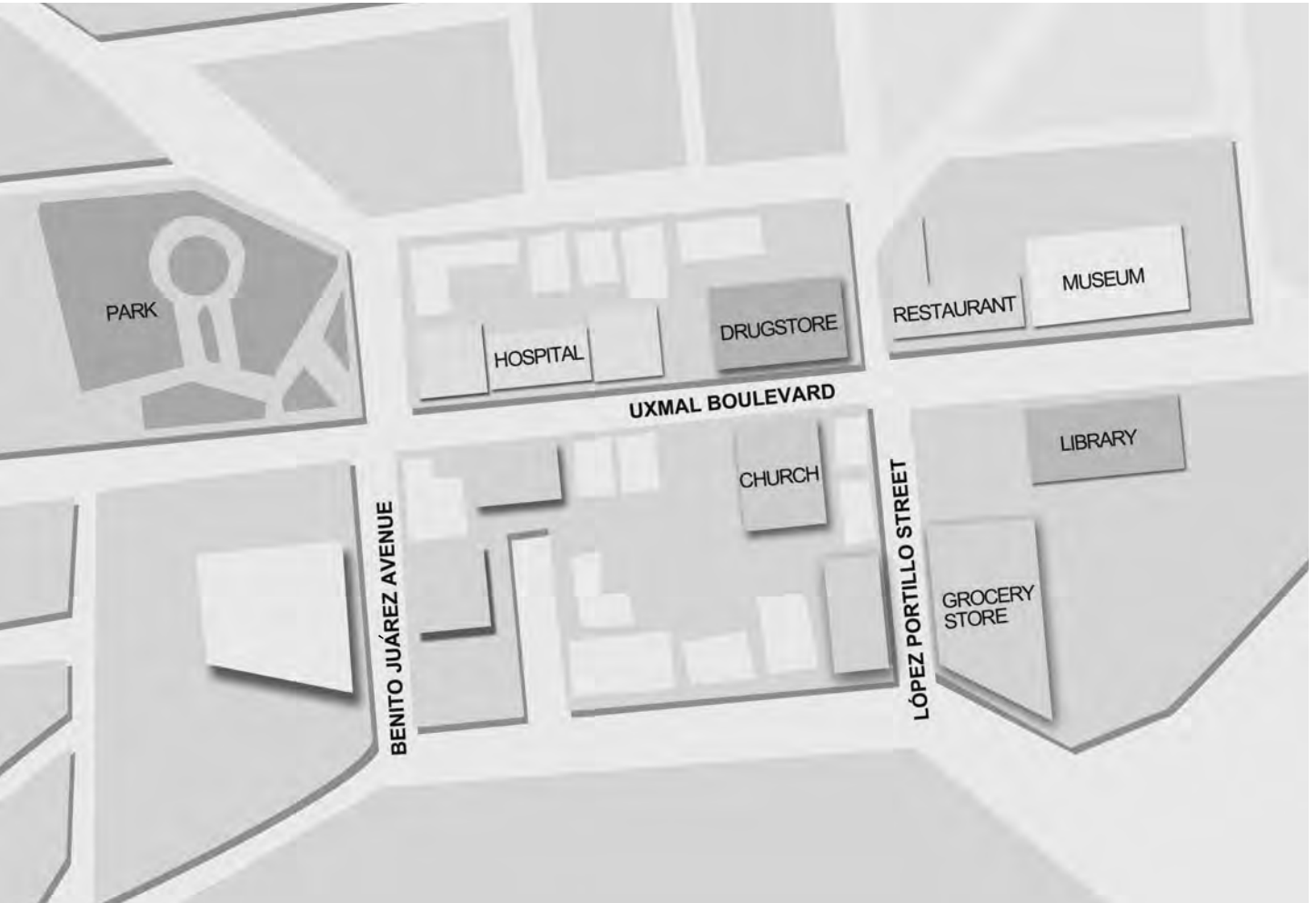
A
31

Listening Listen to the conversation. Where are the people? Circle the correct answer.

- a. at a school b. on the street c. in a store

B
31

Listen to the conversation again. Circle on the map the places you hear.



C
31

Pronunciation Look at the questions and answers. Listen to the rising and falling intonation. Practice **Yes/No** and **Wh-** questions and answers with a partner.

Yes/No questions: Do you have your own room? Yes, I do.

Wh- questions: Where is the bank? It's across from the hospital.

Material for review purposes only

INTRODUCTION

31 A Listening

- Have students look at the map and say what they can see.
- Tell them they are going to listen to a conversation. Have them predict what it is about. Write their ideas on the board, helping with the English as necessary.
- Have students read the directions and listen to the conversation to answer the question.
- Check answer with the whole group.

Answer: on the street

DEVELOPMENT

31 B

- Have students read the directions. Focus their attention on the words in the sidebar.
- Have students listen and circle the places on the map.
- Have them compare answers in pairs.
- Listen again and check answers with the whole class.

Answers: museum, park, hospital, church, library

CLOSING

- Have students look at the predictions they made before they listened. Ask: *Are your predictions right?* Have them tell you what they can remember about the conversation they listened to.
- Ask questions about the map (e.g., *Where's the park? What is next to the library?*, etc.).

INTRODUCTION

- Write on the board: *Is there a movie theater? Yes, there is.* Say the question and the answer. Then ask: *Is there a change in my voice?* Draw arrows to show that your voice goes up at the end of the *Yes/No* question and down in the answer. Repeat the question and answer.
- Do the same for a *wh-* question. (e.g., *Where is the movie theater?*) Note that in *wh-* questions, the voice goes up at the beginning of the question and down at the end.
- Have pairs of students ask and answer the questions. Repeat yourself as necessary to emphasize the rising and falling intonation.

DEVELOPMENT

32 C Pronunciation

- Have students read the directions and listen to the questions and answers.
- Have different students ask the questions and others say the answers.
- Have students write at least four questions (*Yes/No* and *Wh-*) about houses and/or towns.
- Have them work in pairs to ask and answer their questions. Remind them to focus on the intonation.

CLOSING

Say different questions and sentences; have students stand up if your intonation rises and sit down if it falls.

Material for review purposes only

INTRODUCTION

- Draw, or show, a large map with buildings and places from the theme (Lessons C and E) located on it; include some street names. Elicit the questions we ask to find out about the places in a town (give prompts as necessary: *Is there a.../Where's the ...*). Write the questions on the board.
- Write on the board: *Prepositions of place and Location words*. Have students tell you what words to write (*on, in, at* and *across from, next to*, etc.). Ask several students about locations of some of the places on the map. Encourage them to use the prepositions and location words (e.g., *Where's the school? It's on Hidalgo Avenue. It's across from the hospital.*).
- Have several students ask and answer different questions.

DEVELOPMENT

D Speaking

- Have students read the directions and look at the map on page 44.
- Have them work in pairs to ask and answer questions about the map.
- Check answers with the group; have several students ask questions about the map and others answer.

CLOSING

- Ask students about places in the town where their school is located, or in a town they know.
- Call on students to ask a question about the town and others to answer.

INTRODUCTION

- Write on the board: *guidebook*. Ask: *What's a guidebook? When do we read guidebooks?* Have an example to show them, if possible. Guidebooks can also be found on the Internet.
- Ask: *What kind of information would you find in a guidebook? (e.g., places of interest, hotels, restaurants, transport information, etc.)* Write their ideas on the board. Help with vocabulary as needed.

DEVELOPMENT

E Writing

- Have students read the directions and complete the guidebook description.
- Have them compare answers in pairs.
- Check answers with the whole group.
- Have students look at their ideas about what information can be found in a guidebook and compare them with this guidebook description.

Answers: 1. c 2. b 3. d 4. c 5. e

F

- Have students suggest interesting places to visit in their state. Write them on the board.
- Have them choose one of the places. Brainstorm ideas about that place. Ask: *What can you do there?*, etc. Write their ideas on the board.
- Write on the board: *_____ is a great _____! Our favorite place is _____.* Have students tell you what to write and begin the guidebook description on the board.
- Have students read the directions and write their own descriptions. Have them brainstorm and take notes before writing.

CLOSING

G

- Have students exchange descriptions with a partner, read them, and check that location words are used correctly. Remind them to look at the charts on pages 41 and 42 to help them.
- Have them work in pairs to help each other make any corrections needed.
- Display the corrected descriptions.

GET CLOSE TO MEXICO



- Have students write a list of three interesting places in Mexico.
- Have students share their lists and write their choices on the board. Ask students to say anything they can about any of the places on the board.

Material for review purposes only

- D Speaking** Look at the map on page 44. Talk about where the buildings are with your partner. Be sure to use location words.

Where's the bank?

It's on Benito Juárez Avenue.

- E Writing** Read the guidebook description. Complete the paragraphs with the correct information from the box.

- a. Are you hungry?
 b. Navy Pier has an arcade.
 c. It has many interesting places to visit.
 d. Gateway Park is across from Navy Pier.
 e. It has 2-D and 3-D movies.



Teen Travel Tips

Chicago is a great city!

(1) _____ Our favorite place is Navy Pier. Navy Pier is next to _____ and over _____ Lake Michigan. Do you like games? (2) _____ Do you like rides? There's a Ferris Wheel.

(3) _____ The park is like an outdoor museum. (4) _____ Navy Pier has lots of restaurants. Are you interested in movies? There is a movie theater on Navy Pier, too. (5) _____ You really can't be bored at Navy Pier!

- F** Write a guidebook description in your notebook for a place you like to visit. Draw a picture of something you can see there.
- G** Look at your partner's description. Does he/she use location words correctly?

GET CLOSE TO MEXICO

The world has a lot of interesting places to visit. Name three interesting places in Mexico.

Material for review purposes only

LESSON F READING



São Paulo is an enormous city.

A Connect with the Text Look at the pictures, read the captions, and answer the questions.

1. Is São Paulo a big city or a small city?
2. Does Hyderabad have many parks or few parks?

B Reading in Context Read the headings. Write the answers to the questions. Then read the article to check your answers.

1. When a city grows, is it positive or negative? _____
2. Where is Hyderabad? _____
3. How many people live in São Paulo? _____

C Read in Depth Read the article again. Then write the answer to each question.

1. What is this article about?

2. How many people do cities gain every week?

3. Name one reason that parks are positive for cities.

4. Why is traffic bad in São Paulo?

5. Do you want to live in the city or in the country? Give one reason.

Material for review purposes only

INTRODUCTION**A Connect with the Text**

- Have students look at the photos and say what they can see. Help them with the English as necessary.
- Have students read the captions and answer the questions.
- Check answers with the whole group.

Answers: 1. It's a big city. 2. It has many parks.

B Reading in Context

- Have students read the headings and answer the questions. Explain that focusing on the headings of an article can help us understand the main ideas.
- Have students compare answers in pairs, then read the article to check.
- Check answers with the whole group.

Answers: 1. It's negative. 2. Hyderabad is in India. 3. There are more than 18 million people.

DEVELOPMENT

B Read in Depth

- Have students read the directions and the questions. Focus attention on the glossary. Tell them that they are going to read more carefully to understand the main idea and specific details.
- Have them read the article again and answer the questions.
- Have students compare answers in pairs. Tell them to read parts of the text again if necessary to check the answers.
- Check answers with the whole group.

Answers: 1. It's about problems in big cities. 2. One million 3. Answers will vary. Possible answers: People can exercise. or: There is less crime. 4. Many people drive to work. 5. Answers will vary.

CLOSING

- Ask students about big cities in Mexico and the problems they have. Write their ideas on the board, helping with the English as necessary.
- Have students talk about where they live with a partner. Write these prompts on the board for them to use: *city/small town/country, traffic problems, pollution, parks, transport, houses*

TEACHING TIP



For both writing and speaking activities, encourage students to brainstorm ideas first. For example, in the Closing activity, if students read the list of prompts before they begin talking to their partner, they will start to think about what they want to say and how they can say it. This will activate their ideas and opinions on the topic, as well as vocabulary and grammar that they already know. This means that they are more likely to be able to do the writing or speaking activity successfully.

Material for review purposes only



CITY CHALLENGES

Growth causes problems

1 Around the world, cities **gain** a million people every week. This **growth** creates problems like high housing costs, pollution, and **crime**. How can city planners solve these problems?

Hyderabad, India: population 5,000,000+

2 Hyderabad has more than five million residents. There are many trees and parks. In the past, Hyderabad was **ugly** and dirty. Now it is green, clean, and **colorful**. People exercise in the parks.

3 Hyderabad's parks make life better in other ways, too. A green city has less crime against people, buildings, and cars.

São Paulo, Brazil: population 18,000,000+

4 Many people work in São Paulo, but their houses aren't there. They live outside the city, where it costs less. Every day, they travel into the city. **Traffic** is very bad.

5 City planners are building better **subways** in São Paulo. They also want to make houses in the city cheaper. That way, people can live closer to their jobs and leave their cars at home. There will be less pollution.

Hyderabad has many urban parks.

- gain, v.** – get bigger, increase
- growth, n.** – getting bigger
- crime, n.** – illegal activities
- ugly, adj.** – not attractive
- colorful, adj.** – with a lot of colors
- traffic, n.** – cars and trucks on a road
- subway, n.** – a train that is under the ground

Material for review purposes only

A Love Poem in Stone

Site: The Taj Mahal
Location: Agra, India
Category: Cultural
Status: World Heritage
Site since: 1978



Agra, India

The Taj Mahal in Agra, India, is often called “a **poem** in stone.” It is one of the most beautiful expressions of love in the world.

The Taj Mahal was created by the **emperor** Shah Jahan in the mid-17th century for his favorite wife, Mumtaz Mahal. Mumtaz died while giving birth to their 14th child. The emperor **promised** his wife, before she died, that he would build the most beautiful **monument** in the world to remember her.

More than 20,000 people, and a thousand elephants, worked for over 20 years to make the emperor’s dream a reality. Soon after the Taj Mahal was finished, Shah Jahan’s son became emperor. Shah Jahan was put in **prison**, where he lived until his death in 1666. The love story had a sad end, but the emperor’s monument remains today.



Glossary

emperor:
the male ruler of
an empire

monument:
a large building to remind
people of an event in history
or a famous person

poem:
an imaginative expression of ideas,
experiences, and emotions, usually in
the form of written or spoken words

prison:
a building where
people are kept for
punishment

Material for review purposes only



▲
A 1630 painting shows Shah Jahan standing on a globe. In Persian, his name means “King of the World.”

Truth or Legend?

There are many legends about the Taj Mahal. One legend says that after the building was complete, Shah Jahan cut off the hands and put out the eyes of the builders and put out the eyes of the designers. He supposedly didn't want them to make another building as beautiful as the Taj Mahal. Although the legends make interesting stories, most historians believe they are not true.

Wonder of the World

In 2007, the Taj Mahal was named as one of the Seven Wonders of the World by the New7Wonders Foundation. The last remaining Wonder of the Ancient World—the Pyramids of Giza in Egypt—was included as a special “Eighth Wonder.”

Taj Under Pressure

Up to four million people visit the Taj Mahal every year. As a result, the quality of the air is poor, and the white stone is turning yellow. To keep the environment clean, visitors can't drive cars near the monument, and have to walk or take an electric bus.

The New “Wonders of the World”

promise: say that you will do something	Chichen Itza Yucatan, Mexico	Petra Jordan
	The Colosseum Rome, Italy	Statue of Christ the Redeemer Rio de Janeiro, Brazil
	The Great Wall of China China	The Taj Mahal Agra, India
	Machu Picchu Cusco, Peru	The Giza Pyramids Giza, Egypt

Material for review purposes only

A LOVE POEM IN STONE

WORLD HERITAGE SPOTLIGHT

- The text on the World Heritage Spotlight pages may be more complex than students are used to and include vocabulary they are not familiar with. However, being introduced to higher-level texts can be beneficial for students. These texts provide students with exposure to wider vocabulary and also to world knowledge. Students will be able to work with higher-level texts if the tasks they are asked to do are appropriate for their level; a more challenging text can be made accessible through achievable tasks. When working with these texts, it is important to encourage students to use the reading strategies they already know: skimming, scanning, and guessing the meaning of new words from context or cognates.

INTRODUCTION

- Write on the board: *India*. Ask: *What do you know about India?* Write their ideas on the board. Provide vocabulary as necessary. Prompt with further questions as necessary: *What continent is India in? What is the capital city? What language or languages do they speak? What currency do they use? Do you know any famous places in India? Do you know any famous people from India?*, etc. These questions could also be used as a quiz for students to carry out in pairs. Give each pair a set of questions, have them answer, and then check their answers with another pair.
- Have students look at the pictures and describe what they see. Help with vocabulary as necessary. Have students read the title: A Poem in Stone and say what they think it refers to.
- Have students scan the text to answer the following questions:
 1. *How long has the Taj Mahal been a World Heritage Site?*
 2. *What do the numbers 20,000, 1,000 and 4 million refer to in the text?*
 3. *When was the Taj Mahal declared one of the New Wonders of the World?*
 4. *Who was Shah Jahan and what does his name mean?*

- Have them compare answers with a partner.
- Check answers with the whole group and write them on the board.

Answers: 1. since 1978; 2. the number of people who worked on the building of the Taj Mahal, the number of elephants used to build it, the number of visitors every year; 3. in 2007; 4. the emperor who created the Taj Mahal, “king of the world”

Material for review purposes only

DEVELOPMENT

- Focus students' attention on the glossary. Tell them that they are going to read all the text carefully to understand specific details.
- Write the following questions on the board. Then have students read and answer the questions:
 1. *Why is the Taj Mahal called "a poem in stone"?*
 2. *How did the emperor's wife die?*
 3. *How long did it take to build the Taj Mahal?*
 4. *What happened after they finished building the Taj Mahal?*
 5. *What do historians think about the legends about the Taj Mahal?*
 6. *What are they doing to try to protect the Taj Mahal now?*
 7. *Which place was added to the New Wonders of the World list? Why do you think it was added?*
- In pairs, have students compare their answers. Tell them to read parts of the text again if necessary to check their answers.
- Check answers with the whole group.

Answers: 1. because it is the most beautiful expression of love/because Shah Jahan built it in memory of his favorite wife; 2. having her 14th baby; 3. over 20 years; 4. Shah Jahan's son became emperor, Shah Jahan was put in prison; 5. most of them don't believe them; 6. visitors can't drive cars near it, they have to walk or take an electric bus; 7. the Pyramids of Giza. (Answers will vary.)

CLOSING

- Have students decide which one of the new wonders of the world they would like to visit and explain why.
- Have students share their decisions and reasons with a partner.
- Have several pairs report back to the group on their partner's decision and reasons (e.g., *Clara wants to go to the Pyramids of Giza. She is really interested in ancient Egypt.*).

FURTHER PRACTICE

In pairs, have students choose either the Taj Mahal or one of the new wonders of the world and research to find out more about it. Have students make a list of questions first, then research them on the Internet. Have students make a presentation or a poster with the information they found. Remind them of the characteristics of a good presentation and a good poster. Have pairs present to the whole group, or have three pairs form a small group and present to each other.

MY WORLD



THEME

UNIT 2

Material for review purposes only

Opening Activity

Look at the picture and answer the questions.

1. Is this city in Mexico or in another country?
2. Is it a big city or a small city?
3. What can you see in this picture? Where do you think it is?



Theme Goals

In this theme you will learn to:

- ask for and give information about a place.
- give and follow instructions.
- describe a celebration.
- ask when things happen.
- use action verbs.
- talk about times, days of the week, and months.
- take notes.
- read and answer invitations.

Material for review purposes only



SYLLABUS FOCUS

**Fundamental Concept: My surroundings and I:
Where do I live?**

**Subsidiary Concept: Geographic location:
global, national and local**

Main Category: Diversity and space

Core Value: Solidarity

Photo Background

This photo shows the city of Guanajuato in central Mexico. Guanajuato is the capital of the state of Guanajuato. The city has a population of approximately 171,709 (2005 census). Guanajuato City is a World Heritage Site. It is well known for its Mummy Museum and for being the site of the first battle of the Mexican War of Independence.

INTRODUCTION

- Ask students: *What places have you visited in Mexico? Which states? Cities or towns? Famous places?* If students haven't been to other parts of Mexico, ask them about family members who live in other parts of the country.
- Make a list on the board of the places the students have been to (or have family in).

DEVELOPMENT

Opening Activity

- Have students look at the photo. Ask: *What can you see in the photo?* Help students with vocabulary and write their ideas on the board in note form.
- Have students work in pairs to read the Opening Activity questions and answer them. Remind students to answer with complete sentences (e.g., *It is.../There are... etc.*).
- Have different students share their answers; write them on the board.

Answers: 1. It's in Mexico. 2. It's a small city (Answers will vary.). 3. There are trees, buildings, and two women. It's day-time.

THEME

UNIT 2

Material for review purposes only

Theme Goals

- Write on the board:
 - Ask for and give information about places
 - Give instructions
 - Celebrations
 - Action verbs
 - Time, days of the week, months
 - Invitations
- Have students work in pairs or small groups to write a list of words and phrases for each category. Do the first one together on the board as an example. Ask: *How can we ask about places?* Write their ideas on the board (e.g., *Where is the bank? Is there a park? The school is on Juarez Avenue., etc.*). Have students review Theme 3 if necessary. Have students do the same for each category with their partner.
- Have different pairs/groups share their ideas with the whole group. Write them on the board.

- Have students read the Theme Goals. Point out what they already know on the board and tell them they are going to learn more about each one.

CLOSING

- Have students work in small groups or as a whole class. Have them say one thing about the city in the photo and one thing about where they live (e.g., *It's a small city. I live in a big city/small town.*).

	Competencia genérica	Competencia disciplinar
Theme Opener	<ul style="list-style-type: none"> • Se expresa y se comunica 	<ul style="list-style-type: none"> • Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral.
Lessons A - F	<ul style="list-style-type: none"> • Se expresa y se comunica • Trabaja en forma colaborativa • Piensa crítica y reflexivamente • Aprende de forma autónoma 	<ul style="list-style-type: none"> • Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral. • Comprende la noción y las propiedades del texto. • Reconoce que la lectura es el resultado de una interacción entre el texto y el lector y aplica las estrategias necesarias de acuerdo con el propósito del texto y del lector. • Utiliza procedimientos y estrategias de la comunicación escrita y reconoce la importancia de evaluar las producciones, tanto propias como ajenas, con criterios objetivos de corrección, coherencia, propiedad y creatividad. • Se expresa en forma coherente, creativa y adecuada a diversas situaciones y finalidades; acentúa las destrezas comunicativas propias del diálogo, que requiere el trato con otras personas y la práctica expositiva pública. • Desarrolla estrategias para hacerse comprender en lengua extranjera, en situaciones comunicativas cotidianas, mediante convenciones lingüísticas y recursos no lingüísticos. • Conoce aspectos elementales sobre el origen, desarrollo y riqueza de una lengua extranjera.
Self-Evaluation (on website), Wrap-up, Vocabulary Builder (on website), Video, World Heritage Spotlight	<ul style="list-style-type: none"> • Se expresa y se comunica • Trabaja en forma colaborativa • Piensa crítica y reflexivamente • Aprende de forma autónoma 	<ul style="list-style-type: none"> • Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral.

Material for review purposes only

LESSON A PLACES TO VISIT

A Vocabulary in Context Look at the pictures and map.



beach



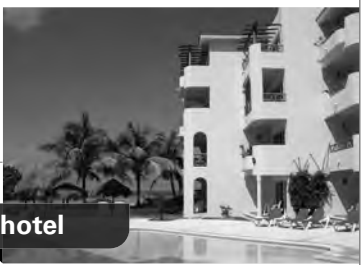
temple



airport



forest



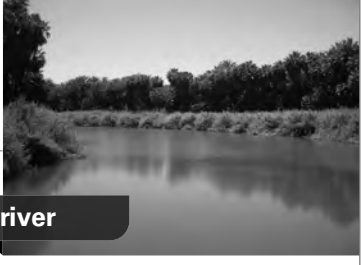
hotel



ruins



museum



river

B Vocabulary in Action Listen to the descriptions and number the photos in a.



- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

C Who made it? Put the words from a in the correct column in the chart.

humans	nature
<i>museum</i>	

Material for review purposes only

VOCABULARY TOPIC: PLACES OF INTEREST

INTRODUCTION

- Write *Quintana Roo* in the middle of the board. Ask: *What do you know about Quintana Roo? Where is it? What's the capital city?* Write the students' ideas on the board in the form of a word map (e.g., *state, south, Chetumal, beaches, tourists, ruins, etc.*). Help with vocabulary as necessary.

A Vocabulary in Context

- Have students look at the pictures, the map and the words. Ask: *Are all these words on our word map?* Add any words to the word map on the board.
- Say each word and have students repeat as a group, then have different students repeat.

DEVELOPMENT

B Vocabulary in Action

- Have students read the directions. Tell them they will number the photos in the order they hear them.
- Listen and have students number the photos.
- Have students compare their answers with a partner.
- Listen again and check answers with the whole group.

Answers: 1. airport 2. forest 3. beach 4. river 5. ruins 6. hotel 7. museum 8. temple

C

- Write on the board: *Humans and Nature*. Ask: *Where do I put volcano? Do humans make volcanoes?* Write *volcano* under *Nature*.
- Have students work in pairs to read the directions and complete the chart.
- Check answers with the whole group.

Answers: **humans:** museum, temple, ruin, hotel, airport; **nature:** beach, forest, river

CLOSING

- Have students work in pairs to make a chart with three columns: *My state, My city/town* and *X*. Have them write the words from **a** in the correct column depending on whether the place is in the city/town where they live or in their state or isn't in either. Encourage them to add other places to their charts (e.g., *bus station, movie theater, etc.*).
- Draw the same chart on the board and have different pairs share their ideas for each column.

FURTHER PRACTICE



- Have students work in pairs to say a word from **a** and their partner makes a sentence using the word (e.g., *There isn't a forest in my town. There are many museums in Mexico.*).

TEACHING TIP



It is always important to relate new language to the students' own context in some way; this helps make the language meaningful for them, and therefore easier to understand and use.

GRAMMAR

INTRODUCTION

- Write on the board: *Days of the week, Months, Time*. Have students work in pairs to write a list of words and expressions they know for each one.
- Have different pairs share what they wrote and write their words on the board. Have the group help with spelling and other corrections where possible.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart. Focus their attention on the three different prepositions used. Focus their attention on the months in the side bar and check their list on the board.
- Ask: *When is Rafael's flight? When is your vacation? When is the museum closed?* Have different students answer. Ask other questions related to the students' context (e.g., *When are our exams? What time is English class?*, etc.).

E Grammar in Action

- Write the example on the board and have students complete it.
- Have students read the directions and complete the sentences.
- Have them compare their answers in pairs. Refer students back to the chart if necessary.
- Check answers with the whole group; write them on the board.

Answers: 1. in 2. on 3. at 4. on 5. at 6. in

F

- Have students look at the schedule. Ask: *Where is the class going? When are they going?*
- Have students read the directions and answer the questions. Tell them to use complete sentences.
- Have them compare answers with a partner. Refer to the chart if necessary.
- Check the answers with the whole group; write them on the board.

Answers: 1. It's on Tuesday. 2. It's in June (2014). 3. It's at 12:00 p.m. 4. It's on Wednesday 5. It's at 10:00 a.m. 5. It's on Saturday June 15th.

G Communicate

- Write on the board: *What date is your birthday?* Have a student ask you; answer: *It's on ____*. Ask several students the question.
- Have students read the directions. Ask: *What other questions are there?* Help students formulate other questions such as: *When is your mom's birthday? What time is lunch/recess?* Have students write down several questions they can ask their partner.
- Have students ask and answer questions in pairs.
- Have several students report one thing their partner said.

CLOSING

- Have students write the months, days of the week, and examples of time (e.g., *4 p.m.*) in their vocabulary section.
- Have them say a word from one of the lists; their partner says which preposition is needed (e.g., Student A: *January*, Student B: *in*; Student B: *March 6th*, Student A: *on*, etc.).
- Say different months, days, dates, and times; have students say the preposition.

FURTHER PRACTICE

- Have students draw a chart with a column for each preposition. Have them work in pairs to say different times, days, months, and dates and write them in the correct column.
- Have students make a list of the names of important dates in Mexico, such as Constitution Day and *Día de la Candelaria* and then exchange lists with a partner for them to write the specific dates (e.g., *Constitution Day is in February. Día de la Candelaria is on February 2nd.*)

Material for review purposes only

D Grammar in Context Study the chart.

Prepositions of time

Examples	Explanations
Our vacation is in August.	Use in with months.
The museum isn't open on Mondays.	Use on with days of the week.
Rafael's flight from Los Angeles is on June 11 th .	Use on with dates.
There's a bus to Mazatlán at 2 p.m.	Use at with times.

Months

January
February
March
April
May
June
July
August
September
October
November
December

E Grammar in Action Complete each sentence with **in**, **on**, or **at**.

- My vacation is _____ *in* _____ August.
- Estrella has dance class _____ Saturdays.
- Please be home _____ 6 p.m.
- José's birthday is _____ June 17.
- There is a visit to the ruins _____ 10 a.m.
- We always have a family party _____ December.

F Look at the schedule. Answer the questions about the class trip. Use **at**, **in**, or **on**.

CLASS TRIP TO MEXICO CITY						
June, 2014						
10 Monday	11 Tuesday	12 Wednesday	13 Thursday	14 Friday	15 Saturday	16 Sunday
12 p.m.	9 a.m. – 1 p.m.	7 p.m.	12 p.m. – 3 p.m.	10 a.m. – 2 p.m.	9 a.m. – 3 p.m.	10 a.m.
Arrive at hotel	Tour: Museum of Modern Art	Concert	Visit: Chapultepec Park	Tour: Templo Mayor	Free day: shopping	Airport: flight home

- What day is the tour of the Museum of Modern Art?

It's on Tuesday.

- When is the trip to Mexico City?

- What time is the visit to Chapultepec Park?

- What day is the concert?

- What time is the visit to the Aztec temple?

- What date is the free day?



What date is your birthday?

It's on May 27th.

G Communicate Work with a partner. Talk about events in your life.

Material for review purposes only

LESSON B THINGS TO DO



come

A Vocabulary in Context
 34 Look at the pictures and the words. Listen and repeat.

bring



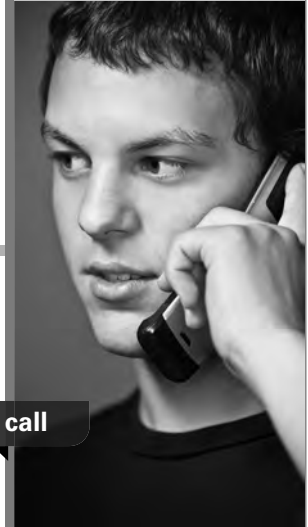
go



buy

B Vocabulary in Action Listen to each conversation and circle the action verbs that you hear from **a**. There are two actions in each conversation.

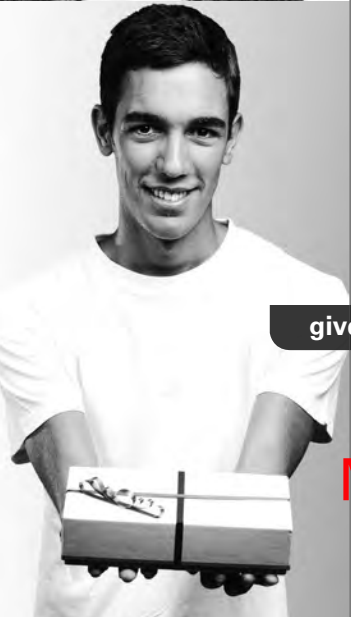
- Conversation 1: come go take send
 Conversation 2: bring buy send call
 Conversation 3: come go bring take



call

C Complete the sentences with the correct word from **a**. You don't need to use all the words.

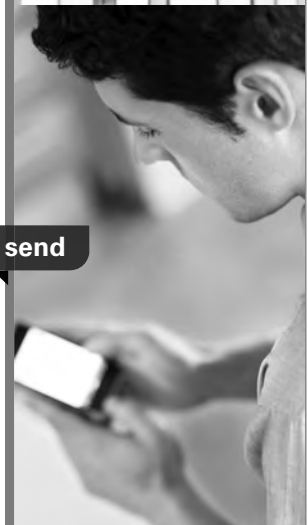
- Marta, come here please! You're late.
- Please _____ me when you have time.
- _____ an e-mail to your grandmother.
- Don't _____ to the movie theater too late.
- That's my cellphone! _____ it to me!
- _____ your camera to the mountains. They're really beautiful!



give



take



send

Material for review purposes only

INTRODUCTION

34 A Vocabulary in Context

- Have students look at the pictures and say what they can see.
- Listen and have them repeat the verbs. Then have individuals repeat.

DEVELOPMENT

35 B Vocabulary in Action

- Have students read the directions. Focus their attention on the fact that they need to circle two verbs for each conversation.
- Listen and have students circle the verbs they hear.
- Have them check their answers with a partner.
- Listen and check answers with the whole group. Write answers on the board.

Answers: 1. go, send 2. bring, buy 3. come, take

C

- Write the first example on the board; have students tell you which verb to write.
- Have students work in pairs to complete the sentences.
- Check the answers with the whole group; write them on the board.

Answers: 1. come 2. call 3. Send 4. go 5. Give 6. Take

CLOSING

- Have students tell you the action verbs and write them on the board. Then write *school* and ask: *What can we say about school using these verbs?* Write an example: *Bring a notebook to school.* Have students suggest one or two examples and write them on board, correcting as necessary.
- Have students work in pairs to choose four of the action verbs and write four more sentences related to school.
- Have several pairs share their sentences and write them on the board.

TEACHING TIP



When working with new vocabulary, it is important for students to try to use it in a context that is relevant to them, such as school, family, or their town/city/country. Activities like the Closing one help students to do this after having done the practice in the book.

FURTHER PRACTICE



Have students work in pairs to say a verb from **a** and their partner has to say a word to go with it (e.g., Student A: *send*, Student B: *an email*; Student B: *call*, Student A: *your mom*, etc.).

GRAMMAR

INTRODUCTION

- Write the examples from the first column, *Affirmative*, on the board but without the verb. Have students tell you how to complete them.
- Write *Negative* and do the same for the examples in the second column. Have students tell you how to complete the examples.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart and check their answers to the Introduction activity. Focus their attention on the fact that the verb form never changes. It is the same for affirmative and negative. It is also the same if you are giving instructions to one person or to several. Point out the use of *please* to make imperatives more polite.
- Give a few instructions to students (e.g., *Stand up. Go to the door. Don't talk.*, etc.). Have a few students do the actions.

E Grammar in Action

- Write the example scrambled sentence on large cards and give each word to a different student. Have them unscramble it by getting into the right order.
- Have students read the directions and unscramble the sentences.
- Have students compare answers with a partner. Refer to the chart if necessary.
- Check answers with the whole group; write them on the board.

Answers: 1. Help me with this backpack. 2. Meet us at the lake. 3. Don't visit the ruins on weekends. 4. Call me at 6:00 p.m., please. *or* Please call me at 6:00 p.m. 5. Don't walk in the street. 6. Open the door for your teacher.

F

- Write on the board: *A trip to Mexico*. Ask: *What would you tell a friend coming to visit you?* Elicit examples such as: *Bring your passport. Don't forget your cellphone*, etc. Write them on the board, providing vocabulary as necessary. Have students help you correct any errors.
- Tell students they are going to read an email to someone who is coming to visit a friend in Mexico. Have students read the directions and complete the questions.

- Have them check their answers with a partner. Refer to the chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: 1. Don't bring 2. Send 3. give 4. help 5. Don't be 6. buy

CLOSING

G Communicate

- Have students work in pairs to write a list of things to do, places to visit, and things to eat in Mexico.
- Have different pairs share their ideas and write them on the board. Take one of the ideas and ask: *How do we tell someone to do this?* Write the imperative on the board (e.g., *Teotihuacan – Visit Teotihuacan*).
- Have students read the directions. Model the example with a student.
- Have students work with the same partner to give advice using the ideas on their list.

FURTHER PRACTICE



- Have students work in small groups to write at least four sentences with imperatives for their classmates and cut them up. Have them exchange their scrambled sentences with another group and unscramble them.
- Have students work in pairs to write a list of advice for visitors coming to their town/city/state. Have them compare their list with another pair.
- Have students imagine a friend or cousin is coming to visit them and write a similar email to a friend. Have them exchange emails with a partner to read and check their use of imperatives.

Material for review purposes only

D Grammar in Context Study the chart.

Imperatives

Affirmative sentences	Negative sentences	Explanations
Open the door. It's hot.	Don't open the door. It's cold!	Use imperatives to tell someone to do (or not do) something.
Go to the store. There isn't any bread.	Don't go to the arcade. You have homework.	Use imperatives to give instructions or directions.
Be good to your brother. He's just a baby.	Don't be angry with me. It was a mistake.	The imperative of to be is always be , not am , are , or is .

Use **please** to make imperatives more polite.

Please come here.
Come here, **please**.

E Grammar in Action Unscramble the sentences.

- me this Help with backpack _____ *Help me with this backpack.*
- lake us at Meet the _____
- ruins visit on Don't the weekends _____
- at Please me 6 p.m. call _____
- walk street Don't the in _____
- door the teacher Open for your _____

F Complete the e-mail with the affirmative or negative form of the correct word from the box.

be bring buy give help send

Hi Liz,

I'm happy you're coming to my house! Here is some advice for your trip to Mexico. (1) Don't bring a lot of clothes—we're the same size, so we can share. (2) _____ me your flight information, and (3) _____ my family's phone number to your mom. It's 555-565-8091.

Also, please (4) _____ me with my English. (5) _____ worried if your Spanish isn't very good! If it isn't a problem, please (6) _____ me a CD of American music. My favorite music is pop.

See you soon,

Carolina

G Communicate Work with a partner. Imagine that a friend from another country is going to visit you in Mexico. Give advice about things to do and places to go, like forests, beaches, ruins, rivers, and temples.

Visit the ruins!

Don't lose your passport.

Material for review purposes only

LESSON C WHERE IS ... ?

A Vocabulary in Context Look at the pictures and read the directions.



First, take the bus to the museum.



Next, cross Republic Avenue.



After that, turn right on Enríquez Street.



Finally, look for the sign for Paseo de los Lagos.

B Vocabulary in Action In each sentence above, underline the sequencing word and circle the action verb.

C Look at the map and listen to the conversation. Then number the directions in the correct order.

36



- _____ Then, turn right on 16 de Septiembre.
- _____ Next, turn left on Morelos.
- 1 First, go out of the hotel.
- _____ Finally, look for the Cathedral. It's on the right.
- _____ Then, go right on Pino Suárez.
- _____ After that, cross Liceo.

Material for review purposes only

VOCABULARY TOPIC: DIRECTIONS

INTRODUCTION

- Write the sequencing words *first, next, then, after that, finally* on the board. Tell students you are going to give them some instructions and they have to do what you say. Have them stand up.
- Say (repeating as necessary): *First, sit down. Next, open your books. Then, find page 58. After that, look at the pictures. Finally, tell me what I said.*
- Have students repeat the instructions you gave and write them on the board with the sequencing words. Don't erase these sentences.

A Vocabulary in Context

- Have students look at the pictures and read the sentences.
- Say each sentence and have students repeat as a group.
- Have students stand up. Say: *Turn left. Turn right. Cross the classroom. Look for the trash can.* Have students carry out each action when you say it in order to check their understanding.

DEVELOPMENT

B

- Have students look at the sentences on the board from the Introduction activity. Ask: *Which ones are the sequencing words? Which ones are the action verbs?* Underline the sequencing words and circle the action verbs.
- Have students read the directions and underline and circle in the example sentences in **a**.
- Check answers with the whole group.

Answers: sequencing words: first, next, then, after that, finally; **action verbs:** take, cross, turn, look

- Have students do the same for the remaining sentences on the board from the Introduction activity.

C Vocabulary in Action


- Have students look at the map and ask: *What city is this a map of? What do you know about Guadalajara?*
- Have students read the directions they are going to hear. Give them time to look at the map.
- Have students listen and number the directions.
- Have students compare their answers with a partner.
- Listen again and check answers with the whole group.

Answers: 5, 3, 1, 6, 2, 4

CLOSING

- Give students a simple map with a few key places identified (recycle the place vocabulary from Theme 3, Lessons C and D). Write on the board: *You are at the movie theater.* Model the activity with one student by telling him or her how to get from the movie theater to another place on the map. Have the student draw arrows on his/her map (or on a larger version on the board, if possible) to show the route.
- Have students work in pairs to give each other directions from one place to another on the map. They should draw arrows on the map. Encourage students to use sequencing words.

FURTHER PRACTICE

 In small groups, tell one student that he/she is the robot controller and the rest of the students are robots. Model the activity with three students first. Say: *I am the robot controller. You are the robots.* Say (for example): *Stand up. Turn right. Go to the window. Open the window.* Have the controllers give the robots instructions to carry out.

GRAMMAR

INTRODUCTION

- Write the prepositions of movement on the board. Ask: *Do you know any of these words? Can you show me what they mean?* Have students demonstrate any they think they know by showing you, for example, by walking past the window.
- Use students and the classroom to demonstrate the prepositions. For example, have a student go outside the room; say: Come into the classroom. Have another student walk around a desk and say: Go around the desk., etc.

DEVELOPMENT

D Grammar in Context

- Have students look at the diagrams and repeat the words.
- Have several students give instructions for others to carry out in the classroom using the prepositions of movement (e.g., *Go under that desk.*).

E

- Have students look at the pictures and say what they can see. Focus their attention on the location of the ball in relation to the box. Write their ideas on the board.
- Have students read the directions and complete the sentences.
- Have students compare their answers with a partner. Refer them to the diagrams in **a** if necessary.
- Check the answers with the whole group and write them on the board.

Answers: 1. into 2. across 3. past 4. over 5. through 6. around

F Grammar in Action

- Have students look at the map on page 58 again. Tell them you are going to give them directions and they must follow on their map. Say: *You are at the hotel.* Give them directions from the hotel to another place on the map (without saying where) using the prepositions of movement. Ask: *Where are you now?*
- Have students read the directions and write one of the set of directions (from Fábricas de Francia to Plaza de la Liberación, or from San Agustín church to the Palacio Municipal de Guadalajara).
- Have students work in pairs to give each other their directions and follow the route on the map.
- Have one or two students share their directions with the whole group.

CLOSING

G Communicate

- Brainstorm with students a list of places in the town where the school is. Write them on the board. Ask: *How do I get to the bus station from here?* Have the group give you directions and write them on the board.
- Have students work in pairs to ask for and give directions from the school to one of the places in the town.
- Ask several students for directions. Say: *How do I get to the market?*, etc.

TEACHING TIP



Modeling activities that students are going to carry out (as in Step 1 of **f** and **g** above) is very helpful as it shows students what they are expected to do. This means they will begin the activity with more confidence and are therefore likely to be more successful. It also permits them to ask questions if they haven't understood before they begin.

D Grammar in Context Study the diagrams and read the words.

E Look at the pictures. Complete each sentence with a preposition from **d**. You don't need all the prepositions.



1. Go into the bus station.



2. Walk _____ the street.



3. Walk _____ the grocery store.



4. Go _____ the bridge.



5. Come _____ the gate.



6. Go _____ the monument.

F Grammar in Action Look at the map on page 58. In your notebook, write directions from *Fábricas de Francia* to *Plaza de la Liberación*, or from *San Agustín church* to the *Palacio Municipal de Guadalajara*. Read your directions to a partner. Can he/she follow your route on the map?

G Communicate Work with a partner. Ask for and give directions from your school to a place in your town.

How do I get to the lake?

First, take the 45 bus to the Zócalo...

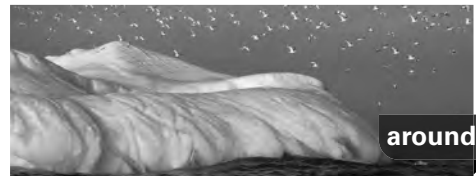
Prepositions of movement



past



into



around



through



under



over



across



along

Material for review purposes only

LESSON D LET'S CELEBRATE!



see

A Language Builder
Look at the pictures and read the action verbs.

clean



drink



spend



B Listening Listen to the conversation. Who is talking?

37

- a. two Mexican boys
- b. a Canadian girl and a Mexican boy
- c. two Canadian girls



lose



eat



C Listen to the conversation again. Choose the correct words to complete each sentence.

37

1. Canada (has / doesn't have) Day of the Dead.
2. November 1st is for remembering the (children / adults).
3. To get ready for Day of the Dead, (lock / clean) deceased family members' graves.
4. Don't forget to (buy / make) flowers!
5. Day of the Dead (is / isn't) an important festival in Mexico.
6. On November 1st and 2nd, (take / visit) the cemetery.



make

Material for review purposes only

lock



VOCABULARY TOPIC: ACTION VERBS

INTRODUCTION

- Write action verbs on the board. Have students tell you action verbs they know and write them on the board.
- Have students explain any that are new (i.e., not seen in the previous lessons of this theme). If they have missed any from this theme, have them go back and check Lessons B and C)

DEVELOPMENT

A Language Builder

- Have students look at the pictures and say what they can see.
- Have them repeat each verb.

37  B Listening

- Have students look at the picture and say what they can see. Write their ideas on the board, helping with vocabulary as necessary. Say: *You are going to listen to a conversation. What do you think it is about?*
- Have students read the directions, then listen and identify who is speaking.
- Have them compare their answers with a partner.
- Listen again and check the answer with the whole group.

Answer: b.

37  C

- Have students read the directions and listen to complete the sentences.
- Have students compare their answers with a partner.
- Listen again and check answers with the whole group.

Answers: 1. doesn't have 2. children 3. clean
4. buy 5. is 6. visit

CLOSING

- Have students tell you what they can remember from the conversation and compare it with their predictions in **b**.
- Have students work in pairs to tell each other what they do on Day of the Dead.

FURTHER PRACTICE



Have students make a chart in the Vocabulary section of their notebook for action verbs or prepositions of movement. Allow them to choose which category they want to do. Have them write an example or draw a picture to help them remember the meaning of each verb or preposition.

Material for review purposes only

“FESTIVALS” PRESENTATION

INTRODUCTION

- Elicit what festivals there are in their state. Write their ideas on the board. Help with vocabulary as necessary.
- Have students say the names of other states and anything they know about festivals in these states. Write their ideas on the board.

DEVELOPMENT

A Brainstorm

- Have students read the directions in small groups and choose a festival.
- Have students look at the words in the box with their group and complete the questions in the chart in b.
- Copy the chart on to the board and have students help you complete the questions.
- Have students help you answer the questions for a festival in their state (refer to the festivals they mentioned in the Introduction activity).

B Research

- Elicit ideas for where they can find the answers to their questions and pictures of festivals (e.g., the Internet, magazines, tourist brochures, etc.).
- Have students research the festival they chose and write the answers in the chart. Have them try to find pictures as well. (This can be done at home or in class. If you do it in class, have students bring information and pictures to class.)

C

- Have students work in pairs to share what they found out and to add more information, if possible.
- Stick pictures of a festival in your state on the board. Have students help you write key points about the festival in note form:
Name:
When:
Where:
etc.
- Then have students help you say sentences about the festival (e.g., *The festival is called _____; It is on _____; etc.*).

- Have students choose individually the pictures and maps they will use and prepare notes for their presentation about the festival they chose. Monitor and help them prepare as necessary. If possible, do a presentation yourself for the group based on the notes they helped you write in Step 2 above.
- Have them practice talking about their festival in pairs. Tell them to transform their notes into full sentences when they speak. Monitor and model for them as necessary.

PRESENTATION TIP



Tell students that a good presenter should:

- not read all their information.
- use visuals to support their presentation.

CLOSING

D

- Have students read the directions. Have them look at the photo and say what and when the festival is. Tell them they will give their presentation about the festival they chose to the group. In a large class, have students present to each other in groups of four or five, not to the whole group. If possible, give your presentation to the group first.
- Have students write questions while they are listening that they will ask at the end of the presentation. At the end of each presentation, have different students ask the presenter questions.

Material for review purposes only

Festivals

For this project, research a festival. Look for photos and maps. Make a presentation and share it with your class.

A Brainstorm Think about a festival in Mexico that you want to visit. In a small group, make a list of questions about the festival. Write them in the chart in **b**.

