

Get Close

ENGLISH FOR BACHILLERATO DE LA UAS

Teacher's Resource Book

with an introduction by Sarah Brown

Get Close, Teacher's Resource Book 3 *Sarah Brown*

Publisher: Sherrise Roehr

Executive Editor: Sarah Kenney

Senior Development Editor: Margarita Matte

Assistant Editor: Becky Long

Director of Global Field Marketing: Ian Martin

Interior Design and Composition: Miriam Gómez Alvarado
Israel Muñoz Olmos

Illustration: Oscar Hernández

Cover Design: Israel Muñoz Olmos

© 2019 National Geographic Learning, a Cengage Learning company.

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

"National Geographic," "National Geographic Society" and the Yellow Border Design are registered trademarks of the National Geographic Society
®Marcas Registradas

For product information and technology assistance, contact us at
Cengage Learning Customer & Sales Support,
cengage.com/support

For permission to use material from this text or product,
submit all requests online at www.cengage.com/permissions

Further permissions questions can be emailed to
permissionrequest@cengage.com

Teacher Edition ISBN: 978-0-3571-1482-7

National Geographic Learning
20 Channel Center Street
Boston, MA 02210
USA

National Geographic Learning, a Cengage Learning Company, has a mission to bring the world to the classroom and the classroom to life. With our English language programs, students learn about their world by experiencing it. Through our partnerships with National Geographic and TED Talks, they develop the language and skills they need to be successful global citizens and leaders.

Locate your local office at international.cengage.com/region

Visit National Geographic Learning online at NGL.Cengage.com/ELT
Visit our corporate website at www.cengage.com

Aknowledgments 2019

The authors and editors would like to thank the following educators for their invaluable work in reviewing this series:

Martín Benedicto Lizárraga García

Mariela Guerrero Amarillas

Simón Martín Díaz Quiñonez

Printed in Mexico

Print Number: 01 Print Year: 2019

TEACHER'S RESOURCE BOOK TABLE OF CONTENTS

Course Structure	page Tiv A
Theme/Lesson Walkthrough	page Tvi A
Teaching with Didactic Sequences with <i>Get Close</i>	page Txii A
Student Book Scope and Sequence	page iv
Teacher's Notes	
Unit 1 What do you Care About?	
Theme 1 Changes Video	page 2 page 11
Theme 2 Solutions	page 16
World Heritage Spotlight: Mystery Lines	page 30
Unit 2 Health and Carefulness	
Theme 3 Health	page 32
Theme 4 Cause and Effect Video	page 46 page 55
World Heritage Spotlight: Ancient Capitals	page 60
Unit 3 Contributions to the World	
Theme 5 Nature	page 62
Theme 6 The Future	page 76
Grammar Reference	page 90
Audio Script	page T94
Photocopiables	page T99

COURSE STRUCTURE

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

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

Book 1	Unit 1	Themes 1-2	Mi persona ¿Quién soy?
	Unit 2	Themes 3-4	El entorno y yo ¿Dónde vivo?
	Unit 3	Themes 5-6	Mis actividades ¿Qué hago?

Book 2	Unit 1	Themes 1-2	Nuestro pasado
	Unit 2	Themes 3-4	Mis logros
	Unit 3	Themes 5-6	Mis experiencias

Book 3	Unit 1	Themes 1-2	Proyecto de vida
	Unit 2	Themes 3-4	Salud y cuidado
	Unit 3	Themes 5-6	Aportes al mundo

Book 4	Unit 1	Themes 1-2	Aprovechamiento y preservación de recursos
	Unit 2	Themes 3-4	Sociedad del conocimiento

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

STUDENT BOOK STRUCTURE

Each of the six 14-page themes in Books 1 to 4 is divided into a theme opener and 3 lessons (A, B, C). This structure reflects the need for teachers to employ a developmental lesson structure based on the concept of a *secuencia didáctica*. Here is an example from Theme 1 to illustrate the theme's didactic sequence.

Secuencia Didáctica: Changes

Actividades de apertura: *Theme Opener, Opening Activity*

Actividades de desarrollo: *Today's Climate Will Be... (Lesson A), Making Plans (Lesson B), Save Energy and \$ (Lesson C)*

Actividades de cierre: *Wrap-up, Video*

Evaluación y trabajo independiente: Self-Evaluation (on website), Vocabulary Builder (on website), Activity Pages (on website)

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

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

WORKING WITH A THEME OF *GET CLOSE*

Theme Opener

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

CHANGES

THEME 1

Unit 1

Opening Activity
Look at the picture and answer the questions.

1. Is this happening in the city or the country?
How do you know?
2. What does the sky look like?
3. How can you describe the weather? Why do you think that?

Theme Goals
In this theme, you will learn to:

- talk about the weather.
- talk about food.
- talk about leisure activities.
- use *will* + verb for predictions.
- use *will* + verb for decisions.
- use *may (not)* and *could* to talk about future plans.

2

Theme 1 Changes

3

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

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

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


Lesson A, B

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

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

LESSON A TODAY'S CLIMATE WILL BE...



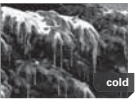

A Vocabulary in Context Study the photos of weather words.






Weather words
Sometimes we say, *There will be rain.* Sometimes we say, *It'll be rainy.* Look at these pairs of words:

Nouns/Adjectives
rain/rainy;
sun/sunny;
wind/windy;
cloud/cloudy

dry

degrees **wind** **cold** **clouds**

rain **hot** **sun**

B Vocabulary in Action Listen to the weather report. Circle the words in the box that you hear. Then listen again and check your answers.

wind
degrees
cold
clouds
dry
rain
hot
sun

C Complete each sentence with a word from A. You won't need all the words.

