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Get Close ²

ENGLISH FOR BACHILLERATO DE LA UAS

ON THE COVER

El Castillo at sunset in the ancient Mayan city of Tulum, Quintana Roo State, Mexico.

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Get Close

ENGLISH FOR BACHILLERATO DE LA UAS

ROBIN LONGSHAW • SARAH BROWN • BECKY TARVER CHASE

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CORRELACIÓN CON COMPETENCIAS

Unidad 1 Our Past	Competencias Genéricas	Competencias Disciplinarias
Tema 1 The Arts	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.
Tema 2 Growing Up	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 3 Achievements	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.
	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.
Unidad 2 My Achievements	Competencias Genéricas	Competencias Disciplinarias
Tema 3 Achievements	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.
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**Tema 4
Diet and Health**

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
My Experiences**

Competencias Genéricas

Competencias Disciplinarias

**Tema 5
My Stories**

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.

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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.
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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
Change**

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.
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SCOPE AND SEQUENCE

	Unit 1: Our Past		Unit 2:
	Theme 1 The Arts	Theme 2 Growing Up	Theme 3 Achievements
Focus	my day; the arts; music, art; movies; past experiences	personal past; personal growth	world geography; achievements, discoveries; part-time work, volunteering
Functions	talking about routines and things happening now; asking for and giving information about the arts; asking for and giving information about a person's date and place of birth; asking for and giving information about past experiences	asking for and giving information about past events; asking for and giving information about personal past events and past habits	asking for and giving information about what people have accomplished; discussing possibility; making and answering polite requests;
Grammar	simple present and present progressive (affirmative, negative, interrogative); simple past <i>to be</i> (affirmative, negative, interrogative), simple past regular verbs (affirmative, negative, interrogative); <i>Wh-</i> questions; <i>How +</i> adjectives;	simple past irregular verbs (affirmative, negative, interrogative); simple present and simple past; <i>used to</i> ; time expressions in the past	questions without <i>did</i> ; conjunctions (<i>so, and, but</i>); <i>could</i> for possibility (affirmative, negative, interrogative); <i>could, would, and can</i> for polite requests
Vocabulary	daily activities and routines; verbs to describe life events	school; simple past irregular verbs; vacation places:	continents; discoveries and achievements; occupations; places of work;
Listening	listening for speaker, topic, and number; listening for gist; listening for detail	listening for number and topic; listening for gist; listening for detail	listening for location and number; listening for gist; listening for detail
Speaking	talking about people's activities; share ideas about the arts; finding out about people's past experiences; finding out about movie preferences	asking for and giving information about past events; asking for and giving information about your personal past;	asking for and answering questions about world geography; talking about inventions; talking about work and volunteering plans; talking about achievements and work and volunteer experience
Pronunciation	full and reduced <i>was</i>	simple past endings;	intonation in requests
Reading	reading a biography; <i>Saving a City's Public Art</i>	reading a travel blog; <i>Coming of Age the Apache Way</i>	reading about inventions; <i>The City of Machu Picchu – The Heart of the Inca Empire</i>
Writing	writing a description/ summary Famous Faces Poster	writing about personal past events;	writing about achievements and experiences;
Project	Artists (on website)	Important Events	Achievements
Video	Uncovering the Past		

My Achievements

Unit 3: My Experiences

Theme 4 Diet and Health

amounts and measurements; food, diet, exercise, health

asking about and sharing experiences about food shopping habits; asking and answering about healthy living (diet and exercise)

count and non-count nouns with quantity words: *some* and *any* (affirmative, negative, interrogative), *much*, *many* and *a lot of* (affirmative, negative, interrogative); subject and object pronouns; possessive adjectives

amounts, quantities and measures; numbers 100 – 1000; food groups; food; healthy living;

listening for speaker and location; listening for gist; listening for detail

discussing healthy eating; asking and answering questions about diet and health

stressed and unstressed *some*;

reading about a healthy diet; *The Hottest Chilli*

writing a schedule

Eating Habits around the World (on website)

Zoo Dentists

Theme 5 My Stories

telling stories; experiences in life;

asking about and giving information about simultaneous actions in the past; asking and giving information about reading habits; asking about and giving information about experiences in sports

past progressive (affirmative, negative, interrogative); simple past and the past progressive; present perfect for experiences (affirmative, negative, *Yes/No* interrogative); sequencing words: *when*, *before*, *after*, and *while*;

types of reading texts; Sports; action verbs;

listening for speaker and number; listening for gist; listening for detail

asking about and giving information about past actions; telling stories, asking and answering questions about life experiences

identifying the number of syllables

reading a story; *Orphans No More*

writing about a personal story

Telling a Story Another Way

Theme 6 Change

travel and vacations; the News; changes (family, local, environmental)

asking and giving information about experiences, trips and travel; asking for and giving information about changes

present perfect progressive (affirmative, negative, interrogative); simple past vs present perfect and present perfect progressive; present perfect and present perfect progressive for announcing recent events; tense review: simple past, past progressive, present perfect, present and present perfect progressive

places in a city; vacation and travel; verbs for development;

listening for speaker; listening for number and gist; listening for detail

asking and answering questions about travel experiences; discussing recent news stories; asking and answering questions about environmental problems

vowel length

reading about a trip; *The Carbon Connection*

writing a report about an environmental problem

Then and Now

THE ARTS



THEME

1

Unit 1

2

Opening Activity

Look at the picture and answer the questions.

1. Where are these people?
2. Who are they?
3. What are they doing?



Theme Goals

In this theme, you will learn to:

- talk about daily routines.
- talk about actions happening now.
- talk about past experiences and achievements.
- talk about art, music, and entertainment.
- use the verb *to be* and regular verbs in the simple past.
- ask *Wh-* questions in the simple past.

LESSON A WHAT I DO



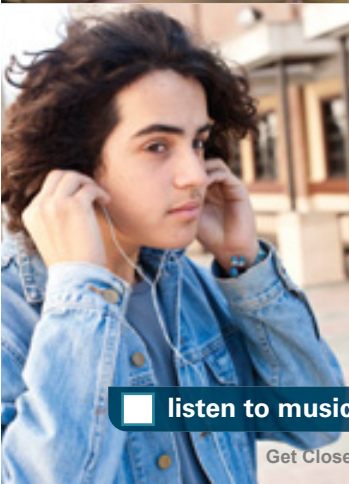
use a computer



study



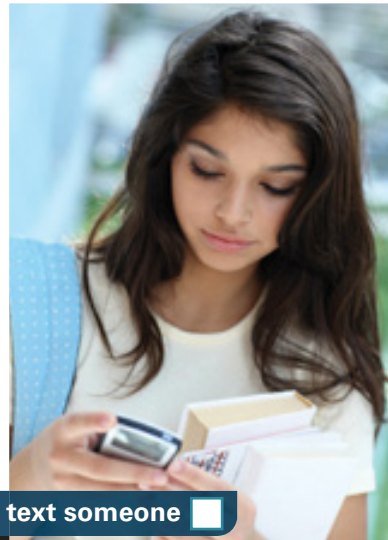
watch TV



listen to music

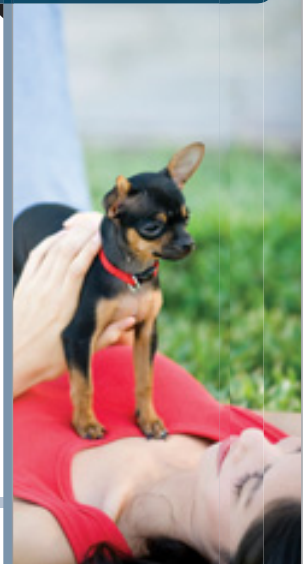
A Vocabulary in Context Study the activities in the columns.

B Check (✓) the activities in **A** that you like doing and put an (X) next to the activities you don't like doing.

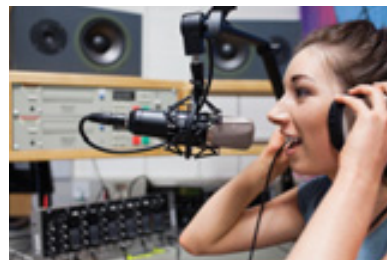


text someone

play with my dog



C 4 **Vocabulary in Action** Listen to a high school radio program. Circle the activities that you hear. Listen again and check your answers.



D 5 Listen to the radio interviews. Complete each sentence with words that you hear from **A**.

Interview 1

Host: Hello again, everyone! Now I'm talking to some of our teachers.

Hi Ms. Soto, do you (1) watch TV?

Ms. Soto: Yes, I do, but not every day. I read the newspaper every day.

Host: OK, thanks, Ms. Soto. Do you have a cell phone?

Ms. Soto: Yes, I do.

Host: Do you (2) _____ people?

Ms. Soto: Yes, sometimes.

Host: OK, and our last question, do you (3) _____?

Ms. Soto: No, no, I don't!

Interview 2

Host: Hi, Mr. Cisneros. Do you (4) _____ every day?

Mr. Cisneros: Yes, I do. My iPod is always with me!

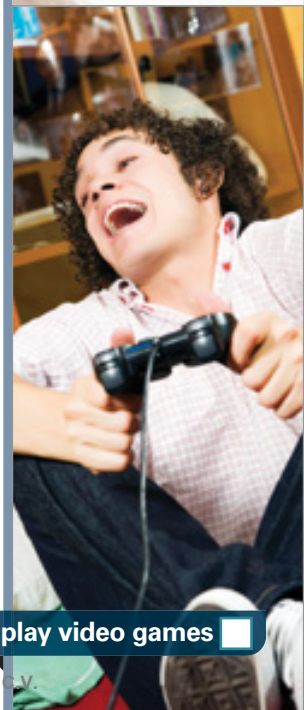
Host: Cool! What other activities do you do every day?

Mr. Cisneros: Well, I (5) _____ every day and I (6) _____.

Host: OK, thanks very much, Mr. Cisneros!



pick up my room



play video games

E Grammar in Context Study the chart.

Simple present or Present progressive

Examples	Explanations
Vero picks up her room on the weekend. Does Mr. Cisneros make dinner every day? Where do you play video games? How long do you play for?	Use the simple present to talk about routines and daily activities.
Ms. Soto is reading the newspaper now. Are Raul and Vero studying at the moment? Who are you texting ?	Use the present progressive to talk about actions happening now.

Some verbs are not usually used in the progressive form. We only use them in the simple form:

I **know** my classmates.

We **need** a computer.

I **understand** this class.

He **wants** a new cell phone.


F Grammar in Action Circle the correct form of the verb to complete each sentence.

- Raul and Mr. Cisneros (are using / **use**) a computer every day.
- Vero (is picking up / picks up) her room right now.
- Ms. Soto (is texting / texts) people sometimes.
- Vero and Raul (aren't making / don't make) dinner today.
- Raul (is texting / texts) his friend Mauricio. He wants to ask him a question.
- Mr. Cisneros (is listening / listens) to music all the time.

G Complete each sentence with the correct form of the verb in parentheses.

- I don't listen to music every day. (not / listen)
- My brother _____ a video game at the moment. (play)
- My friends _____ this afternoon. (not / study)
- My mom never _____ her friends. (text)
- I _____ a computer to do my homework today. (use)
- My sister _____ TV after school. (watch)

H Communicate Work with a partner.

 Talk about what your family and friends usually do and what they are doing right now.

My mom watches TV every day.

Really? Is she watching TV now?

No, she isn't. She's working.

LESSON B ARTISTS AND ART

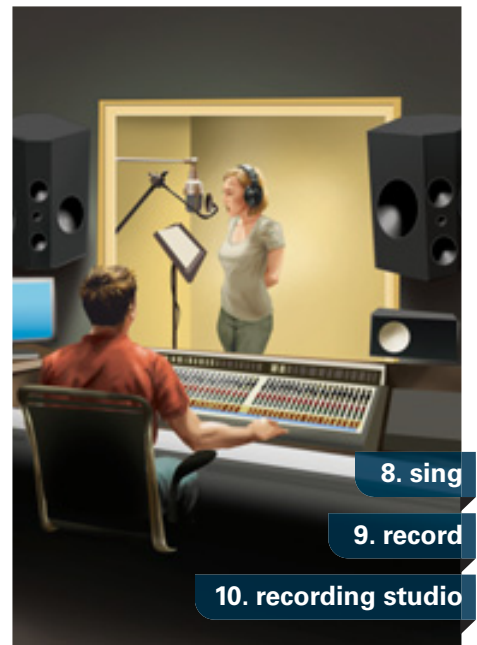
A Vocabulary in Context Look at the pictures and read the words.



- 1. painting
- 2. sculpture
- 3. mural
- 4. art gallery



- 5. artist
- 6. photograph
- 7. artist's studio



- 8. sing
- 9. record
- 10. recording studio

B Listen to the interview and circle the words in **A** that you hear. Listen again and check your answers.



C Vocabulary in Action Match each definition to a word in **A**. Write the number.

1. 10 A place where musicians and singers record their music.
2. _____ A very large painted picture on the wall of a building, it can be inside or outside.
3. _____ A picture you take with a camera.
4. _____ A place where you can see art.
5. _____ A person who paints.
6. _____ A place where an artist works.

D Complete each sentence with a word from **A**.

1. The band wants to _____ a new album this year.
2. They want Angela Vazquez to _____ on their new album.
3. The statue *David*, by Michelangelo, is probably the most famous _____ in the world.
4. *David* is in an _____ in Florence, Italy.
5. People go to the Louvre gallery in Paris to see the _____ the *Mona Lisa*.
6. The *Mona Lisa* is the most famous painting by the _____ Leonardo da Vinci.

E Grammar in Context Study the chart.

Simple past tense *to be*

Examples		Explanations
I	The song was very famous last year.	Use the simple past to talk about finished actions in the past. To be has two forms in the simple past: was and were . Use was with <i>I, she, he</i> and <i>it</i> . Use were with <i>we, you</i> and <i>they</i> .
He	The art gallery wasn't open yesterday.	
She	Was the artist in the interview interesting?	
It	Yes, he was .	
We	The photographs at the gallery were amazing.	
You	There weren't many sculptures at the art gallery.	
They	Were the paintings interesting? No, they weren't .	
Wh- questions		
When was the interview with the artist?		It was last week.
Where were the sculptures?		They were at the art gallery.
Which was your favorite painting at the art gallery?		The painting of the volcano was my favorite.
How + adjective + be		
How long was your art class?		It was an hour long.
How big were the murals?		They were very big.

F Grammar in Action Circle the correct word to complete each sentence.

- When (was) / were) the opening of the art gallery?
- The sculpture (wasn't / weren't) ready for the exhibition at the new art gallery.
- How big (was / were) the mural on the gallery wall?
- There (wasn't / weren't) any photographs at the new art gallery, there (was / were) only paintings.
- (Was / Were) you at the opening of the art gallery last week?

G Complete the paragraph with the correct form of *to be*.

The recording studio (1) is always busy. Last week there (2) _____ a group from Veracruz. The musicians and singer (3) _____ in the recording studio for a week. The singer (4) _____ (not) happy with some of the songs. It takes a long time to record an album, it (5) _____ a very difficult process.

H Communicate Talk to your partner about an art gallery or museum you know.


Were there sculptures at the art gallery?

Was the art gallery big?


No, there weren't. There were paintings and photographs.

A Vocabulary in Context

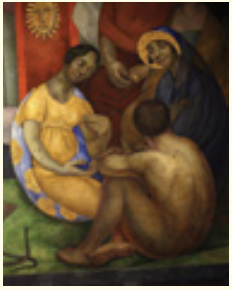
Read the article. Look at the words in bold.



☐ ☐ ✕



– *Love, Life
and Art*



Two Mexican Icons

Frida Kahlo and Diego Rivera were Mexican artists. Frida **was born** in Mexico City in 1907 and Diego was born in Guanajuato in 1886. They **married** in 1929 and **lived** in Coyoacoan, Mexico City. They were both painters and **learned** to paint when they were young. Diego **started** painting when he was only two years old. He **studied** art in France, Spain and Italy. Together, they **visited** Detroit, New York and San Francisco for work and exhibitions. When she was a child, Frida was sick with polio and she was seriously injured in an accident on a trolleybus when she was a teenager. As a result, her health was always weak and she needed many operations during her life. She **died** in 1954 when she was only 47 years old. Diego died in 1957, he was 70 years old.