B Research Look at the questions you wrote in class. Find the answers and write them in the chart. Find other information like maps or pictures for your presentation.

Questions	Answers
When _____?	
Where _____?	
What _____?	
Who _____?	
Why _____?	
How _____?	

C Share Show your information to a partner. Are there any questions you still need to answer? Then, create your presentation.

D Present Show your presentation about the festival to your class. If you have maps or pictures, show them to the class. Answer your classmates' questions.



Carnaval is a festival in Mazatlán.

When is Carnaval?

Material for review purposes only



A Listening Listen to the conversation. Why does Maricela call Eduardo?



38

- He has their homework assignment.
- There is a party at her house.
- She is in art class with him.

B Listen again. Complete Eduardo's notes with the words in the box.



38

3rd

subway

hungry

turn left

cross

Saturday

Maricela's Party

(1) _____, 6 p.m.

575 Río Verde Street

Take the (2) _____ to Fundadores.

Walk along Boulevard of the Republic. (3) _____ on Sierra Madre Street.

(4) _____ Juan Rulfo Street—turn right on Río Verde Street.

(5) _____ house on left.

(6) Be _____!

C Pronunciation Listen to the sentences. Notice the pronunciation of the underlined words.



39

- Eat your sandwich—don't waste it.
- Don't take this, take these.
- He's sad because he lost his phone.
- Please sit in your seat now.

D Listen to the sentences. Circle the word you hear.



40

- | | | | |
|---------|-------|--------|------|
| 1. live | leave | 4. hit | heat |
| 2. it | eat | 5. sit | seat |
| 3. this | these | 6. his | he's |

E Just for fun, try to say this sentence as fast as you can.

These six silly sisters are sweet to meet.

Material for review purposes only

INTRODUCTION

38 A Listening

- Have students look at the photo and say what they can see. Ask: *Who are they? Are they brother and sister? Friends? What do you think they are talking about?* Write their ideas on the board. Tell them they are going to listen to the conversation and find out why the people are speaking.
- Have students read the directions and listen to the conversation to answer the question.
- Check the answer with the whole group.

Answer: b

DEVELOPMENT

38 B Listening in Action

- Have students look at the notes. Ask: *What are the notes for? Who wrote them?*
- Have students listen and complete the notes.
- Have them compare their answers with a partner.
- Listen again and check answers with the whole class.

Answers: 1. Saturday 2. subway 3. turn left 4. Cross 5. 3rd 6. hungry

CLOSING

- Have students tell you what they can remember about the conversation. Ask: *Were your predictions right?*
- Ask questions about the party: *Who's having a party? When's the party? Where's the party?, etc.*

INTRODUCTION

- Write on the board: *eat, it*. Say each word and ask students if they sound the same or different. *Eat* is pronounced with a long /i:/, *it* is pronounced with a short /i/. Write the phonetic symbols above each word to form two columns.
- Have students repeat each word.

DEVELOPMENT

39 C Pronunciation

- Have students read the directions and listen to the sentence. Remind them to focus on the pronunciation of the underlined words.
- Listen again and have students repeat each sentence.
- Have students tell you where to write each underlined word on the board (under /i:/ or /i/).

DEVELOPMENT

40 D

- Have students read the directions and repeat each pair of words.
- Have students listen and circle the words they hear.
- Have students compare their answers with a partner.
- Listen again and check answers with the whole group. Have students tell you where to write each word in the columns on the board.

Answers: 1. leave 2. eat 3. this 4. heat 5. sit 6. his

CLOSING

E

- Have students read the sentence to themselves. Then have them repeat it after you.
- Have them take turns saying the sentence in pairs.
- Tell students these kinds of sentences are called "tongue twisters." Ask them to share any tongue twisters they know in Spanish. You may also share more tongue twisters in English.

Material for review purposes only

INTRODUCTION

- Tell students: *There's a party at my house on Friday.* Elicit questions that will get more information about the party (e.g., *What time? Where is your house? How do I get there?*, etc.).
- Say: *Listen to the directions and write notes.* Give directions to get to the party. Have students write notes as you speak.
- Have students tell you the directions you gave and write them on the board.

DEVELOPMENT

F Speaking

- Have students read the directions and look at the example conversation. Have two students model the conversation.
- Have students quickly write notes for an invitation to a party at their house.
- Have them take turns inviting a partner to their party and writing notes. Have them sit back to back and imagine they are talking on the phone.
- If time allows, have students change partners and repeat.

CLOSING

- Call on different students to invite you or another student to their party.

INTRODUCTION

- Write on the board: *Invitations.* Ask: *When do we send invitations? What information do we include in an invitation?* Write their ideas on the board.

DEVELOPMENT

G Writing

- Have students read the directions and complete the invitation.
- Have them compare their answers with a partner.
- Check answers with the whole group.

Answers: 1. at 6:00 p.m. 2. 215 Guadalupe Avenue 3. Plaza de la Independencia 4. on the right 5. 423-555-8254

- Have students look at what they said about the information needed for an invitation and compare it with this information.

H

- Write on the board: *Happy Birthday,* (your name)! Elicit what information you need to give in the invitation and write on the board:
When: _____
Where: _____
How to get there: _____
- Have students tell you what to write and begin writing the invitation together on the board.
- Have students write their invitation.

CLOSING

- Have students work in pairs to exchange invitations, read and check that their partner gives directions correctly. Remind them to look at the charts on pages 58 and 59 to help them.
- In pairs, have them help each other make any corrections needed.
- Display the invitations around the classroom so students can read them all.

GET CLOSE TO MEXICO



- Write celebrations in the middle of the board. Ask: *What celebrations do we have in Mexico?* Write their ideas.
- Have students tell a partner what their favorite celebration is and to describe it.
- Have several students share their ideas with the group.
- If time allows, have students do a class (or school) survey to find out what people's favorite celebrations are.

- F Speaking** **Partner A:** Invite your partner to a party at your house. Tell him/her the day and time of the party. Give him/her directions to your house.
Partner B: Take notes. Be sure you have all the information you need.

Cecilia, there's a party at my house on Sunday!

Great! What time?

It's at 3:00 p.m. Please come.

Of course. How do I get there?

- G Writing** Read the invitation. Complete it with the correct information.

Happy Birthday, Antonio!

When: Friday, August 21st

(1) _____

Where: (2) _____

How to get here: Take the Circular Line bus to (3) _____. Walk across the plaza. Turn left on San Patricio Street. Cross Ignacio Vallarta Avenue. Turn right on Anza Street. It's the second house (4) _____.

Please come!

Telephone: (5) _____

at 6 p.m.

423-555-8254

215 Guadalupe Avenue
on the right

Plaza de la Independencia

- H** Invite a friend to a party at your house. Be sure to say when and where the party is. Give directions to your house.

When: _____

Where: _____

How to get there: _____

Telephone: _____

- I** Look at your partner's invitation. Does he/she give directions correctly?

GET CLOSE TO MEXICO

All around the world, people love parties, and Mexico has some great celebrations. What's your favorite?

Material for review purposes only

City of Dreams

1 Mumbai is a natural first stop for visitors to India. Mumbai (in the past, “Bombay”) is a very modern city with excellent shopping, restaurants, and business areas. It also has a famous movie industry, called “Bollywood.”

2 The Taj Mahal Palace Hotel (1903) is one of the most elegant hotels in Mumbai. It is across the street from the **Gateway** of India (1911).

3 The Gateway was built to celebrate a visit to India by England’s king and queen. A busy park around the Arch has vendors and **performers**—even **snake charmers!**

4 You can also visit Elephanta. It is an island about one hour away by **ferry boat**. It has beautiful **cave** temples with sculptures that are more than 1,700 years old.

5 If you want to take a train to another Indian city, go to the Chhatrapati Shivaji **Terminus** (1888). This beautiful station is now a UNESCO World Heritage Site.



Victoria Terminus (Chhatrapati Shivaji Terminus) is more than 100 years old.

A Connect with the Text Look at the pictures, read the captions, and answer the questions.

1. What is the name of Mumbai’s beach? _____
2. Name two of Mumbai’s famous monuments. _____

B Skim Read the text quickly. Write the answer to each question. Then read again to check your answers.

1. Look for the numbers in parentheses. What do you think they mean?

2. Can you get to Elephanta on a train or on a boat? _____
3. How old is the Chhatrapati Shivaji Terminus? _____

Material for review purposes only

INTRODUCTION

A Connect with the Text

- Have students look at the photos and say what they can see. Help with vocabulary as necessary.
- Have students read the directions and answer the questions.
- Check answers with the whole group.

Answers: 1. It's Chowpatty Beach. 2. Taj Mahal Palace Hotel and the Gateway of India

B Skim

- Ask: *What is skim?* Remind students that it is a strategy to help them understand the main ideas of a text without understanding the whole text.
- Have students read the directions and the questions. Have them skim the article to find the answers. Remind them that they only need to understand enough to answer these questions.
- Have them compare answers with a partner.
- Have students read the article again. Check answers with the whole group.

Answers: 1. It's the year people built it. 2. You can go on a boat. 3. It's more than 100 years old.

DEVELOPMENT

C Read in Depth

- Have students read the directions and questions. Focus attention on the glossary. Tell them now they are going to read more carefully to understand the main idea and specific details.
- Have them read and answer the questions.
- Have them compare their answers with a partner. Tell them to read parts of the text again if necessary to check their answers.
- Check answers with the whole group.

Answers: 1. It's about places to visit in India. 2. Bombay 3. It's Mumbai's movie industry. 4. It's across from the Taj Mahal Hotel. 5. It's one hour away by ferry boat. 6. Answers will vary.

CLOSING

- Have students tell a partner which place from the article they want to visit and why.
- Have them tell a new partner about somewhere in Mexico they want to visit and why.
- Have several pairs share their ideas with the whole group.

TEACHING TIP



Remind students that it's important to use different reading strategies to be effective readers. Help them understand they don't need to understand all the words to get the main idea of a text (skimming) and specific details (scanning).

FURTHER PRACTICE



Have students write a description of a city in Mexico, using the article about Mumbai as a model. Do an example with the group on the board first:

- a. Have students choose a city. Write it on the board.
- b. Have them brainstorm ideas about that city. Write them on the board.
- c. Have them help you write a paragraph using the Mumbai text as a model.

Have students write their own descriptions, then exchange them and help each other make corrections.

TEACHING TIP



When students do writing activities, it is helpful to teach them to follow these writing process steps:

1. Choose your topic.
2. Brainstorm ideas and write notes.
3. Write a first draft.
4. Edit (check) the first draft with a classmate's help.
5. Write the final version.

Mumbai



- gateway, n.** – a monument that is like a large door
- performer, n.** – a person who entertains. Musicians, dancers, and actors are all performers
- snake charmer, n.** – a person who appears to control a snake’s actions through music
- ferry boat, n.** – a boat that travels between the same two places
- cave, n.** – a large, natural hole in the side of a mountain
- terminus, n.** (*old-fashioned*) – a train station

Mumbai’s Chowpatty Beach is relaxing.

C Read in Depth Read the article again. Then write the answers to the questions.

1. What is this article about?

2. What is Mumbai’s old name?

3. What is “Bollywood”?

4. Where is the Gateway of India?

5. How far away is Elephanta?

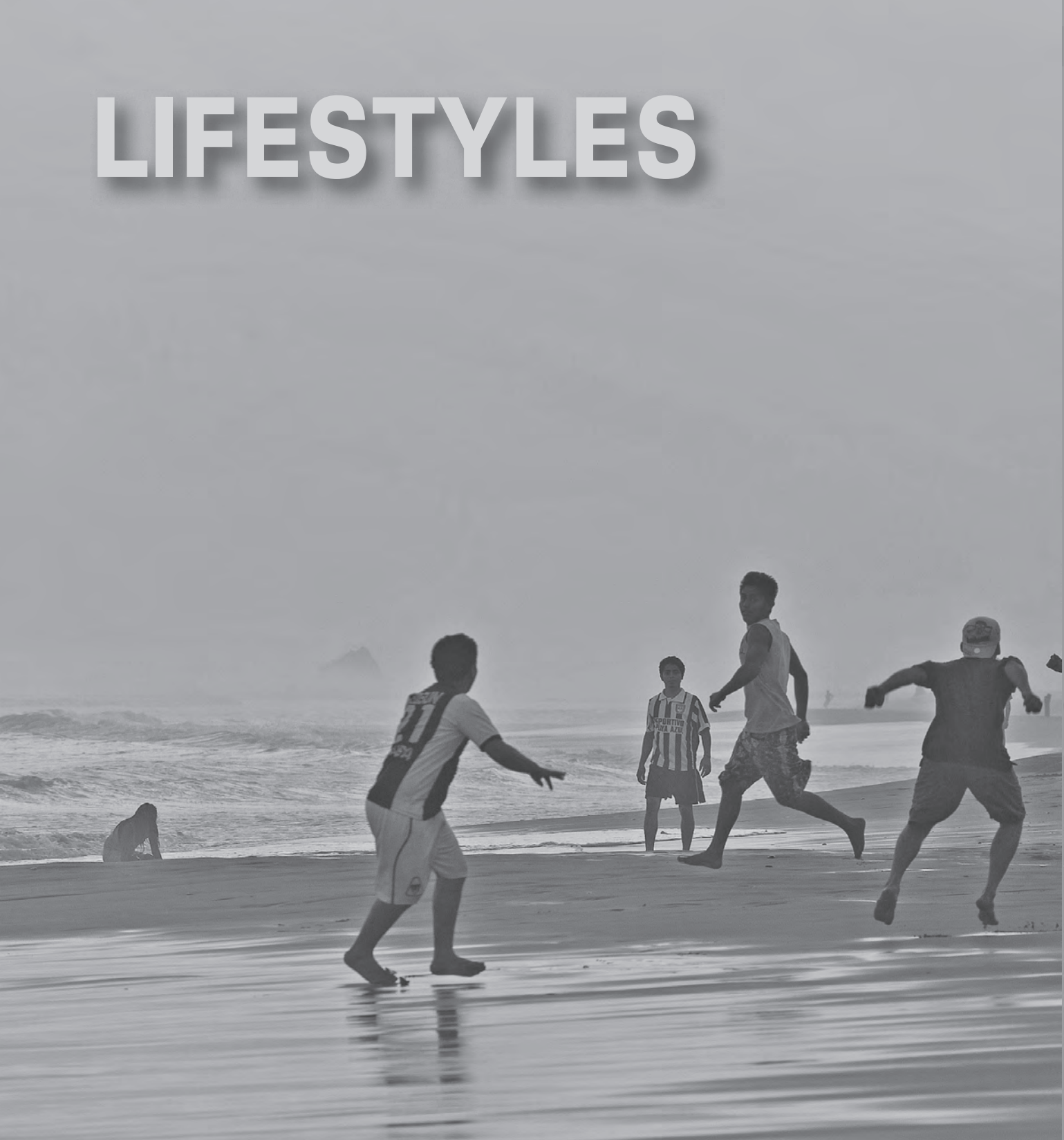
6. Which place in the article do you want to visit? Give one reason.



A woman and her son walk past a Bollywood movie poster in a Mumbai street.

Material for review purposes only

LIFESTYLES



THEME

UNIT 3

5

Opening Activity

Look at the picture and answer the questions.

1. Are these people in Mexico or in another country?
2. Are they working or playing?
3. How do you think they feel? Why?

Material for review purposes only



Theme Goals

In this theme you will learn to:

- describe daily activities.
- talk about leisure activities and household chores.
- find things you have in common with others.
- talk about likes and dislikes.
- ask for and give information about yourself and others.
- use the simple present tense.
- describe a routine.

Material for review purposes only



SYLLABUS FOCUS

Fundamental Concept: My activities: What do I do?

Subsidiary Concept: Activities: individual, social and economic

Main Category: Diversity and time

Core Value: Solidarity

Photo Background

This photo shows a neighborhood soccer (football) game. They are playing on a beach in Playa Azul, Michoacán, Mexico. Soccer is the most popular sport in Mexico.

INTRODUCTION

- Have students look at the photo and describe what they can see. Help them with vocabulary as necessary.

DEVELOPMENT

Opening Activity

- Have students look at the photo and the questions with a partner.
- Have different pairs share their answers and write them on the board.

Answers: 1. They're in Mexico.
2. They are playing. 3. (Answers will vary.)

THEME

UNIT 3

Material for review purposes only

Theme Goals

- Draw seven columns on the board with these headings: *daily activities, leisure activities, things you have in common with someone, likes and dislikes, ask for/give information about yourself, simple present tense, describe your routine*. Ask: *What are daily activities?* Write answers in the first column (e.g., *Go to school, eat lunch.*). Explain each heading as necessary.
- Have students work with a partner to write any words or expressions they know that could go in each column. Remind them about the action verbs they have seen, questions like *Where are you from?*, and the verbs *to be, to have*, etc.

- Have pairs join in groups of four and compare their lists.
- Have students say the words they have for each column; write them on the board. Correct or modify as necessary.
- Tell students they are going to learn more about these things in this theme.

CLOSING

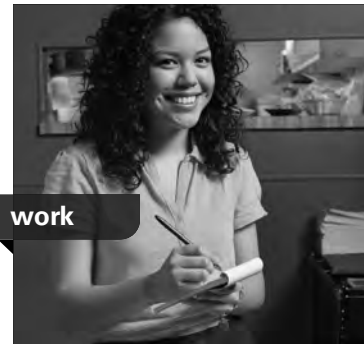
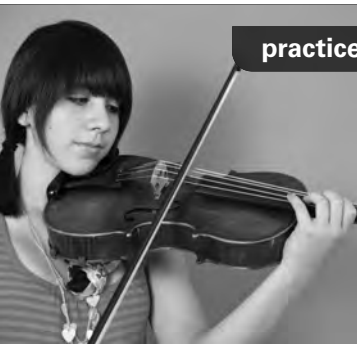
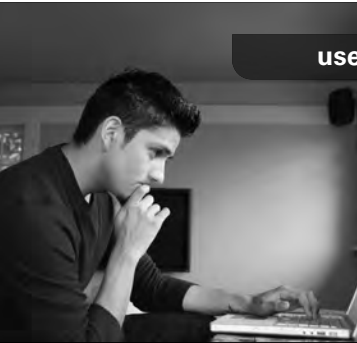
- Have students look at the photo. Ask: *Do you play soccer? Where do you play? Is there a beach near where you live?*
- Ask: *What other sports do people in Mexico play?* Write their ideas on the board. Refer them to Theme 2 if necessary.

	Competencia genérica	Competencia disciplinar
Theme Opener	<ul style="list-style-type: none"> • Se expresa y se comunica 	<ul style="list-style-type: none"> • Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral.
Lessons A - F	<ul style="list-style-type: none"> • Se expresa y se comunica • Trabaja en forma colaborativa • Piensa crítica y reflexivamente • Aprende de forma autónoma 	<ul style="list-style-type: none"> • Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral. • Comprende la noción y las propiedades del texto. • Reconoce que la lectura es el resultado de una interacción entre el texto y el lector y aplica las estrategias necesarias de acuerdo con el propósito del texto y del lector. • Utiliza procedimientos y estrategias de la comunicación escrita y reconoce la importancia de evaluar las producciones, tanto propias como ajenas, con criterios objetivos de corrección, coherencia, propiedad y creatividad. • Se expresa en forma coherente, creativa y adecuada a diversas situaciones y finalidades; acentúa las destrezas comunicativas propias del diálogo, que requiere el trato con otras personas y la práctica expositiva pública. • Desarrolla estrategias para hacerse comprender en lengua extranjera, en situaciones comunicativas cotidianas, mediante convenciones lingüísticas y recursos no lingüísticos. • Conoce aspectos elementales sobre el origen, desarrollo y riqueza de una lengua extranjera.
Self-Evaluation (on website), Wrap-up, Vocabulary Builder (on website), Video, World Heritage Spotlight	<ul style="list-style-type: none"> • Se expresa y se comunica • Trabaja en forma colaborativa • Piensa crítica y reflexivamente • Aprende de forma autónoma 	<ul style="list-style-type: none"> • Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral.

Material for review purposes only

LESSON A EVERYDAY ACTIVITIES

A Vocabulary in Context Look at the pictures and read the words.



B Vocabulary in Action Listen to the conversation and circle the action verbs that you hear in a.

C Complete each definition with a word from a.

1. To walk is to go somewhere on foot.
2. To _____ is to read or write about a subject.
3. To _____ in a place is to have your home there.
4. To _____ is to have a specific job.
5. To _____ a bus is to go somewhere on it.
6. To _____ an instrument is to play and learn it.

Material for review purposes only

VOCABULARY TOPIC: ACTION VERBS

INTRODUCTION

A Vocabulary in Context

- Write on the board: *Action verbs. Say: What do you do every day?* Have students say any activities they know in English and help them with others they don't know. Write their ideas under the heading *Everyday activities*.
- Have students look at the pictures and read the verbs.
- Have students repeat each word.
- Ask different students: *Do you do the dishes? Do you work? Do you ride the bus?*, etc.

DEVELOPMENT

41 B Vocabulary in Action

- Tell students they are going to listen to a conversation about two people's plans for the weekend. Have them read the directions, then listen and circle the verbs in **a** they hear.
- Have them compare answers with a partner.
- Listen again and check answers with the whole group.

Answers: do, ride, use, practice, study, work

C

- Write on the board:
To ____ a computer is to do something on the computer.
Have students tell you the missing word to complete the definition.
- Have students read the directions and complete the definitions.
- Have students work with a partner to compare their answers.
- Check answers with the whole group.

Answers: 1. walk 2. study 3. live 4. work
5. ride 6. practice

CLOSING

- Say: *I use a computer every day. I work every day. I do the dishes every day.*
- Have students tell a partner which activities from **a** they do every day.
- Have a few students say what they do.

FURTHER PRACTICE

- Have students draw a chart of action verbs in the Vocabulary section of their notebook. Have them work with a partner to think of words that they can use with each verb and add them to their chart (e.g., *practice soccer/the piano/English, ride the bus/train/a bike, live in a house/in an apartment/in a city*, etc.).

Material for review purposes only

GRAMMAR

INTRODUCTION

- Draw four columns on the board. Label them: *Affirmative, Negative, Yes/No Questions* and *Short Answers*. In the first column write *I* and *you*. Have students tell you the rest of the subject pronouns. Write *work / works* on the board and have students tell you which pronouns take *work* and which take *works*. As examples in the first column, write: *I work at the high school. She works in the cafeteria.*
- Point to the second column and ask: *How do we make these two sentences negative?* Remind students about the verb *to have*; have them look at Theme 3 if necessary. With the students' help, write: *I don't work at the high school. She doesn't work in the cafeteria.*
- Point to the third column and ask: *How do we ask a Yes/No question?* Provide *Do/Does* as prompts if necessary. With the students' help, write: *Do I work in a high school? Does she work in the cafeteria?*
- Elicit answers for the fourth column: *No, I don't. Yes, she does.*

DEVELOPMENT

D Grammar in Context

- Have students look at the chart. Ask: *When do we add -s to the main verb?* Focus their attention on the spelling changes in the sidebar. Point out that for all the other subject pronouns the form of the verb doesn't change, only for *he/she/it*.
- Say a few examples about yourself and your family, e.g., *I live in Morelia. My husband rides the bus.* Have a few students say sentences about themselves or their family using the verbs in the chart. (e.g., *I don't wash the dishes. My mom washes the dishes.*)

E Grammar in Action

- Have students look at the photo and say what the boy does (*He practices the piano.*).
- Write the example sentence on the board and have students tell you how to complete it.
- Have students read the directions and complete the sentences.
- Have them compare answers with a partner. Refer students back to the chart if necessary.
- Check answers with the whole group and write the sentences on the board.

Answers: 1. use 2. walks 3. ride 4. practices 5. live 6. study

F

- Have students look at the first sentence from **e** on the board and ask: *How can we ask a question for this one?* Have students help you write: *Do you use the computer at school?*
- Have students read the directions and write the questions.
- Have students work with a partner to compare their questions. Refer them to the chart if necessary.
- Check answers with the whole group and write the questions on the board.

Answers:

1. Do you use the computer at school?
2. Does Mariana walk to school every day?
3. Do you ride the bus to your job?
4. Does Jorge practice the piano after school?
5. Do your grandparents live across the street?
6. Do Ana and Carlos study in the library?