- There is a lot of rain today, so there's no soccer game.
- A thermometer shows the temperature in _____ Centigrade.
- I see dark _____ in the sky—a storm is coming!
- Maribel is tired of rain and more rain! She wants to see the _____.
- It is usually very hot and _____ in the Sonoran Desert.
- The temperature is only five degrees today—that's really _____!

D Grammar in Context Study the chart.

Will for predictions

Questions	Affirmative sentences	Negative sentences
What will the weather be like next week?	It will be hot and dry in Morelia. It'll be rainy in Cancún.	It won't be cloudy and rainy in Morelia. It won't be sunny in Cancún.
Will it be windy this afternoon?	Yes, it will . Yes, it'll be windy.	No, it won't . No, it won't be windy this afternoon.

Use **will + verb** to make predictions when there is some evidence, but not 100% certainty. **Won't** is the contraction of **will not**. Contract **will** to **'ll** with pronouns.

E Grammar in Action Unscramble the sentences and questions.

- will weather on like be Wednesday What the ?
What will the weather be like on Wednesday?
- cold won't July in It be
- it in sunny León Will tomorrow be ?
- be in Puebla will It hot Tuesday on
- this rainy It'll in be Ciudad Victoria week

F Write sentences with will/'ll or won't + be. Use the words in the box and the sentence cues.

- It won't be rainy in Monterrey.* _____ (in Monterrey)
- _____ (on Tuesday)
- _____ (next week)
- _____ (in Colima)
- _____ (tomorrow)

cloudy
cold
degrees
dry
hot
rainy
sunny
windy

G Communicate Write affirmative and negative weather predictions for your city or state in your notebook. Then compare your predictions with your partner's.

It'll be sunny in Hermosillo on Monday.

It won't be cold in Hermosillo next week!

Unit 1 | What do you Care About? Theme 1 | Changes 5

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

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

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

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

H Language Builder Study the chart.

May (not) and could for future plans	
Examples	Explanations
It may rain today. We may not have good weather today.	Use may (not) + verb to talk about possibilities in the future.
We could see a movie today, or we could go to the mall instead.	Use could + verb to make suggestions about the future. (We don't use could not to make suggestions.)

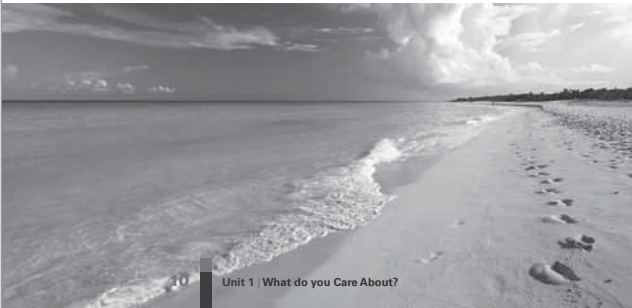
I Listening Listen to the conversation and answer each question.

- How does Raúl feel about his vacation?

- How do you know he feels that way?

J Listen to the conversation again and write **may** or **could** to complete each sentence.

- He could go hiking in another state.
- He _____ also go at a different time of year.
- For his next vacation, he _____ go with his cousin Mario.
- He _____ not go hiking again for a long time!
- Next time, he _____ just relax on the beach, swim, and play volleyball.
- He _____ even stay home!




Unit 1 | What do you Care About?

VIDEO

Solar Cookers

A Before You Watch Do you know these words? Look at the pictures and read the words.




B While You Watch As you watch the video, listen for these words. Circle the words you hear.

cook degrees fish hot sun wet wind

C After You Watch Check your understanding. Read the sentences and circle **T** for true and **F** for false.

- It is possible to use the sun to cook many kinds of food. T F
- Solar cooking isn't very important in developing countries. T F
- It is safer to cook with solar energy than with wood. T F
- Solar cooking can't make water safe to drink. T F



D Communicate Talk with a partner about a way to save energy.

You can cook with the sun. That's a great idea.

Theme 1 | Changes

Activities are scaffolded to support students.

Lesson C

The **Listening** activity extends the theme and recycles the grammar and vocabulary of Lessons A and B.

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

LESSON C SAVE ENERGY AND \$

A **Listening in Context** Listen to the conversation.
 How many people are speaking? Are they boys or girls?



turn off the lights ways to help "Don't waste water!" "Tell a teacher!" check for water leaks give to students

B Listen again and write the correct information in the meeting notes.

Newsletter	Class Ecology Team	Posters
give to students		

C **Pronunciation** Listen to the words and look at the underlined syllables. Notice that they sound louder and clearer. The loud syllable is the "stressed" syllable.

- Example 1: sal-ad
 Example 2: po-la-to
 Example 3: hur-ri-cane

D Listen to each sentence and underline the stressed syllable. Then practice saying each word aloud.

1. tor-na-do 4. de-grees
 2. chick-en 5. light-ning
 3. thun-der-storm

E **Speaking** Think about an ecology project you could do at your school. Write a few ideas in your notebook. Share them with your partner.

We could have an ecology poster contest.

Good idea!

F **Writing** Complete the newsletter with the sentences in the box.

- a. We can save electricity and water.
 b. Together, we will make a difference!
 c. Turn out the lights when no students are in the room.
 d. The future could be difficult.
 e. Tell a teacher if you see a water leak.



Conserve!

Every year, people use more electricity and more water. Scientists are making predictions about the future. In 2025, we will not have enough water for everyone. The petroleum we use to make electricity will become very expensive. (1) d
 We can change this future. (2) _____
 There are many small things we can do at home and at school:



Low-energy light bulbs save electricity.



Water leaks waste a lot of water.

Save Electricity

- (3) _____
- Turn off the computer when nobody is using it.
- Use low-energy light bulbs.