B Vocabulary in Action

Complete the sentences with the verbs in bold from A.

1. We _____ English in middle school.
2. My grandmother _____ when I was 3 years old. I don't remember her.
3. My mother _____ with her family before she _____ my father.
4. Jorge _____ to play the guitar when he was in elementary school. He _____ to play in a band last year.
5. I _____ in 1998. I am the youngest in my family.
6. Last vacation, my family and I _____ Mexico City for the first time. It was a great trip.

C Match the verbs from A to their base forms.

- | | |
|------------------|----------------|
| 1. be born _____ | 5. marry _____ |
| 2. die _____ | 6. start _____ |
| 3. learn _____ | 7. study _____ |
| 4. live _____ | 8. visit _____ |

D Grammar in Context Study the chart.

Simple past tense: Regular verbs

Examples	Explanations
Diego Rivera painted murals in Mexico and the U.S. Frida visited Paris for an exhibition. Did Diego start to paint when he was an adult? No, he didn't . He started to paint when he was a child.	For regular verbs, add <i>-ed</i> to make the simple past . The form is the same for all subjects (I, you, he, she, it, we, they).
Frida lived in Coyoacan with her family. Frida married Diego in 1929. Frida didn't study art in Spain. Diego studied in Spain. Did Diego study in Spain? Yes, he did .	For verbs ending in <i>-e</i> , add <i>-d</i> . For verbs ending in <i>-y</i> , change <i>y</i> to <i>i</i> and add <i>-ed</i> Use did (not) + base form of the verb for negatives and questions.
Wh- questions	
 When did Frida and Diego marry ? Where did they live ? What did Diego study ?	Use question word + did + subject + base form for Wh- questions in the simple past.

E Grammar in Action Complete each sentence with the correct form of the verb in parentheses.

- Actors Gael Garcia and Diego Luna _____ in Mexico City when they were teenagers. (live)
- Did Diego Luna _____ acting? (study)
- Mexican muralist David Siqueiros _____ in 1974. (die)
- Siqueiros _____ in Spain. (not live)
- Jose Clemente Orozco _____ a famous mural called *Hombre en Llamas*. (paint)
- When did Orozco _____ to paint murals? (start)

F Unscramble each question.

1. when you Did were with live your grandparents a child you ?

2. classes you in middle school What did like ?

3. in middle school English Did to study you start ?

4. a musical instrument did learn When to play you ?

5. you last weekend Who visit did ?

G Communicate Talk to your partner about your past experiences. Use the questions in **F**.

Did you live with your grandparents when you were a child?

Yes, I did.

Did you like it?

A Language Builder Study the chart.

Information questions

Examples	Explanations
<p>Where is the statue of <i>David</i>?</p> <p>Which art gallery has Diego Rivera's paintings?</p>	Use <i>Wh-</i> questions with the simple present to ask about facts.
<p>When was Frida Kahlo born?</p> <p>When were you born?</p> <p>Where was Michelangelo born?</p> <p>Where were you born?</p>	Use <i>when</i> and <i>where</i> + was/were born to ask about date and place of birth.
<p>What famous painting did Michelangelo paint?</p> <p>When did da Vinci paint the <i>Mona Lisa</i>?</p> <p>Who painted the mural?</p>	Use <i>Wh-</i> questions with the simple past to ask about finished actions in the past.

B Listening Listen to the conversation and answer the questions.



1. Who is talking? _____
2. What are they talking about? _____

C Listen to the conversation again. Complete the sentences.



1. Angela Vazquez _____ in Mexicali in 2001.
2. The musicians in the band _____ Angela's brothers.
3. They recorded their songs at their father's _____.
4. In 2011, one of the brothers _____ a video of the band.
5. Millions of people _____ the video on the Internet.
6. Vazquez Sounds _____ famous immediately!

D Communicate Ask and answer questions about the band. Use the question words in **A** and the sentences in **C** to help you.

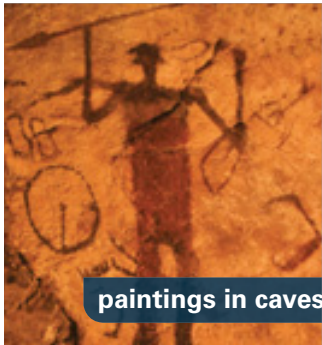
Where was Angela born?

She was born in Mexicali.

Uncovering the Past

Watch and Discuss

A Preview Look at the pictures and read the words.



paintings in caves



jewelry



bones



carvings

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

dangerous plates buildings ancient fossils

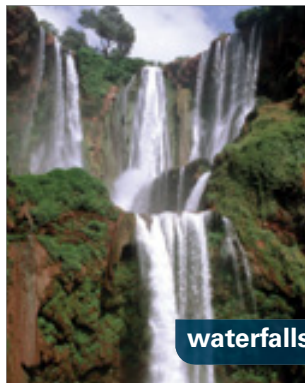
C View Watch the video and complete the sentences with words from **B**.

1. Archeologists study _____ things.
2. Archeologists look at old _____ and houses.
3. Archeologists look for things like jewelry, pots and _____.
4. Archeologists also study _____—the bones of old animals.
5. Archeologists' work is _____ and interesting.

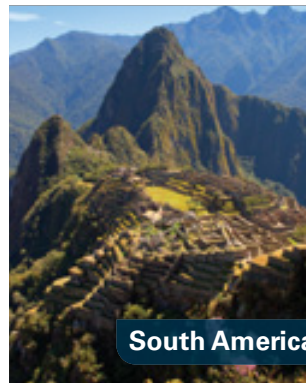
D After You Watch Check (✓) the places archeologists work in.



cities



waterfalls



South America



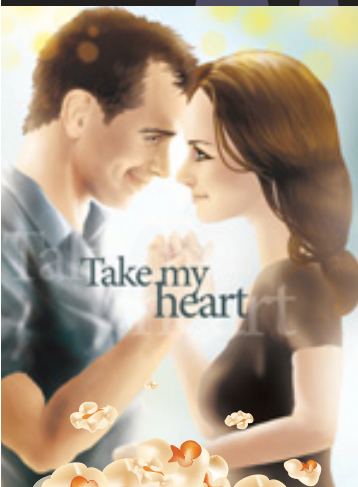
Asian jungles

E Communicate Talk with a partner about ancient places in Mexico where archeologists work. Make a list of places.

The pyramids at Teotihuacan are interesting.

Yes, they are. I like Palenque. It's in the jungle.

LESSON E MOVIE TIME!



A Listening Listen to the conversations. Answer the questions.



1. How many speakers are there? _____
2. What are they talking about? _____

B Listen to the conversations again. Complete the chart.



Movie Preferences	Ana Laura	Marco	Susana
Likes			
Doesn't like			

C Pronunciation Listen to the pronunciation of *was* in these sentences.



1. I was born in Mexico.
2. I was in class yesterday.

D Listen to the conversation and circle *was* when it is stressed.



- A: Was the interview with Vazquez Sounds interesting?
 B: Yes, it was. Their first song was very famous.
 A: Was it?
 B: It was on YouTube. Everybody watched the video.
 A: When was the interview? I missed it.
 B: It was last night.

E Speaking Survey your classmates to find out their movie preferences. Use the ideas in the box and write some questions in your notebook. Ask your classmates the questions.

kind of movie
watched recently
watch at home/at movie theater
with friends/family
favorite actor/movie

What kind of movies do you like?

I like comedies.

What movie did you watch recently?

F Writing Complete the movie summary with the sentences in the box. Write the letter of the sentence in the movie summary.



Pan's Labyrinth



- The movie is a fantasy story about a young girl, Ofelia, who has a difficult life.
- Guillermo del Toro was the director and the writer.
- It was very successful and has three academy awards (Oscars).
- Ivana was born in Barcelona in 1994.

Guillermo del Toro directed the movie *Pan's Labyrinth*. It is a Spanish-Mexican movie.

(1) _____ The awards were for art, makeup and cinematography.

(2) _____ She lives in Spain in 1944, after the Spanish Civil War. Ofelia escapes from her hard life when she meets magical animals and enters an imaginary world.

Ivana Baquero, a young Spanish actress, played Ofelia. (3) _____ She has a Goya Award for her acting in *Pan's Labyrinth*.

(4) _____ Guillermo was born in Guadalajara. He is famous for other movies, like *Hellboy* and *Mimic*.

G Write a movie summary in your notebook.

H Look at your partner's movie summary.
Does he/she use the simple past correctly?

GET CLOSE TO MEXICO

There are many different types of art around the world. What kind of art is Mexico most famous for?

SAVING a City's Public Art



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

1. What is unusual about these paintings? _____
2. What is the name of this type of painting? _____

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

1. How many murals are there in L.A.? _____
2. When did artists start to paint murals in L.A.? _____
3. Which is the longest mural? _____

1 L.A.'s **traffic jams** are a big problem, but the city's colorful freeway murals can make the worst traffic jam better. There are more than 2,000 murals on office buildings and **freeway** walls in L.A.

2 But many of the murals are in terrible condition because of graffiti, pollution, and the hot sun. Now the city is beginning a huge project to restore the city's murals. They are cleaning up the murals and taking care of this public art.

3 Before 1960, there weren't many public murals in Los Angeles. But in the 60s and 70s, young L.A. artists started to study early 20th-century Mexican mural painting and they painted murals in L.A. Their murals show L.A.'s cultural diversity.

4 The most famous mural in the city is Judith Baca's "The Great Wall", a 4-meter-high painting that runs for half a mile (0.8 kilometer) in North Hollywood. The mural represents the history of **ethnic** groups in California. 400 **under-privileged** teenagers painted the designs, and it is probably the longest mural in the world.

5 Artists often call murals the people's art. Murals can reach people who don't usually go to art museums.



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

1. What is this article about?

2. Why are some of the murals in bad condition? (paragraph 2)

3. What do the murals represent? (paragraph 3)

4. Why are murals *the people's art*? (paragraph 5)

5. Circle the sentence that you agree with:

- a. Murals are an important form of art.
- b. Murals aren't an important form of art.

←

traffic jam, n. phrase – a long line of vehicles on a road that cannot move, or can only move very slowly

freeway, n. – a very wide road for fast travel

ethnic, adj. – connected with a particular race, nation, or tribe and their customs and traditions

under-privileged, adj. – very poor

GROWING UP



THEME

Unit 1

2

Opening Activity

Look at the picture and answer the questions.

1. Where are these teenagers?
2. What are they doing?
3. How do they feel?



Theme Goals

In this theme, you will learn to:

- talk about vacations, past experiences and events.
- talk about education.
- ask *Wh-* questions with irregular verbs in the simple past.
- use irregular verbs in the simple past.
- use the simple present to talk about facts, routines and habits.
- use *used to* to talk about past habits.

LESSON A WE HAD A GOOD TIME!



take a bus



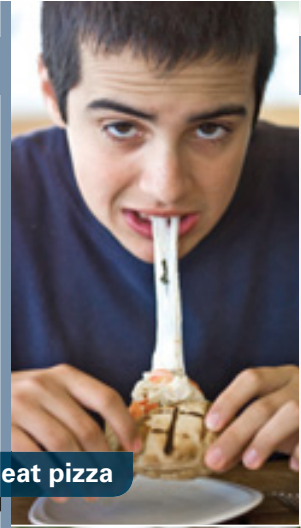
meet friends



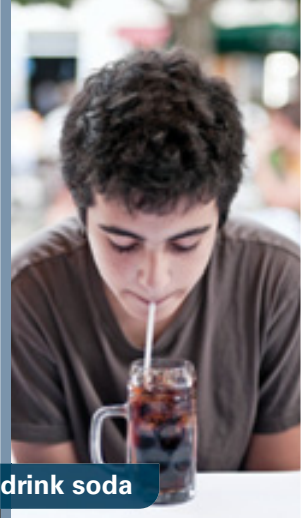
see a movie



have a good time



eat pizza



drink soda



buy clothes



go to the park

A Vocabulary in Context Look at the pictures and read the words in the columns.

B Listen to the conversation and write the activities from **A** that you hear for each person in the chart.

Roberto	Adriana	Isa
<i>took a bus</i>		

C **Vocabulary in Action** Complete each sentence with a phrase from the box. Listen to the conversation again and check your answers.

bought new clothes ate pizza	met her friends took a bus	went to the park saw a movie
---------------------------------	-------------------------------	---------------------------------

- Roberto _____ to the park.
- Roberto _____ and played basketball.
- Adriana _____.
- Isa _____ at the mall.
- Isa _____ with her friends.
- Roberto and Isa _____.

D Complete the chart with the verbs from **A**.

Base form	Simple Past
<i>buy</i>	bought
	drank
	ate
	went
	had
	met
	saw
	took

E Grammar in Context Study the chart.

Simple past tense: Irregular verbs

Examples	Explanations
Roberto drank soda on Saturday. Isa and Roberto ate pizza. Adriana went to the mall on the weekend. She bought some clothes. Roberto took the bus to the park. I saw a movie last night.	Use the simple past to talk about finished actions in the past. Irregular verbs do not end with -ed in the simple past . Each irregular verb has a different form, eg., buy – bought; go – went, etc.
Adriana didn't meet her friends on the weekend. Did you have a good time yesterday? Yes, I did . When did you see the movie?	The same form is used for all subjects (I, you, he/she/it, we, they). For negatives, use did not + base form of the verb. For questions, use did + base form of the verb.

More irregular verbs:

make – made
come – came
ride – rode
bring – brought
fall off – fell off
break – broke

F Grammar in Action Complete the paragraph with the correct form of each verb in parentheses.

My friends and I (1) went (go) to the park on Saturday. We (2) _____ (make) a picnic to take with us. We (3) _____ (not take) the bus, we (4) _____ (ride) our bikes. At the park, we (5) _____ (meet) some more friends and we all played soccer. We (6) _____ (have) a great time, but on the way home, I (7) _____ (fall off) my bike! I was lucky, I (8) _____ (not break) my arm.



G Unscramble the questions. Answer the questions in your notebook.

- yesterday you to school Did come ?
Did you come to school yesterday?
- do on Saturday you did What ?

- go you to the mall Did on the weekend ?

- eat did for breakfast What you ?

- see last week you Did a movie ?

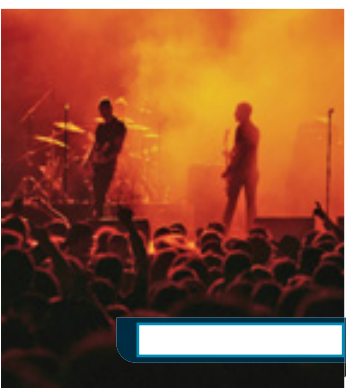
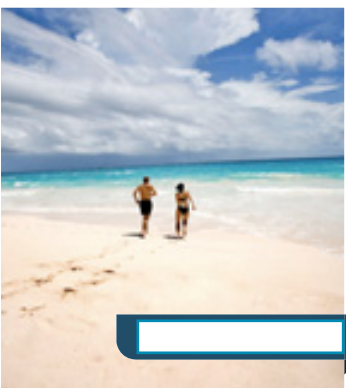
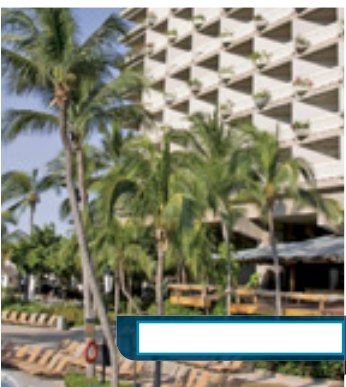
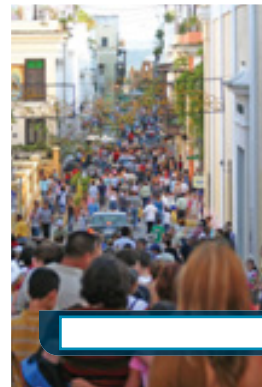
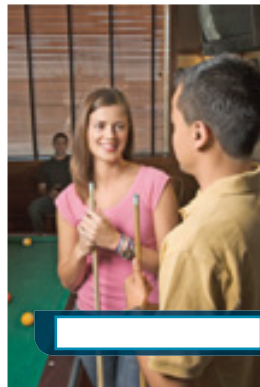
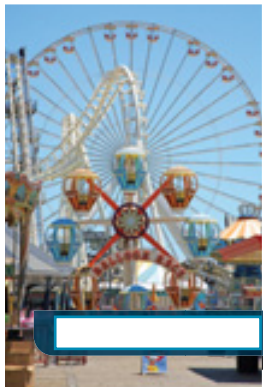
H Communicate Work with a partner. Talk about what you did on the weekend.