CLOSING

G Communicate

- Have students read the directions. Model the example with a student.
- Have students tell a partner about their everyday activities. Remind them to use the verbs correctly.
- Have several students describe their partner's activities to the whole group.

Material for review purposes only

D Grammar in Context Study the chart.

Simple present tense

Affirmative Sentences		Negative Sentences	Yes/No Questions	Short Answers	Explanation
I work at a library.		I don't work at a library.	Do I work at a library?	Yes, I do . No, I don't .	
You live in Morelia.		You don't live in Morelia.	Do you live in Morelia?	Yes, you do . No, you don't .	
He She It	washes the dishes every day.	She doesn't wash the dishes every day.	Does she wash the dishes every day?	Yes, she does . No, she doesn't .	With <i>he, she,</i> and <i>it,</i> we usually add -s to the main verb.
We You They	ride the bus to school.	They don't ride the bus to school.	Do they ride the bus to school?	Yes, they do . No, they don't .	

Notice spelling changes in some verbs:

consonant + -y = **-ies**
(study → studies)

-s, -z, -sh or **-ch** = **-es**
(watch → watches)

-o = **-oes**
(go → goes;
do → does)

E Grammar in Action Complete each sentence with the correct form of the verb in parentheses.

- We don't use the computer at school. (use)
- Mariana _____ to school every day. (walk)
- I don't _____ the bus to my job. I walk. (ride)
- Jorge _____ the piano after school. (practice)
- My grandparents _____ across the street. (live)
- Ana and Carlos don't _____ in the library. (study)



F Change the sentences in e into **Yes/No** questions.

- _____ *Do you use the computer at school?* _____
- _____
- _____
- _____
- _____
- _____

G Communicate Talk to your partner about his/her everyday activities.

Do you ride the bus to school?

No, I don't. I walk to school.

Material for review purposes only

LESSON B HELPING AT HOME



broom

A Vocabulary in Context Look at the pictures and read the words.



detergent



sink

B Vocabulary in Action Unscramble the words and write them on the lines. Then listen and check your answers.

1. cvmuua ercelna vacuum cleaner
2. roni _____
3. kisin _____
4. igonrin robad _____
5. rmoob _____
6. pmo _____
7. geeetdrnt _____
8. hgwansi namihce _____



mop

C Listen to the conversation, then complete each sentence with the correct word from a.

1. Alejandro puts the clothes in the washing machine.
2. He adds _____ and starts the machine.
3. Rosa puts the _____ and the _____ in the living room.
4. Mónica uses the _____ to clean the floors.
5. She doesn't like the _____.
6. Mónica also does the dishes that are in the _____.



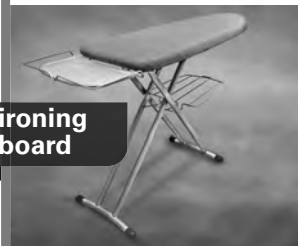
iron



washing machine



vacuum cleaner



ironing board

Material for review purposes only

VOCABULARY TOPIC: HOUSEHOLD ITEMS

INTRODUCTION

A Vocabulary in Context

- Write on the board: *Helping at home*. Ask: *Do you help at home? Do you help your mom and dad? What do you do?* Write students' ideas on the board. Help with vocabulary as necessary (e.g., *Do/Wash the dishes, wash clothes/the car, cook, clean, sweep, mop*, etc.).
- Have students look at the pictures and read the words.
- Have them repeat each word.
- Ask: *Do you use these things when you help at home?* Ask several students: *What do you use?*

DEVELOPMENT

42 B Vocabulary in Action

- Write the example on the board and have students unscramble it.
- Have students read the directions and unscramble the word.
- Listen and check answers with the whole group.

Answers: 1. vacuum cleaner 2. iron
3. sink 4. ironing board 5. broom 6. mop
7. detergent 8. washing machine

43 C

- Tell students they are going to listen to a conversation between a journalist and a mother called Rosa.
- Have students read the directions and listen and complete the sentences with words from **a**.
- Have them check answers in pairs.
- Listen again and check the answers with the whole group.

Answers: 1. washing machine
2. detergent 3. iron, ironing board
4. vacuum cleaner 5. broom 6. sink

CLOSING

- Say: *In my house, I use the iron. We don't have a vacuum cleaner, so my husband uses the broom and the mop to clean the floor. My daughter uses the washing machine.* Ask: *Who uses the iron in my house?, etc.*
- Have students work with a partner to use the vocabulary from the lesson to tell each other who helps in their house.
- Have several pairs report what their partner told them (e.g., *Juan's mom uses the washing machine. His sister uses the broom.*). Remind them about possessive -s, if necessary.

FURTHER PRACTICE



- Have students write a few sentences about who helps at home in their family and in their partner's family.

TEACHING TIP



Recycle language that students have seen in previous themes or lessons whenever possible. The more students use the language, the easier it will be for them to remember it. Take opportunities to remind them to use language they have already studied as well as new language they are working with, as in the Closing activity above. By reporting what their partner told them, students are reviewing possessive -s and possessive adjectives from Theme 1 and Simple Present Tense from Lesson A of this theme.

GRAMMAR

INTRODUCTION

- Write on the board: *Wh- question words*. Have students tell you the *wh-questions* they remember and write them on the board. (*When, Where, etc.*). Ask: *What do we use each one for?* Elicit: *Where – places, Who – people, etc.* Write the explanations on the board.
- Have students give you an example question for each question word. Accept questions with *to be* and *to have*. Write them on the board, correcting as necessary with the students' help.
- Write on the board: *I work at the high school*. Have students say what the question would be (*Where do you work?*). Remind them about *do* and *does* for questions, if necessary.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart. Remind them that we use *do/does + main verb* to make questions. Focus their attention on the information in the sidebar to check they understand when to use each question word.
- Check their understanding of the meaning of each question word by asking other questions about them (e.g., *What do you do after school? Where do you live? When do you have English class? Why do you use a computer? Who do you sit next to in class? How do you get to school?*, etc.).
- Have several students ask other students questions.

E Grammar in Action

- Write the example question on the board. Ask: *How do we complete this question?* Complete the question on the board.
- Have students read the directions and complete the questions.
- Have them check the questions with a partner. Refer to the chart if necessary.
- Check questions with the whole group. Write them on the board.

Answers: 1. does/buy 2. do/go 3. does/live 4. do/eat 5. do/clean 6. does/ride

F

- Have students look at the photos and say what they can see.
- Write the example on the board. Elicit the question: *What does Manuela use on Fridays?* Write it on the board.
- Have students read the directions and write the questions.
- Have them check the questions with a partner. Refer them to the chart if necessary.
- Check with the whole group and write the questions on the board.

Answers: 1. What does Manuela use on Fridays? 2. Where does Gabriel work? 3. Who do your grandparents live with? 4. How many kilometers does Sandra walk every day? 5. When do you do the laundry? 6. Why does Toni eat bananas?

CLOSING

G Communicate

- Have students read the directions. Model the example dialog with a student. Focus their attention on the second question: *What about you?* Ask another student: *How do you help at home?* Encourage him/her to ask you the second question.
- Have students work with a partner to ask and answer questions about how they help at home.
- Have several pairs share with the group what their partner does to help at home.

FURTHER PRACTICE



- Have students write sentences about themselves and their partner describing how they help at home.
- Have students carry out a class survey to find out how many people help at home and in what ways.

Material for review purposes only

D Grammar in Context Study the chart.

Wh- questions with simple present

Affirmative sentences		Wh- questions
I live with my mother and father.		Who do you live with?
You practice the violin on Saturdays.		When do you practice the violin?
He She It	works at his uncle's restaurant.	Where does he work ?
We You They	clean the kitchen and bathroom.	What do they clean ?

Wh- question words

who – person
what – thing
where – place
when – time
why – reason
how – manner

E Grammar in Action Complete the Wh- questions with the correct form of the verb in parentheses.

- Where does Mr. Ramírez buy detergent? (buy)
- How _____ Pepa and Lourdes _____ to school? (go)
- Who _____ Lucas _____ with? (live)
- What _____ you _____ for breakfast? (eat)
- When _____ they _____ the sink? (clean)
- Why _____ Juan _____ his bike to the office? (ride)

F Change each sentence into a Wh- question. Look at the underlined words to find the correct Wh- word.

- Manuela uses the washing machine on Fridays.

What does Manuela use on Fridays?
- Gabriel works in his father's restaurant.

- My grandparents live with my aunt.

- Sandra walks two kilometers every day.

- We do the laundry on Saturdays.

- Toni eats bananas because they are delicious.



G Communicate Ask your partner Wh- questions about the ways he/she helps in his/her house.

How do you help at home?

I use the vacuum cleaner. What about you?

Material for review purposes only

LESSON C IN MY FREE TIME



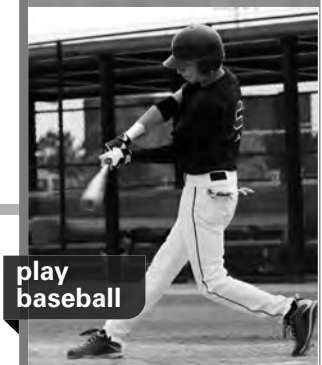
cook



collect comics



ride a bike



play baseball

A Vocabulary in Context Look at the pictures and read the words.

B Put each word from a in the correct column.

Sport	Hobby
<i>play video games</i>	



play video games



swim

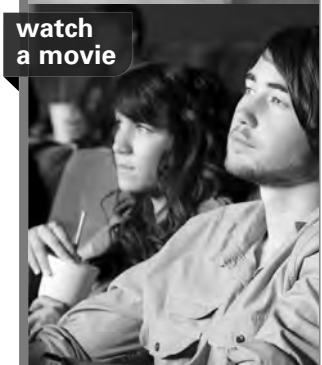
C Listen to the conversations and circle the activities you hear.



1. Antonio (collects comics / plays video games) in his free time.
2. Lola plays (baseball / video games) on Saturdays.
3. Nieves (rides her bike / swims) on the weekends.
4. On the weekends, Javier (cooks / blogs) about sports.
5. To relax, Lupe (watches movies / rides her bike).
6. Beatriz (blogs / plays video games) to relax.



blog



watch a movie

Material for review purposes only

VOCABULARY TOPIC: LEISURE ACTIVITIES

INTRODUCTION

Write on the board: *Action verbs: Leisure activities.* Remind students that *leisure* is free time, time when you are not working or studying. Have students tell you any free time activities they already know how to say in English and write them on the board; help with spelling and pronunciation as necessary.

A Vocabulary in Context

- Have students look at each photo and say what they can see. Write their ideas on the board (e.g., *They are in the kitchen. He plays video games, etc.*).
- Have students repeat each verb.
- Ask different students: *Do you collect comics? Do you blog?*, etc. Encourage students to answer: *Yes, I do. /No, I don't.*
- Have students ask you questions.

DEVELOPMENT

B

- Draw a two column chart on the board and write: *Sport* and *Hobby*. Have students say a verb for each category.
- Have students read the directions and complete the chart.
- Have them compare charts in pairs.
- Check answers with the whole group by having students spell the words to you as you complete the chart on the board.
- Have students add any other activities they know to the chart.

Answers: **Sport** – play baseball, ride a bike, swim **Hobby** – blog, collect comics, cook, play videogames, watch a movie

C Vocabulary in Action

- 44
- Tell students they are going to listen to three conversations (Antonio and Lola, Nieves and Javier, Lupe and Beatriz). Have them read the directions and the sentences.
 - Have students listen and circle the activities each person says.
 - Have students compare their answers with a partner.
 - Listen again and check answers with the whole group.

Answers: 1. collects comics 2. baseball
3. swims 4. blogs 5. watches movies
6. plays video games

CLOSING

- Have students write a list of activities they do in their free time.
- Write on the board: *What do you do in your free time?* Ask several students. Have another student ask you.
- Have students work with a partner to talk about what they do in their free time.
- Have several students report back to the class about their partner (e.g., *Javier plays videogames. Susana blogs about fashion.*).

FURTHER PRACTICE



Have students talk to as many other students in the class as they can in five minutes and find out what the most popular free-time activities are in the group.

GRAMMAR

INTRODUCTION

- Write on the board in random order: *like, hate, don't like, love, be into, not be into*. Draw two columns on the board: ☺ and ☹ and have students decide which verbs to write in each column.
- Have students work with a partner to order the verbs on a scale starting with *love*.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart. Focus their attention on the use of verb + nouns or verb + *-ing* after these verbs and the fact that we don't use *hate* in the negative.
- Have students look at the information in the sidebar and check their answers to the Introduction exercises.
- Ask different students questions: *Do you like basketball? Are you into videogames?* etc.

E

- Write the first scrambled sentence on the board and have students tell you what it should be. Write the correct sentence on the board.
- Have students read the directions and unscramble each sentence.
- Have them compare sentences in pairs. Refer to the chart if necessary.
- Check the answers with the whole group. Write the correct sentences on the board.

Answers: 1. Mar doesn't like studying. 2. Alfonso is into cooking. 3. Nacho and Luis love to practice guitar. 4. Are they into playing football? 5. Carolina doesn't like watching movies very much. 6. We hate cleaning the bathroom.

F Grammar in Action

- Write several verbs from the box on the board and for each one draw one, two or three ☺ or ☹ to show your *likes* and *dislikes*. Have students help you write a sentence for each one, about you, using the verbs from the grammar chart.
- Have students read the directions and write sentences about their *likes* and *dislikes*. Monitor and refer them to the chart as necessary.

Answers: Answers will vary.

CLOSING

G Communicate

- Have students read the directions. Model the example dialog with a student. Model again with a different student, but ask about an activity from one of your sentences.
- Have students work with a partner to ask each other questions about their *likes* and *dislikes*.
- Have several students report back to the group about their partner (e.g., *Pablo's really into blogging. Marisa loves music.*).

FURTHER PRACTICE



Have students form two circles, one inside the other. The students in the inside circle should face the people in the outside circle. When you say *Go*, students in the inner circle ask the person opposite them about his/her *likes* and *dislikes*. For example: *Are you into _____?* The person in the outer circle replies: *Yes, I love _____.* or *No, I hate _____.* After 30 seconds, say *Go* again and the students in the outer circle all move one place to the right and ask their new partner different question. Continue for as long as appropriate, then switch and have those on the outside ask the questions. Encourage students to use all the different verbs to express their *likes* and *dislikes*.

Material for review purposes only

D Grammar in Context Study the chart.

<i>Likes and dislikes</i>		
Verb + noun	Verb + <i>-ing</i> form	Explanation
Marta loves fries. Marta doesn't love fries.	Marta loves eating fries. Marta doesn't love eating fries	We can use love , be + into , and like in affirmative and negative sentences.
They're into video games. They're not into videogames.	They're into playing videogames. They're not into playing videogames.	
I like movies a lot. I don't like movies.	I like watching movies a lot. I don't like watching movies.	
We hate our jobs.	We hate working at our jobs.	We usually don't use hate in negative sentences.

- love = 😊😊😊
- be into = 😊😊
- like = 😊
- not be into = ☹️
- not like = ☹️☹️
- hate = ☹️☹️☹️

E Unscramble each sentence.

- studying like Mar doesn't _____ *Mar doesn't like studying.*
- into Alfonso is cooking _____
- Nacho guitar love and to Luis practice _____
- football they playing into Are? _____
- doesn't movies very Carolina watching much like _____
- the hate bathroom We cleaning _____

F Write sentences that are true for you. Use some of the words in the box. You won't need them all.

- _____
- _____
- _____
- _____
- _____
- _____

do
live
practice
ride
study
walk
work
use
collect comics
hang out
play baseball
play videogames
ride a bike
swim
watch a movie

G Communicate Ask your partner questions about his/her likes and dislikes. Talk about the sentences you wrote in f.

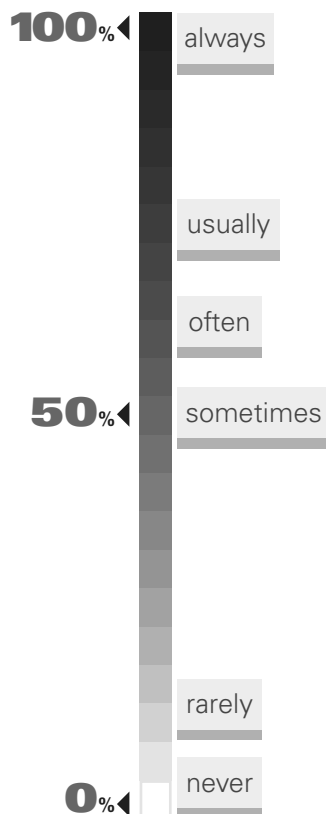
Do you like watching horror movies?

No, I'm not really into horror movies.

Material for review purposes only

LESSON D WE NEVER DO THAT

Frequency Words



A Language Builder Study the chart.

JANUARY						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3 swim	4	5	6	7
8	9	10	11	12	13	14 visit Cousin Maria
15	16	17	18	19	20	21
22	23	24	25	26	27 watch movie with Lina	28
29	30	31	1	2	3	4

Time Words

at = time
on = day
in = month

B Read each sentence. Then answer each question with a word from the chart in a.

- Daniel reads comic books every day after school. How often does he read comic books? always
- Jacqui swims on Monday, Wednesday, and Friday. How often does she swim? _____
- Mateo doesn't watch horror movies. How often does he watch horror movies? _____
- Gabi visits her cousins one or two days every month. How often does she visit her cousins? _____
- Most days, Rafael and Luis do their homework at the library. How often do they do their homework at the library? _____
- Beatriz plays the guitar Monday through Friday. How often does she play the guitar? _____

C Listening Listen to the survey. Are the people speaking young or old?

45

D Listen to the survey again. Circle the correct word to complete each sentence.

45

- The girl (always / never) goes to the movies on Saturday night.
- The girl (sometimes / usually) does her homework after school.
- She (sometimes / rarely) hangs out with her friends.
- The boys (usually / always) work on Friday afternoons.
- They (often / sometimes) play video games on Saturdays.
- They (rarely / never) practice an instrument.

Material for review purposes only

INTRODUCTION

- Write the frequency words from the sidebar on the board in random order. Have students work with a partner to put them in order on a scale of 0% to 100%.
- Write on the board:

<i>in</i>	<i>time</i>
<i>at</i>	<i>day</i>
<i>on</i>	<i>month</i>

Have students match the prepositions to the time categories.

DEVELOPMENT

A Language Builder

- Have students look at the chart and the sidebar and check their answers to the Introduction exercises.
- Have students repeat frequency words.

B

- Write two sentences about your activities on the board (e.g., *I read the newspaper every day. I go to the movies one day every month.*). Have students tell you which frequency words from the chart fit each of your sentences.
- Have students read the directions and choose a frequency word for each sentence.
- Have them check answers with a partner.

Answers: 1. always 2. often 3. never
4. rarely 5. often 6. always

45 C Listening

- Tell students they are going to listen to a survey. Have them read the instructions and the question.
- Have students listen and answer.
- Check the answer with the group.

Answers: They are young.

45 D

- Have students read the directions and sentences.
- Have students listen and circle the correct frequency word.
- Have students check answers with a partner.
- Listen again; check answers with the whole group.

Answers: 1. always 2. usually 3. sometimes
4. always 5. often 6. never

CLOSING

- Have students look at the picture of the calendar. Have them complete a calendar for themselves with the activities they do over a month (they can either draw a calendar in their notebooks, or you can provide a blank calendar). Help with vocabulary as necessary.
- Ask a student: *Do you like watching movies? How often do you watch movies?* etc. Write question prompts on the board: *Do you ... /Are you into ...? How often do you ...?*
- Have students ask a partner about his/her likes and dislikes and how often he/she does the activities.
- Have several students report to the group about their partner's activities.

TEACHING TIP



- In contexts where students are learning English as a foreign language, not a second language, and where students are learning in a large group, it is important to provide as many opportunities for speaking practice as possible. If speaking practice is done in pairs or small groups, there is more opportunity for everyone to practice.
- If students often switch to Spanish during speaking activities, check that you are providing them with the language and model they need to complete the activity.

YOUNG RIDERS OF MONGOLIA

INTRODUCTION

A Preview Vocabulary

- Have students look at the pictures and say as much as they can about them. Write their ideas on the board; help with vocabulary as necessary.
- Have students repeat the words. Have them try to explain the meanings.

B

- Have students read the directions and look at the words.
- Have them work with a partner to explain or guess what the words mean.

DEVELOPMENT

C View the Video

- Have students read the directions and look at the picture. Tell them they will see the picture in the video.
- Have students watch the video and listen for the words from **a** and **b**.

D After You Watch

- Have students work with a partner to label the pictures with the words from **b**.
- Check answers with the whole group.
- Have students tell you about the video. Write their ideas on the board.

Answers: watch, drink, race, young, mountain

CLOSING

E Communicate

- Write *Sports* on the board and have students say all the sports they know.
- Have students read the directions. Model the example dialog with a student. Point out the follow-up question: *What about you?* Have a student ask you about your favorite sport. Answer, then ask the follow-up question. Elicit other questions they can ask: *How often...? Where...? Who ...?*
- Have students talk with a partner about their favorite sports. Encourage them to ask more questions.
- Have several students tell the group about their partners' favorite sports.
- If time allows, have students talk to several different partners.

FURTHER PRACTICE



In groups of four, have students talk about the video and say if they want to try that sport. Tell them to write notes about what they saw and their opinions (like/dislike, want to try). Tell them they have five minutes and then they will share with the group. Give each team member a role: time-keeper, secretary, organizer and spokesperson (write the following on the board or give each person a card with their role. You can use the cards in other group activities).

- **Time-keeper** - Make sure your group does the activity in five minutes.
- **Secretary** – Take notes.
- **Organizer** – Make sure everyone in the group talks.
- **Spokesperson** – Present to the group.

Have each group discuss their ideas and opinions, then ask them to share what they talked about with the group.



TEACHING TIP

Giving students roles for small group work helps make sure that everybody participates. To start, you can give students the roles that you think individuals will be strongest at. In other activities, you can change roles so that students develop other skills.

Material for review purposes only

Young Riders of Mongolia

A Preview Vocabulary Do you know these words? Look at the pictures and read the words.



ceremony



race



winner

B Get ready to watch the video. Look at the words in the box. Do you remember them? If you don't know some of the words, it's OK. Try to guess what they mean.

drink mountain ride young watch

C View the Video As you watch the video, look for these pictures. Listen for the words you previewed.



D After You Watch Check your understanding. Write the words from the box in **b** on the lines under the pictures.

E Communicate Talk with a partner about your favorite sport.

What's your favorite sport?

I love riding bikes. What about you?

Material for review purposes only

LESSON E My ROUTINES



A Listening Listen to the conversation. Where are the people? Circle the correct answer.



- a. at a school b. on the street c. in a hospital

B Listen to the conversation again. Write the activities from the box in the correct column.



blog	have class	watch TV	eat lunch	ride bikes
ride the bus	work	practice piano	study	work at café

Lola's School and Homework Routines	Lola's Free Time and Weekend Routines
<i>ride the bus</i>	

C Pronunciation Listen to the pronunciation of final **-s** in the three verbs below.



/s/	/z/	/ɪz/
cooks	rides	finishes

D Listen to the sentences. Then write the underlined verbs in the correct column in the chart in **c**.



- Juan loves collecting comic books.
- Meche watches movies every night.
- Lupe studies for two hours every day.
- Paco works at his uncle's store on weekends.
- Santiago practices guitar five days a week.
- Antonio hates video games

Material for review purposes only

INTRODUCTION

46 A Listening

- Have students look at the photo and say what they can see. Ask: *What do you think they are talking about?* Write their ideas on the board.
- Have students read the directions and listen to the conversation to answer the question.
- Check the answer with the group.

Answers: They are at a school

DEVELOPMENT

46 B

- Have students read the directions and look at the charts. Tell them they are going to listen to the conversation again.
- Have students listen and write the words from the box in the correct column in the chart.
- Have them compare answers with a partner.
- Listen again and check the answers with the whole class.