Save Water

- Turn off the water when you are washing your hands.
- (4) _____
- Use a broom instead of water to clean outside areas.
- Share these ideas with your family and friends, too. (5) _____

G Write a newsletter. Give some ways to save water and electricity at your school.

• _____
 • _____
 • _____
 • _____
 • _____

H Look at your partner's newsletter. Does he/she use **will + verb** correctly?

GET CLOSE TO MEXICO

There are a lot of ways to help the environment. Name three ways in which you can help the environment in Mexico.

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


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

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

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

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

READING



UFO CLOUDS!

1 In 2015 in Cape Town, South Africa, and in 2017 in Åre, Sweden, local residents started to share strange photos on social media. There were UFOs in the sky above their towns!

2 These UFO clouds are lenticular clouds. Lenticular is a Latin word that means something has the shape of a lens. A lenticular cloud is round like a lens.

3 After the photos went viral on social media in 2015, meteorologists explained that lenticular clouds form when strong, wet winds move over land with mountains and valleys. When the wet wind rises to go over mountains it cools and becomes a cloud. This process makes the round clouds form over the tops of mountains.

4 Cape Town is in a valley between mountains. One of them, Table Mountain, is very high. It is 1,066 meters tall (3,500ft). Åre is a Swedish ski resort. It is next to a lake in the mountains, 400 meters (1,300ft) above sea level. Both places have the geographical features that can cause lenticular clouds.

5 The clouds weren't UFOs but they were amazing!

resident, *n.* – a person who lives in a place
strange, *adj.* – not usual
UFO, *n.* – an unidentified flying object (an object in the sky that some people think is a spacecraft from another planet)
lens, *n.* – a piece of glass or plastic with a curved surface you look through (e.g. a camera lens, contact lens)
rise, *v.* – go up
resort, *n.* – a place where people go on vacation (e.g. ski resort, beach resort)
geographical feature, *n.*
phrase – mountains and valleys are geographical features

A Connect with the Text Look at the picture and read the article. Answer the questions.

1. What do these clouds look like? _____
2. What are these clouds called? _____

B Scan Scan the reading and find these numbers. What do they refer to?

1. 2015 _____
2. 2017 _____
3. 1,066 _____
4. 400 _____

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

1. What is this article about?

2. What happened on social media? (paragraph 1)

3. Where do lenticular clouds form? (paragraph 3)

4. Why does the wind become clouds? (paragraph 3)

5. What do people do in Åre in the winter? (paragraph 4)

6. Circle the opinion you agree with.

a. Social media helps us learn interesting facts.	b. Social media doesn't help us learn interesting facts.
---	--

14 Unit 1 | What do you Care About?

Theme 1 | Changes 15

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

FOUND ON WEBSITE

Self-Evaluation and Wrap-up Page


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

THEME 1 SELF-EVALUATION

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

Goal	Yes	Not Yet	Ways to Improve
I can talk about the weather.			
I can talk about food and leisure.			
I can use will + verb to make predictions.			
I can use will + verb to make decisions.			
I can use may (not) and could to talk about my future plans.			

Wrap-up
Look at this picture. Look at this picture on pages 2-3. Describe the weather in both pictures. Predict the weather for your city and state.



2 Unit 1 | Life's Work

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

Vocabulary Builder Page

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

Vocabulary Builder Review the vocabulary you learned in this theme. Write an example for each new word.

Word	Translation	Example Sentence
air conditioner, n.	aire acondicionado	
armchair, n.	sillón	
beat up, v.	dar una paliza	
bed, n.	cama	
bookshelf, n.	estantería	
dryer, n.	secadora	
exercise, n.	ejercicio	
find out, v.	descubrir	
freezer, n.	congelador	
friends, n.	amigos/as	
get along, v.	llevarse bien	
get back, v.	retomar/recuperar	
give up, v.	rendirse	
homework, n.	tarea	
job, n.	trabajo	
look after, v.	cuidar	
money, n.	dinero	
pick up, v.	recoger	
school, n.	escuela	
shy, adj.	timido/a	
sports, n.	deportes	
table, n.	mesa	
throw out, v.	tirar (basura)	
tired, adj.	cansado/a	
washing machine, n.	lavadora	

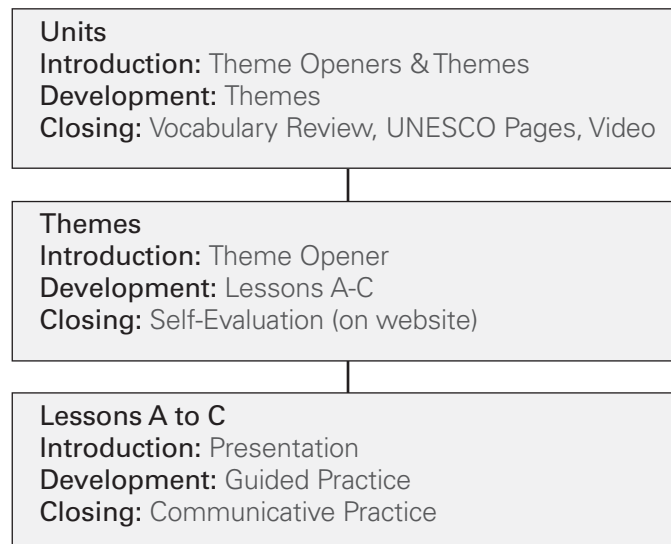
Categorize: Put the vocabulary in the list into the correct categories.

Furniture	Appliances	Problems	Two-Word Verbs
armchair			

Theme 2 Solutions

Categorization activities help students consolidate their learning.

TEACHING DIDACTIC SEQUENCES WITH *GET CLOSE*



What Is a Didactic Sequence?

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

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

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

COMPETENCY-BASED TEACHING

What is Competency-Based Teaching?