I saw a movie.

Did you go to the movie theater?

No, I saw it at home.

A Vocabulary in Context Read the travel blog and look at the words in bold.



☐ ☐ ✕

A City Visit

My family and I usually go to the **beach** on vacation, we always rent an apartment there. But last year we went to Guadalajara. And we stayed at a **hotel** – we were very 😊.

We visited some great places. My favorite was the **zoo**. I love animals! Next to the zoo there's an **amusement park**. We went on the rollercoaster and lots of other rides.

My dad's really into playing pool, but there wasn't a **pool hall** near the hotel 😞. But my mom was happy because she loves movies and it was the International Film **Festival**. We went to a **pop concert** at the festival. We saw a really cool band! 😊

But we missed the ocean 😞, so one day we went to a **water park** near Guadalajara! There were great slides and three swimming pools.

I love the beach, but now I know cities are cool, too! What do you think?

B Match the words in bold to the pictures. Write the words.

C Vocabulary in Action Complete each sentence with a word from **A**.

1. There are many different kinds of cultural festivals in Guadalajara.
2. This _____ is good because you can walk to the cathedral and museums.
3. On a hot day, go to the _____ to cool down in the swimming pools.
4. The _____ and the _____ are good places to visit for children and teenagers.
5. Mexico is famous for its beautiful _____. Many tourists visit Cancun, Puerto Vallarta and Acapulco.

D Grammar in Context Study the chart.


Simple past vs. Simple present

Examples	Explanations
We usually go to the beach on vacation. My dad plays pool every week. Guadalajara has many interesting museums. Guadalajara doesn't have a beach. How often do you go to the beach?	Use the simple present to talk about habits, routines and facts.
Last year, we went to Guadalajara on vacation. My mom saw a movie at the film festival. I really liked the zoo. We didn't rent an apartment on our last vacation. When did you go to the beach?	Use the simple past to talk about finished actions in the past.

E Grammar in Action Circle the correct word to complete each sentence.

- The music festival (opens / opened) last week.
- Every year, there (is / was) a big concert at the end of the festival.
- (Do / Did) you go to the pool hall every Saturday?
- Stefan (goes / went) to the water park with his friends last Saturday.
- We (ride / rode) on the rollercoaster at the amusement park on our last vacation.
- Where (do / did) you go yesterday?

F Complete each sentence with the correct form of the verb in parentheses.

 Listen and check your answers.

- Maria sometimes goes to the water park with her family on the weekend. (go)
- Last weekend, she _____ to the water park. (not go)
- She _____ to a pop concert with her friends. (go)
- Paco and Ivan _____ their friends at the amusement park last Sunday. (meet)
- They often _____ their friends there. (see)
- They _____ a good time on Sunday. (have)



G Communicate What do you usually do on vacation? What did you do on your last vacation? Talk to your partner about vacations.

Do you usually go to the beach?

No, we always visit family. Last vacation we went to see my cousins in Guanajuato.

What did you do in Guanajuato?

LESSON C FROM KINDERGARTEN TO UNIVERSITY



kindergarten



elementary school



middle school



high school

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

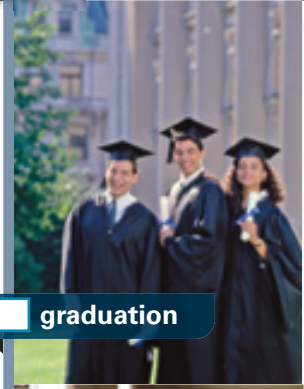
B Listen to the news report. Check (✓) the words in **A** that you hear.

C Vocabulary in Action Complete each sentence with a word from **A**.

1. When you finish school or university, you have a graduation ceremony.
2. In many schools, students wear a _____. This usually includes pants or a skirt, a shirt and sweater and sometimes, a school tie.
3. At _____, you can specialize and prepare yourself for a profession.
4. _____ is what the teacher gives you to study outside of class.
5. The change from _____ to high school can be difficult for some students.
6. We start our English course in grade 3 of _____ and we continue in elementary school.

D Match each word from A to its definition. You don't need all the words.

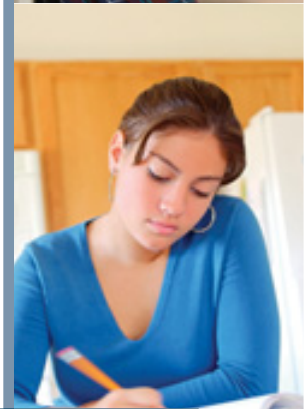
1. The clothes many students wear to school. _____
2. The school you go to after kindergarten. _____
3. The work you do out of class. _____
4. The first school you go to. _____
5. The school you go to after middle school. _____
6. The ceremony you have when you finish school. _____



graduation



uniform



homework



university

E Grammar in Context Study the chart.

Used to + verb

Examples	Explanations
We used to finish school at 1 PM in elementary school. Now we finish at 2:30 PM. My sister used to cry when my mom took her to kindergarten.	Use used to + verb in base form to talk about past habits and regular actions in the past, habits and actions that you don't do in the present.
I play sports in high school. I didn't use to be into sports. I didn't use to do my homework in middle school.	Use did not + use to + verb (base form) for negatives.
Did you use to talk in class in elementary school? Yes, I did. The teacher always used to move me to a different desk. Where did you use to sit in middle school, at the front or the back of the classroom?	Use did + use to + verb (base form) for questions.

F Grammar in Action Circle the correct word to complete each sentence.

- I (use / used) to wear a uniform in elementary school.
- Did you (use / used) to play soccer or basketball in middle school?
- My younger sister (didn't use / used) to like school, but now she loves it!
- Enrique (use / used) to play soccer every day, but now he has an injured knee.
- Where did you (use / used) to go to school before you started at this school?
- We (didn't use / used) to have a lot of homework, but now we have homework every day!

G Unscramble the sentences and questions.

- I take now take me but used to to school, the bus My mom .
My mom used to take me to school, but now I take the bus
- did use to Who you in elementary school sit next to ?

- play We on Saturdays used to basketball .

- didn't in middle school We use to computers use .

- with use to you Who play did in kindergarten ?

H Communicate Talk to your partner about your school experiences.
Compare your experiences and habits in elementary and middle school with what you do in high school.

I do projects with my classmates in high school. I didn't use to do projects in middle school.

I used to play basketball in middle school.

Why don't you play here?

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

Time expressions in the past

Examples

I was late for school **this morning**.
 Tomas played soccer **yesterday**.
 We ate pizza **last night**.
 Susana saw a movie **last Wednesday**.
 I finished middle school **last year**.
 Class started **an hour ago**.
 I met my best friend **5 years ago**.
 My sister graduated **in 2010**.
 The soccer tournament was **in May**.

Explanations

Use these **time expressions** with the simple past to talk about completed actions in the past.
 Use **last** with:
 night/days of the week/weekend/months/year
 Use **ago** with:
 hours/days/weeks/months/years
 Use **in** with years and months



B Complete the sentences so that they are true for you.

1. _____ yesterday.
2. _____ last weekend.
3. _____ last Thursday.
4. _____ in 2011.
5. _____ two years ago.
6. _____ three months ago.

C Listening Listen to the conversation and answer the questions.



14



1. How many people are talking? _____

2. What are they talking about? _____

D Listen to the conversation again. Complete each sentence with a number or word from the box.



14

Guadalajara	42	1955	Rio de Janeiro	6000
-------------	----	------	----------------	------

1. The Pan American Games were in Mexico in _____ and 1975.
2. The games were in _____ in 2007.
3. Approximately _____ athletes came to the 2011 games.
4. _____ countries participated in the 2011 games.
5. They started planning the _____ games in 2007.

Important Events

Research an important event that took place in your town, state or country. Look for photos and information. Make a poster and share it with your class.

A Brainstorm Think about an event (music / sports / culture / art). Make a list of questions about the event. Write the questions in the chart in **B**.

B Research Look at your questions. Use the Internet to research your event. Write the answers to the questions in the chart. Look for photos of the event, too.

Questions	Answers
When	
Where	
What	
Who	
How often	
How many	
Why	

C Share Share your information with a partner. Is there any information to add? Make your poster.

D Present Share your poster with your classmates. Answer your classmates' questions.



LESSON E AN AMAZING MOMENT IN MY LIFE



A **Listening** Listen to the conversations. Answer the questions.



1. How many speakers are there?
2. What are they talking about?



B Listen to the conversations again. Complete the sentences with the correct verb from the box. Put the verb into the correct form (simple present, simple past or *used to* + verb).



start	be	dance	practice	play
-------	----	-------	----------	------

1. Cristi danced ballet when she was in elementary and middle school.
2. When she _____ 14, Cristi won a dance competition.
3. Miguel _____ to play for the school basketball team six months ago.
4. Miguel _____ soccer in middle school.
5. Miguel _____ with the basketball team every week.

C **Pronunciation** Listen to the pronunciation of these verbs in the simple past.



start - started

play - played

dance - danced

D Listen to the sentences and write the verbs from the box in the correct column.



used started	practiced jumped	played wanted	decided danced	washed watched
-----------------	---------------------	------------------	-------------------	-------------------

/id/	/d/	/t/

E Speaking Think about an important event in your life. Use the words in the box to help you. Share with your partner.

school family religious travel sports

When I was 12, I played soccer at school and we won the championship.

Who did you play in the final with?

I think it was ...

F Writing Complete the blog with the sentences in the box.

- a. There are so many things to do there.
- b. My mom's friend picked us up at the bus station the next day and took us for breakfast.
- c. The most amazing event in my life was two days ago!
- d. The next day was excellent, too.

An Amazing Trip

How do you feel when you have the best experience of your life? Totally happy, right? (1) _____ My mom took me and my friend to Mexico City for the first time.

I was so excited about the trip. We took the night bus. (2) _____ After breakfast we went to the zocalo, the basilica and the ruins.

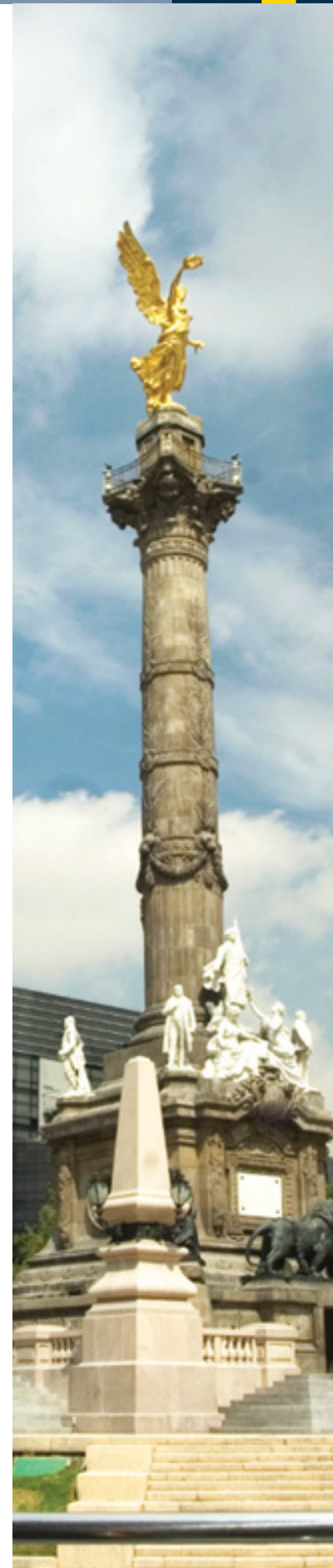
In the afternoon, we went to Chapultepec. (3) _____ We saw the castle, we went to the zoo, we rode on a boat and we walked around the park. We got really tired!

(4) _____ We went to the Anthropological Museum. Wow! I learned so much about Mexico.

It was an amazing trip!

G Write a blog in your notebook about an important event in your life.

H Look at your partner's blog. Does he/she use the simple past correctly?



GET CLOSE TO MEXICO

Around the world, people celebrate different personal events. In Mexico, what are the most important events in a person's life?

COMING OF AGE THE APACHE WAY



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

What is the girl in the photo doing? _____

How old do you think she is? _____

Where do you think she lives? _____

B Reading Captions Look at the pictures and read the captions. Write the answers to the questions below. Then read again to check your answers.

1. What important event does Nita describe?

2. How did she feel about the ceremony at the beginning and at the end?

1 The Apache Indians live in the southwest of the United States. A young Apache woman, Nita Quintero, described one important event in her life:

2 The Sunrise Dance lasts four days. It's the biggest ceremony of the Apache people—when a girl passes from childhood to womanhood. When I was 14, I didn't want to do it, because I felt shy. But my parents wanted it. My mother explained: "Then, you can live strong to an old age."

3 The ceremony started on Friday evening. In the ceremony, my Godmother massaged my body, to give me all her knowledge. Then I danced around the fire for many hours.

4 On Saturday, I danced again, **facing** the sun at **dawn**. The **medicine man** sang to me in our Apache language. After that, I ran for a long time so bad people can never catch me.

5 The next day, my father put corn and candies on me and he gave food to everyone to wish that we always have lots of food. On Monday, we gave everyone presents.

6 I'm happy I had a Sunrise Dance. It makes me understand my parents **care about** me. If I have a daughter some day, I want her to have a Sunrise Dance, too.

←

facing, adj. – looking at
dawn, n. – in the morning when the sun starts to come up
medicine man, n. phrase – a person in a Native American tribe who cures people when they are sick
care about, v. phrase – you care about someone or something that is important to you

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

1. What is this article about?

2. How long was the ceremony? (paragraph 2)

3. Why did Nita run at the ceremony? (paragraph 4)

4. Why did Nita's father give food to her and to the guests at the ceremony? (paragraph 5)

5. Check the sentence that you agree with:

- 1. It is important to continue to have traditional ceremonies.
- 2. It is not important to continue to have traditional ceremonies.

Rock of Legends

For scientists, it's the biggest rock in the world. For tourists, it's a center for outdoor adventure. For Australians, it's a **symbol** of national identity. For Aboriginal people, it's a traditional **sacred** place. For everyone who comes to this special place, *Uluru* has a different meaning. From far away, *Uluru* looks like a mountain, but it's really one big rock in the middle of a desert, 348 meters (1,142 feet) tall. An explorer named William Gosse named it Ayers Rock in 1873, for the **prime minister** of Australia. The first **tourists** started arriving in the mid-1930s.

Uluru is both a Natural and a Cultural World Heritage Site. There are Aboriginal rock paintings on its sides, and many Aboriginal stories about its history and **origin**. In 1985, the government gave the land back to the Anangu Aborigines, and changed the name back to the Aborigine word *Uluru*, meaning "Great Pebble" (or "Great Stone").

Uluru changes color at different times of the day: it can be gray, brown, red, orange, or yellow—and sometimes purple, when it rains.

Glossary

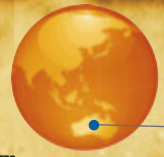
- holy:** connected with God or religion
law: a rule agreed upon by a group of people or society
origin: beginning of something
prime minister: the head of a government
symbol: an object or sign that represents another thing
tourist: a traveler

World Heritage Spotlight

Site: **Uluru-Kata Tjuta National Park (Ayers Rock)**

Location: **Northern Territory, Australia**
Category: **Natural and Cultural**

Status: **World Heritage Site since 1987**



Uluru-Kata Tjuta National Park, Australia

▲ *Uluru* is close to the very center of Australia, about 450 kilometers (280 miles) by road from the closest town.



▲ There are more than 400 groups of Aboriginal peoples in Australia, with many different languages and traditions.