Answers: School and Homework Routines

– ride the bus, have class, eat lunch, study, practice piano

Free Time and Weekend Routines – blog, watch TV, ride bikes, work at café

CLOSING

- Have students look at the predictions they made before they listened (Introduction 1). Ask: *Are the predictions right?* Have them tell you what they can remember about the conversation they listened to.
- Ask questions about Lola's routine: *What does Lola do in the afternoons? When does she ride her bike? Where does she work?, etc.*

INTRODUCTION

47 C Pronunciation

- Copy the chart on to the board. Say each word and have students repeat. Explain that there are three different sounds for the final –s for verbs in the simple present tense.
- Have students read the directions and listen to the pronunciation of final -s.
- Say one or two more verbs and have students say which column to write them in (e.g., *uses /iz/, walks /s/*).

DEVELOPMENT

48 D Pronunciation

- Have students read the directions and sentences. Have them guess how the underlined verbs are pronounced and write each in one of the columns in the chart.
- Have students listen and make any changes to the chart.
- Have students check their answers with a partner.
- Listen again and check the answers with the group. Complete the chart on the board. Have students repeat each verb.

Answers: /s/ works, hates; /z/ loves, studies; /iz/ watches, practices

CLOSING

- Say different verbs (refer back to pages 72 and 76, if necessary) and have students stand up if the pronunciation is /s/, raise their right hand if it is /z/, raise their left hand if it is /iz/.
- Have students work with a partner to practice saying each verb.
- Have students add any other verbs they know to the chart.

INTRODUCTION

- Write on the board: *Action verbs*. Have students tell you verbs to write. Encourage them to look back at Lessons A and C for more.
- Ask: *How do we say what we like or dislike?* Have students say sentences using *love/like/be into/don't like/hate* and activities from the list on the board. Ask and answer different questions.

DEVELOPMENT

E Speaking

- Write on the board: *In common*. From the examples students gave in the Introduction, say likes/dislikes that your students have in common (e.g., *José loves videogames and Luisa loves videogames*). They have this in common. Make sure the meaning of in common is clear to students. Point out that this is a cognate and its use is similar to that of the phrase in Spanish.
- Have students read the directions and look at the expressions in the sidebar. Model the example dialog with a student. Have two strong students model using different activities.
- Have them ask a partner about his/her likes/dislikes and routines.

CLOSING

Ask several pairs: *What do you have in common?*

INTRODUCTION

Write on the board: *Survey report*. Ask: *What's a survey report? What information do we find in a survey report?* Write their ideas on the board. Help with vocabulary as necessary.

DEVELOPMENT

F Writing

- Have students read the directions. Ask: *What is this survey report about?* Have students complete the report.
- Have them compare answers with a partner.
- Check answers with the whole group.
- Have students look at their ideas about what information can be in a survey report and compare them with this one.

Answers: 1. a 2. e 3. d 4. b 5. c

G

- Have students go back to the Project page (p. 79) and look at the questions and answers they have.
- Have students decide what an appropriate title would be for their report. For example, *How Students Spend Their Time*.
- Write on the board:
Number of participants: ____
Question:
Results:
- Have students tell you what to write and begin writing a survey report together on the board.
- Have students read the directions and write their own survey reports on the surveys they did for their project graphs. Encourage them to take notes before they begin writing.

CLOSING

H

- Have students exchange reports with a partner, read, and check that free time activity words are used correctly. Remind them to look at the charts on pages 77 and 78 to help them.
- Have pairs help each other make any corrections needed.
- Display the corrected survey reports together with their project graphs.

GET CLOSE TO MEXICO



- Have students write a list of three popular free time activities for teenagers in Mexico.
- Have students share their lists with a partner and decide which are the three most popular and rank them in order of popularity (1 is the most popular; 3, the least).
- Have pairs share their decisions and write them on the board. Have them agree as a group on the most popular activity.

Material for review purposes only

E Speaking Look at the action verbs in the theme. Talk about your routines with a partner. What do you have in common?

I love playing videogames after school.

So do I! What about watching TV?

I'm not into TV. I like reading more.

I see.

Response for activities in common

I do, too.

So do I.

Neither do I.

F Read the survey report. Complete it with the correct information.

- a. One person loves watching movies.
- b. Three people play soccer.
- c. Two people play the guitar.
- d. What sports do you do?
- e. Two people play videogames every day.

Survey Report – Free Time Activities

Number of Participants: 5

Question: Do you like watching movies? How much?

Results: Three people like watching movies. (1) _____ a _____
One person doesn't like watching movies.

Question: How often do you play video games?

Results: (2) _____ Two people play video games on the weekends. One person never plays video games.

Question: (3) _____

Results: One person swims. (4) _____ One person plays tennis.

Question: Do you play an instrument? What instrument do you play?

Results: One person plays the violin. (5) _____ Two people don't play an instrument.

GET CLOSE TO MEXICO

Teens around the world have lots of ways to spend their free time. What do you think is the most popular way for teens to spend their time in Mexico?

G Write a report on your questions and answers for your survey report in your notebook.

Material for review purposes only



A restaurant worker prepares pizza dough.

A Connect with the Text Look at the pictures and answer the questions. What food do you see? Where is it from?

B Scan Scan the reading and write the answers to the questions below. Then read again to check your answers.

1. In what year did the first pizza restaurant start?

2. How many pizzas do people in the world eat every year?

3. How many slices of pizza do people in the U.S. eat every second?

Material for review purposes only

INTRODUCTION

A Connect with the Text

- Have students look at the photos and answer the questions.
- Check answers with the whole group.
- Ask different students: *Do you like pizza? What are your favorite toppings?*

Answers: It's pizza. It's from Italy.

B Scan

- Ask: *What does "scan" mean?* Remind students that it is a strategy to help them understand specific details in a text without understanding the whole text.
- Have students read the directions and questions. Have them scan the article to find the answers. Remind them that they only need to understand enough to answer these questions.
- Have students compare their answers with a partner.
- Have students read the article again to check their answers.

Answers: 1. 1830 2. 5 billion 3. 350

DEVELOPMENT

C Read in Depth

- Have students read the directions and questions. Focus attention on the glossary. Tell them they are going to read more carefully to understand the main idea and specific details.
- Have them read the article again and answer the questions.
- Have them compare answers with a partner. Tell them to read parts of the text again if necessary to check their answers.
- Check answers with the whole group.

Answers: 1. It's about the history of pizza.
2. It's a favorite food all over the world.
3. The beginning of pizza is in the Stone Age.
4. They almost all have tomatoes on them.
5. (Answers will vary.)

CLOSING

- Ask: *Is pizza popular in Mexico? What other foods are popular here?* Make a list on the board. Ask: *What is the history of these foods?*
- Have students think about their favorite food, how often they eat it, and its history. Encourage them to write some notes.
- Have students tell a partner what their favorite food is, how often they eat it, and anything they know about the history of that food.
- Have different student share with the class what their partner told them.

FURTHER PRACTICE



Have students write sentences about either their favorite food or their favorite free time activity. Do an example on the board with the group before they begin. Encourage them to brainstorm ideas first, write notes and then begin writing. Tell them to use the language from the themes (e.g., action verbs, verbs to say likes/dislikes, frequency words to say how often they eat their favorite food/do their favorite activity, etc.). Have them work with a partner to read each other's sentences and ask questions (e.g., *Who do you eat sushi with? Where do you play the guitar?*). Refer to the chart on page 75 for questions.

Everybody Loves Pizza!

1 Today, people all over the world eat pizza. It's a favorite food in many places. But where does pizza come from?

2 Thousands of years ago, in the **Stone Age**, people put food on top of **dough**. They cooked the dough on hot rocks. This is probably the oldest pizza.

3 When Europeans first visited the Americas in the early **16th century**, they found tomatoes. At first, people didn't eat them. They believed tomatoes were poisonous. But in the **19th century**, people in Naples, Italy, started putting tomatoes on pizza. Now, almost all pizzas have tomatoes on them. The first pizza restaurants also started in Naples, in 1830.

4 Every year, people eat as many as five billion pizzas. In the United States, people eat 350 **slices** every second. They may not know it, but pizza is part of history.

Pizza is popular all over the world.



Naples is famous for pizza.

C Read in Depth Read the article again. Then write the answer to each question.

1. What is this article about?

2. Where is pizza a favorite food? (paragraph 1)

3. When is the beginning of pizza? (paragraph 2)

4. What do almost all pizzas have on them? (paragraph 3)

5. Circle the sentence that you agree with:

Pizza is a universal food.

Pizza is not a common food.

Stone Age, n. – a very early time in human history

dough, n. – bread that isn't cooked

16th century, n. – the years 1500 to 1599

19th century, n. – the years 1800 to 1899

slice, n. – piece of pizza

Material for review purposes only

AMAZING ACTIVITIES



THEME

UNIT 3

6

Opening Activity

Look at the picture and answer the questions.

1. Where is this person?
2. Is this an easy activity or a difficult activity?
3. Do you think this is a fun activity? Why or why not?

Material for review purposes only



Theme Goals

In this theme you will learn to:

- describe present ongoing actions.
- talk about abilities.
- ask for and give information about a place.
- compare places, people, and things.
- talk about sports activities and food.
- make polite requests.
- compare two cities.

Material for review purposes only



SYLLABUS FOCUS

Fundamental Concept: **My activities: What do I do?**

Subsidiary Concept: **Individual, social, and economic**

Main Category: **Diversity and time**

Core Value: **Liberty**

Photo Background

This photo shows a man hiking in the Carpathian Mountains. Hiking is a popular activity in many countries around the world. Anyone can be a hiker. Hikes can be long or short, easy or difficult.

INTRODUCTION

- Write on the board: *Sports and Activities*. Have students say sports and activities they know and write them on the board.
- Have students work with a partner to classify the items on the board into sports and activities.
- Have students tell you how they classified each item on the list. Write *S* or *A* next to each sport, according to what students decided.

DEVELOPMENT

Opening Activity

- Have students look at the photo. Ask: *What can you see in the photo?* Help students with vocabulary and write their ideas on the board (e.g. *hiking, mountains, etc.*).
- Have students work with a partner to read the Opening Activity questions and answer them.
- Have different students share their answers; write them on the board.

THEME

UNIT 3

Material for review purposes only

Theme Goals

- Write on the board:
 - a. Sports and hobbies
 - b. Action verbs
 - c. Location words
 - d. Prepositions of place
 - e. Describing words
 - f. There is /There are

Say: *These are topics we already studied. Can you find them in the book? Tell me the Theme and Lessons for each one. Write them on the board.*

- Have students read the theme goals. Ask: *Are there topics on the board that can help us with these goals?* Have students work with a partner to decide which language topic can help them with each goal, for example, *first goal – action verbs.* (Note, they haven't yet seen anything related to the second and fifth goals.)
- Have different pairs share their ideas and write the goals they suggest next to each topic.

CLOSING

- In small groups or as a whole class, have students say what difficult activities or sports they want to try.
- Have a few students share their ideas.

	Competencia genérica	Competencia disciplinar
Theme Opener	<ul style="list-style-type: none"> • Se expresa y se comunica 	<ul style="list-style-type: none"> • Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral.
Lessons A - F	<ul style="list-style-type: none"> • Se expresa y se comunica • Trabaja en forma colaborativa • Piensa crítica y reflexivamente • Aprende de forma autónoma 	<ul style="list-style-type: none"> • Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral. • Comprende la noción y las propiedades del texto. • Reconoce que la lectura es el resultado de una interacción entre el texto y el lector y aplica las estrategias necesarias de acuerdo con el propósito del texto y del lector. • Utiliza procedimientos y estrategias de la comunicación escrita y reconoce la importancia de evaluar las producciones, tanto propias como ajenas, con criterios objetivos de corrección, coherencia, propiedad y creatividad. • Se expresa en forma coherente, creativa y adecuada a diversas situaciones y finalidades; acentúa las destrezas comunicativas propias del diálogo, que requiere el trato con otras personas y la práctica expositiva pública. • Desarrolla estrategias para hacerse comprender en lengua extranjera, en situaciones comunicativas cotidianas, mediante convenciones lingüísticas y recursos no lingüísticos. • Conoce aspectos elementales sobre el origen, desarrollo y riqueza de una lengua extranjera.
Self-Evaluation (on website), Wrap-up, Vocabulary Builder (on website), Video, World Heritage Spotlight	<ul style="list-style-type: none"> • Se expresa y se comunica • Trabaja en forma colaborativa • Piensa crítica y reflexivamente • Aprende de forma autónoma 	<ul style="list-style-type: none"> • Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral.

Material for review purposes only

LESSON A SPORTS



fight



pass



hit

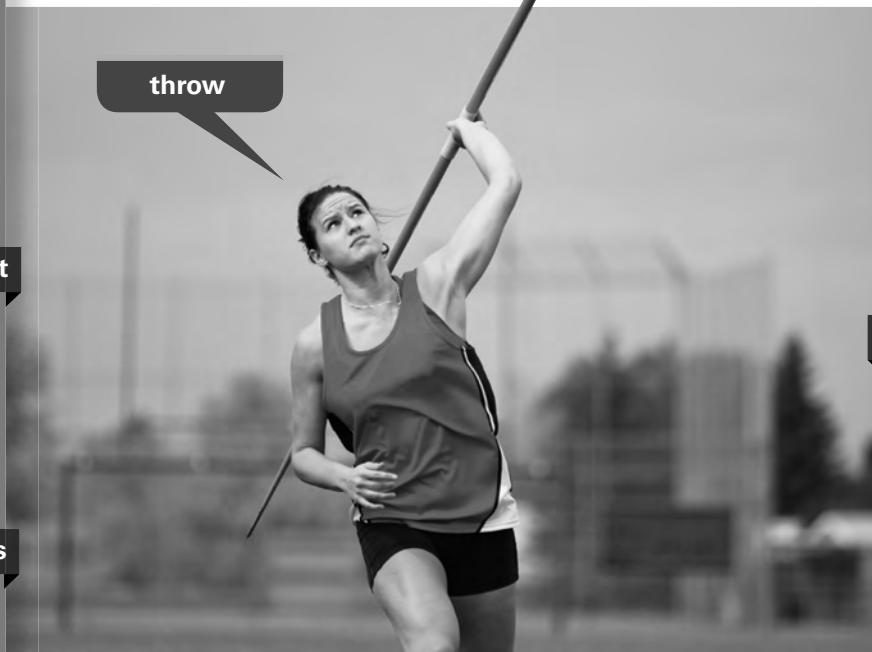


kick

A Vocabulary in Context Look at the pictures and read the words. Listen to the words and repeat them.



49



throw



jump



catch



run

B Vocabulary in Action Complete each sentence with a word from **a**.

- In tennis, you _____ *hit* _____ the ball with a racket.
- In some martial arts you are able to hit or _____ your opponent.
- When you _____ a ball in soccer, you kick it to another player.
- In baseball, you hit the ball and _____ to first base.
- To score a point in basketball, you _____ the ball into the basket.
- In soccer, you don't _____ the ball with your hands.

C Put the words from **a** into the correct columns. Use some words more than once.

tennis	soccer	martial arts	basketball
<i>hit</i>			

Material for review purposes only

VOCABULARY TOPIC: SPORTS

INTRODUCTION

- Write *Team Sports* and *Individual Sports* on the board. Have students give you an example for each one.
- Have students work with a partner to write a list for each category.

A Vocabulary in Context

- Have students look at the pictures and tell you the sports they can see.
- Have students listen to the verbs and repeat as a group, then have a few students repeat.

DEVELOPMENT

B Vocabulary in Action

- Write on the board: *In football, you ____ to catch the ball.* Have students tell you which verb from **a** completes the sentence.
- Have students read the directions and complete the sentences.
- Have them compare answers with a partner.
- Check answers with the whole group and write the verbs on the board.

Answers: 1. hit 2. kick 3. pass 4. run
5. throw 6. catch

C

- Copy the chart on the board and have students tell you in which columns to write *hit*.
- Have students work with a partner to read the directions and complete the chart.
- Check answers with the whole group and complete the chart on the board.

Answers:

tennis – hit, run

soccer – run, kick, pass

martial arts – fight, hit, kick, jump

basketball – catch, jump, run, pass, throw

CLOSING

- Say a sport and have students say which verbs go with that sport.
- Have students work with a partner to take turns saying a sport and the verbs that go with that sport.
- Have students add the sports and their verbs to the Vocabulary section of their notebook, either as a chart or word map.

FURTHER PRACTICE

- Have students work with a partner to write more sentences with blanks for the sports verbs. Have pairs join in groups of four and exchange and complete each other's sentences.

Material for review purposes only

GRAMMAR

INTRODUCTION

- Write on the board: *verb to be*. Have students tell you the subject pronouns and the form of the verb *to be* for each pronoun. Write them on the board.
- Show a picture of someone doing a sport (or use the pictures in **a**) and say a sentence in the present progressive (using a verb from **a**, if possible). For example, *He's catching the ball*. Write the sentence on the board. Ask: *How do we change the sentence to talk about me?* Elicit: *I'm catching the ball*. Repeat for *you/we/they*.
- Write on the board:
subject + verb to ___ + verb-___.
Have a few students complete.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart. Focus their attention on the explanation in the sidebar of when we use present progressive.
- Write on the board: *What do we add to make present progressive sentences negative? What do we put first to make questions: the verb **to be** or the subject?* Have students answer the questions with a partner.
- Check the answers with the whole group and add the formulas to the board:
subject + verb to be + not + verb-ing
verb to be + subject + verb-ing?
- Have students work with a partner to say sentences about the pictures in **a**.

E Grammar in Action

- Write the example on the board; have students say the correct question.
- Have students read the directions and write the correct sentences.
- Have students compare answers with a partner. Refer to the chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: 1. Is Jorge kicking the ball?
2. Who are they fighting in tae kwon do?
3. I am not throwing the frisbee. 4. What is Luisa hitting? 5. Where are they running?

F

- Write on the board: *The soccer players ___ the ball. (kick)* Have students tell you how to complete the sentence.
 - Have students read the directions and complete the sentences.
 - Have students check answers with a partner. Refer to the chart if necessary.
 - Listen and check answers with the whole group and write them on the board.
- Answers:** 1. is running 2. am watching
3. is passing 4. are fighting 5. are hitting

CLOSING

G Communicate

- Act out one of the sports verbs and have students ask questions. Elicit the question: *Are you (verb-ing)?* Encourage students to use the question to guess.
- Have students read the directions and the example.
- Have students work with a partner to act out and guess sports. Check they are using the present progressive correctly.

FURTHER PRACTICE



- Write the following sentences with each word on a separate card or piece of paper (make enough sets for your students to work in groups of 3 or 4):
They are kicking the ball.
Are they playing tennis?
She is running in the park.
Is she throwing the ball?
Have small groups unscramble them.
- Show students pictures of people doing sports and have students say or write sentences using the present progressive. This can be done as a whole group or in small groups, by giving each group a set of pictures.

Material for review purposes only

D Grammar in Context Study the chart.

Present progressive

Affirmative sentences		Negative sentences	Yes/No questions	Short answers	Wh-questions
I am catching the ball.		I am not catching the ball.	Am I catching the ball?	Yes, I am. No, I'm not.	What am I catching?
You are throwing the Frisbee fast.		You are not throwing the Frisbee fast.	Are you throwing the Frisbee fast?	Yes, you are. No, you aren't.	How are you throwing the Frisbee?
He She It	is fighting Al in tae kwon do.	He is not fighting Al in tae kwon do.	Is he fighting Al in tae kwon do?	Yes, he is. No, he isn't.	Who is he fighting?
We You They	are running in the stadium.	They are not running in the stadium.	Are they running in the stadium?	Yes, they are. No, they aren't.	Where are they running?

Use the present progressive tense to talk about actions that are happening right now. We often use it to describe actions we can see.

*She **is running** very fast today.*

*Look! He **is catching** the ball!*

E Grammar in Action Unscramble the sentences and questions.

1. Is the ball Jorge kicking ?

Is Jorge kicking the ball?

2. are Who in they tae kwon do fighting ?

3. not am the throwing Frisbee I

4. What hitting Luisa is ?

5. running are Where they ?

F Complete each sentence with the correct form of the verb in parentheses.

Then listen and check your answers.

- The blue team is running toward the goal. (run)
- I _____ an exciting basketball game. (watch)
- Javi _____ the ball to Miguel. (pass)
- Teresa and Gemma _____ in a judo match now. (fight)
- You _____ the ball well today. (hit)
- The goal-keeper _____ all the kicks.

G Communicate Act out a sport for your partner. Have him/her guess what you are doing.

Are you catching a ball?

Yes, I am.

Material for review purposes only

LESSON B YOUR APPLE IS BIGGER!

A Vocabulary in Context Look at the picture and read the words.



apples



steak



cabbage



milk



bread roll



chicken



tortilla



squash



juice








pineapple

B Listen to the conversation. Circle the correct word to complete each sentence.



- Sandra is eating a (steak roll) / chicken roll).
- She is drinking (milk / juice).
- The Canadian table has (apples / pineapples).
- Diego is drinking (milk / juice).
- The Mexican table has chicken and (squash / cabbage).
- It has (apples / pineapples), too.

C Put the words from a into the correct categories in the chart.

				
meat	vegetables	fruit	bread	drinks
steak				

Material for review purposes only

VOCABULARY TOPIC: FOOD

INTRODUCTION

Write on the board: *Food*. Have students tell you any words related to food that they know. Write their ideas on the board.

A Vocabulary in Context

- Have students look at the pictures and read the words.
- Have them repeat the names of each item as a group. Then have individuals repeat.

DEVELOPMENT

B Vocabulary in Action

- Have students read the directions and the sentences. Tell them they are going to listen to a conversation between two people at an international food fair where there is food from lots of different countries.
- Have students listen and circle the correct word to complete each sentence.
- Have students compare answers with a partner.
- Listen again and check answers with the whole group. Write the answers on the board.

Answers: 1. steak roll 2. milk 3. apples 4. juice 5. squash 6. pineapples

C

- Draw a five-column chart on the board with: *meat*, *vegetables*, *fruit*, *bread* and *drinks*. Have students tell you an item for the first column.
- Have students work with a partner to complete the chart with the words from **a**.
- Check answers with the whole group.
- Have students add any food words from their initial list (introduction activity) to the chart.

Answers:

meat – steak roll, chicken

vegetables – cabbage, squash

fruit – apple, pineapple

bread – bread roll, tortilla

drinks – milk, juice

CLOSING

- Ask students: *How do we say we like or don't like things? Elicit from students: be into/like/love/not be into/not like/hate + verb -ing/noun*. Have students give examples with the food vocabulary. Write the sentences on the board (e.g., *I love eating apples. I'm not into milk.*, etc.).
- Have students talk about their food likes and dislikes with a partner.
- Have several students report back to the class about their partner (e.g., *Jorge likes fruit. Rebeca hates cabbage.*, etc.).

FURTHER PRACTICE



Have students work with a partner to write survey questions to find out what the most popular breakfast, lunch, and dinner foods are. For example, *Do you have eggs for breakfast? How often do you eat pancakes?*, etc. Have students carry out the survey with their classmates and report the results (orally or in writing).

TEACHING TIP



When students work in pairs, it is a good idea to sometimes pair students with the same level of ability, and on other occasions, to pair students with different levels of abilities (i.e., a stronger student with a weaker student). Although students might want to always work with the same partner, it is important to change pairs so they can learn from students with different learning styles and different abilities.

Material for review purposes only

GRAMMAR

INTRODUCTION

- Write on the board: *Describing words*. Have students say any describing words they can remember. Have them review Theme 1, Lesson D, if necessary.
- Show pictures of two people (they should be quite different, i.e., one with short hair and one with long hair, tall/short, thin/heavy, etc.) and have students describe them.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart. Focus their attention on the fact that you need *than* after the describing word when comparing two items. Point out the irregular forms at the bottom of the chart.
- Have students work with a partner to use the explanations in the chart and write the comparatives in the box in their notebook.
- Write on the board: *people, sports, food, places*. Have several students make sentences comparing items in the categories. Write them on the board (e.g., *Pepe is older than Joel. Soccer is more exciting than running.*, etc.).

E Grammar in Action

- Have students read the directions and complete the chart.
- Have students compare their charts with a partner.
- Check answers with the whole group.
- Have students add any other describing words they know to the correct column of the chart.