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

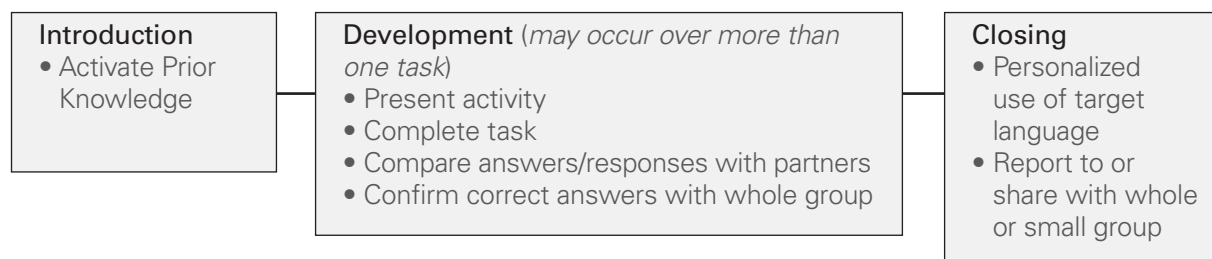
competency: the ability to perform or demonstrate required skill, ability, or knowledge

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

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

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

TYPICAL DIDACTIC SEQUENCE AT SKILLS (ACTIVITY) LEVEL



Vocabulary

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

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

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

active vocabulary: words that learners can use easily and accurately

recall: the ability to remember and use words

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

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

Grammar

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

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

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

Listening and Reading

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

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

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

Speaking and Writing

Speaking and writing are the two productive skills and provide opportunities for learners to demonstrate what they can do in the language. When producing either spoken or written language, learners need to integrate the language knowledge and skills they have been working on so as to carry out the task successfully. Thus, their spoken and written production is evidence of their competency. Learners' written and spoken products demonstrate that they can carry out specific tasks in realistic situations. As with receptive skills, learners need to develop strategies to enable them to be more successful, such as taking notes before speaking, or following the steps in the writing process. Research has

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

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

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

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

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

PLANNING AND MANAGEMENT

The Constructivist Approach

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

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

Feedback and Assessment

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

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

LANGUAGE LEARNING STRATEGIES (LEARNING FOR LIFE)

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

CORRELACIÓN CON COMPETENCIAS

Unidad 1 What do you care about?	Competencias Genéricas	Competencias Disciplinarias
Tema 1 Changes	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.
Tema 2 Solutions	Se expresa y se comunica	Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral. 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.
	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	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 noción de las propiedades del texto.
Unidad 2 Health and Carefulness	Competencias Genéricas	Competencias Disciplinarias
Tema 3 Health	Se expresa y se comunica	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	Comprende la noción de las propiedades del texto.
	Piensa crítica y reflexivamente	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.
	Aprende de forma autónoma	Utiliza procedimientos y estrategias de la comunicación escrita y reconoce la importancia de evaluar las producciones, tanto propias como ajenas, con criterios objetivos de corrección, coherencia, propiedad y creatividad. Se expresa en forma coherente, creativa y adecuada a diversas situaciones y finalidades; acentúa las destrezas comunicativas propias del diálogo, que 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.

	Competencias Genéricas	Competencias Disciplinares
Tema 4 Cause and Effect	Se expresa y se comunica	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. Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral.
	Trabaja en forma colaborativa	Comprende la noción de las propiedades del texto.
	Piensa crítica y reflexivamente	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.
	Aprende de forma autónoma	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. 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.

	Competencias Genéricas	Competencias Disciplinares
Unidad 3 Contributions to the World		
Tema 5 Nature	Se expresa y se comunica	Desarrolla estrategias para hacerse comprender en lengua extranjera, en situaciones comunicativas cotidianas, mediante convenciones lingüísticas y recursos no lingüísticos. 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. Conoce aspectos elementales sobre el origen, desarrollo y riqueza de una lengua extranjera.
Tema 6 The Future	Se expresa y se comunica	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. 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	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.

SCOPE AND SEQUENCE

	Unit 1: What do you care about?		Unit 2: Health
	Theme 1 Changes	Theme 2 Solutions	Theme 3 Health
Focus	weather descriptions; problems and solutions (climate change); the future, personal goals and decisions	the home; problems and solutions; suggestions; the future; plans; descriptions	advice / suggestions; problems; beliefs; goals
Functions	making general and personal predictions; describing the weather; describing personal goals; describing future plans; talking about food and drink	describing problems; asking for and giving suggestions; describing future plans	asking for and giving suggestions and advice; describing personal goals; talking about diet and health
Grammar	<i>will</i> (affirmative, negative, interrogative) w/ <i>definitely</i> and <i>probably</i> for predictions and probability; <i>will</i> for decisions; <i>may</i> , <i>could</i> , and <i>may not</i> for future plans	possessive pronouns; <i>should</i> (affirmative, negative, interrogative) for advice; <i>could</i> , <i>must</i> , <i>have to</i> for advice; <i>going to</i> for plans and predictions	regular simple past; advice structures with gerund or infinitive; past progressive; modal verbs (<i>could</i> , <i>might</i> , <i>may</i> , <i>must</i> , <i>can't</i>) for belief
Vocabulary	normal weather; extreme weather; climate change; food; vacation activities	parts of a house and furniture; two-part verbs; typical problems; jobs; public places	illnesses and injuries; remedies and treatments; extreme sports
Listening	listening for gender and number; listening for specific details	listening for location; listening for gist; listening for specific details	listening for affect; listening for gist; listening for details
Speaking	giving and asking for opinions; comparing ideas; agreeing and disagreeing; making decisions in a restaurant; asking and answering about future plans	describing problems; giving advice; asking for and giving opinions	asking for and giving advice about health problems; asking and answering questions about goals;
Pronunciation	stressed and unstressed syllables	initial -s consonant clusters	regular past tense endings
Reading	reading about extreme weather; <i>UFO Clouds</i>	reading an article about neighborhood work; <i>A Dangerous Job: Smokejumpers</i>	reading about health issues; <i>Super Foods from Mexico to the World</i>
Writing	writing a conservation newsletter	writing an e-mail	writing a webpage
Project	Climate Change Poster (on website)	Jobs of the Future	Optional: Diet and Health Report
Video	Solar Cookers		