At Home in the Desert

The land around *Uluru* is home to the Anangu Aboriginal people. The Anangu have lived in the Australian desert for more than 20,000 years, but today there are only about 4,000 left. In the past, they lived by catching animals and finding desert plants. Now they live in small villages, but they still speak their traditional language, called Pitjantjatjara. About 20% of them can speak English.



▲ The climb up the rock is not easy, as temperatures often reach 40 degrees Celsius (104 degrees Fahrenheit) or more. More than 30 people have died climbing *Uluru*.

Should Visitors Climb *Uluru*?

The Anangu never walk on *Uluru* because for them, it is a holy place. They ask visitors not to climb on the rock. But every year, more than 500,000 tourists come to *Uluru*, and about a third of them climb to the top. Some people believe there should be a **law** against climbing the rock.

ACHIEVEMENTS

A photograph of an astronaut inside a space station, looking out of a large window at the Earth from space. The astronaut's arm is visible in the foreground, and the Earth's blue and white clouds are seen through the window.

THEME

Unit 2

3

Opening Activity

Look at the picture and answer the questions.

1. Where is this person?
2. What is she doing?
3. How does she feel?



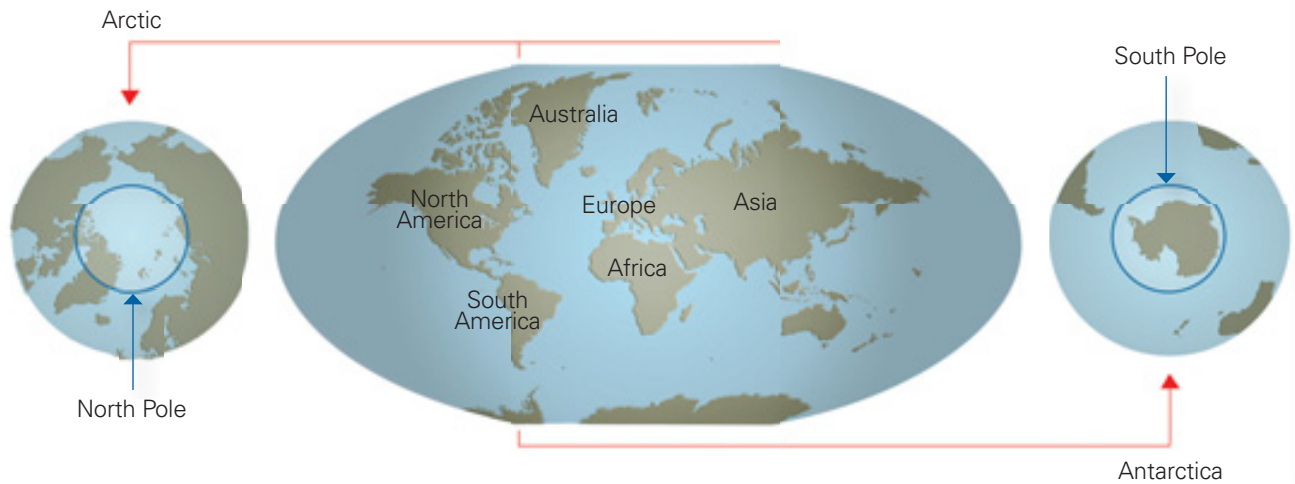
Theme Goals

In this theme, you will learn to:

- talk about the world and its continents.
- talk about discoveries, inventions and personal achievements.
- talk about work and volunteer experiences.
- ask questions without *did*.
- use *and*, *so* and *but* to connect ideas.
- use *could* to talk about possibility.
- use *could*, *would* and *can* to make polite requests.

LESSON A OUR WORLD

A Vocabulary in Context Study the map and the continents.



B Listen to the geography program and complete the notes in the chart.



Place	Facts
Africa	This continent covers _____ % of the world's land area.
_____	The South Pole is here. The _____ place on earth.
Asia	The _____ continent.
Australia	The _____ continent.
_____	This continent has 11 % of the world's population.
North America	This continent goes from the _____ region to the _____ peninsula.
_____	This continent has less than _____ % of the world's population.
The Arctic	The North Pole is here. It is not a continent, it is mostly _____ rather than land.

C Vocabulary in Action Complete each sentence with a word from **A**. Listen to the geography program again and check your answers.



- _____ covers one third of the world's total land area.
- The world's largest desert is in _____.
- The largest forest area of the world is in _____.
- Russia is the largest country in _____.
- The Great Barrier Reef is in _____.
- Antarctica is colder than _____.

D Grammar in Context Study the chart.

Simple past tense: Questions without *did*

Examples

Who reached the South Pole first, Robert Scott or Roald Amundsen?
Amundsen **did**. | Scott **didn't**.

How many people went on Amundsen's expedition? | Eight.

When did Amundsen reach the South Pole? (subject: Amundsen)
In December 1911.

Who did Cook travel to the North Pole with? (subject: Cook)
With local indigenous people.

Explanations

When the **Wh-** question word is the **subject** of the question, **did** is not needed. The verb is used in the simple past form.

Did/didn't may be used in short answers.

When the **Wh-** question word is not the subject, **did** + **base form** of the verb is needed.

E Grammar in Action Unscramble the questions.

- to traveled Who North America ?
_____ *Who traveled to North America?* _____
- people came many by bus How ?

- Australia Who visited ?

- you at the airport met Who ?

- on the trip went How tourists many ?

F Complete each question with the correct form of the verb in parentheses.

- How many people _____ your family last vacation? (visit)
- Who _____ with you on your last vacation? (go)
- Who _____ you about the hotel? (tell)
- How many people _____ the hotel? (like)

G Communicate Write four general knowledge questions about the world. Ask your partner the questions.

How many continents are there?

Who went to the South Pole first?

Seven.



A Vocabulary in Context Read the article and look at the words in bold.



1942

The 20th Century

– a century of major developments

Developments in the 20th century **changed** our relation to the universe we live in and how we communicate.

Space exploration **began** in 1942, when Germany **designed** the first rocket. After that, animals and humans went to space. In 1957, the Soviet Union sent a dog into orbit, but Laika wasn't the first living thing to go into space. America sent fruit flies in 1947, and in 1949 a monkey named Albert traveled to space. These animals **tested** the effects of space travel so that the first man could go to space in 1961 and the first woman could go in 1963. Space travel and exploration **grew** over the years, and in 2001 the first space tourist took a trip. Dennis Tito **paid** 20 million dollars to travel to space!

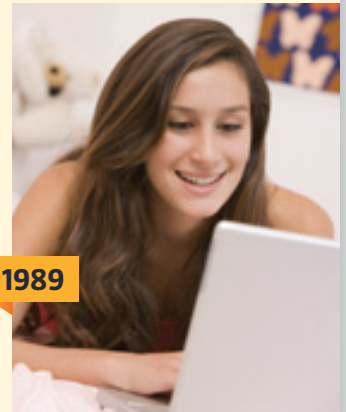
Communication was another big development. In 1973, Martin Cooper, a manager at Motorola, designed the first cell phone, but it was much bigger than they are now! Also, in 1973, Vinton Cerf, an American computer scientist, **invented** the Internet and in 1989, Timothy Berners-Lee, an English scientist, **developed** the World Wide Web.



1947



1973



1989

B Match each verb in bold in A to its synonym. Write the verb and its base form.

- | | | | | | |
|-------------------|-----------------|---------------|-----------------------|-------|-------|
| 1. made | <u>designed</u> | <u>design</u> | 5. get bigger | _____ | _____ |
| 2. give money | _____ | _____ | 6. create | _____ | _____ |
| 3. make different | _____ | _____ | 7. make something new | _____ | _____ |
| 4. check | _____ | _____ | 8. start | _____ | _____ |

C Vocabulary in Action Complete each sentence with a verb from **A**. You do not need all the verbs.

- Tony Fadell _____ the iPod in 2001.
- The number of schools with Internet access _____ last year.
- The social network Facebook _____ in 2004.
- Gabriel _____ \$500 for his new cell phone.
- Microsoft _____ their new software with high school students.
- The new smartphone is different. They _____ some of the applications.

D Grammar in Context Study the chart.

Conjunctions: *and, so, but*

Examples

In 1957, the Soviet Union sent a dog into orbit, **but** Laika wasn't the first living thing to go into space.
 Dennis Tito trained for 900 hours **and** paid 20 million dollars to travel to space!
 They tested the effects of space travel **so** in 1961 the first man could go to space.

Explanations

Use **but** to give contrasting information.
 Use **and** to give more information.
 Use **so** to explain a result or a consequence.

E Grammar in Action Circle the correct word to complete each sentence.

1. People wanted to use telephones anywhere, (and / **so** / but) Motorola developed the cell phone.
2. People were very interested in the first cell phone, (and / so / but) it was very expensive – about \$3,500.
3. Technology develops very fast, (and / so / but) computer manufacturers must always design new models.
4. Our school now has 20 new computers (and / so / but) Internet.
5. The first man in space was from the Soviet Union, (and / so / but) the first man on the moon was from North America.
6. Different countries collaborated to build the International Space Station (and / so / but) all research results are shared.



F Complete the sentences with **and, so** or **but**. Listen and check your answers.



19

In 1997, the car company Toyota designed the first hybrid car. It uses gas (1) _____ electricity, (2) _____ it is better for the planet. Pollution from cars that use gasoline is a big problem, (3) _____ car manufacturers began to develop cars that were better for the environment, (4) _____ not expensive. Toyota's hybrid car, the Prius, is very popular in Japan (5) _____ North America. Toyota was the first company to develop a hybrid car (6) _____ now many other car companies offer hybrid models, too.

G Communicate Make a list of the four most important inventions from the 20th century. Compare your list with your partner's list and decide on a final list.

I think the Internet is the most important invention.

Because we can find out information about everything with the Internet.

Why?

LESSON C My Achievements



receptionist

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



sports instructor



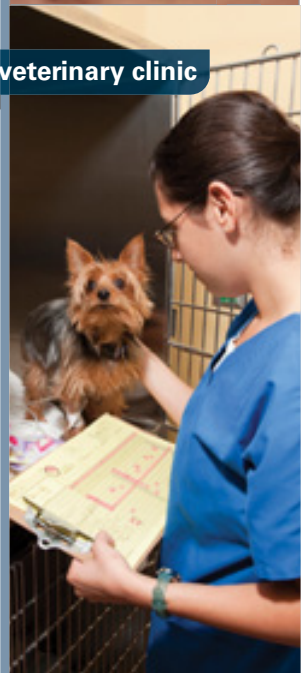
hospital



waiter/waitress

B Listen to the radio show. Complete the chart.

Name	Job	Place	Skills
Marisa	_____	Doctor's clinic	Using a computer; talking to people
Jaime	<i>Volunteer</i>	_____	Working with animals
Natalia	_____	_____	Working with children
Lilia	_____	Elementary School	Talking to people; is patient



veterinary clinic

C Vocabulary in Action Complete the sentences with a word/words from **A**.

1. I worked as a _____ at the supermarket last summer.
2. Someone who likes working with children can be a _____ at a school.
3. A _____ needs to like doing exercise.
4. My friend works as a _____ at his dad's restaurant on the weekends.
5. You use the telephone a lot when you are a _____.
6. I want to study medicine, so I am a volunteer at the _____.



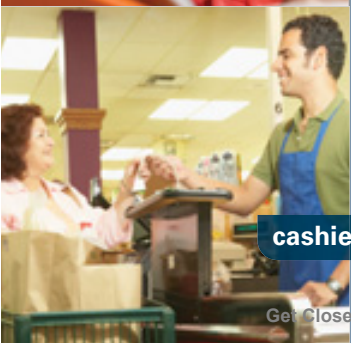
volunteer

D Communicate Write three jobs you want to do and where you want to do them. Share with your partner and say why you want to do each job.

I want to be a volunteer at a veterinary clinic.



sales assistant



cashier

E Grammar in Context Study the chart.

Could for possibility

Examples

I am very patient, so I think I **could be** a good teacher.
 You **could be** a volunteer at the children's club during vacation.
 The job **couldn't be** at a veterinary clinic, I don't like animals.
 Imelda **couldn't be** a receptionist. She doesn't like talking on the phone!

We need summer jobs. **Could we work** at your dad's restaurant?
 Yes, you **could**.

Moni and Felipe want to be doctors. **Could they help** at the hospital to get some experience?
 No, they **couldn't**.

When **could** you **start** working?
 I **could start** next week.

Explanations

Use **could** + base form to talk about possibility.

Could doesn't change form. It is the same for all subjects (I, you, he, she, it we, they).

Use **couldn't (not)** + base form for negative ideas.

Use **could** + subject + base form for questions.

Use **could/couldn't** for short answers.

F Grammar in Action Unscramble the sentences and questions.

- get as a waiter I a job during summer vacation could .
I could get a job as a waiter during summer vacation.
- sports instructor you be Could a ?

- work I at a hospital couldn't .

- Juan get as a sales assistant Could a job ?

- volunteers We be could not .

G Write a possibility with **could** for each situation.

- Pepe is good at tennis.
He could be a sports instructor.
- I love animals.

- Ana Maria likes talking to people on the phone.

- Paco likes working with people.

- Paula speaks perfect English.

- I want to work with children.

Do you work?

Yes, I'm a dance instructor but I want to do something different.

You like working with children. You could be a volunteer at a school.

H Communicate Talk to your partner about your work or volunteer experiences. Give each other ideas about jobs or volunteer work you **could** do.

LESSON D CAN YOU HELP ME?



A Language Builder Study the chart.

Polite requests

Examples

- Can you help, please?
- Could you open the door, please?
- Would you close the window?
- Can you pass Juan that book, please?
- Sure.
- Could you help her, please?
- Of course.
- Would you give me a ride home, please?
- I'm sorry, I can't. I don't have my car today.

Explanations

Use **can / could / would** + subject + base form to make polite requests (to ask someone to do something).

Could and **would** are more formal than **can**.

Use a **name** or an **object pronoun** (*me, you, him, her, it, us, them*) to say who the action is for.

Use **please** to be more polite.



B Listen to the three conversations. Where are the people?

- 21 Conversation 1: _____
- Conversation 2: _____
- Conversation 3: _____

C Listening Listen again and circle what each person asks for.

- 21 Conversation 1:
 (a) help with English homework (b) help with his bag (c) help with math homework
- Conversation 2:
 (a) to close the window (b) to open the window (c) to get off the bus
- Conversation 3:
 (a) a sandwich (b) a soda (c) a coffee



D Unscramble the requests.

1. the pass you dictionary Could ?

2. help you them their Can bags with ?

3. door close you the Would ?

4. paper you Lalo give Can some ?

5. me tell you time Would the ?

E Communicate Use polite requests to ask your partner to do four things for you.

Can you give me a pen, please?

Of course. Here you are.

Sorry, I don't have one. Would you pass me your eraser?

Discoveries and Achievements

Research an important discovery or achievement. Look for photos and information. Make a presentation and share it with your class.

A Brainstorm Think about an important discovery or achievement (scientific/ technological/geographical/architectural/in sports). Make a list of questions about the discovery or achievement. Use the words in the box. Write the questions in the chart in **B**.