Answers:

-er – big, small, friendly, ugly, old, tall, short
more – exciting, interesting, comfortable, beautiful

F

- Write on the board: *tall*. Have students make a sentence using the names of two of their classmates (e.g., *Jaime is taller than Pilar*).
- Have students read the directions and complete the sentences.
- Have students check answers with a partner. Refer them to the chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: 1. taller 2. bigger 3. more comfortable 4. older 5. uglier 6. more exciting

CLOSING

G Communicate

- Write on the board your name and another teacher's and the adjective *old*. Ask: *Who's older?* Have students say the sentence (e.g., *Ms. Amaya is older than Ms. Perez*). Repeat with other adjectives.
- Have students read the directions and write notes comparing two of their classmates.
- Have students talk with a partner about their classmates.
- Have students change partners and repeat.

FURTHER PRACTICE



- Have students choose two people/ places/sports/foods and write sentences comparing them. Have them bring pictures of the items they choose to class, if possible. Have them share their comparisons in small groups.
- Have students work in small groups to write as many sentences as possible about two pictures in a limited amount of time. You can either give each group the same pictures or different ones.

Material for review purposes only

D Grammar in Context Study the chart.

Comparative adjectives

Examples	Explanations
Canada is larger than Mexico. Angela is shorter than Noemi. Tennis is more interesting than baseball.	Use comparatives to talk about two places, people, or things.
That apple is smaller than this apple. This squash is longer than that squash.	Make the comparative of short adjectives (one syllable) by adding -er . Use than with comparatives.
He is thinner than his brother. A soccer ball is bigger than a baseball.	With adjectives that end in a vowel + a consonant (<i>thin, big, etc.</i>), double the consonant and add -er .
My bat is heavier than your bat. She's friendlier than her cousin.	With adjectives that end in a consonant + -y (<i>etc.</i>), change the -y to -i and add -er .
Steak is more delicious than chicken. Videogames are more exciting than movies.	With long adjectives (three or more syllables), use more .
He's a better swimmer than I am. This videogame is worse than that one.	Some adjectives have irregular comparative forms. <i>good</i> → <i>better</i> ; <i>bad</i> → <i>worse</i> ; <i>fun</i> → <i>more fun</i>

Descriptive Adjectives

big	ugly
small	beautiful
exciting	old
interesting	tall
friendly	short
comfortable	

E Put the descriptive adjectives from the sidebar in the correct column.

-er	more
<i>big</i>	

F Complete each sentence with the correct comparative form of the adjective in parentheses.

- Paula is taller than her mother. (tall)
- Our school is _____ than the library. (big)
- These shoes are _____ than those shoes. (comfortable)
- I am _____ than my brother. (old)
- This building is _____ than the one across the street. (ugly)
- Soccer is _____ than swimming. (exciting)

G Communicate Compare two of your classmates in your notebook. Tell your partner about them.

Who's older, Marcos or Juan?

Juan is older than Marcos.

Material for review purposes only

LESSON C THE SMALLEST CONTINENT

A Vocabulary in Context Look at the map and read the words. Listen to the words and repeat them.

continent
country

Northern Territory

Queensland

Western Australia

South Australia

New South Wales

Australian Capital Territory

Victoria

MACKAY

LAKE EYRE

GREAT VICTORIA DESERT

LAKE TORRENS

SIDNEY

INDIAN OCEAN

town

desert

lake

city

state

ocean



B Complete each sentence with a word from **a**.

1. Australia is a continent and a country.
2. Sydney is a _____ in Australia.
3. There's a _____ in Australia called Victoria.
4. There are two _____ in the state of South Australia.
5. Australia is in the Indian _____.
6. Mackay is a _____ in Queensland.

C Think about the country, state, and city or town where you live. Write sentences like the ones in **b** that are true for you. Use as many words from **a** as you can.

1. Mexico is a country.
2. _____
3. _____
4. _____
5. _____
6. _____

Material for review purposes only

VOCABULARY TOPIC: GEOGRAPHICAL TERMS

INTRODUCTION

- Write on the board: *Australia*. Have students say anything they know about Australia. Write their ideas on the board.
- Ask several students: *Do you want to go to Australia? Why?*

A Vocabulary in Context

- Have students look at the map and the picture and say what they can see.
- Have students listen and repeat each word as a group.
- Have individual students repeat different words.

DEVELOPMENT

B

- Write on the board: *Asia is a _____*. Have students tell you which word from **a** to complete the sentence (*continent*).
- Have students read the directions and complete sentences with words from **a**.
- Check answers with the whole group.

Answers: 1. country 2. city 3. state 4. lakes
5. ocean 6. town

C Vocabulary in Action

- Write on the board:
 1. *Mexico is a _____.*
 2. *Guadalajara is a _____ in Mexico.*
 3. *There's a _____ in Mexico called Quintana Roo.*

Have students tell you how to complete the sentences.
- Have students read the directions and write their own sentences.
- Have students compare sentences with a partner.
- Have several students share one of their sentences; write them on the board.

Answers: Answers will vary.

CLOSING

Say a word from **a** and give students 30 seconds to write as many examples as they can. For example, say: *country*, and have students write as many country names in English as they can. Repeat for each word from **a**.

FURTHER PRACTICE

In small groups, have students write a geographic knowledge quiz for their classmates using the vocabulary in **a**. For example:

The five continents are: _____
The Sahara is a _____. *What country is it in?, etc.*

Have groups exchange quizzes and answer the questions.

Material for review purposes only

GRAMMAR

INTRODUCTION

- Draw a three-column chart on the board labeled: *adjective (describing word)*, *comparative adjective*, *superlative adjective*. Have students tell you an adjective and write it in the first column. Have them tell you the comparative form and write it in the second column.
- Show students three objects or pictures of people/places/objects. Compare two of the objects. For example: *This book is bigger than that book*. Then point to all three items and ask: *Which is the biggest? This book is the biggest*. Write the sentence on the board. Underline the biggest. Ask: *How many books are we comparing?*
- Have students tell you how to make the superlative form of the adjective and write it in the chart.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart. Focus their attention on the fact that you need *the* with the superlative adjective. Point out the irregular forms at the bottom of the chart.
- Have students work with a partner to explain the difference in use and form between comparative and superlative adjectives.
- Have students explain the differences. Write key points on the board.
- Have several students say sentences using superlatives about their classmates, school or town (e.g., *Martha is the tallest girl in the class. Casa Frida is the most expensive restaurant in town. Pozole is the best food!*, etc.).

E

- Have students read the directions and unscramble the sentences and questions. Refer them to the chart if necessary.
- Have students compare answers with a partner.
- Check answers with the whole group and write them on the board.

Answers: 1. Highway Racers is the best video game. 2. What is the tallest building in Mexico City? 3. Asia is the largest continent. 4. The Vatican City is the smallest country in Europe. 5. Where is the longest river in South America?

F Grammar in Action

- Write the example on the board and have students help you complete it.
- Have students read the directions and complete the sentences.
- Have students compare answers with a partner. Refer them to the chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: 1. most exciting 2. largest 3. most comfortable 4. friendliest 5. most beautiful

FURTHER PRACTICE



- Write the name of the state and town where your school is located on the board. Ask: *What's the tallest building? What's the biggest city? What's the oldest church?* Write students' ideas on the board.
- Have students help you write complete sentences using the ideas on the board.
- Have students read the directions and write their own superlative sentences.
- Have students share their sentences with a partner.
- Have several students tell the group one of their sentences.

Material for review purposes only

D Grammar in Context Study the chart.

Superlative adjectives

Examples	Explanations
The Hotel Riu is the tallest building in Guadalajara. Moncho is the fastest runner on our team.	Use superlatives to compare three or more places, people, or things.
Mexico City is the oldest city in North America.	Make the superlative of short adjectives (one or two syllables) by adding -est . Use the with superlatives.
Rungrado Stadium in North Korea is the biggest stadium in the world.	With adjectives that end in a vowel + a consonant (<i>thin, big, etc.</i>), double the consonant and add -est .
The Maritimes are the friendliest provinces in Canada. Boston City Hall is the ugliest building in the U.S.A.	Change -y to -i and add -est with adjectives that end in a consonant + -y (<i>heavy, friendly, etc.</i>).
Hotel Sol is the most expensive hotel in our town.	Use most with long adjectives (three or more syllables).
Susana is the worst player on our basketball team. This is the best food! It's delicious.	Some adjectives have irregular superlative forms: <i>good = the best</i> <i>bad = the worst</i>

E Unscramble the sentences and questions.

- best is Highway Racers videogame the
Highway Racers is the best videogame.
- tallest is What in the building Mexico City ?

- continent Asia the is largest

- the Vatican City smallest in country is Europe

- river in Where the is longest South America ?

F Complete each sentence with the correct superlative form of the adjective in parentheses.

- This is the most exciting movie this year! (exciting)
- What is the _____ state in Mexico? (large)
- The Grand Hotel is the _____ hotel in San Antonio. (comfortable)
- Hector and Asun are the _____ students in our class. (friendly)
- Where is the _____ beach in Riviera Maya? (beautiful)

G Communicate Think about where you live. In your notebook, write five superlatives about your town and state. Share them with your partner.

Santa Maria Church is the oldest building in our town.

Really? How old is it?

Material for review purposes only

LESSON D CAN YOU SWIM?

A Language Builder Study the chart.

Can and can't (Ability)

Examples	Explanations
I can jump a meter. You can run fast. He can throw the ball.	Use can + verb to talk about ability. Notice that we don't add -s to can for <i>he/she/it</i> .
We can't play tennis. She can't jump very far. They can't catch the ball.	Use cannot / can't + verb to talk about negative ability.

B Change the sentences below to sentences using **can** or **can't**.

1. I am not able to swim.

 I can't swim.

2. Our team isn't able to make a goal.

3. Marco isn't able to catch the ball.

4. We are able to ride bikes.

5. Irene is able to play tennis.

6. You are able to throw the javelin.

C Listening Listen to the conversation. Complete each sentence with **can** or **can't**.



53

1. Marta (**can** / can't) run very fast.

2. She (can / can't) swim.

3. Marta (can / can't) play tennis.

4. Lea (can / can't) play tennis.

5. Marta (can / can't) ride a bike.

6. Cris (can / can't) ride a bike.

Material for review purposes only



INTRODUCTION

- Write on the board: *Free time: sports and hobbies.* Ask students: *What do you do in your free time?* Write their names and their activities on the board.
- Based on the activities they give, say: *X can jump. X can run fast. X can use a computer., etc.*

DEVELOPMENT

A Language Builder

- Have students look at the chart. Focus students' attention on the fact that *can* never changes form.
- Show pictures of athletes doing various sports and have students say sentences using the examples in the chart as models.
- Have different students say sentences about themselves and each other.

B

- Write the first sentence on the board and point out *be able to*. Explain that it means the same as *can*. Ask: *Is this sentence "can" or "can't"?* Write the answer on the board.
- Have students read the directions and complete the sentences.
- Have students compare answers with a partner.
- Check answers with the whole group.

Answers: 1. I can't swim. 2. Our team can't make a goal. 3. Marco can't catch the ball. 4. We can ride bikes. 5. Irene can play tennis. 6. You can throw the javelin.

53 C Listening

- Tell students they are going to hear a conversation between two girls, Cris and Lea.
- Have students read the directions and the sentences.
- Have students listen and complete the sentences.
- Listen again; check answers with the whole group.

Answers: 1. can 2. can 3. can 4. can't 5. can't 6. can

CLOSING

- Write on the board five sentences about you and your family using both *can* and *can't* (e.g., *I can't speak French. My mom can dance., etc.*).
- Have students write five sentences about themselves and their family using *can* and *can't*. Encourage them to use sports and hobbies from the Introduction activity.
- Have students share their sentences with a partner.
- Have different students report back to the group their partner's abilities.

TEACHING TIP



- Have students write three or four sentences about themselves with *can/can't*, one of which must be false. Have students work in pairs or small groups to say their sentences; their partner guesses which one is false.
- Focus students on the Lesson title, *Can you swim?* And have them write five questions to ask their classmates. Have students ask as many different people as possible. Call on several different students to report on some of their answers.

SISTER CITIES

INTRODUCTION

- Write on the board: *Sister Cities*. Have students say what sister cities are and give examples* if possible.
- Ask: *Why do cities become "sister cities"?* Have students tell you their ideas.
*Have examples and pictures of Mexican cities and their sister cities in other countries (e.g., Acapulco-Beverly Hills, Guadalajara-St. Petersburg).
- Have students look at the photos of two sister cities and describe them.

DEVELOPMENT

A Brainstorm

- Have students work in small groups to read the directions and think about what they want to know about the two cities they are going to research. Have them write a list (e.g. *location, size, population, etc.*).
- Have students tell you some of their ideas and write them on the board. Ask: *What question can we ask to find out this information?* Have students tell you what questions to write. Prompt as necessary, e.g., *Where...? How many..?*
- With their group, have students look at the words in the chart and write questions in the chart in **b**.
- Copy the chart onto the board and have students tell you the questions they wrote in their groups.

B Research

- Elicit ideas for where they can find out about Mexican cities' sister cities and the answers to their questions (e.g., encyclopedias, the Internet, magazines, tourist brochures).
- Have students research the two sister cities they chose and write the answers in the chart. Remind them to look for pictures and maps as well. (This can be done at home or in class. If you do it in class, have students bring information and pictures to class.)

C

- Have students work with a partner to share what they found out and add more information, if possible.
- Stick pictures of two sister cities on the board. Have students help you write sentences describing and comparing them (e.g., *Acapulco is in _____ and Beverly Hills is in _____. Acapulco is _____ than Beverly Hills., etc.*).
- Have students work individually to make a presentation about the sister cities they chose. Before they write comparative sentences, have them check their sentences are correct by reviewing the chart on page 91. Monitor and help them correct as necessary. If possible, make a presentation yourself and show it to the group.

PRESENTATION TIP



Before they present, have students work in small groups to write a list of tips for good presentations (e.g., *Look at your audience, Speak clearly, etc.*). Write their tips on the board or have each group write them on a poster.

CLOSING

D

- Have students read the directions. Tell them they will give their presentation and talk about their two sister cities to the group. In a large class, have students present to each other in groups of 4 or 5, not to the whole group. If possible, do your presentation first.
- Have students write questions while they are listening that they will ask at the end of the presentation. At the end of each presentation, have different students ask the presenter questions.
- After the presentations, display them in the classroom.

Material for review purposes only

Sister Cities

Research “sister cities.” Find out how the cities are the same and how they are different. Make a presentation and share it with your class.

A Brainstorm What do you want to know about the cities? Look at the words in the chart. In a small group, make a list of questions. Write them in the chart in **b**.

Natural World	Human Places
beach	city
continent	country
desert	hotel
forest	museum
lake	ruins
ocean	state
river	temple
	town

B Research Look at your questions. Use the Internet to find out about a city in Mexico and its “sister city” in a different country. Write the answers in the chart. Also, look for pictures and maps of the two cities.

Questions	Answers
What	
When	
Where	
How often	
Why	

C Share Share your information with a partner. Is there any information you left out? Make your presentation.

D Present Tell your classmates about the two cities. Show them your presentation. Answer your classmates’ questions.

Seattle is a city in the United States.

What state is it in?



Material for review purposes only

LESSON E I CAN RUN 10 KILOMETERS!



A **Listening** Listen to the conversation. How many people are speaking?
Are they boys or girls?



B Listen to the conversation again. Complete each sentence with the correct form of a verb from the box.



ask
draw
make
play
plan
run

1. The team is asking students to help with the volunteer project.
2. They _____ a volunteer fair.
3. Silvia _____ a poster.
4. Lupe _____ anything.
5. Roberto _____ the guitar.
6. Lupe _____ ten kilometers.

C **Pronunciation** Listen to the pronunciation of **can/can't** in these sentences.



I **can** ride a bike, but I **can't** swim.
Marina **can** speak Spanish and English.

D Listen to each sentence. Circle the word that you hear.



1. Carlota (**can** / can't) play baseball very well.
2. Ramón (can / can't) speak French at all.
3. We (can / can't) watch a movie tonight.
4. I (can / can't) talk on the phone right now.
5. Ana (can / can't) come to the beach today.

Material for review purposes only

INTRODUCTION

54 A Listening

- Have students look at the photo and say what they can see.
- Tell them they are going to listen to a conversation and decide how many people are speaking.
- Have students read the directions and listen to the conversation to answer the questions.
- Check answers with the whole group.

Answer: There are four people. There are two boys and two girls.

DEVELOPMENT

54 B

- Have students read the directions and look at the verbs in the box and the sentences. Remind them they need to write the verb in the correct form.
- Have students listen and complete the sentences.
- Have students compare answers with a partner.
- Listen again; check answers with the whole class.

Answers: 1. is asking 2. can plan 3. is making 4. can't draw 5. can play 6. can run

CLOSING

- Have students tell you what they can remember about the conversation.
- Ask questions about the conversation: *What are they planning? Can Lupe draw? Who can play the guitar? Who can't run 10 kilometers? Why are they making a poster?*, etc.

INTRODUCTION

- Write on the board: *Lupe can't draw anything. Roberto can play the guitar.* Underline *can* and *can't*. Say each sentence and ask students if *can* and *can't* are pronounced the same or different. *Can* is unstressed in a sentence and is pronounced /kʌn/, *can't* is stressed and is pronounced /kænt/.
- Have students repeat each sentence.

DEVELOPMENT

55 C Pronunciation

- Have students read the directions and listen to the sentences with *can/can't*.
- Listen again and have students repeat each sentence.

CLOSING

56 D

- Have students read the directions. Tell them they will hear *can* or *can't* in each sentence.
- Have students listen and then compare with a partner.
- Listen again; check answers with the whole group.

Answers: 1. can 2. can't 3. can 4. can't 5. can't

CLOSING

- Have students write five sentences saying what they *can* and *can't* do.
- Have students read their sentences to a partner and decide if each is *can* or *can't*.
- Have several students share their sentences. Write them on the board with the student's name (e.g., *Felipe can't swim.*).
- Have the group and individual students repeat the sentences.

INTRODUCTION

- Write the words from the chart in **e** on the board. Have students give you two or three examples for each one. Write them on the board.
- Choose one item and have students tell you a sentence comparing the two examples for that item (e.g., *state: Chihuahua and Zacatecas. Chihuahua is bigger than Zacatecas.*). Have them do this for several items. Do the same for superlative examples.

DEVELOPMENT

E Speaking

- Have students read the directions and look at the words in the chart. Have them write a list of specific places for each item.
- Model the example dialog with a student. Repeat with another student using a different item.
- Have students compare places with a partner.

CLOSING

- Have students tell you adjectives to describe places. Write them on the board.
- Say two places that students know and have students give you a comparative sentence. Say three places and have a student give you a superlative sentence. Repeat with several students.

INTRODUCTION

- Write on the board: *Sister Cities*. Ask: *What sister cities did you talk about for your project presentations? Write the names on the board.*
- Ask: *Where did you find information about them? Did you look at any web pages? What information did you find on the web pages you looked at? Write their ideas on the board.*

DEVELOPMENT

F Writing

- Have students read the directions and complete the web page.
- Have students compare answers with a partner.
- Check answers with the whole group.
- Have students look at what they said about the information they found on web pages about sister cities and compare it with this web page.

Answers: 1. e 2. a 3. c 4. d 5. b

G

- Choose two of the sister cities on the board and have students tell you information about them. Write their ideas on the board in note form.
- Have students tell you what to write and begin writing a web entry about these two cities on the board with the whole group. Have students change the information in the model to include the information from the notes on the board.
- Have students recall information about the cities they chose and write notes.
- Have students write the web entry for the two cities they researched.

CLOSING

H

- Have students exchange web entries with a partner, read, and check that comparatives and superlatives are used correctly. Remind them to look at the charts on pages 91 and 93 to help them.
- Have students and their partner's make any corrections needed.
- Display the web pages around the classroom so students can read them all.

GET CLOSE TO MEXICO



- Write the name of the town/city where your school is located on the board. Ask: *What do you like about this city? What do you love about this city?* Write students' ideas on the board.
- Have students tell a partner what they love about their city or town.

Material for review purposes only

E Speaking Look at the places below. Compare places in your city or town, state, and country with a partner.

Natural World	Human Places
beach	city
continent	country
desert	hotel
forest	museum
lake	ruins
ocean	state
river	temple
	town

Can I ask a question?

Sure!

Where are the most beautiful beaches in Mexico?

The beaches in Cabo San Lucas are more beautiful than the beaches in Cancún.

Use **can** to make a polite request.

Can I have some milk, please?

Can we go to the movies tonight?

F Writing Read the web page about sister cities. Complete it with the correct information.

- a. Asheville's population is bigger than San Cristóbal's.
- b. Are San Cristóbal's citizens friendlier than Asheville's?
- c. San Cristóbal is higher than Asheville.
- d. Asheville is more comfortable than San Cristóbal.
- e. San Cristóbal is older than Asheville.

Sister Cities: Asheville, NC and San Cristóbal de las Casas, Mexico

Asheville, North Carolina is the sister city of San Cristóbal de las Casas, Mexico. Both Asheville and San Cristóbal are beautiful cities. How are they similar? How are they different?

- (1) e It is almost 500 years old. Asheville is only 250 years old.
- (2) 417,000 people live there. Only 166,500 people live in San Cristóbal.
- (3) Its altitude is 2,220 meters. Asheville is at 650 meters.
- In the summer, (4) . San Cristóbal's temperature can be as high as 35 °C. Asheville's normal summer temperature is 29 °C.
- (5) It's hard to say! You can visit both cities and find out.

GET CLOSE TO MEXICO

People around the world love many different things about their cities. What do you love about your city?

G What sister cities did you research? Write a web entry that compares them.

H Look at your partner's web entry. Does he/she use comparatives and superlatives correctly?

Material for review purposes only

Hiking in

한국



Mount Bukhansan is crowded.

A Connect with the Text Look at the pictures and read the captions. Answer the questions.

1. Where are the people? _____
2. Do people in Korea like the mountains? _____



B Skim Skim the reading and answer these questions. Then read again to check your answers.

1. Where is Mount Bukhansan?

2. When do people usually hike there?

3. How do Koreans like to go hiking?

Material for review purposes only

INTRODUCTION

A Connect with the Text

- Have students look at the photos and say what they can see. Help them with the English as necessary.
- Ask: *What are captions?* Point them out as necessary. Have students answer the questions.
- Check answers with the whole class.

Answers: 1. They are in the mountains.
2. Yes, they do.

B Skim

- Ask: *When do we skim a text?* Remind students that skimming is not reading in detail, but reading quickly to get the main idea.
- Have students read the directions and answer the questions. Explain that they only need to understand enough to answer the questions.
- Have students compare their answers with a partner.
- Have students read the article again to check their answers.

Answers: 1. It's in South Korea. 2. They usually hike there on the weekends. 3. They like to hike in groups.

Material for review purposes only

DEVELOPMENT

B Read in Depth

- Have students read the directions and the questions. Focus attention on the glossary. Tell them that they are going to read carefully to understand the main idea and specific details.
- Have them read and answer the questions.
- Have them compare their answers with a partner. Tell them to read parts of the text again if necessary to check their answers.
- Check answers with the whole group.

Answers: 1. It's about the experience of a man who goes hiking in South Korea. 2. It has beautiful forests, clean air, and historic temples. 3. He is the leader of a hiking group. 4. He meets Mr. Kim at the top of Mount Bukhansan. 5. He thinks Mr. Kim is right because he met good people on the mountain. 6. (Answers will vary.)

CLOSING

- Ask: *Is hiking popular in Mexico? Do you go hiking?* Have students share their ideas.
- Write what Mr. Kim says on the board: *In Korea, we say the people you meet on the mountain are the best people.* Have students work with a partner to say why they think Koreans say this.
- Ask: *What sayings do we have in Mexico about people?* For example: *"De lejos se reconoce al pájaro que es canario."* *"Hijo de maguey, mecate."*

FURTHER PRACTICE



Have students research Mexican sayings about people and share them in the next class. Tell them they should be prepared to explain what the sayings mean. In class, have students share the sayings in small groups. Have each group decide the ones they like best and share them with the whole group.

7A

1 It's my first Sunday in South Korea. I decide to **hike** to the top of Mount Bukhansan. It's famous for its beautiful forests, clean air, and historic temples. It's also very crowded—**huge** groups of people go there every weekend!