and Carefulness

Unit 3: Contributions to the World

Theme 4 Cause and Effect

ability, discoveries, achievements; cause and effect; things that are generally true

describing ability; talking about achievement; making offers, threats and suggestions; talking about emergencies

irregular simple past; *be able to* (affirmative, negative, interrogative) different tenses; present perfect; first conditional

places of interest (local, national, international); verbs for talking about actions and processes; money verbs; emergency items

listening for speaker; listening for gist; listening for details

describing famous places and civilizations; giving opinions about what to do in emergencies

different spellings of same vowel sound

reading an article about developing ideas; *A Camera as a Passport*

writing an encyclopedia article

Inventors Who Changed the World

Stress

Theme 5 Nature

health problems; inventions and discoveries; scientific processes

talking about discoveries and inventions, describing actions (past and present); describing processes; giving factual information; explaining cause and effect; talking about communication

verb tenses contrasted (simple past, past progressive); verb tenses contrasted (simple past, present perfect); zero conditional; comparing zero conditional and first conditional

illnesses; scientific processes; conservation

listening for setting; listening for relationship; listening for gist; listening for details

describing activities; giving definitions; describing consequences

sentence stress

reading about the natural world; *Do Animals Laugh?*

writing a magazine article

Optional: How Animals Communicate

Theme 6 The Future

the environment and global warming; urban planning and environmental; changes; natural and

describing actions that are in progress; giving factual information; talking about future accomplishments; describing problems and solutions; talking about possibility

present perfect progressive; verb tense review (present perfect, present perfect progressive); modal verbs for possibility; first conditional with modals

space; housing; climate change and the environment

listening for age; listening for affect; listening for gist; listening for detail

discussing housing; asking and answering questions for a survey; discussing future goals

stress and intonation patterns with modal verbs

reading an article about planned communities; *Living on the Red Planet*

writing a webpage about "greener" cities

Living in Space

CHANGES



THEME

UNIT 1

2

Opening Activity

Look at the picture and answer the questions.

1. Is this happening in the city or the country?
How do you know?
2. What does the sky look like?
3. How can you describe the weather? Why do you think that?



Theme Goals

In this theme, you will learn to:

- talk about the weather.
- talk about food.
- talk about leisure activities.
- use *will* + verb for predictions.
- use *will* + verb for decisions.
- use *may (not)* and *could* to talk about future plans.



SYLLABUS FOCUS

Fundamental Concept: Life Project

Subsidiary Concept: As an individual: Personal and vocational

Main Category: Diversity and time

Core Value: Solidarity

Photo Background

This photo shows a thunderstorm. These storms are also called electrical storms or lightning storms. Sometimes it is very windy and rainy when there is a thunderstorm. Thunder is the noise that comes after the lightning. Lightning is very powerful and dangerous. It can hit an object or person 40 kilometers away from the cloud it came from. When there is a thunderstorm, the best advice is to go inside a building or a car where you will be safe.

INTRODUCTION

- Ask: *What's the weather like today? Is it sunny? Cloudy? Rainy?* Point outside and use pictures or draw on the board to help students understand *weather, sunny, cloudy* and *rainy*, if necessary.

DEVELOPMENT

Opening Activity

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

Answers: 1. It's in the city. 2. There is lightning. There are a lot of clouds. 3. The weather's bad. There is a storm. (Answers may vary.)

THEME

UNIT 1

T2

Theme Goals

- Draw a three-column chart on the board labeled: *Weather, Food, Leisure Activities*
- Have students work in pairs to write any words that they already know in these categories.
- Have different students share their ideas and write them on the board.
- Have students read the Theme Goals and say which goals they already know something about. Tell them that *will/will not* and *may/may not/could* are used with verbs to talk about the future.

CLOSING

- Have students form small groups or work as the whole class to say one thing about the weather in the state they live. Write questions on the board to prompt them: *Are there storms like the one in the photo? When? Is the weather usually hot or cold here? Is it rainy here?, etc.*

TEACHING TIP



Activating prior knowledge (as in the Theme Goals activity) helps prepare students for new knowledge and can build their confidence as they realize that although they are beginning a new topic, they already know some of the language they'll need.

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

LESSON A TODAY'S CLIMATE WILL BE...

A Vocabulary in Context Study the photos of weather words.



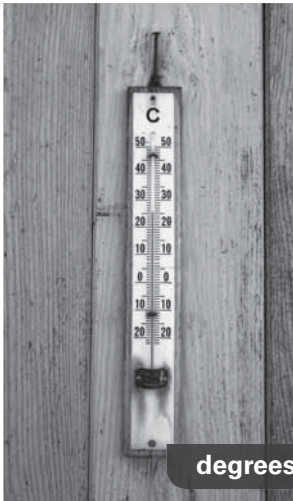
dry

Weather words

Sometimes we say, *There will be rain.* Sometimes we say, *It'll be rainy.* Look at these pairs of words:

Nouns/Adjectives

rain/rainy;
sun/sunny;
wind/windy;
cloud/cloudy



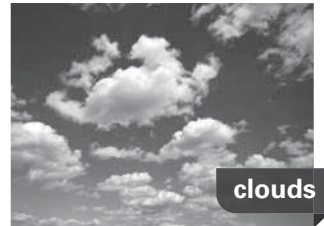
degrees



wind



cold



clouds



rain



hot



sun

wind
degrees
cold
clouds
dry
rain
hot
sun

B Vocabulary in Action Listen to the weather report. Circle the words in the box that you hear. Then listen again and check your answers.