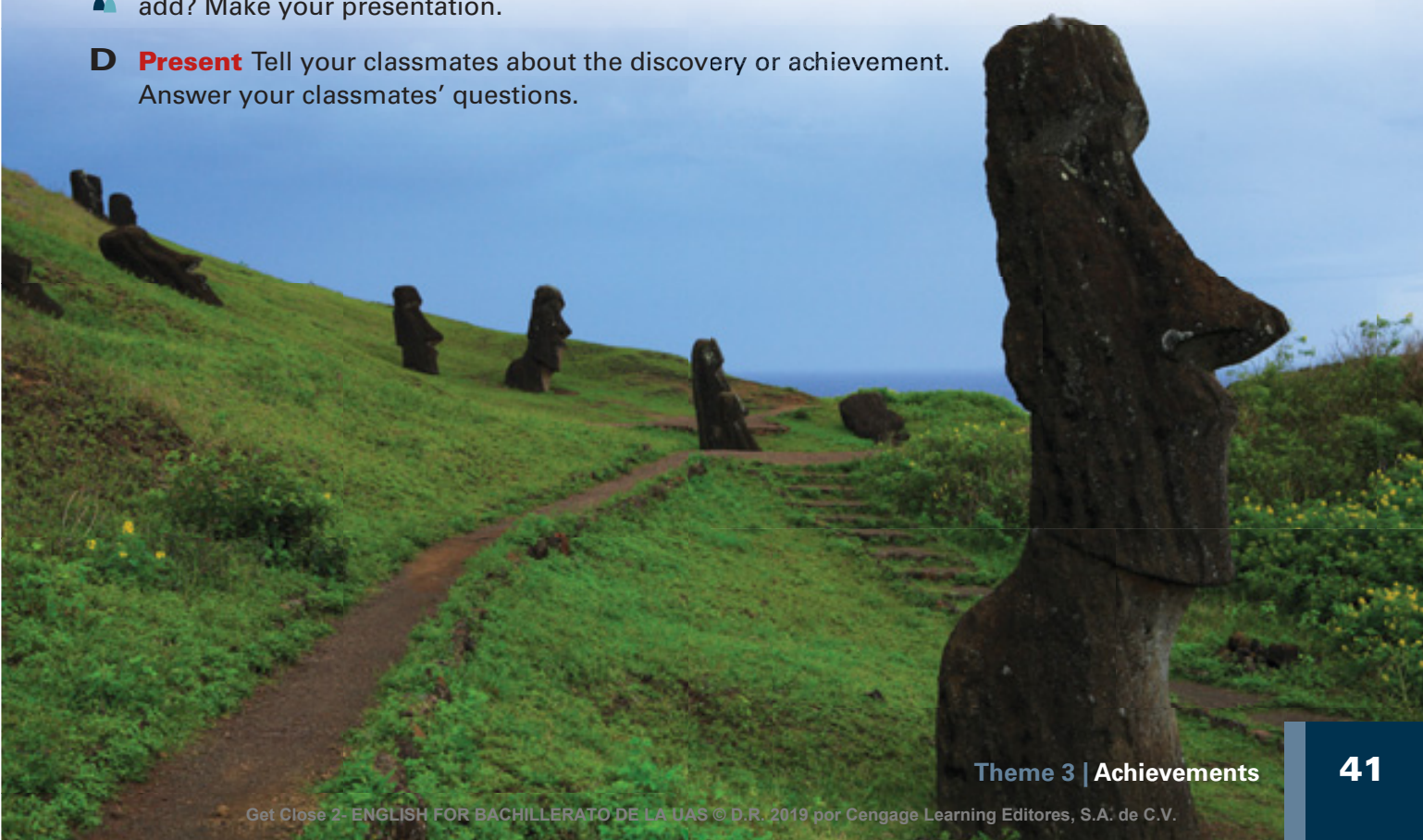
discover invent develop design begin change test

B Research Look at your questions. Use the Internet to research your discovery or achievement. Write the answers to the questions in the chart. Look for photos of the person and his/her discovery or achievement, too.

Questions	Answers
When _____?	
Where _____?	
What _____?	
Who _____?	
How _____?	
How many/How long _____?	
Why _____?	

C Share Share your information with a partner. Is there any information to add? Make your presentation.

D Present Tell your classmates about the discovery or achievement. Answer your classmates' questions.



LESSON E WHAT AN ACHIEVEMENT!



A **Listening** Listen to the conversation. Answer the questions.



22

1. How many speakers are there? _____
2. Where are they? _____
3. What are they talking about? _____

B Complete the chart. Listen to the conversation again and check.



22

Plans	Experience	Skills/Qualities	Hobbies/Interests
_____	_____	_____	_____
veterinary medicine after high school	at a veterinary clinic	English responsible	running
_____	_____	_____	_____
_____	at a veterinary clinic	a computer	animals

C **Pronunciation** Listen to these requests. Pay attention to the intonation.



23

Could you help me?

Would you carry this, please?

D Listen to the requests and responses. Practice them with a partner.



24

1. A: Can you show me your book, please?
B: Yes, here it is.
2. A: Would you help me with my suitcases?
B: I'm sorry, I have to run. My bus is leaving.
3. A: Could you get me a glass of water?
B: Sure, here you are.
4. A: Can you write your name here, please?
B: Of course.
5. A: Could you help me with the homework?
B: Sure, what's the problem?
6. A: Would you open the window, please?
B: I'm afraid I can't. It's broken.

E Speaking Think about your future plans, experiences, achievements, and hobbies. Make notes and share with your partner.

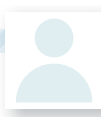
Plans	Experience	Skills/Qualities	Hobbies/Interests

- What are your plans?
- I want to work for a big company.
- What work experience do you have?
- I worked in an office last summer.

F Writing Complete the profile with the information from the box.

Hard-working and responsible Rebeca Garcia	Volunteer Teacher's Assistant 2010-2013	Answer customer questions Organize activities
---	--	--

YOUR PROFILE



Contact Information
(1) _____
Colomos 527
Vista Bonita
Querétaro
555 2759555
rebegarcia@geo*mail.com.mx

Education
Bachillerato Tecnológico Querétaro
(2) _____

Experience
Escuela Primaria Benito Juárez, Querétaro
Jan 2012 – May 2012
(3) _____

Responsibilities:
(4) _____

teach reading skills

Superfarmacia, Querétaro
May 2012 – Present
Cashier
Responsibilities:
(5) _____


register customer purchases

About Myself
Good level of English
Computer skills
(6) _____

Enjoy working with people

G Write your profile in your notebook.

YOUR PROFILE



H Look at your partner's profile. Does he/she show his/her work experience, achievements, and skills clearly?

GET CLOSE TO MEXICO

People of different nationalities are famous for their discoveries and achievements. In Mexico, who is famous for an important discovery or achievement?

The City of Machu

the heart of the Inca Empire



UNESCO declared Machu Picchu a World Heritage Site in 1983. Nowadays, no more than 2,500 tourists are permitted to visit the site each day.

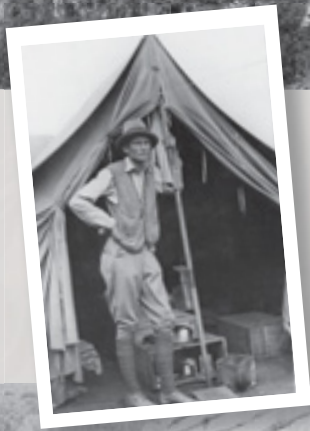
A Connect with the Text Look at the pictures and captions. Answer the questions.

1. What is the man's profession? _____
2. What is UNESCO's connection to Machu Picchu?

B Scan Scan the article and answer the questions below. Then read again to check your answers.

1. When did Bingham discover Machu Picchu? _____
2. How far above the valley is Machu Picchu? _____
3. When did Bingham start to clear the tropical forest? _____

Picchu



Hiram Bingham



Temple with man leaning

1 *Most people travel for vacations, but some people travel to explore and discover new places. In 1911, Hiram Bingham, an American archeologist, traveled to Peru. He discovered Machu Picchu, the lost city of the Incas. Read his report of the discovery.*

2 In 1911, I went to Cuzco looking for **ancient** Inca ruins. We left Cuzco and traveled to the modern city of Urubamba. Then we continued down the Urubamba river. When we arrived at Mandorpampa, I met a man called Arteaga. I asked him about ruins. He told us of some ruins called Machu Picchu, 2,000 feet (600 meters) or more above the valley.

I offered to pay him 50 cents per day to take us to the ruins.

3 The next day, we crossed the river and began a very difficult climb. Finally, we arrived in a **tropical forest** on top of the mountain.

4 Immediately we found some ancient Inca walls made of white stone. I knew that this was a truly amazing discovery.

5 I returned in 1912 and we began to **clear** the forest. The ruins started to appear and they were **outstanding**. The walls are made from enormous stones and they **fit** together perfectly. As we cleared the forest, we discovered more and more ruins. It was the lost city of Machu Picchu.

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

1. What is this article about?

2. Who told Bingham about the Machu Picchu ruins? (paragraph 2)

3. How much did Bingham pay Arteaga to take him to the ruins? (paragraph 2)

4. What did Bingham find in the tropical forest? (paragraph 4)

5. Circle the sentence that you agree with:
 - a. It is important to preserve ancient sites like Machu Picchu.
 - b. It is not important to preserve ancient sites. We need to make our modern world better.

ancient, adj. – extremely old

tropical forest, n. – a place in a hot, wet climate where lots of trees and plants grow

clear, v. – take things away from a place

outstanding, adj. – incredible; amazing

fit, v. – when something *fits*, it is the right shape or size



THEME

Unit 2

4

Opening Activity

Look at the picture and answer the questions.

1. Where is this man?
2. What is he doing?
3. How does he feel?



DIET AND HEALTH

Theme Goals

In this theme, you will learn to:

- talk about amounts and quantities.
- talk about food, diet and exercise habits.
- use *some* and *any*.
- use *a lot of*, *much* and *many*.
- use subject and object pronouns.
- use possessive adjectives.

LESSON A Do You Have Any Milk?



a kilo of sugar



400 grams of cheese



a liter of milk



a carton of juice



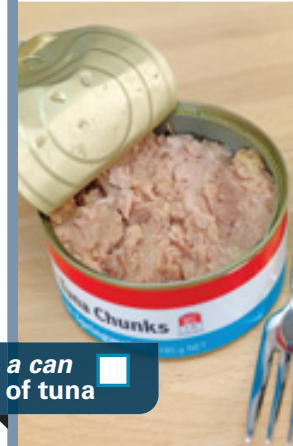
a bag of rice



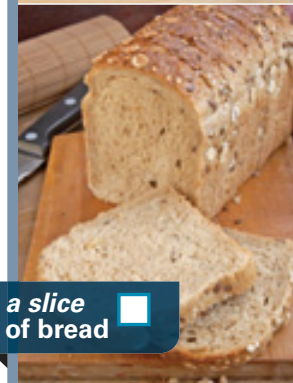
a jar of jam



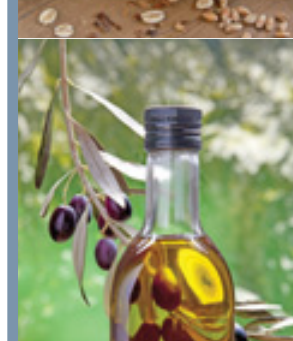
a tube of toothpaste



a can of tuna



a slice of bread



a bottle of olive oil

A Vocabulary in Context Study the words in the columns.

B Check (✓) the items in **A** that you buy every week.

C Vocabulary in Action Listen and circle the items in the columns that you hear. Listen again and check your answers.

D Listen to the interviews. Complete the conversations with one of the words in *italics* in **A**.

Interview 1

A: Hello, can I ask you some questions about your shopping? Are you buying any drinks?

B: Yes, I am. I have a (1) _____ of soda.

A: OK, and what else are you buying?

B: Well, I have a (2) _____ of pasta and a (3) _____ of tomato sauce.

A: Sounds good. Are you making lunch for your family today?

B: Yes, I am, and pasta and tomato sauce is easy to cook!

Interview 2

A: Excuse me, can I ask you some questions?

B: Sure.

A: What are you buying today?

B: Well, I'm making a cake this afternoon.

A: Mmm, nice. So what do you need to buy?

B: I need to get a (4) _____ of eggs, 100 (5) _____ of butter and a (6) _____ of flour.

A: Okay, thanks very much for talking to me.

E Write more items in each column.

kilo / grams	liter	slice	jar
<i>apples</i> <i>tortillas</i>			

bottle	can	carton	tube	bag
<i>soda</i>				

F Grammar in Context Study the chart.

Quantities: *Some* and *any*

Examples	Explanations
Do you have any juice? No, I don't have any juice. Are there any apples? There isn't any fruit.	Use any in questions and negative sentences with plural count nouns and non-count nouns.
There are some tortillas on the table. We need some rice and some tomatoes.	Use some in affirmative sentences with plural count nouns and non-count nouns.
Do you want some coffee? (offer) Can I have some water? (request) Do you want some cookies? (offer)	Use some with plural count nouns and non-count nouns in questions that are offers or requests .

More Numbers

100, 101, 102 ...
150, 151, etc.,
200, 300, 400,
500, 600, 700,
800, 900, 1000

G Grammar in Action Circle the correct word to complete each sentence or question.

- Are there (some / any) eggs?
- Can I have (some / any) juice, please?
- We bought (some / any) bread yesterday.
- There isn't (some / any) milk.
- There aren't (some / any) cans of tuna.
- Do we have (some / any) tortillas?

H Complete each sentence or question with *some* or *any*. If you don't need *some* or *any*, write *X*.

- I'm making fruit salad for the picnic, so I need to buy some fruit.
- I'm making cheese sandwiches for the picnic but there isn't _____ cheese!
- We are taking _____ a bottle of soda and _____ chips to the picnic.
- Is there _____ chicken? Dad wants chicken for lunch.
- Can I have _____ chicken, too, please?
- Can you buy _____ a kilo of tortillas to have with the chicken, please?

I Communicate Work with a partner. Talk about your family's shopping habits.

We buy two liters of milk every day.

Two liters, wow!
Is your family big?

Yes, I have three brothers. What about you? Do you buy any milk?



A Vocabulary in Context Read the article. Look at the words in bold.



Healthy Eating

My Plate



It is important to have a healthy diet. Your diet is the food you usually eat. A healthy diet includes food from all five food groups: vegetables, fruit, **protein**, **grains**, and **dairy**. The My Plate icon shows the five food groups and how much you need to eat of each group at every meal.



vegetables

Half of your plate needs to be from the vegetable group (**cabbage**, **squash** and **carrots**, for example) and the fruit group (**apples**, **pineapples**, etc.), but you need to have more vegetables than fruit. The other half of your plate needs to be grains and protein, but the grains portion is bigger. Grains are foods that we make with **wheat**, **rice** or other cereals (for example, **bread**, tortillas and **pasta**). Protein foods include **meat**, **fish**, eggs, **beans**, and nuts. You also need a portion from the dairy group (for example, **yogurt** and **cheese**).

So, think about your plate every day, do you have the correct amounts from each food group? Do you have a healthy diet?



fruit



B Vocabulary in Action Label the food groups and food items with the words in bold from the article.

C Complete each sentence with a word in bold from **A**.

- Milk products are in the _____ food group.
- Half of your plate needs to come from the _____ and _____ food groups.
- We make spaghetti and other pasta products from _____.
- _____ are an important protein food in the Mexican diet.
- Tuna is a kind of _____.
- Many people like to have _____ on top of their pizza.

D Grammar in Context Study the chart.

Quantities: *A lot of, much and many*

Examples	Explanations
I eat a lot of fruit every day. Susy doesn't eat a lot of tortillas with her lunch. Do you eat a lot of fruit? Yes, I do. / No, I don't.	Use a lot of to talk about a large quantity of something. Use a lot of in affirmative and negative sentences and questions with plural count nouns and non-count nouns.
My brother doesn't drink much milk. Do you eat much cheese? Yes, I eat cheese every day. How much milk do we need every day? Three glasses.	Use much to ask about quantity and to say " not a lot of " with non-count nouns. Use much in negative sentences and questions.
I don't eat many carrots. I don't like them! Do you eat many tortillas with your lunch? No, I don't. / Yes, I do. How many cans of soda do you drink a week? About five.	Use many to ask about quantity and to say " not a lot of " with plural count nouns. Use many in negative sentences and questions with plural count nouns.

E Grammar in Action Circle the correct word to complete each sentence or question.

- How (much / many) protein foods do you eat every day?
- My mom gives us (a lot of / many) fruit.
- There isn't (a lot of / many) milk. Can you buy some more?
- There isn't (much / many) bread. Do we need more?
- Do you eat (much / many) nuts in your diet? They are very good for you.

F Complete each sentence or question with *a lot of, much or many*. Sometimes more than one option is possible.

- How _____ food groups are there?
- Do you drink _____ milk?
- We need _____ tuna for the tuna salad.
- You don't need to put _____ salt in the salad.
- How _____ sugar do you have in your coffee?
- There aren't _____ tomatoes for the salsa.

G Communicate Talk to your partner about what you eat. Do you include food from all the food groups on your plate every day?

What do you eat from the dairy group?

I drink a lot of milk every day. How about you?

I don't drink much milk, but I eat a lot of yogurt and cheese.