2 Koreans don't like hiking alone. For an hour, I **follow** a group toward the top of the mountain and then I talk to them. Mr. Choi is the group leader. He sees I'm alone, so he invites me to hike with them.

3 When it's time for lunch. Mr. Choi's friends **share** their food and drink with me. Then they hike down the mountain. I keep hiking up, and finally arrive at the top. A man named Mr. Kim **greet**s me.

4 Mr. Kim and I look at the **view**. He says, "In Korea, we say the people you meet on the mountain are the best people." I think about my day, and I know he's right.

People in South Korea love hiking.

C Read in Depth Read the article again. Then write the answer to each question.

1. What is this article about?

2. Why is Mount Bukhansan famous? (paragraph 1)

3. Who is Mr. Choi? (paragraph 2)

4. Where does the author meet Mr. Kim? (paragraph 3)

5. Why does the author think Mr. Kim is right? (paragraph 4)

6. Circle the sentence that you agree with:

I like doing things alone.

I like doing things with other people.

hike, v. – to walk up and down a mountain
huge, adj. – very big
follow, v. – to walk behind someone or something
share, v. – to give part of something you have to another person
greet, v. – to say hello to a person
view, n. – what you can see from a certain place

Material for review purposes only

Banks of the Seine

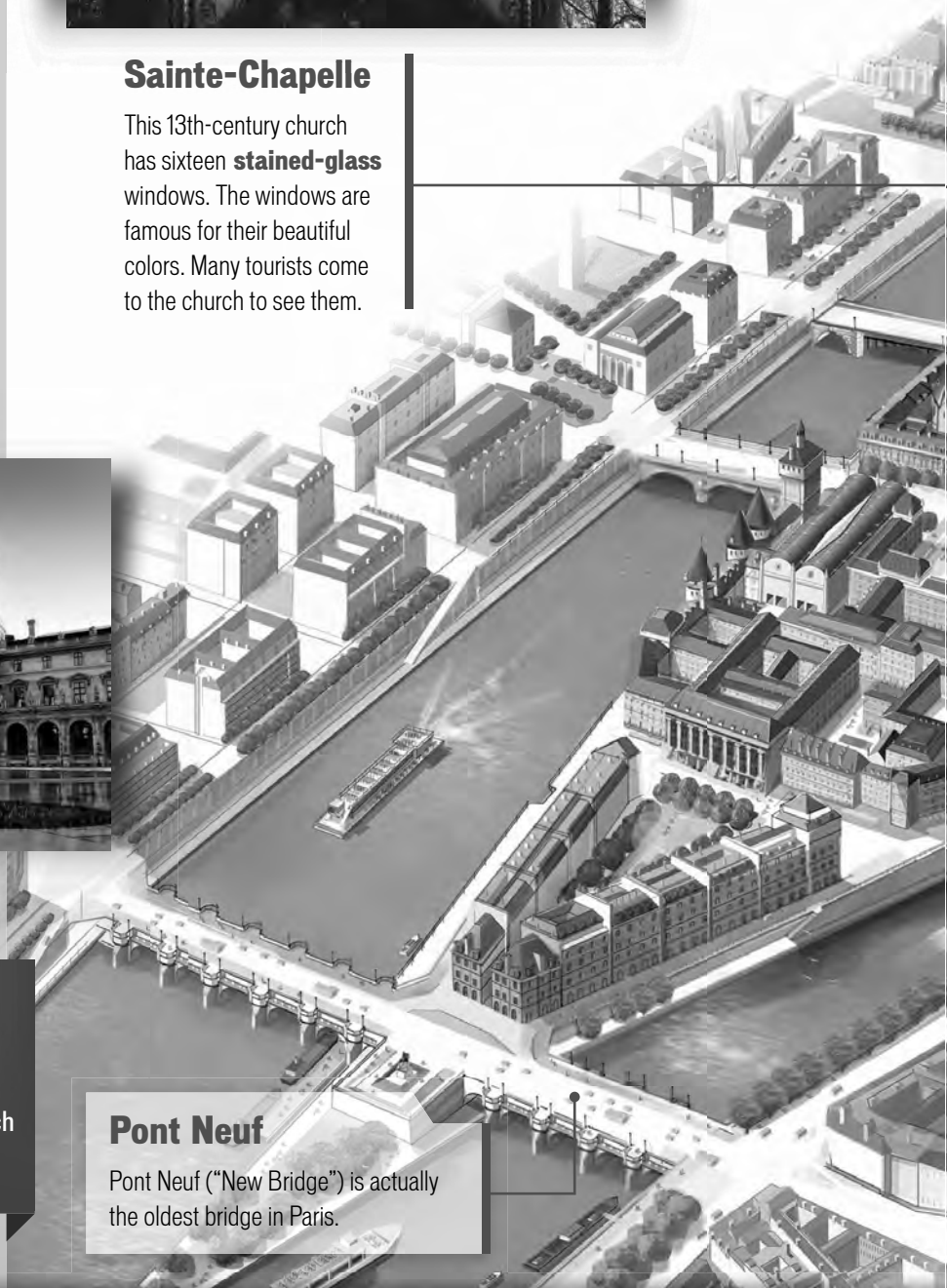
The center of Paris is the area around its river, the Seine. The **banks** of the Seine have so many places of historical importance that the area is a World Heritage Site. It is possible to see the banks of the Seine in one day, but it is better to spend two or three days exploring the area.

There are many famous museums near the Seine. The Louvre, has some of the world's most famous works of art, such as Leonardo da Vinci's classic Mona Lisa. The Orsay Museum has more modern paintings and sculptures, including art by Vincent van Gogh. You can see contemporary art at the Pompidou Center. The art is very interesting... and so is the building!



Sainte-Chapelle

This 13th-century church has sixteen **stained-glass** windows. The windows are famous for their beautiful colors. Many tourists come to the church to see them.



Glossary

banks: raised areas of land on either side of a river

cathedral: a large and important church

stained-glass: colorful windows

Pont Neuf

Pont Neuf ("New Bridge") is actually the oldest bridge in Paris.

Material for review purposes only

World Heritage Spotlight

Sites: Banks of the Seine
Location: Paris, France
Category: Cultural
Status: World Heritage
Site since 1991



Paris, France

Berthillon

This is one of the most popular ice-cream shops in Paris. They use fresh milk, the best vanilla, and the most delicious chocolate to make their ice-cream.



The Eiffel Tower

The Eiffel Tower is the most famous landmark in Paris. It is very tall—324 meters. People who visit the tower can enjoy beautiful views of Paris from the top.



Notre Dame Cathedral

This **cathedral** is a marvellous example of European architecture. Like the Sainte-Chappelle, it is famous for its stained-glass windows. Visitors also come to see its tower and many statues and gargoyles.

▲ These two islands (**Ile de la Cité** and **Ile Saint-Louis**) are the historical center of Paris. There have been people here for 2,000 years!

Material for review purposes only

WORLD HERITAGE SPOTLIGHT

- The text on the World Heritage Spotlight pages may be more complex than students are used to and include vocabulary they are not familiar with. However, being introduced to higher-level texts can be beneficial for students. These texts provide students with exposure to wider vocabulary and also to world knowledge. Students will be able to work with higher-level texts if the tasks they are asked to do are appropriate for their level; a more challenging text can be made accessible through achievable tasks. When working with these texts, it is important to encourage students to use the reading strategies they already know: skimming, scanning, and guessing the meaning of new words from context or cognates.

INTRODUCTION

- Write on the board: *France*. Ask: *What do you know about France?* Write students' ideas on the board. Provide vocabulary as necessary. Prompt with further questions as necessary: *Where is France? What is the capital city? What language do they speak? What currency do they use? Do you know any French artists/politicians/sports stars?* etc.
- These questions could also be used as a quiz for students to do in pairs. Give each pair a set of questions, have them answer, and then check their answers with another pair.
- Have students look at the pictures and map and say what they see. Help with vocabulary as necessary.
- Write the following questions on the board. Then have students scan the text to answer the questions:
 1. *How many stained glass windows does the Sainte-Chapelle church have?*
 2. *Where can you buy very good ice-cream?*
 3. *How tall is the Eiffel Tower?*
 4. *What are Ile de la Cité and Ile Saint-Louis?*
- Have them compare answers with a partner.
- Check answers with the whole group and write them on the board.

Answers: 1. sixteen; 2. Berthillon; 3. 324 meters; 4. two islands, the historical center of Paris

Material for review purposes only

DEVELOPMENT


- Focus students' attention on the glossary. Tell them that they are going to read the whole text carefully to understand specific details.
- Write the following questions on the board. Then have students read and answer the questions:
 1. *How many days do you need to explore the banks of the Seine?*
 2. *Which famous painting can you see at the Louvre?*
 3. *Which museum has an interesting building?*
 4. *What do they use to make the ice-cream at Berthillon?*
 5. *What is the most famous place to visit in Paris?*
 6. *Why do visitors go to Notre Dame Cathedral?*
- Have students compare answers with a partner. Tell them to read parts of the text again if necessary to check their answers.
- Check answers with the whole group and write them on the board.

Answers: 1. two or three; 2. the Mona Lisa; 3. the Pompidou Center; 4. (fresh) milk, (the best) vanilla, (delicious) chocolate; 5. the Eiffel Tower; 6. to see the stained glass windows/tower/statues/gargoyles

CLOSING

- Have students decide which of the places they want to visit and say why.
- Have students work in pairs to share their decisions and reasons.
- Have several pairs report back to the group on their partner's decision and reasons (e.g., *Susy wants to go to Berthillon. She loves ice-cream. Arturo wants to go to the Orsay Museum. He's really into art.*)

FURTHER PRACTICE

 In pairs, have students choose one of the historical places located on the banks of the Seine and research to find out more about it. Have students make a list of questions first, then research on the Internet. Have students make a presentation or a poster with the information they found. Remind them of the characteristics of a good presentation and a good poster. Have pairs present to the whole group, or have three pairs form a small group and present to each other.

Theme 1 My Family

To be: Simple present and subject pronouns

Subject pronouns	Affirmative sentences	Negative sentences	Yes/No questions	Short answers
I	I am Mario's sister. (I'm Mario's sister.)	I am not his wife. (I'm not his wife.)	Am I his wife?	Yes, I am ./No, I am not . (No, I'm not .)
You	You are Caro's husband. (You're Caro's husband.)	You are not her son. (You're not her son.)	Are you her son?	Yes, you are ./No, you are not . (No, you're not .)
He She It	She is Maria's grandmother. (She's Maria's grandmother.)	She is not her sister. (She's not /She isn't her sister.)	Is she her sister?	Yes, she is ./No, she is not . (No, she isn't /She's not .)
We You They	They are Martin's parents. (They're Martin's parents.)	They are not his children. (They aren't /They're not his children.)	Are they his parents?	Yes, they are ./No, they are not . (No, they aren't / They're not .)

Possessive adjectives

It's **his** MP3 player.

Where's **my** pencil?

Explanation

Use possessive adjectives (*my, your, his, her, its, our, their*) to show who something belongs to.

To be: Wh- questions

Wh- questions	Answers	Explanations	Notes
Who is Alvaro? Who's Alvaro? Who are Alvaro's parents?	Alvaro's my brother.	Use who to ask about a person.	The contraction for Who + is = Who's .
What is your father's name? What's your father's name? What are your brothers' names?	His name's Tomás. Their names are Pedro and Franco.	Use what to ask about a thing.	The contraction for What + is = What's .
Where is Toni's sister? Where's Toni's sister? Where are your friends from?	She's at school. They're from Cuernavaca.	Use where to ask about a place.	The contraction for Where + is = Where's .
When is the party? When's the party? When are the exams?	It's tonight. They're tomorrow.	Use when to ask about a time.	The contraction for When + is = When's .
Why is Carla in a bad mood? Why are they tired?	She's in a bad mood because she's tired. They're tired because they worked a lot.	Use why to ask about a reason.	The contraction for Why + is = Why's .
How's your mother? How are you?	She's fine. I'm good, thanks.	Use how to ask about a way or condition.	The contraction for How + is = How's .

Theme 2 My School

Singular and plural nouns

Singular nouns	Plural nouns	Explanations
a clock one pencil a day	two clocks six pencils three days	Add -s to make most nouns plural. With some nouns that end in -o , such as potato and tomato , we add -es to make the plural. (Most nouns that end in -o only need -s to make them plural.)
one box a lunch one class a quiz	five boxes three lunches two classes four quizzes	When a noun ends in -s, -sh, -ch, -x, or -z , add -es to make it plural. (If a noun ends in -z , its plural form is -zzes .)
one dictionary one family a city	two dictionaries three families ten cities	When a noun ends in consonant + -y , take off the -y and add -ies .
a life one half	four lives two halves	When a noun ends in -f or -fe , take off the -f or -fe and add -ves .
man woman child person foot	men women children people feet	Some nouns don't take -s for the plural. They have different singular and plural forms.

Material for review purposes only

Irregular plural nouns

Some nouns don't form the plural with -s. They have different forms for singular and plural. Here are some very common irregular plural nouns:

child	children
fish	fish
foot	feet
man	men
mouse	mice
person	people
scissors	scissors
sheep	sheep
tooth	teeth
woman	women

Noncount nouns

If you can count a noun, you can make it plural by adding -s or -es.

boy – boys girl – girls

There are some nouns in English that we can't count. We don't make them plural. If you aren't sure if a noun is count or noncount, look it up in the dictionary.

Look at these categories of noncount nouns:

Liquids

coffee
juice
milk
oil
soda
soup
tea
water

Food

beef ice cream
bread lettuce
butter meat
cheese pork
chicken rice
corn spaghetti
fruit yogurt

Powders

flour
pepper
sugar
salt

There is / There are

Affirmative sentences	Negative sentences	Yes/No questions and short answers
There's one cell phone in her backpack.	There isn't a cell phone in her backpack.	Is there a cell phone in her backpack? Yes, there is ./No, there isn't .
There are three comic books in his desk.	There aren't any comic books in his desk.	Are there any comic books in his desk? Yes, there are ./No, there aren't .

This / These	This book is old. These shoes are big.	Use this and these to talk about singular or plural nouns that are near you.
	This test is easy. These questions are interesting.	We also use this and these to talk about things that are close to us in time, in the present.
That / Those	That book is new. Those shoes are small.	Use that and those to talk about singular or plural nouns that are far from you.
	That test was hard. Those questions were boring.	We also use that and those to talk about things that are far from us in time, in the past.

Explanation

Indefinite articles	Victor has a videogame. I have an MP3 player.	Use a/an with nouns that are general. (Use a before vowel sounds and an before consonant sounds.)
Definite articles	The videogame is small. The MP3 player is new.	Use the with nouns that are specific.

Theme 3 My Home

To have: Simple present

Affirmative sentences	Negative sentences	Yes/No questions	Short answers
I have a small bedroom.	I don't have a small bedroom.	Do I have a small bedroom?	Yes, I do . No, I don't .
You have a big kitchen.	You don't have a big kitchen.	Do you have a big kitchen?	Yes, you do . No, you don't .
He has a new house. She It	She doesn't have a new house.	Does she have a new house?	Yes, she does . No, she doesn't .
We have a yard. You They	They don't have a yard.	Do they have a yard?	Yes, they do . No, they don't .

To have: Wh- questions

Wh- questions	Answers
What does your family have in the living room?	My family has a sofa, a small table, and two chairs in the living room.
Where do you have your dresser?	I have my dresser in my bedroom.
When does Mrs. Marquez have extra chairs in the kitchen?	Mrs. Marquez has extra chairs in the kitchen for a party.
Why do they have a bookshelf in the hall?	They have a bookshelf in the hall because their living room is very small.
How many chairs does Estrella have in her living room?	She has three chairs in her living room.
Who does Julia have in her class this year?	Julia has some old friends and some new friends in her class.

Material for review purposes only

Theme 4 My World

Imperatives

Affirmative sentences	Negative sentences	Explanations
Open the door. It's sunny.	Don't open the door. It's cold!	Use imperatives to tell someone to do (or not do) something.
Go to the store. There isn't any bread.	Don't go to the arcade. You have homework.	Use imperatives to give instructions or directions.
Be good to your brother. He's just a baby.	Don't be angry with me. It was a mistake.	Use be as the imperative, not am , are , or is .

Prepositions of time

Use **in** with months. *My birthday is in October.*

Use **on** with days of the week. *The restaurant is open on Tuesdays.*

Use **on** with dates. *The music class starts on September 12th.*

Use **at** with times. *The movie starts at 6 p.m.*

Theme 5 Lifestyles

Simple present

Affirmative sentences	Negative sentences	Yes/No questions	Short answers	Notes
I work at a library.	I don't work at a library.	Do I work at a library?	Yes, I do . No, I don't .	
You live in Molinares.	You don't live in Molinares.	Do you live in Molinares?	Yes, you do . No, you don't .	
He does the dishes every day. She It	She doesn't do the dishes every day.	Does she do the dishes every day?	Yes, she does . No, she doesn't .	With <i>he</i> , <i>she</i> , and <i>it</i> , we usually add -s to the main verb. If a verb ends with: consonant + y = -ies (<i>study</i> – <i>studies</i>) -s , -z , -sh or -ch = -es (<i>watch</i> – <i>watches</i>) -o = -oes (<i>go</i> – <i>goes</i> ; <i>do</i> – <i>does</i>)
We ride the bus to school. You They	They don't ride the bus to school.	Do they ride the bus to school?	Yes, they do . No, they don't .	

Simple present: Wh- questions

Affirmative sentences	Wh- questions
I live with my mother and father. You practice the violin on Saturdays.	Who do you live with? When do you practice the violin?
He works at his uncle's restaurant. She It	Where does he work ?
We clean the kitchen and bathroom. You They	What do they clean ?

Likes and Dislikes

Verb + noun	Verb + -ing form	Explanation
Marta loves fries . Marta doesn't love fries .	Marta loves eating fries. Marta doesn't love eating fries.	We can use love , be into and like in affirmative sentences and negative sentences.
They're into video games . They're not into video games .	They're into playing videogames. They're not into playing videogames.	
I like movies a lot. I don't like movies .	I like watching movies a lot. I don't like watching movies.	We don't usually use hate in negative sentences.
We hate our jobs .	We hate working at our jobs.	

Material for review purposes only

Adverbs of frequency

0%	50%	100%
never	rarely	often
	seldom	frequently
	occasionally	regularly
	almost never	usually
		sometimes
		always

Notes

- Adverbs of frequency go after the verb **to be**: *She is **never** tired!*
- Adverbs of frequency go before all other verbs: *She **always** plays tennis with me.*
- **Sometimes, often, usually, and occasionally** can also go at the beginning or end of a sentence. When they are at the beginning of a sentence, separate them with a comma: ***Sometimes**, we swim all day. We go to the beach **often**.*

Theme 6 Amazing Activities

Present progressive				
Affirmative sentences	Negative sentences	Yes/No questions	Short answers	Wh- questions
I am catching the ball.	I am not catching the ball.	Am I catching the ball?	Yes, I am . No, I'm not .	What am I catching ?
You are throwing the Frisbee fast.	You are not throwing the Frisbee fast.	Are you throwing the Frisbee fast?	Yes, you are . No, you aren't .	How are you throwing the Frisbee?
He is fighting Julio in tae kwon do. She It	He is not fighting Julio in tae kwon do.	Is he fighting Julio in tae kwon do?	Yes, he is . No, he isn't .	Who is he fighting in tae kwon do?
We are jumping over the barrier in the stadium. You They	They are not jumping over the barrier in the stadium.	Are they jumping over the barrier in the stadium?	Yes, they are . No, they aren't .	Where are they jumping over the barrier?

Spelling rules for present progressive

1. With most verbs, we add *-ing* to the base form.

throw – throwing **catch – catching** **jump – jumping**

2. If a verb ends with a silent *-e*, we drop the final *-e* and add *-ing*.

come – coming **take – taking** **love – loving**

3. With a one-syllable word, if the last three letters are consonant-vowel-consonant (CVC), we double the last consonant and *-ing*.

hit – hitting **run – running** **hop – hopping**

Note: We do not double the last consonant in words that end with *w, x, or y*.

sew – sewing **fix – fixing** **play – playing**

Can and Can't (Ability)

Examples	Explanations
I can jump a meter. You can run fast. He can throw the ball.	We use can + verb to talk about ability. Notice that we don't add -s to can for he / she / it.
I can't play tennis. She can't jump very far. They can't catch the ball.	We use cannot / can't + verb to talk about negative ability.

Comparative adjectives

Examples	Explanations
Canada is larger than Mexico. Angela is shorter than Noemi. Tennis is more interesting than baseball.	Use comparatives to talk about two places, people, or things.
That apple is smaller than this apple. This street is longer than that street.	Make the comparative of short adjectives (one syllable) by adding -er . Use than with comparatives.
He is thinner than his brother. A soccer ball is bigger than a baseball.	With adjectives that end in vowel + consonant (<i>thin, big, etc.</i>), double the consonant and add -er .
My bat is heavier than your bat. She's friendlier than her cousin.	With adjectives that end in consonant + -y (<i>heavy, friendly</i>), change to -i and add -er .
Steak is more delicious than chicken. Videogames are more exciting than movies.	With long adjectives (three or more syllables), use more .
He's a better swimmer than I am. This videogame is worse than that one.	Some adjectives have irregular comparative forms. good = better bad = worse

Superlative adjectives

Examples	Explanations
The Hotel Riu is the tallest building in Guadalajara. Manuel is the fastest runner on our team.	Use superlatives to talk about two places, people, or things.
Mexico City is the oldest city in North America.	Make the superlative of short adjectives (one or two syllables) by adding -est . Use the with superlatives.
Rungrado Stadium in North Korea is the biggest stadium in the world.	With adjectives that end in vowel + consonant (<i>thin, big, etc.</i>), double the consonant and add -est .
The Maritimes are the friendliest provinces in Canada. Boston City Hall is the ugliest building in the US.	With adjectives that end in consonant + -y (<i>heavy, friendly</i>), change to -i and add -est .
Hotel Sol is the most modern hotel in town.	With long adjectives (three or more syllables), use the most .
This is the best food! It's delicious. Susana is the worst player on our basketball team.	Some adjectives have irregular superlative forms: good = the best bad = the worst

Material for review purposes only

WELCOME THEME

Exercise A (Greetings)

- 2 José: Hello, I'm José.
Luisa: Hi. My name is Luisa.
It's nice to meet you, José.
José: It's nice to meet you, too.
Are you in Mrs. Garcia's class?
Luisa: Yes, I am. What about you?
José: I'm in her class, too. She's a nice teacher.
Luisa: Oh! It's time for class.
Let's go!
José: OK!

Exercise C (Spelling and Meanings)

Conversation 1

- A: How do you spell "student"?
B: S-T-U-D-E-N-T

Conversation 2

- A: What does "goodbye" mean?
B: It means "adiós."

Conversation 3

- A: How do you say "profesor" in English?
B: You say "teacher."

Exercise F (Classroom Directions)

- Open your book.
Close your book.
Sit down, please.
Listen to the conversation.
Say your name.
Write the answers.

Exercise H (Requests)

Conversation 1

- Student: Excuse me, Mr. Ruiz.
Teacher: Yes?
Student: Can I go to the bathroom, please?
Teacher: Of course.

Conversation 2

- Student: Mrs. Martínez, what page is it?
Teacher: It's page 17.
Student: Thank you.
Teacher: You're welcome.

Conversation 3

- Student: Ms. Garcia, I don't understand that word.
Teacher: That's OK.
Student: Can you repeat it, please?
Teacher: No problem. It's ...

THEME 1

Lesson A / Exercise C

Conversation 1

- 6 Marta: Hi, Jaime! How are you?
Jaime: I'm great! What about you, Marta?
Marta: I'm good, thanks. Look, there's Carlos!
Carlos: Hi, you guys!

Conversation 2

- Elisa: Hey, Luis. How are you?
Luis: Oh, I'm not so good. How are you guys?
Paula: We're fine. What's the problem?
Luis: I'm in a bad mood. Sorry!
Elisa: That's OK.

Conversation 3

- Fernando: Uh-oh! It's 11:30. I'm late!
Cristina[calling after him]: Bye, Fernando! See you later!