C Complete each sentence with a word from **A**. You won't need all the words.

1. There is a lot of rain today, so there's no soccer game.
2. A thermometer shows the temperature in _____ Centigrade.
3. I see dark _____ in the sky—a storm is coming!
4. Maribel is tired of rain and more rain! She wants to see the _____.
5. It is usually very hot and _____ in the Sonoran Desert.
6. The temperature is only five degrees today—that's really _____!

VOCABULARY TOPIC: WEATHER

INTRODUCTION

- Write the weather words from **A** on the board. Have students check ✓ the ones they think they already know.
- Have them compare the words they checked with a partner and explain them to each other.

DEVELOPMENT

A Vocabulary in Context

- Have students look at the pictures and confirm the meanings of the words.
- Say each weather word and have students repeat as a group. Have different students repeat.
- Focus students' attention on the information in the sidebar and the use of *There will be + noun* and *It'll be + adjective* to describe the weather.
- Randomly say nouns/adjectives from the list and call on different students to say either *There will be* or *It'll be*, plus the word you said.

B

- Write on the board: *Weather Report*. Have students explain what a weather report is. Ask: *Where can you listen to or read a weather report?* Have students read the directions.
- Have students listen and circle the words they hear.
- Have students compare answers with a partner.
- Listen again and check the answers with the whole group. Circle the words on the board.

Answers: dry, sun, degrees, clouds, wind, cold

C

- Have students read the directions. Remind them they don't need to use all the words.
- Have them complete the sentences.
- Have students compare their answers with a partner.
- Check the answers with the whole group and write them on the board.

Answers: 1. rain 2. degrees 3. clouds 4. sun 5. dry 6. cold

CLOSING

Have students work in pairs to create a chart for weather words in the Vocabulary section of their notebook. Have them draw a symbol to represent each one.

TEACHING TIP



To help students learn new words, it is a good idea to have them create a separate section of their notebook where they write new vocabulary. Grouping the words together in categories and using visual images for the meaning (as in the Closing activity) are both useful vocabulary learning strategies.

GRAMMAR

INTRODUCTION

- Write on the board a sentence about the weather in your town. For example: *It will be cloudy and rainy in X next week.* Ask: *What question do we ask to find out this information?* Write the following prompt as necessary: *_____ will the weather be like...?*
- Ask: *What about a Yes/No question?* Prompt as necessary: *_____ it _____ cloudy tomorrow?* Elicit the answers *Yes, it will./ No, it won't.*
- Point to the initial sentence and ask: *How do we make this negative?* Write their ideas on the board.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart and check their answers to the Introduction exercises. Focus their attention on the information in the sidebar and explain the idea of evidence that is a bit uncertain.
- Have a few students ask questions about the weather in different places. Have different students answer.

E Grammar in Action

- Write the first sentence on the board (or on pieces of card or paper) and have students unscramble it.
- Have students read the directions and unscramble the sentences and questions.
- Have students compare their answers with a partner. Refer students back to the chart if necessary.
- Check the answers with the whole group and write them on the board.

Answers: 1. What will the weather be like on Wednesday? 2. It won't be cold in July. 3. Will it be sunny in León tomorrow? 4. It will be hot in Puebla on Tuesday. 5. It'll be rainy in Ciudad Victoria this week.

F

- Have students tell you the names of two different cities in Mexico and the days of the week. Write them on the board.
- Point to one of the cities and say: *It'll be...* Have students complete the sentence using a weather word, the city and a day of the week. Write it on the board, e.g., *It'll be sunny in Merida on Friday.* Repeat with other students.
- Have students work in pairs to read the directions and write their sentences. Refer them to the chart if necessary.
- Have different students share one of their sentences and write them on the board.

Answers: 1. What will the weather be like on Wednesday? 2. It will be windy on Tuesday. 3. It will be hot next week. 4. It will be sunny in Colima. 5. It won't be cold tomorrow./It will be hot tomorrow. (Answers will vary.)

CLOSING

G Communicate

- Have students read the directions. Model the example dialog with a student.
- Have students write sentences predicting the weather. Remind them to use both affirmative and negative. Refer them to the chart as necessary.
- Have students compare their predictions with a partner.

FURTHER PRACTICE



- In small groups, have students prepare a radio weather report about the whole of Mexico.
- Have each group give their report to the group.
- Have the students who are listening write down the places that are mentioned and the weather for each place.

D Grammar in Context Study the chart.

Will for predictions

Questions	Affirmative sentences	Negative sentences
What will the weather be like next week?	It will be hot and dry in Morelia. It' ll be rainy in Cancún.	It won't be cloudy and rainy in Morelia. It won't be sunny in Cancún.
Will it be windy this afternoon?	Yes, it will . Yes, it' ll be windy.	No, it won't . No, it won't be windy this afternoon.

Use **will + verb** to make predictions when there is some evidence, but not 100% certainty. **Won't** is the contraction of **will not**. Contract **will** to **'ll** with pronouns.

E Grammar in Action Unscramble the sentences and questions.

- will weather on like be Wednesday What the ?
What will the weather be like on Wednesday?
- cold won't July in It be

- it in sunny León Will tomorrow be ?

- be in Puebla will It hot Tuesday on

- this rainy It'll in be Ciudad Victoria week

F Write sentences with **will/'ll** or **won't + be**. Use the words in the box and the sentence cues.