LESSON C HEALTHY LIVING: DIET AND EXERCISE



go jogging



go to the gym



lose weight



sleep well

A Vocabulary in Context Read the words in the columns.

B Listen to the conversations and complete the chart with activities from **A**.

Name	Activities
Mateo	
Julieta	
German	



eat well



do exercise

C **Vocabulary in Action** Complete the paragraph with the activities in the box. Put the verbs into the correct form. Listen and check your answers.

- sleep well
walk
- go jogging
eat well
- do exercise
lose weight

Last year, I got sick a lot and I was always tired, so I started to (1) eat well and I (2) _____. Now I am thinner and I feel healthier and happier. My sister and I decided to (3) _____, so we go swimming on Saturdays and we always (4) _____ to school instead of taking the bus. My friend Jaime is very healthy, he always goes to bed early, so he (5) _____, and he (6) _____ every morning before school.



ride a bike

D Write sentences about you and your family using the activities from **A**.

1. I don't always eat well.
2. _____
3. _____
4. _____
5. _____
6. _____



walk

E Grammar in Context Study the chart.

Subject and object pronouns

Subject Pronouns	Object Pronouns	Examples	Explanations
I you he she it we they	me you him her it us them	<p>I like to do exercise so I go swimming with my sister.</p> <p>I go swimming with her on Saturdays. But my friend Jaime tells us to do more exercise.</p> <p>I told him we walk to school every day. Jaime and his friends play volleyball. They invited us to play with them.</p>	<p>Subject pronouns tell us <i>who</i> (or <i>what</i>) is doing the action.</p> <p>Object pronouns tell us <i>who</i> (or <i>what</i>) is receiving the action. Use object pronouns after prepositions, e.g., <i>with, to, for, about</i>.</p>

F Grammar in Action Circle the correct pronoun to complete each sentence.

- Mateo and German invited Julieta to go to the gym with (they / them).
- German has Mateo's bike. Mateo wants German to help (he / him) fix (him / it).
- Julieta told German he needed to eat well. (She / Her) told (he / him) about the food groups.
- Julieta's teacher gave (she / her) a project on food around the world.
- "I can help (she / you) with the project," said Mateo. "(I / Me) love food!"
- (We / Us) did the project and German helped (we / us).

G Rewrite each sentence using subject and object pronouns for the underlined words.

- My mom bought Javier a new bike.
She bought him a new bike.
- My dad took my friends and me to the soccer game.
- I helped my mom make a healthy dinner.
- My brother and I told our friends about the new gym.
- The students learned about the food groups.

H Communicate Talk to your partner about your diet and exercise habits. Say who you do activities with.

I play soccer with my friends.

Do you play with them every day?

No, we usually play on the weekend. What about you?



A Language Builder Study the chart.

Possessive adjectives			
Subject pronouns	Possessive adjectives	Examples	Explanations
I you he she it we they	my your his her its our their	<div style="border: 1px solid gray; padding: 5px; border-radius: 10px;"> Jaime and his friends play volleyball. They play at our school. Sometimes we watch them. Their coach is very good. My brother wants to play on the team, too. </div>	Use possessive adjectives to show possession (who an object belongs to) e.g., <i>you have a bike. That is your bike.</i>



B Listening Listen to the conversation and answer the questions.

1. Who are the speakers? _____
2. Where are they? _____

C Listen to the conversation again. Complete each sentence about Paola and Marco with the correct possessive adjective.

1. (Paola) _____ father goes to the gym on Wednesdays.
2. (Marco) _____ favorite exercise is jogging.
3. (Paola) _____ favorite snack is fruit and yogurt.
4. (Paola and Marco) _____ spinning class starts at 6 o'clock.

D Complete each sentence with the correct possessive adjective.

1. We play volleyball at school. _____ team won the local championship.
2. I like playing basketball, but _____ brother likes soccer.
3. They need to lose weight. _____ diet needs to change.
4. Eliza, the gym instructor, is very good, so _____ schedule is very busy.
5. You need to go. _____ class starts in 10 minutes.
6. Franco broke _____ leg playing soccer last week.



Eating Habits around the World

Research what the typical diet is in another country. Look for photos and information. Make a poster and share it with your class.

A Brainstorm Decide on a country you want to find out about. Make a list of questions about the diet and basic foods in that country. Use the words in the box. Write the questions in the chart in **B**.

food groups prepare buy eat drink meals a day healthy

B Research Look at your questions. Use the Internet to research the country's diet. Write the answers to the questions in the chart. Look for photos of the people from the country and the food they eat, too.

Questions	Answers
When _____?	
Where _____?	
What _____?	
Why _____?	
How much/many _____?	
Who _____?	

C Share Share your information with a partner. Is there any information to add? Make your poster.

D Present Share your poster with your classmates. Answer your classmates' questions.



LESSON E GETTING HEALTHY!



A **Listening** Listen to the conversation. Answer the questions.

30

1. Who are the speakers? _____
2. What are they talking about? _____

B Listen to the conversation again. Complete the chart.

30

My Schedule		
	Monday	Tuesday
Breakfast	<i>yogurt,</i>	
Lunch		
Supper		
Exercise		

C **Pronunciation** Listen to the pronunciation of *some* in these sentences.

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- We have some eggs, but I think we need to get more for breakfast.
 We have some eggs, some tortillas and a lot of fruit. We can make breakfast!

D Listen to each sentence and circle *some* when it is stressed.

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1. Some people like going to the gym, others like doing exercise alone.
2. There were some free exercise classes at the park today.
3. Do you want some more water?
4. You need to eat some protein at every meal, but your fruit portion needs to be bigger.
5. I want some broccoli, but I don't want any carrots.
6. You have to eat some fruit to be healthy.

E Speaking With your partner, plan a meal for a class party at the end of the semester. Include all the food groups in the meal.

F Writing Complete the diet and exercise schedule with the information in the box. Write the letter.

- a. Walk to school. Go jogging with Maria.
 b. Meat tacos with tomato sauce and avocado. Some fruit.
 c. Scrambled eggs, tortillas and some fruit.
 d. Fish, some rice and a lot of vegetables.

We could have *birria*. What food groups does *birria* include?

Meat is from the protein group.

Okay, and tortillas are from the grains group.

	Monday	Tuesday	Wednesday	Thursday
Breakfast	A glass of juice and some cereal with fruit.	_____	A fruit milkshake and a cheese and ham sandwich.	Yogurt and fruit. A glass of juice.
Lunch	A steak, broccoli and carrots, some rice. Flan.	_____	Beans and rice with tomatoes, and some tortillas.	Enchiladas with cheese and beans. Carrot and cucumber with lime juice.
Supper	A slice of bread, a glass of milk. A lot of fruit.	Quesadillas and some salad. A glass of milk.	Cereal with milk and fruit.	_____
Exercise	Walk to school. Play volleyball.	Dance class.	_____	Dance class.

G Write your diet and exercise schedule in your notebook. Make sure you include all the food groups in your meals.

H Look at your partner's diet and exercise schedule. Does he/she use **quantity words** and **food** and **exercise** vocabulary correctly? Do the meals include the right balance from the food groups?

GET CLOSE TO MEXICO

Every country has different "basic" ingredients in their national diet. What are the "basic" ingredients of the Mexican diet? Is it a healthy diet?

The Hottest Chili

Scoville heat units (SHU) measure how hot a pepper is.

Scotch bonnet

75,496 SHU

Thai

60,000 SHU

Jalapeño

5,500 SHU

The Dorset naga is one of the world's hottest (spiciest) chilies. But there is a type of chili that is even hotter . . .

Dorset naga

923,000 SHU

Sweet bell pepper

0 SHU

Cayenne

23,000 SHU

Tabasco

190,524 SHU

World's hottest chili

1,000,000+ SHU



Anandita Dutta Tamuly is a world champion chili eater.

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

1. How do we measure how hot a chili pepper is? _____
2. Who is Anandita Dutta Tamuly? _____

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

1. What does SHU refer to? _____
2. What is the name of the world's hottest chili? _____
3. How many of the hottest chilies did Anandita Dutta Tamuly eat? _____



1 You know the feeling—your mouth feels like it’s on fire and the heat makes your eyes water—when you eat one of nature’s spiciest foods: the chili pepper!

2 Chili peppers, also called chilies, are found in various dishes around the world—from Indian curries to Mexican enchiladas. Chilies come from the capsicum plant, and they are “hot” because they have capsaicin in them.

3 Eating chilies can be painful, but the capsaicin may be good for your health. It opens your nose so you can **breathe** better. It may help you lose weight: capsaicin makes you feel less hungry and makes your body burn more **calories**.

4 We can **measure** the capsaicin in chilies with Scoville heat units (SHU). A medium **spicy** green pepper has about 1,500 units. The world’s hottest chili, the Naga Jolokia (Ghost Pepper), has more than a million units!

5 The Naga Jolokia is produced in the Assam region of India. Recently, Anandita Dutta Tamuly, a 26-year-old mother from Assam, broke a world record by eating 51 of these peppers – in just two minutes!

6 “I found eating chilies was a great way to stay healthy,” says Tamuly. “Every time I have a cold or flu I just eat some chilies and I feel better.”

← **breathe, v.** – take air in and out of your body with your nose or mouth

calories, n. – units used to measure the energy value of food

measure, v. – to find the size, length or amount of something

spicy, adj. – hot, used to describe food

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

1. What is this article about?

2. What is capsaicin? (paragraph 2)

3. Why are chilies a healthy food? (paragraph 3)

4. What does Anandita Dutta Tamuly do when she has a cold? (paragraph 6)

5. Circle the sentence that you agree with:

a. It is important to eat chilies to stay healthy.

b. It is not important to eat chilies to stay healthy.

Smoking Wonderland

In the early 1800s, explorers in North America came back from the west with stories about a strange land with **boiling** mud, **steaming** lakes, and trees made of stone. The stories seemed incredible—but they were true. The explorers had discovered Yellowstone. In 1872, it became America's—and the world's—first national park.

Today, more than two million people visit Yellowstone National Park every year. One of the most popular sights is its famous **geyser** called Old Faithful, which **erupts** every 90 minutes, day and night. The park has more than 300 other geysers—more than 60% of all the geysers in the world. There are also pools of hot mud, and hot blue lakes with steam above them.

Yellowstone is the home of many kinds of animals and plants. Visitors to the park have the opportunity to see wolves, bears, and, if they are lucky, a mountain lion.

Yellowstone's geysers, pools, and other natural surprises have given the national park its nickname: "Wonderland."

Glossary

- ash:** gray dust produced after something is burned
- boil:** change from liquid to vapor (e.g., steam, smoke, or gas) by applying heat
- erupt:** throw out a lot of very hot material
- geyser:** a hole in the earth where hot water and gas come out
- steam:** very hot water that becomes a gas



Wild Wolves

The last wild wolf in Yellowstone was killed in 1926. Nearly 70 years later, 14 wolves from Canada were brought to live in the park. Since then, the number of wolves living in Yellowstone has risen to about 300.

World Heritage Spotlight

Site: **Yellowstone National Park**
Location: **Wyoming/Montana/Idaho, U.S.A.**
Category: **Natural**
Status: **World Heritage Site since 1978**



Yellowstone National Park

Ready to Blow?

Where does all of Yellowstone's heat come from? The National Park sits on top of one of the largest—and most dangerous—volcanoes on Earth.



Yellowstone's largest eruption, 640,000 years ago, was a thousand times stronger than the 1980 eruption of Mount St. Helens. Scientists believe that Yellowstone's "super-volcano" will erupt again, but it could be 100,000 years in the future.



Beneath Yellowstone is an area of super-heated rock called a magma chamber. (A) Pressure deep within the Earth causes the magma to rise. (B) When the volcano erupts, it can cause **ash** and other material to rise 40 kilometers (25 miles) into the air. (C) The result, says scientist Bob Christiansen, is like "opening the Coke bottle after you've shaken it."

MY STORIES



THEME

Unit 3

5

Opening Activity

Look at the picture and answer the questions.

1. Who are these children?
2. Where are they?
3. What are they doing?



Theme Goals

In this theme, you will learn to:

- talk about reading habits.
- talk about sport experiences.
- use the past progressive to talk about simultaneous actions in the past.
- use the past progressive and the simple past to talk about past actions and tell stories.
- use *when*, *while*, *before* and *after* to tell stories.

LESSON A WHAT DO YOU READ?

A Vocabulary in Context Read the words. Match them to the pictures.



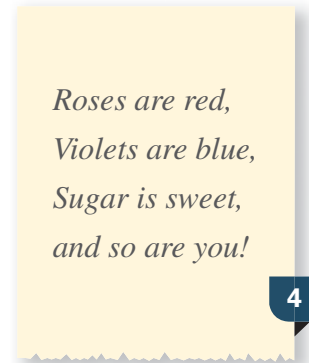
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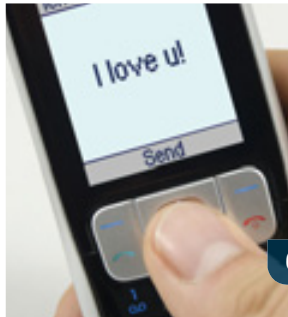
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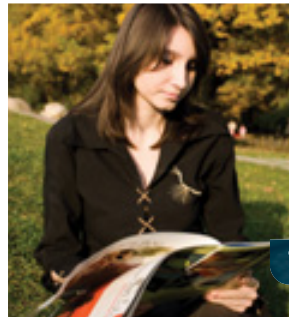
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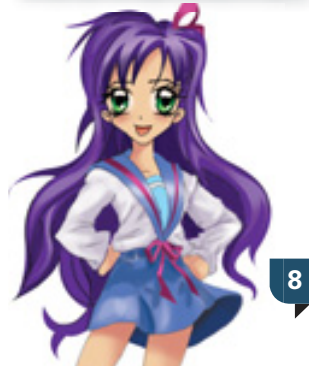
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6



7



8

- a. text message c. novel e. newspaper g. magazine
 b. Manga d. poem f. comic h. web page

B Circle the items in **A** that you read every day.

C Vocabulary in Action Listen to a survey. Complete the chart with words from **A**. Listen again and check your answers.

Marce reads	Emilio reads

D Complete each sentence with words from **A**.

- You can read about what is happening in your country and around the world in a _____.
- _____ have illustrations that show the characters and what they are saying and doing in the story.
- A _____ is a type of comic originally from Japan.
- _____ are longer stories. There are many different kinds, for example: mysteries, detective stories and romances.
- On a _____, there are usually links to other pages on the Internet with more information.
- _____ can be long or short. They usually rhyme. This means that the words at the end of the lines sound the same.

E Grammar in Context Study the chart.

Past progressive

Examples	Explanations
I was reading a comic when my mom came home last night.	Use the past progressive to talk about actions that happened for a period of time in the past, with actions that were interrupted, and to talk about multiple actions happening in the past. Use was/were + -ing form of the verb.
The students were doing their homework while the teachers were talking .	
I wasn't writing a text message, I was playing a game.	For negatives, use wasn't/weren't + -ing form of the verb.
Were you using your computer when the lights went out? Yes, I was . / No, I wasn't .	For questions, use was/were + -ing form of the verb.
What were the students doing when the teacher arrived?	In short answers, use was/wasn't/were/weren't .

F Grammar in Action Unscramble the sentences and questions.

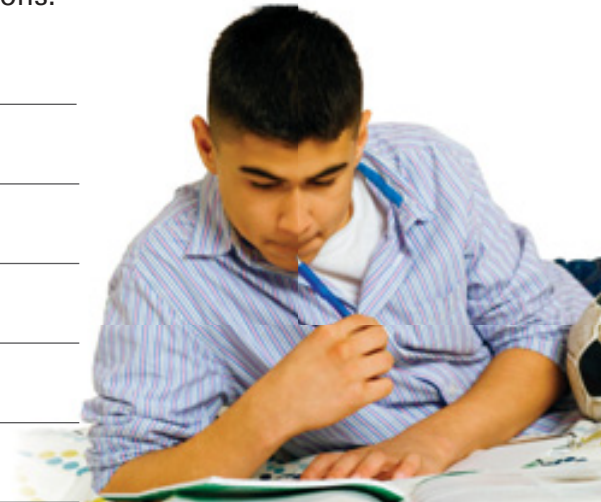
- a web page looking for Marco wasn't .
Marco wasn't looking for a web page.
- you What last night were reading ?