Exercise D

Conversation 1

- 7 Marta: Hi, Jaime! How are you?
Jaime: I'm great! What about you, Marta?
Marta: I'm good, thanks. Look, there's Carlos!
Carlos: Hi, you guys!
Conversation 2
Elisa: Hey, Luis. How are you?
Luis: Oh, I'm not so good. How are you guys?
Paula: We're fine. What's the problem?
Luis: I'm in a bad mood. Sorry!
Elisa: That's OK.

Lesson B

Exercise A

- 8 Hi! My name is Yesenia, and this is my family. Luis Antonio is my grandfather and Teresa is my grandmother. My father is Francisco and my mother is Mari Carmen. Sergio is my brother.

Exercise B

- 9 Yesenia: Look at this! It's my family tree.
Teo: Wow, Yesenia! So this is your family ... Who's that?
Yesenia: That's Manuel. He's my uncle. He's my mother's brother. My mother's name is Mari Carmen.
Teo: So Manuel is Teresa's son, right?
Yesenia: That's right. She's my grandmother. And this is Luis Antonio. He's Teresa's husband. So, he's my grandfather.
Teo: And who's that?
Yesenia: That's my father. His name is Francisco. I'm his daughter.
Teo: And Mari Carmen is his wife?
Yesenia: You've got it! She's my mother. Sergio is their son and ...
Teo: And he's your brother.
Yesenia: Yes. Now you know my whole family.

Lesson C

Exercise F

- 10 Lucia: Hi, Pedro! How are you?
Pedro: Hi, Lucia. Honestly, I'm not so good.
Lucia: What is the problem?
Pedro: I'm really tired.
Lucia: Oh, that's too bad. Why are you so tired?
Pedro: I have a lot of homework right now. Hey, when is the next bus?
Lucia: In about ten minutes. Where are you going?
Pedro: Home – there's a concert on TV at 5 p.m.
Lucia: Who is the singer?
Pedro: It's Ximena Sariñana.
Lucia: She's great!

Lesson D

Exercise B

- 11 1. Elena's eyes are brown.
2. Patricia is thin. Her hair is long.
3. My sister's hands are small.
4. Miguel is thin. Alfonso is heavy. Their hair is brown.
5. Enrique's eyes are blue.
6. His grandfather is tall and his grandmother is short.

Exercises C and D

- 12 Son: Hey, Mom! Here's an e-mail from my e-pal Lucas. Look at this picture.
Mother: Wow! He's tall. Is he Mexican?
Son: No, he's Brazilian.
Mother: Are his eyes brown?
Son: Yes, they are. And his hair is black.
Mother: And who is the girl with him?
Son: That's his sister. Her name is Marta.
Mother: She's pretty. Her hair is so long!
Son: Yes, and she's very nice, too.

Lesson E

Exercises A and B

- 13 Teacher: Hi, I'm Mr. Stanton. How are you?
Teen: I'm fine, thanks.
Teacher: What's your name?
Teen: My name is Clara Muñoz.
Teacher: Hi, Clara. It's nice to meet you.
Teen: It's nice to meet you, too.
Teacher: Welcome to our school! So, where are you from?
Teen: I'm from Mexico.
Teacher: So, you're Mexican. Let's fill out your student information card. What's your address?
Teen: It's 75 Ocampo Street.

Teacher: What's the city?

Teen: Morelia. And my phone number is 555-545-1380.

Teacher: Uh-huh. What's your email address?

Teen: It's claram@undo.com. That's c-l-a-r-a-m-@-m-u-n-d-o-com.

🔊 Exercise C

141. seal zeal
2. Sue zoo
3. bus buzz
4. hiss his
5. race rays
6. ice eyes

THEME 2

Lesson A

🔊 Exercise B

151. board
2. map
3. window
4. desk
5. chair
6. computer
7. clock
8. door

Lesson B

🔊 Exercise B

161. skirt
2. backpack
3. jacket
4. comic book
5. shoes
6. videogame
7. pants
8. cell phone

Lesson C

🔊 Exercise A

- 17 teacher, secretary, coach, janitor, cook, librarian, counselor, nurse

Lesson D

🔊 Exercise B

181. This shirt is really small.
2. That cell phone is new!
3. Those pencils are red.

🔊 Exercise C

19 Conversation 1

Boy (angry): Hey! That's my cell phone!

Girl (calm): No, this is my cell phone. It's gray. That's your cell phone over there.

Boy (embarrassed): Oh, you're right. That cell phone's blue. It's mine.

Conversation 2

Girl (excited/happy): Wow, Mom! There are a lot of comic books in here!

Mom: Do you want to buy some of these comics?

Girl: Really? I want those comics. They are new and exciting!!

Conversation 3

Student: Ms. Cruz, I don't have a pen!

Teacher (serious): Please don't use this pen! It's new.

Student: Is it OK to use that old pen?

Teacher: Of course.

Lesson E

🔊 Exercises A and B

20 Rocio: Hi. That's a great MP3 player!

Chavela: Oh, thanks. I love music! Reggaeton is my favorite.

Rocio: Me, too. It's cool.

Chavela: You're a new student in Grade 10, aren't you? Who's your teacher?

Rocio: Yes, I'm new. Ms. Marcos is my teacher. My name's Rocio.

Chavela: Hi. I'm Chavela.

Rocio: How do you spell that?

Chavela: C-H-A-V-E-L-A.

Rocio: I get it! Well, it's nice to meet you.

Chavela: Nice to meet you, too. Where are you from?

Rocio: I'm from Veracruz.

Chavela: Wow. That's a beautiful city!

Chavela: Uh-oh! Gotta go. See you soon!

Rocio: OK. 'Bye!

🔊 Alphabet Sidebar feature

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

🔊 Exercise C

- 22 the old shoes
the engineer
the exciting comic books
the new cell phone
the coach
the boring videogame

🔊 Exercise D

231. What's the technician's name?
The coach is nice!
2. The red jacket is Hector's.
The exciting videogame is called Crush.
3. The old computer is slow.
That's the English teacher.

THEME 3

Lesson A

🔊 Exercise A

- 24 bedroom
hall
closet
living room
bathroom
kitchen
laundry room
yard

🔊 Exercise B

25 Claudia: Tell me about your new house, Enrique.

Enrique: It's great! There's a big kitchen and a yard.

Claudia: How many bedrooms are there?

Enrique: There are three. And there are two bathrooms.

Claudia: Do you have a closet?

Enrique: Yes, there is a closet in each bedroom.

Claudia: What about the living room?

Enrique: It's not too big, but it has three windows.

Claudia: What's your favorite room?

Enrique: My favorite room is my bedroom. It's really cool.

Lesson B

🔊 Exercise A

26 Mom: Look, there's a sale at Abel's Furniture!

Teen: Can we get some things for my room?

Dad: You already have a lot of furniture in your room.

Teen: You're right, I do. I have a bed and a dresser, but I don't have a mirror.

Mom: We have a sofa and two chairs in the living room, but we don't have a bookshelf. We should get one.

Dad: OK. And I think we need some new cabinets for the kitchen.

Mom: We already have cabinets in the kitchen.

Teen: Yes, we do. But they're really old!

🔊 Exercise E

271. Why does Jorge have a bookshelf in his closet?
2. Where do Carmen and Luis have their sofa?
3. How many chairs does Elías have in his kitchen?
4. What do you have in your living room?
5. When do Mr. and Mrs. Gómez have chairs in their yard?
6. Who does Mom have in the kitchen?

Lesson C

28 Exercise B

1. hospital
2. movie theater
3. bus station
4. park
5. church
6. office building
7. bank
8. grocery store

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🔊 Exercise F

291. My grandmother's house is in Sinaloa. It's in Culiacán.
2. There is a bank on San Diego Avenue.
3. Mr. Juárez has an office on the 18th floor of this building.
4. The bowling alley is at 2700 Chapultepec Avenue.
5. There are 175 churches in Cholula.
6. Our town's bus station is on Laguna Road.

Lesson D

🔊 Exercises B and C

- 30** Woman: Wow! Nice photos – your new place looks great!
Man: Thanks. I'm really happy there. It's a nice house.
Woman: How many bedrooms do you have?
Man: Just one. It has a bed and a dresser. The dresser is across from the bed. There's a lamp next to the bed.
Woman: What kind of furniture do you have in your living room?
Man: I have a sofa, two armchairs, and two small tables. The lamp is between the armchairs, and a small table is below the window. I have a big, green plant next to the sofa.
Woman: So it's really comfortable...
Man: Yes, it is! And the kitchen's nice, too. It has a sink, a stove, and a refrigerator. The sink is below the window.
Woman: Do you have a place to eat in the kitchen?
Man: Of course! I have a table and four chairs. There are two lamps above the table.
Woman: Perfect! When am I having dinner with you? [both laugh]

Lesson E

🔊 Exercises A and B

- 31** Woman: Excuse me, where is the Art Museum?
Teen: It's on Uxmal Boulevard. It's not far from here.
Woman: Can you tell me how to get there?
Teen: Sure. We're on Benito Juárez Avenue. Uxmal Boulevard is at the end of this block. Can you see the park?
Woman: Yes.
Teen: OK. Go right on Uxmal. There's a hospital across the street from the park.
Woman: Mm-hmm.
Teen: Then you'll see a church near the next corner. That's López Portillo Street. Cross the street and look for the library. The museum is in front of it.

Woman: Thanks very much.
Teen: You're welcome!

🔊 Exercise C

- 32** Do you have your own room? **^**
Yes, I do. **v**
- ^** **v**
Where is the bank?
It's across from the hospital. **v**

THEME 4

Lesson A

🔊 Exercise B

- 33** 1. The airport is in Cancún.
2. There is a large forest near Felipe Carrillo Puerto.
3. Playa del Carmen has a beautiful beach.
4. The Hondo River is near Bacalar.
5. There are Mayan ruins in Dzibanché.
6. Our hotel is on Cozumel Island.
7. The Museum of Mayan Culture is in Chetumal.
8. There are two temples at Tulum.

Lesson B

🔊 Exercise A

- 34** come
go
bring
buy
give
take
send
call

Exercise B

🔊 Conversation 1

- 35** Enrique: Hi, Antonio.
Antonio: Hi, Enrique. Are you on vacation next week?
Enrique: Yes! We'll be in Sonora. My grandparents live in Hermosillo.
Antonio: Cool! Go to San Carlos – it has a really nice beach.
Enrique: Great idea! I'll send you a postcard.

Conversation 2

- Mother: Mari, are you at the grocery store?
Girl: Yes, Mom.
Mother: Buy me a liter of milk, please. And bring it home quickly.
Girl: OK. I'll be there in ten minutes.
Conversation 3
Man: Clara, please come here.
Girl: Yes, Mr. Gómez?
Man: Take this note to the principal's office.
Girl: Of course.

Lesson C

🔊 Exercise B

- 36** Hotel Guest: Excuse me. How do I get from Hotel Francés to the Cathedral?

Concierge: First, go out of the hotel. Then, go right on Pino Suárez. Next, turn left on Morelos. After that, cross Liceo. Then, turn right on 16 de Septiembre. Finally, look for the Cathedral. It's on the right.
Hotel Guest: Thank you very much.
Concierge: You're welcome.

Lesson D

🔊 Exercises B and C

- 37** Beth: Hey, Marcos. I have a question.
Marcos: Sure, Beth. What is it?
Beth: What is Day of the Dead? We don't have that festival in Canada.
Marcos: It's when we remember our deceased friends and family.
Beth: When is it?
Marcos: It's on two days, November 1st and 2nd. November 1st is for the children and November 2nd is for the adults.
Beth: How do you get ready for Day of the Dead?
Marcos: Let's see... Here's a list of things to do: buy flowers and food, clean your deceased family's graves, and make an altar.
Beth (interrupting): Wow! That's a long list!
Marcos: You're right. It's a very important festival in Mexico.
Beth: And what do you do on November 1st and 2nd?
Marcos: Oh, lots of things. Visit the cemetery, eat "pan de muerto," drink chocolate...
Beth: It sounds wonderful!
Marcos: It is.

Lesson E

🔊 Exercises A and B

- 38** Eduardo: Hello?
Maricela: Hi, Eduardo, it's Maricela.
Eduardo: Hi, Maricela. How are you?
Maricela: Good, thanks. Listen, there's a party at my house this weekend. Please come!
Eduardo: Of course. What's the party for?
Maricela: My birthday. The party is on Saturday, at 6 p.m.
Eduardo: Great! How do I get to your house?
Maricela: Take the subway to Fundadores. Walk along Boulevard of the Republic and turn left on Sierra Madre Street.
Eduardo (writing): Mm-hmmm.
Maricela: Then cross Juan Rulfo Street and turn right. That's Río Verde Street. My house

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is number 575. It's the third house on the left.

Eduardo: OK, got it! See you this weekend.

Maricela: Oh, one more thing. Don't eat too much on Saturday. We always have a lot of food at our parties!

Eduardo: No problem. I'll be hungry!

Maricela: Bye.

Eduardo: Bye.

🔊 Exercise C

391. Eat your sandwich – don't waste it.
2. Don't take this, take these.
3. He's sad because he lost his phone.
4. Please sit in your seat now.

🔊 Exercise D

401. Leave your books in here, please.
2. Don't eat anything now.
3. This museum is really interesting.
4. The heat this summer is terrible.
5. Where can I sit?
6. Give Manuel his backpack.

THEME 5

Lesson A

🔊 Exercise B

41. Rafa: Hey, Carlos!
Carlos: Hi, Rafa!
Rafa: What are your plans for the weekend?
Carlos: Well, I have to do some homework. After that, I plan to ride the bus to my uncle's house. I can use his computer there. What about you?
Rafa: I have to study, too. And then my plan is to practice the guitar and work in my mom's shop.
Carlos: Well, have a good weekend!
Rafa: Thanks. You, too!

Lesson B

🔊 Exercise B

42. 1. vacuum cleaner
2. iron
3. sink
4. ironing board
5. broom
6. mop
7. detergent
8. washing machine

🔊 Exercise C

43. Journalist: Excuse me, ma'am. Can I ask you a few questions?
Rosa: OK.
Journalist: What's your routine to clean your house?
Rosa (surprised): Oh. Well, I work in an office building. So I clean my house on Saturdays. My kids help me.

Journalist: Great! So, who washes the clothes?

Rosa: My son, Alejandro. He puts the clothes in the washing machine. Then he adds detergent.

Journalist: And does he iron them, too?

Rosa: No, I like ironing. I put the iron and the ironing board in the living room. Then I watch TV and iron.

Journalist: It's easier that way, for sure! Who cleans the rest of the house?

Rosa: My daughter Monica likes to use the vacuum cleaner, so she cleans the floors. She doesn't like the broom. And she usually washes anything that's in the sink.

Journalist: Sounds like you have a great team!

Rosa: Yes, we're pretty good.

Journalist: Thanks for talking to me today.

Rosa: You're welcome.

Lesson C

🔊 Exercise C

44 Conversation 1

- Lola: What do you do in your free time, Antonio?
Antonio: I collect comics. What about you?
Lola: I play baseball on Saturdays. It's my favorite!

Conversation 2

- Javier: How do you spend your weekends, Nieves?
Nieves: I swim. What do you do?
Javier: I usually blog about sports.

Conversation 3

- Beatriz: What's your favorite way to relax, Lupe?
Lupe: I watch movies. And you?
Beatriz: I play video games!

Lesson D

🔊 Exercises C and D

45 Conversation 1

- Boy: Can I ask you some questions?
Girl: Sure.
Boy: How do you spend your free time?
Girl: I always go to the movies on Saturday night.
Boy: And what about weekdays?
Girl: Well, I usually do homework after school. Sometimes I hang out with my friends.
Conversation 2
Girl: Hi. Can you answer a survey?
Boys: Sure.
Girl: How do you spend your free time?
Boy 1: We always work at my dad's

store on Friday afternoons.

Boy 2: And we often play videogames on Saturdays.

Girl: What about practicing an instrument?

Boy 1: No, we never practice an instrument. We don't play any instruments!

Lesson E

🔊 Exercises A and B

46 Tomás: Hi, Lola!

Lola: Hi, Tomás! What's that?

Tomás: It's a survey. Can I ask you some questions before your next class?

Lola: OK.

Tomás: What's your routine at school?

Lola: Well, I normally ride the bus to school. I arrive at 7:00. I have class until 2:00.

Tomás: I do, too. What happens in the afternoon?

Lola: I always eat lunch from 12:00 – 12:30, and I have class again until 2:00. Then I go home.

Tomás: Uh-huh. And what about after school?

Lola: I always study from 4:00 – 5:00. I usually practice piano after that.

Tomás: Do you have any free time during the week?

Lola: Of course! Sometimes I hang out with my friends, and sometimes I watch TV at home.

Tomás: So do I. Tell me about your weekend.

Lola: I usually ride my bike on Saturday mornings. On Saturday afternoons, I work at my grandfather's café.

Tomás: OK. And what do you do on Sunday?

Lola: On Sunday, I don't do anything!

Tomás: Neither do I! Thanks, Lola.

Lola: You're welcome.

🔊 Exercise C

47. cooks
rides
finishes

🔊 Exercise D

481. Juan loves collecting comic books.
2. Meche watches movies every night.
3. Lupe studies for two hours every day.
4. Paco works at his uncle's store on weekends.
5. Santiago practices guitar five days a week.
6. Antonio hates video games.

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THEME 6

🔊 Lesson A

49 Exercise A

1. catch
2. fight
3. hit
4. jump
5. kick
6. pass
7. run
8. throw

🔊 Exercise F

501. The blue team is running toward the goal.
2. I am watching an exciting basketball game.
 3. Javi is passing the ball to Miguel.
 4. Teresa and Gemma are fighting in a judo match this afternoon.
 5. You are hitting the ball well today.
 6. The goal-keeper is stopping all the kicks.

Lesson B

🔊 Exercise B

- 51 Diego: What are you eating?
Sandra: A steak roll. It's from the Canadian table. I have an apple, too.
Diego: It looks good!
Sandra: It is. And I have a glass of milk to drink.
Diego: Yuck. I don't like drinking milk.
Sandra: What are you drinking?
Diego: It's juice. It's from the Mexican table.
Sandra: Oh, they have chicken and squash, too!
Diego: And pineapple. It's delicious!

Lesson C

🔊 Exercise A

521. continent
2. country
 3. state
 4. city
 5. town
 6. ocean
 7. lake
 8. desert

Lesson D

🔊 Exercise C

- 53 Maria: Wow! Marta's an excellent athlete.
Lea: Yes, she is. She can run very fast.
Maria: She can swim, too.
Lea: And Marta can also play tennis.
Maria: I can play tennis. I play with Marta sometimes. What about you, Lea?

- Lea: No, I can't play tennis.
Maria: You know what? Marta can't ride a bike!
Lea: Really?
Maria: Really! Can you ride a bike, Lea?
Lea: Of course!

Lesson E

🔊 Exercises A and B

- 54 Lupe: The volunteer fair is next week. What's the plan, Sylvia?
Silvia: We're asking students in our grade for help. How do we get them to sign up?
Roberto: We can put a table in the school cafeteria at lunch. Mr. Barrios says it's OK.
Quique: That's a good idea. Lupe, are you taking notes?
Lupe: Yes, I am. Can I ask a question? How will people see the table?
Silvia: I'm making a poster right now.
Lupe: You're lucky. I can't draw anything. What about you, Roberto?
Roberto: Wait, I'm thinking.... Oh, I know! I can play my guitar.
Quique: Great! We need to get some money for our volunteer project, too.
Roberto: What about a race? For every kilometer you run, people give 100 pesos. Ten kilometers equals 1000 pesos.
Lupe: I like that. I know a lot of people. And I can run 10 kilometers, for sure!
Quique: You know, I'm worrying about that part. I can't run more than 5 kilometers.
Silvia (laughing): Don't worry, Quique. Every peso helps!

🔊 Exercise C

- 55 I can ride a bike, but I can't swim. Marina can speak Spanish and English.

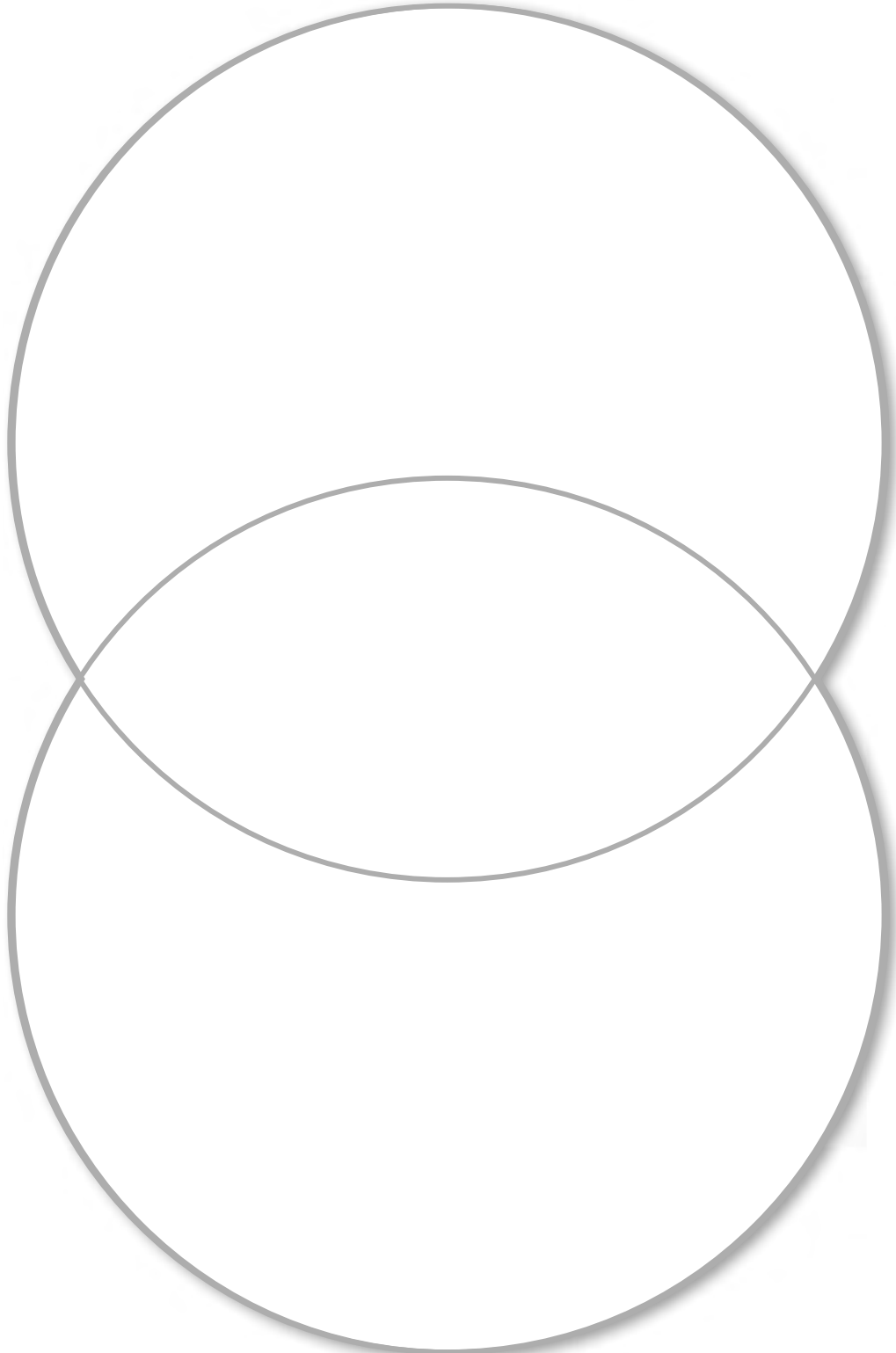
🔊 Exercise D

561. Carlota can play baseball very well.
2. Ramón can't speak French at all.
 3. We can watch a movie tonight.
 4. I can't talk on the phone right now.
 5. Ana can't come to the beach today.



Venn diagram

Study two topics. Write the things that are different and the things they have in common.



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KWL chart

Think about the topic.

Topic:		
KNOW What do I already know about the topic?	WANT TO KNOW What do I want to know about the topic?	LEARNED What did I learn about the topic?

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Vocabulary notebook

Keep a log of the words that you have learned in the theme.

Word	Picture	Definition	Sentence

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