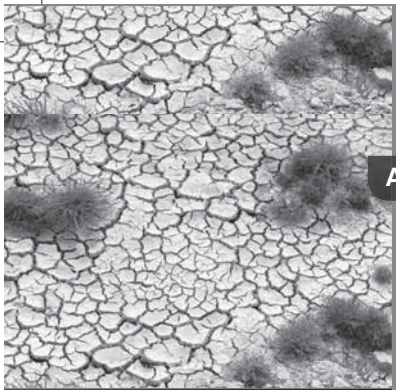
- _____ *It won't be rainy in Monterrey.* _____ (in Monterrey)
- _____ (on Tuesday)
- _____ (next week)
- _____ (in Colima)
- _____ (tomorrow)

cloudy
cold
degrees
dry
hot
rainy
sunny
windy

G Communicate Write affirmative and negative weather predictions for your city or state in your notebook. Then compare your predictions with your partner's.

It'll be sunny in Hermosillo on Monday.

It won't be cold in Hermosillo next week!



A

H Vocabulary in Context Read the article. Look at the pictures.



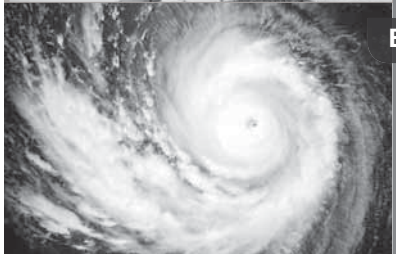
B



C



D



E



F



G



H

☐ ☐ ☒

📺 Video 📷 Photo 🗨️ Discuss ➔ Related

Extreme Weather Week!

Every year, there is more extreme weather. No matter where you live in Mexico, you will probably see some kind of extreme weather in the future.

Hurricanes hit the coasts with powerful wind and rain. They can cause **floods** that cover the ground with water in just a few minutes.

Thunderstorms bring dangerous **lightning** and **hail**. **Tornadoes** destroy trees, cars, and houses with their strong winds.

Heat waves push temperatures over 30 degrees. **Droughts** dry the land out completely.

Watch Nature TV next week. You'll learn more about extreme weather and how it can affect you. You'll also learn about small changes that can make the world better.

I Vocabulary in Action Match the pictures to the words in the box.

thunderstorm	hail	heat wave	hurricane
<i>c</i>			
flood	drought	lightning	tornado

J Look at the extreme weather words in the box in I. Does each weather condition have wind or water? Both? Neither? Write each word in the correct column.

wind	water	both	neither
	<i>hail</i>		

VOCABULARY TOPIC: EXTREME WEATHER

INTRODUCTION

H Vocabulary in Context

- Have students look at the pictures and describe what they can see. Tell them not to worry about the exact words.
- Have students read the article and answer the question: *What is extreme weather?*
- Have students tell you what the text was about. Ask questions to prompt as necessary: *Where will you see extreme weather? Where will you learn more about extreme weather?, etc.*

DEVELOPMENT

I Vocabulary in Action

- Have students read the directions and match the words to the pictures.
- Have them compare in pairs their answers.
- Check the answers with the whole group and write them on the board.
- Have students repeat each word.

Answers: a. drought b. tornado
c. thunderstorm d. heat wave e. hurricane
f. flood g. lightning h. hail

J

- Have students read the directions and look at the chart.
- Have students work in pairs to complete the chart with the words from **I**.
- Check the answers with the whole group by completing the chart on the board.

Answers: Wind: tornado **Water:** hail, flood
Both: hurricane, thunderstorm **Neither:**
drought, lightning, heat wave

CLOSING

- Describe one of the extreme weather conditions to students without saying which one it is. For example: *There is no rain. It is not good for the plants when we have this weather.* Have students say which weather you are describing (*drought*).
- Have students choose four of the words from **I** and write notes to describe the meaning.
- Have them describe the weather conditions to a partner.

FURTHER PRACTICE



Have students work in pairs to use the new words from this lesson to write more weather predictions about Mexico or the world. For example, *There will be a hurricane in Cuba next week.* Before they begin, elicit: *There will be...* and place and time expressions, e.g., *in Cancun, next week, on Friday, etc.* Write them on the board.

GRAMMAR

INTRODUCTION

- Write on the board:
It will definitely rain this afternoon.
It will probably rain this afternoon.
Ask: *Do these sentences have the same meaning?*
How do you know? Have students identify the adverbs and explain the difference in meaning between the sentences.
- Show/draw two pictures, one with lots of very dark rain clouds, the other with just a few grey clouds. Ask: *Which sentence describes which picture?*

DEVELOPMENT

K Grammar in Context

- Have students look at the chart. Focus their attention on the explanation column. Have students change the two sentences on the board to negatives (*It definitely won't rain/It probably won't rain...*).
- Say: *100%, hurricane.* Have a student say a sentence, e.g. *There will definitely be a hurricane in Puerto Vallarta this weekend.* Repeat for the other weather conditions, and with 50%. Encourage students to use negatives as well.

L Grammar in Action

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

Answers: 1. will probably be 2. will probably fall 3. definitely won't 4. will probably reach 5. probably won't

M

- Write the first sentence on the board. Ask: *Which adverb do we need?* Have students tell you how to rewrite the sentence.
- Have students read the directions and rewrite the sentences.
- Have them compare answers in pairs. Refer them to the chart if necessary.
- Check the answers with the whole group and write them on the board.

Answers: 1. It will definitely get hot this afternoon. 2. The drought probably won't continue for six months. 3. The hurricane will definitely have wind and rain. 4. Twenty centimeters of rain will probably fall this weekend. 5. There definitely won't be a tornado tonight.

CLOSING

N Communicate

- In pairs, give students 30 seconds to brainstorm a list of cities in Mexico. Write the cities on the board.
- Have students read the directions and the expressions in the box. Check understanding by having students give you an example of the temperature falling/rising.
- Have students choose three cities from the list on the board and write their weather predictions. Remind them to use the adverbs of probability as well as the expressions in the box.
- Model the example dialog with a student. Ask students for the affirmative of *I don't agree.* Write both affirmative and negative on the board and focus their attention on the form. Remind them we don't need the verb *to be* with *agree* in English.
- Have them share predictions in pairs.