- I a novel finishing was for my literature class .

- this magazine you looking for Were ?

- comics weren't We in class reading .

- writing They last week a class newspaper were .



G Complete each sentence with the past progressive form of the verb in parentheses.

- Andrea and Susy _____ in the library all afternoon. (study)
- Jose _____ his bike in the park. (not ride)
- We _____ on our web page project for computer class. (work)
- I _____ my English homework. (do)
- The teacher _____ the instructions for the homework. (give)

H Communicate Talk about what you were doing yesterday.

What were you doing at 7 o'clock in the morning?

I was eating breakfast. What were you doing at 4:30 yesterday?

I was doing my homework.

A Vocabulary in Context Read the story. Look at the words in bold.

The Girl in White



One night, a young man was at a dance. He **felt** sad. His friends **were dancing** with their girlfriends. He wanted to dance, but his girlfriend was at home. She **was taking care** of her sick mother. The man's friends told him to dance with another girl. So, he **looked** around the room for a dance partner. He **saw** a beautiful girl. She **was wearing** a long white dress and **was watching** the dancers. The man went to her and asked her to dance with him. They were dancing happily when he **heard** his friends. They **were laughing** at him. After the dance, the girl **left**. His friends were talking and laughing, so he asked them, "What's so funny?" They answered: "You were dancing by yourself!"

B Write the verbs in bold from **A** in the chart.

Main actions of the story	Background actions
<i>felt</i>	<i>were dancing</i>

C Vocabulary in Action Complete each sentence with a verb from **A**.

- I was watching a movie when I _____ the phone ring.
- I _____ my little sister when we _____ a big black dog in our yard.
- My friends _____ at a funny movie when I _____ to go home.
- Everyone _____ at the girls when they came in. They _____ beautiful dresses.
- The girls _____ happy when they _____ at the party.

D Re-tell the story of *The Girl in White*. Don't look at your books. Say what happened next and who you think the girl was.

E Grammar in Context Study the chart.

Past progressive vs. Simple past

Examples	Explanations
They were dancing happily when he heard his friends. They were laughing at him.	Use the past progressive and the simple past together to tell stories.
We were dancing when the music stopped suddenly.	Use the simple past for an action in the past that interrupted an action already in progress.

F Grammar in Action Circle the correct form of the verb to complete each sentence.

- The students (were playing / played) a game when their teacher (was arriving / arrived).
- The fire alarm (was sounding / sounded) suddenly when the teacher (was explaining / explained) the homework.
- The students (were running / ran) from the classroom, so the teacher (was telling / told) them not to run.
- Pedro (was seeing / saw) the girl when he (was walking / walked) to the park.
- The girl (was listening / listened) to music when Pedro (was speaking / spoke) to her.

G Complete the paragraph with the correct form of the verb.
Listen and check your answers.



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One night, the Lopez family (1) _____ (sleep) when two robbers (2) _____ (enter) their house. The robbers (3) _____ (want) to steal the Lopez family's computer, television and cell phones. They (4) _____ (look) for the computer when they (5) _____ (hear) a noise behind them. The Lopez family's big dog, Brutus, (6) _____ (sit) by the door. He started barking very loudly and stopped the robbers.



H Communicate Tell your partner a strange story about something that happened to you.



My grandmother told me a scary story about their ranch.

One day, my uncle was feeding the animals when...

What happened?

LESSON C HAVE YOU EVER SURFED?



❑ snowboard

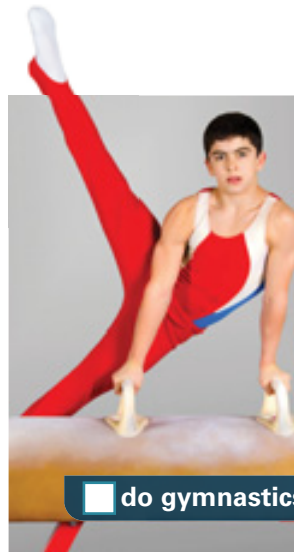
A Vocabulary in Context Read the words.



❑ canoe



❑ win a medal



❑ do gymnastics



❑ rollerblade



❑ ice-skate

B Check (✓) the activities in **A** that you have done.

C Listen to the conversation and circle the activities from **A** that you hear.



D Vocabulary in Action Listen to the conversation again and match each activity to the correct person.



- | | |
|--------------------|--------------------------------------|
| 1. Lety has _____ | a. rollerbladed. |
| 2. Tito has _____ | b. won a medal. |
| 3. Karla has _____ | c. rollerbladed and done gymnastics. |
| 4. Lety has _____ | d. canoed. |

E Complete each sentence with an activity from **A**.

- You need to go to a river, a lake or the ocean to _____.
- When you finish first, second or third in a competition, you _____.
- You always need to warm up carefully before you _____.
- You can usually _____ in parks in the summer.
- You need to have special boots with sharp blades on the bottom to _____.
- You need snow to _____.

F Grammar in Context Study the chart.

Past progressive vs. Simple past

Examples	Explanations
<p>Have you ever won a medal? Yes, I have. / No, I haven't. Yes, I have. I won a gold medal in a surfing competition last year.</p>	<p>Use the present perfect to talk about past experiences when no specific time is included.</p>
<p>Has Lety ever done gymnastics? Yes, she has.</p>	<p>Use have/has + past participle of the verb. For regular verbs add -ed to form the past participle (work - worked, play - played, etc.). Irregular verbs have different forms (eat - eaten, have - had, win - won, etc.).</p>
<p>Have Karla and Lety ever surfed? No, they haven't. They have never surfed.</p>	<p>Use have/has + ever in questions. Use have/haven't/has/hasn't in short answers. Use have/has + never in negatives.</p>

G Grammar in Action Circle the correct form to complete each sentence.

- Has Miguel ever skateboarded? Yes, he (have / **has**).
- Lula and Martha (have / has) never ridden a horse.
- (Have / Has) you ever eaten oysters?
- Mr. Smith (haven't / hasn't) tried *chapulines*.
- Have they ever been to Canada? Yes, they (have / has).
- I (haven't / hasn't) been to the U.S.



H Complete each question with the correct form of the verb.

- Have you ever _____ a marathon? (run)
- Have you ever _____ to go to the hospital? (have)
- Have you ever _____ an arm or a leg? (break)
- Has your brother or sister ever _____ a medal? (win)
- Has your best friend ever _____ on vacation with you? (go)



I Communicate Answer the questions in **H** with answers that are true for you. Share your answers with your partner.

I have never run a marathon. Have you?

No, I haven't, but my dad has.

Really? Where did he run?

In Mexico City.

LESSON D WHAT HAPPENED AFTER THAT?

A Language Builder Study the chart.

Sequence words: *after, before, when, while*

Examples

It was evening and the girl was sitting in the bus station. **While** she was waiting for the bus, her phone rang. She didn't answer it. She started to read a magazine. She was reading the magazine **while** the other people were getting on the bus. **Before** she got on the bus, she put the magazine in her bag. She was getting on the bus **when** her phone rang again. **After** she sat down, she took the phone out of her bag and threw it out of the window.

Explanations

Use **sequence words** to show the order of past actions or actions in a story.

Use **while** to talk about an action that was in progress when another action happened.

Use **while** to talk about two actions in progress at the same time.

Use **before** to talk about an action that happened first.

Use **when** to talk about an action that interrupted an action in progress.

Use **after** to talk about an action that happened second.

B Listening Listen to the conversation and answer the questions.



1. Who are they?

2. What are they talking about?

C Complete each sentence with a sequence word from A. Listen to the conversation again and check your answers.



- _____ the final competition, David was practicing a jump.
- David was practicing a jump _____ he fell and broke his arm.
- _____ he was participating in another competition, he crashed into a wall.
- He wanted to continue _____ the accident.

D Circle the correct form of the verb to complete each sentence.

- We (prepared / were preparing) for the soccer game when our coach (told / was telling) us it was canceled.
- While I (danced / was dancing), I (fell / was falling) and hurt my back.
- They (rollerbladed / were rollerblading) in the park before they (went / were going) to the movies.
- While the girls (did gymnastics / were doing gymnastics) in gym class, the boys (played / were playing) basketball.
- After they (finished / were finishing) gym class, the students (had / were having) lunch.

E Communicate Talk to your partner about a sports experience you have had.



Have you ever had a sports accident?

Yes, I have. I fell off a horse and broke my leg.

Have you ever won a medal?

Telling a Story Another Way

Research a traditional story (folk tale) from Mexico or another country. Look for images and information. Change the style of the story and make it a comic strip or poem. Share it with your class.

A Brainstorm Decide on a story you want to use. Make a list of questions about the story. Use the words in the box. Write the questions in the chart in **B**.

time	place	characters	events
------	-------	------------	--------

B Research Look at your questions. Use the Internet to research your story. Write the answers to the questions in the chart.

Questions	Answers
When _____?	
Where _____?	
What _____?	
Why _____?	
How many _____?	
Who _____?	

C Share Share your information with a partner. Is there any information to add? Write your comic strip or poem.

D Present Share your comic strip or poem with your classmates. Answer your classmates' questions.



LESSON E IT HAPPENED TO ME!



A **Listening** Listen to the interviews. Answer the questions.



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1. How many speakers are there? _____
2. What are they talking about? _____

B Listen to the interviews again. Write notes about each person's story.



37

	When?	Where?	What happened?
Mark	<i>last year</i>		
Lily			

C **Pronunciation** Listen to these words. How many syllables does each have?



38

1. snowboard _____
2. bike _____
3. rollerblade _____

D Listen to each word and write the number of syllables.



39

- | | | | |
|-------------|----------|--------------|-------|
| 1. message | <u>2</u> | 4. newspaper | _____ |
| 2. magazine | _____ | 5. leave | _____ |
| 3. poem | _____ | 6. laughing | _____ |

E Speaking Tell your partner about something funny or scary that happened to you. Use the words in the box to help you.

One day, last year, I was walking home from school when...

What happened after that?

Well, while I was...

before
after
while
when

F Writing Complete the e-mail with the information in the box.

- a. So we decided to go to the movies together
- b. my soda fell on her cell phone
- c. so I went and sat at her table
- d. we were talking about school

Subject: Help!

Hi Nacho!

I have to tell you what happened to me today. You know that girl I like, Karen? Well, today she was sitting by herself in the cafeteria at lunch time, (1) _____. While we were eating, (2) _____ and classes and friends, and everything was going fine. 😊

I asked her about movies and she said she loves going to the movies. (3) _____. 😊

But then, we were looking at the movie times when (4) _____. 😞 Can you imagine?? I felt so dumb. After that she said she was too busy to go to the movies.

😞 Help me!!

Lucas

G Write an e-mail to a friend in your notebook. Tell them your funny or scary story.

Blank e-mail template for writing a story.

GET CLOSE TO MEXICO

People have different reading habits. What do people like to read in Mexico? What are the most popular types of texts?

H Look at your partner's story. Does he/she use past progressive, past simple and sequence words correctly?

Orphans No More



What a scared elephant needs more than anything is other elephants.



Elephant nursery in Nairobi National Park, Kenya

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

1. Where is the elephant nursery? _____
2. What do orphan elephants need more than anything?

B Scan Scan the article and answer the questions. Then check your answers.

1. How long can it take for an elephant to leave the nursery and go back to the wild?

2. How many African elephants were there in 1979?

3. When did Sheldrick open the elephant nursery?

1 The elephant nursery in the Nairobi National Park, Kenya, is the world's most successful **orphan**-elephant rescue and rehabilitation center. The **nursery** takes in orphan elephants from all over Kenya. Sometimes the baby elephants have injuries from **poachers**. They stay at the nursery until they are better and they don't need milk. Gradually the **keepers**



at the nursery help the elephants make the transition back into the wild. This process can take up to ten years.

2 Elephants are the world's largest land animal and one of the most intelligent, but they are in danger because poachers kill them for their tusks and for meat and because of humans and **drought** they are losing their habitats. In 1979 there were about 1.3 million African elephants, now there are only about 500,000.

3 Elephants need humans to help them survive. Daphne Sheldrick started the nursery in 1987. She has helped more than 100 elephants go back safely to the wild.

4 Family is very important to elephants. They live in large family groups, and sisters, cousins, aunts and grandmothers all help take care of the baby elephants. In the nursery, the contact with the other elephants is very important to help new orphan elephants recover.



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

1. What is this article about?

2. Why are elephants in danger? (paragraph 2)

3. How are elephants like humans? (paragraph 4)

4. What is a very important aspect of life in the nursery that helps the elephants get better? (paragraph 4)

5. Circle the sentence that you agree with:
 - a. People poach because they don't think animals are important.
 - b. People poach because they need money to live.

orphan, n. – a person or animal whose parents died
nursery, n. – a place where people take care of small children or young animals
poacher, n. – someone who hunts or catches animals illegally
keeper, n. – someone who takes care of animals at an animal center or zoo
drought, n. – a period when there is no rain

CHANGE

A night view of a city with a mountain in the background under a sunset sky. The city lights are visible at the bottom, and the mountain silhouette is in the middle ground. The sky is a mix of blue and orange from the setting sun.

THEME

Unit 3

6

Opening Activity

Look at the picture and answer the questions.

1. Where is this city?
2. How does this city look?
3. Has this city changed a lot in the last 10 years?



Theme Goals

In this theme, you will learn to:

- talk about changes and places in a city.
- talk about travel experiences.
- talk about the news and environmental changes and problems.
- use the present perfect progressive tense to talk about continuous actions that began in the past and continue in the present.
- use the present perfect and present perfect progressive to talk about recent events or actions.

LESSON A WHAT'S BEEN HAPPENING?

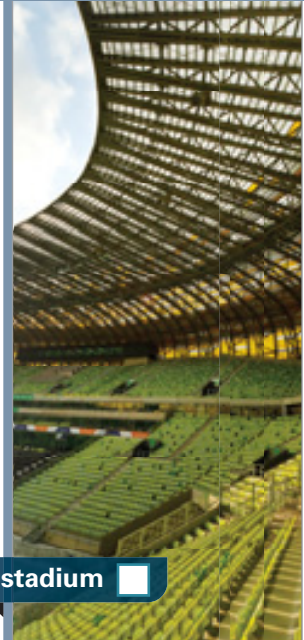


tourist resort

A Vocabulary in Context Read the words.



market



stadium



church

B Check (✓) the items in **A** that you have in your town.

C Vocabulary in Action Listen to a news report. Complete the chart with places from **A** that you hear in the report. Listen again and check your answers.

Town/City	Places
Manzanillo	
Guadalajara	<i>city hall</i>
Zapopan	
Tonala	



marina



cineplex

D Match the words from **A** to the definitions. Write the word.

- They have sports events and concerts here.

- This is a place where you can leave your boat.

- You can choose from a lot of movies here.

- This is a place where many visitors go on vacation.

- This place is usually in the center of a town or city.

- You can buy fresh fruit and vegetables here.

E Work with a partner. Say where you can find the places in **A** in your town and state.



town square



city hall

F Grammar in Context Study the chart.

Present perfect progressive

Examples

They **have** also **been spending** money in Guadalajara.
 They **haven't been spending** money on education.
 They **have been promoting** tourism.
 They **have been cleaning** the churches in the downtown area.
Has the cultural department **been promoting** festivals and concerts? Yes, it **has**.
 What **have** they **been talking** about today?
 They've **been talking** about government spending.

Explanations

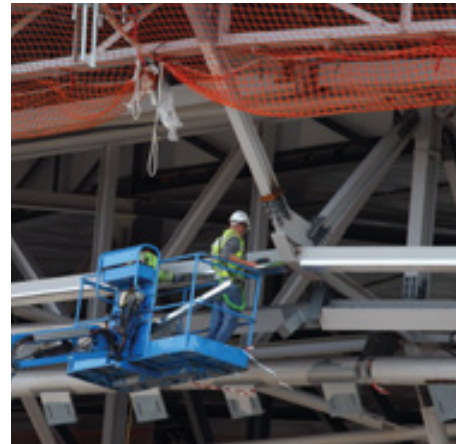
Use the **present perfect progressive** to talk about **continuous** or **repeated** actions that began in the past and continue in the present.
 Use **have + been + -ing** form of the verb.

Compare:

They **have cleaned** the churches. (*Now they are all clean.*)
 They **have been cleaning** the churches. (*They are in the process of cleaning them. The job isn't finished.*)

G Grammar in Action Circle the correct form to complete each sentence.

- The reporter (has been waiting / has waited) for news since this morning.
- They (have been building / have built) a cineplex in Manzanillo. It opened last month.
- The builders (have been building / have built) the new stadium for six months. They are working very slowly.
- They (have been opening / have opened) the new marina. It's really nice!
- The gardener (has been taking care of / has taken care of) the green areas in the town square for years.
- People (have been sitting / have sat) outside city hall all day. They want to talk to the town mayor.



H Complete each sentence with the present perfect progressive form of the verb in parentheses.

- I _____ my money to buy a new computer. (save)
- _____ you _____ this morning? You have a test tomorrow. (study)
- They _____. They _____ video games. (not study / play)
- What _____ Luis _____ today? (do)
- Martha _____ recently. She is too busy. (not rollerblade)
- The students _____ their English a lot this year. (practice)

I Communicate Work with a partner. Talk about things you and your family have been doing recently.

I have been playing the guitar a lot this week.

Really? Why?

Because my friends and I have a concert on Saturday.

LESSON B WHAT A TRIP!

A Vocabulary in Context Read the blog. Look at the words in **bold**.

Day 1 We've arrived in Chicago!! We left Monterrey on the 9 o'clock **flight** this morning with our **backpacks** and our **passports** in our hands. So cool! This is our first trip without our parents *and* our first **trip** to the U.S. My cousins met us at the airport and since we got to their house we've been eating and talking non-stop!! My aunts and uncles are so happy to see us.

Day 2 We've been reading the **guidebook** and planning what we want to see and do. We had a crisis in the morning ... we wanted to take a trip on the **ferry** on the lake and my sister was buying tickets, but she did not have a **credit card** – aahhh! My uncle paid, so it was all ok. The credit card was at home – very helpful!

Day 3 We took a bus downtown today. Downtown is awesome! Check out the photos.

Day 4 Excellent news! The **airline** has canceled our flight because the weather is bad in Mexico. So we've been visiting some more of mom's family here...

B Complete each sentence with a word in bold from A.

1. You can use a _____ to pay for things when you don't have any money with you.
2. When you travel somewhere, you are taking a _____.
3. A _____ takes you from one place to another across water.
4. You cannot travel from one country to another without a _____.
5. A _____ is very useful because it tells you information about the place you are visiting.
6. The _____ left the airport at 4:30 PM.

C Vocabulary in Action Answer the questions about yourself.

1. Have you ever been on a trip without your family?

2. Do you have a passport?

3. Have you ever been on an airplane? If yes, which airline was it?

4. Have you ever been on a ferry?

5. What are the most important things in your backpack when you take a trip?

D Grammar in Context Study the chart.

Present perfect and Present perfect progressive vs. Simple past

Tense	Examples	Explanations
Simple past	We left Monterrey this morning. My cousins met us at the airport. We got to their house.	Use the simple past to talk about finished actions in the past.
Present perfect	We've arrived in Chicago!! The airline has canceled our flight.	Use the present perfect to talk about actions in the past when no specific time is included.
Present perfect progressive	Since we got to their house we've been eating and talking non-stop! We've been reading the guidebook and planning what we want to see and do.	Use the present perfect progressive to talk about actions that began in the past and continue in the present (unfinished actions).

E Grammar in Action Circle the correct form of the verb.

- We (took / have taken) a trip to Veracruz last vacation.
- My dad (read / has been reading) the guidebook a lot. He's planning a trip to California.
- The ferry (left / has left) at 10 o'clock to take us to the island.
- (Have you used / Have you been using) your credit card in this store before?
- The airline (has canceled / canceled) our flight this morning and we had to take a bus to Guadalajara.
- Manuel (has been studying / studied) in Canada for a month. He's very happy there.

F Complete the paragraph with the correct form of the verb. Listen and check your answers.



My cousins live in San Antonio, Texas. We are visiting them this summer. We (1) arrived (arrive) last week. Our flight to San Antonio (2) _____ (be) fine and my aunt (3) _____ (meet) us at the airport. My aunt and uncle (4) _____ (take) us to see different relatives every day. And we (5) _____ (do) a lot of cool things with my cousins. We (6) _____ (go) to a skatepark with them yesterday. It's a great vacation and we have two more weeks before we go home!



G Communicate Share your answers to the questions in **C** with your partner. Find out more information for each answer.

I've been on a trip without my family.

I went to Mexico City.

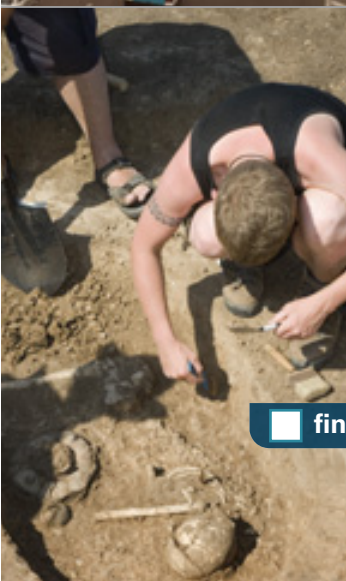
Where did you go?

When did you go?

LESSON C BREAKING NEWS



cause



find



publish

A Vocabulary in Context Read the words in the columns.

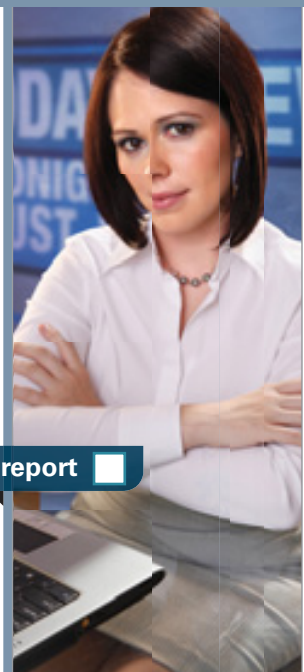
B Listen to the news report and check the verbs that you hear in **A**.

C Complete each sentence with a verb from **A**. Write the verbs in the correct tense. Listen to the news report again and check your answers.

1. The heavy wind and rain _____ severe damage to buildings.
2. The president _____ that the Red Cross is now in Vallarta.
3. *Milenium* newspaper _____ a story about two Mexican high school students who are riding from La Paz to Cancun.
4. *Milenium* _____ that Paula and Mario left La Paz at 7 o'clock this morning.
5. Maya Mendez _____ the environmental secretary yesterday.
6. Maya _____ that the secretary supports sustainable energy.

D Vocabulary in Action Complete the news report with verbs from **A**. Write the verbs in the correct tense. Listen to the news report and check your answers.

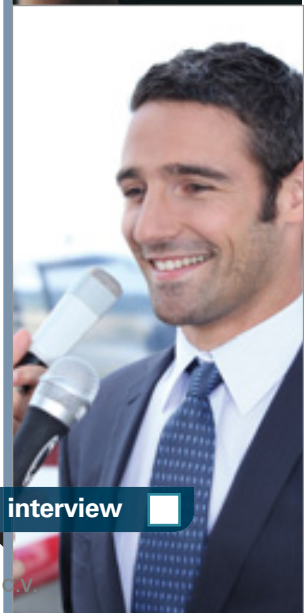
Archeologists (1) *have found* _____ important Mayan ruins under a supermarket parking lot in Campeche. Local TV channels (2) _____ that builders were working in the parking lot when they (3) _____ the ruins. Archeologists from UNAM have been investigating the ruins. The supermarket manager (4) _____ that the supermarket did not know about the ruins before today. Our reporter (5) _____ the UNAM archeologists this afternoon. They say the construction of the parking lot (6) _____ damage to the ruins. They think the supermarket found the ruins when they built the parking lot five years ago but didn't tell anyone.



report



announce



interview

E Grammar in Context Study the chart.

Present perfect and Present perfect progressive for recent events

Tense	Examples	Explanations
Present perfect	A hurricane has hit Puerto Vallarta. The heavy wind and rain have caused severe damage.	Use the present perfect to talk about recent events or actions when no specific time is given.
Present perfect progressive	It has been raining this morning. UNAM archeologists have been investigating the ruins.	Use the present perfect progressive to talk about recent continuous actions when no specific time is given.
Present perfect and Present perfect progressive	They've interviewed the town mayor about the damage. Our reporter's been talking to the archeologists.	Use 've (have) / 's (has) to make contractions.

F Grammar in Action Unscramble the sentences.

- published The newspaper environmental problems a report has about .
The newspaper has published a report about environmental problems.
- cineplex opened the just new have They .

- been all morning The reporter interviewing has the president .

- square They remodeled the town have .

- give food The Red Cross has to the people helping been .

- finished in Ixtapa The builders just the new marina have .

Use **just** with the **present perfect** and **present perfect progressive** to show that actions happened recently but have now finished:
*I've **just** gone running.*
*The president has **just** announced that the Red Cross is helping.*

G Complete the paragraph with the correct form of each verb in parentheses. Listen to the report and check your answers.

The local government (1) has opened (open) a new tourist resort on the coast. They (2) _____ (promote) the resort to increase tourism in the area. They (3) _____ (clean up) the ocean and the beaches. They want to promote eco-tourism. A local organization (4) _____ (start) a turtle sanctuary. They (5) _____ (take care of) turtle eggs and putting the young turtles into the ocean when they are ready. The town mayor (6) _____ (announce) that the resort is ready to receive its first visitors.

H Communicate Talk to your partner about recent news in Mexico.

A hurricane has hit the Pacific coast.

Which states did it hit?



LESSON D THE WEATHER HAS CHANGED

A Language Builder Study the chart.

Tense review

Examples

It **snowed** in Canada in April.

We **were having** a party and it started to rain.

I **was playing** basketball with my friends.

Have you ever been in an earthquake?

We've **had** more extreme weather in general.

It **has been raining** all week.

A storm **has caused** electrical problems.

We've **been having** a lot of hurricanes recently.

Explanations

Use the **simple past** to talk about **finished actions** in the past.

Use the **past progressive** to talk about **actions that happened for a period of time** in the past.

Use the **present perfect** to talk about **past experiences** when no specific time is included.

Use the **present perfect** and **present perfect progressive** to talk about **unfinished actions**.

Use the **present perfect** and the **present perfect progressive** to talk about **recent** events or actions when no specific time is given.



B Listening Listen to the conversation and answer the questions.



- Who are they? _____
- What are they talking about? _____

C Complete each sentence with the correct form of the verbs from the box.



Listen again and check your answers.

change

die

read

be

have

cause

- I _____ a blog last night about the weather and global warming.
- There has been so much rain that it _____ problems.
- It was really hot in Europe and people _____ because it was so hot.
- The weather _____.
- There was a big storm and I was playing basketball with my friends and we _____ to run home.
- There _____ a lot of earthquakes this month.

D Circle the correct form to complete each sentence.

- A severe thunderstorm (has caused / was causing) a lot of problems in the city.
- I (used / was using) my computer last night when the electricity (went off / was going off).
- It (has been raining / was raining) for five hours now.
- My mom (drove / was driving) home when the storm (has started / started).
- We (didn't have / haven't had) electricity since the storm (started / was starting).

Then and Now

Research a town or city in Mexico or another country to find out how it has changed. Look for images and information. Make a comparison chart. Share it with your class.

A Brainstorm Decide on a town or city. Make a list of questions about the town or city. Use the words in the box. Write the questions in the chart in B.

population	environmental problems	public transport	schools/universities
hospitals	public spaces (parks, etc.)	traffic	Internet access

B Research Look at your questions. Use the Internet to research the town or city. Write the answers to the questions in the chart.

Questions	Answers
When _____?	
Where _____?	
What _____?	
Why _____?	
How many _____?	
How _____?	
Who _____?	

C Share Share your information with a partner. Is there any information to add? Make your comparison chart.

D Present Share your comparison chart with your classmates. Answer your classmates' questions.



LESSON E FOREST FIRE



A **Listening** Listen to the interviews. Answer the questions.



1. How many speakers are there? _____
2. What are they talking about? _____

B Listen to the news report again. Write notes about the problem.



What?	Where?	When/How long?	Who?	Other details
<i>forest fire</i>				

C **Pronunciation** Listen to the vowel sound in these pairs of words.



1. it - eat
2. ship - sheep

D Listen and circle the word you hear from each pair.



1. fit - feet
2. hat - hate
3. hat - hot
4. hop - hope
5. cap - cape
6. not - note

- E Speaking** Tell your partner about an environmental problem you know about in your state.

There is a problem with garbage.

Why?

Nobody recycles.

- F Writing** Complete the report with the information in the box.

- a. For example, paper, plastic, metal, glass, cardboard
- b. There is too much trash and nowhere to put it
- c. because they cause more pollution
- d. Local people can separate their trash

□
□
✕

Separate and Recycle

Trash is a big problem everywhere. (1) _____. Sometimes they burn our trash or they bury it underground. Both of these options are bad for our environment (2) _____.

In my town, the problem is that we don't separate our trash. When we separate it, there is less trash because a lot of it can be recycled. (3) _____.

At my school, we have started a trash separation and recycling project. We made posters with information about how to separate trash and we've put big containers at our school. There is one for glass, one for cans, one for paper and cardboard and one for plastic. We've been telling the people in our area about separating trash. (4) _____ and bring it to our school and we then take it to be recycled. We use the money from recycling to buy things our school needs.

- G** In your notebook, write a report about an environmental problem you know about.

□
□
✕

- H** Look at your partner's report. Does he/she use the past progressive, simple past, present perfect and present perfect progressive correctly?

GET CLOSE TO MEXICO

Global warming is a big environmental problem that affects the whole world. What specific environmental problems are there in Mexico? What are people doing about them?

The Carbon Connection



A Connect with the Text Look at the title and the pictures. Answer the questions.

1. How are the items in the three pictures connected?

2. What do you think the *Carbon Connection* refers to?

B Skim Skim the text and answer the questions. Read again to check your answers.

1. What is the principal cause of global warming?

2. How much has the Earth's temperature increased?

3. What are the four suggestions for reducing carbon dioxide emissions?

1 The world seems to agree on one thing: global warming is happening, and it's causing big problems. And the biggest cause of **global warming** is the carbon dioxide produced by burning coal and oil.

2 Carbon dioxide in the atmosphere stops heat from escaping into space. In modern times, more carbon dioxide has been entering the atmosphere, so less heat can escape. We've already **raised** the earth's temperature over one degree Fahrenheit, and we can see the devastating effects—melting polar ice and glaciers, severe weather and changes in sea life.

3 The solution is to burn less coal and oil to reduce carbon emissions:

- *Clean electricity* We can use natural gas or nuclear energy in all new electricity plants.
- *Sustainable energy* We can use energy from **sustainable sources**: wind turbines, solar panels, and bio-fuels from corn, soybeans, sugar cane, and grasses.
- *Forest protection* Protecting forests can help. Trees **remove** carbon dioxide from the atmosphere.
- *Conservation* Using less energy is the easiest way for most of us: changing to high-efficiency light bulbs, and lifestyle changes such as turning off computer monitors and riding bicycles or using public transportation. Finally, if we design all new buildings, **appliances** and vehicles to be energy efficient, we could stabilize or reduce the amount of carbon dioxide in the atmosphere.

- ←
- global warming, n.** – an increase in the Earth's temperature
- raise, v.** – make something go up
- sustainable source, n.** – a supply of something that can continue for a long time
- remove, v.** – to take away
- appliances, n.** – domestic electrical equipment



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

1. What is this article about?

2. Why is carbon dioxide in the atmosphere a problem? (paragraph 2)

3. What are some of the effects of global warming? (paragraph 2)

4. Why are wind turbines, solar panels and bio-fuels sustainable energy sources? (paragraph 3)

5. Circle the sentence that you agree with:

- a. Individual people changing their lifestyle is not enough to help the environment.
- b. Individual people changing their lifestyle can help the environment.

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