FURTHER PRACTICE

Contrasting Spanish and English for specific structures can be helpful to students. Focusing their attention on a structure that is different in the two languages, and which commonly causes students difficulty, may help students notice the difference and begin using the structure correctly.

K Grammar in Context Study the chart.

Adverbs of probability

Examples	Explanations
It will probably rain tomorrow. There definitely won't be thunderstorms this afternoon.	Use adverbs like <i>definitely</i> and <i>probably</i> to show the probability of a prediction. <i>Definitely</i> = 100% certain <i>Probably</i> = at least 50% certain
The temperature will definitely rise.	Put the adverb between <i>will</i> and the verb in affirmative sentences
There probably won't be a tornado today.	Put the adverb before <i>won't</i> in negative sentences.

L Grammar in Action Circle the correct words to complete each statement.

- There (will probably be) / will be probably) a thunderstorm in Cuernavaca tonight.
- Fifty centimeters of rain (probably will / will probably) fall.
- The temperature (definitely won't / won't definitely) go above 25 in Matamoros today.
- During the heat wave the temperature (will reach probably / will probably reach) 33 degrees.
- We (won't probably / probably won't) have lightning and hail tomorrow.

M Look at the adverbs of probability in the sidebar. Rewrite the sentences with the correct adverb.

- It will get hot this afternoon. (100%)
It will definitely get hot this afternoon.
- The drought won't continue for six months. (50%)

- The hurricane will have wind and rain. (100%)

- Twenty centimeters of rain will fall this weekend. (50%)

- There won't be a tornado tonight. (100%)

50%
probably

100%
definitely

N Communicate Make predictions about extreme weather for three cities. Use adverbs of probability plus the expressions in the box. Share your predictions with your partner.

will have a thunderstorm/tornado/hurricane
rain/hail/snow
temperatures will fall / wind will blow
temperatures/flood waters will rise

We will probably
have a hurricane
in Tamaulipas this
summer.

I don't agree. We
definitely won't
have a hurricane
this summer.

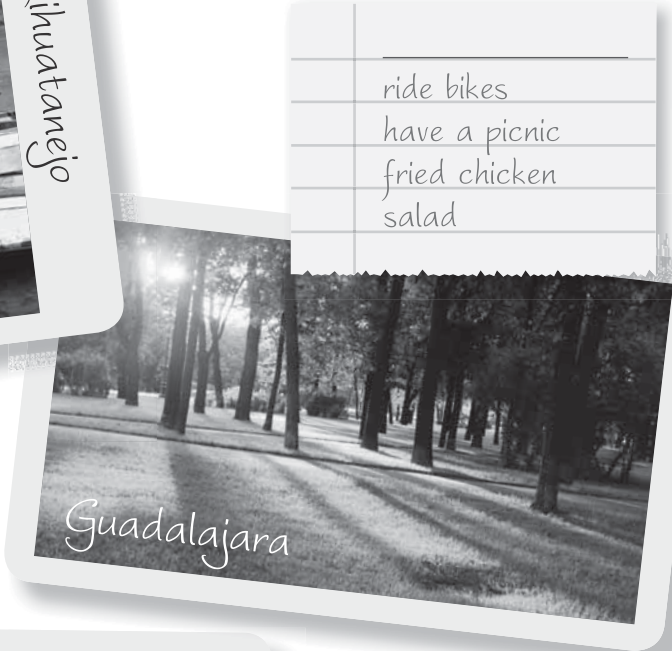
LESSON B MAKING PLANS

Juan
Sara
Tomás

A Vocabulary in Context Listen to the conversation. Write the name of the person speaking above his/her vacation ideas.



go fishing
grilled fish
fruit



ride bikes
have a picnic
fried chicken
salad



swim
play volleyball
fruit
ice cream

have a picnic
go fishing
grilled fish
fried chicken
fruit
ice cream
play volleyball
salad
ride bikes
swim

B Vocabulary in Action Put each word from the box in the correct category.

Food	<i>grilled fish</i>				
Activities					

C Communicate Think about your next vacation. In your notebook, write two activities you want to do, and two foods you want to eat. Then talk to a partner about your plans.

What do you want to do on your next vacation?

I want to _____.
What about you?

And I want to eat _____!

VOCABULARY TOPIC: VACATION ACTIVITIES

INTRODUCTION

- Have students look at the postcards and say what they can see. Ask: *Where do you think this is? What is this/are these? What are these people doing?* Write their ideas on the board.

DEVELOPMENT



A Vocabulary in Context

- Tell students they are going to listen to people talking about their vacation plans. Have them read the directions.
- Have students listen and write the name for each chart.
- Have them compare answers in pairs.
- Listen again and check the answers with the whole group.

Answers: Chart A: Juan Chart B: Tomas
Chart C: Sara

B

- Draw the chart on the board. Ask students for words they can remember from the conversation that could go in the chart. Don't write them.
- Have students read the directions and work in pairs to write the words in the chart.

Answers: Food: grilled fish, fried chicken, fruit, ice cream, salad **Activities:** have a picnic, go fishing, play volleyball, ride bikes, swim

CLOSING

C Communicate

- Have students read the directions and write down their two activities and two foods. Provide extra vocabulary as necessary.
- Model the example dialog with a student.
- Have students talk about their vacation plans with a partner.
- Have students report back to the class on their partner's plans.

TEACHING TIP



When students are working on freer production activities, such as Communicate activities or Writing activities, encourage them to ask for (or look up in the dictionary) other vocabulary that they want to use. When students need a word to express their own ideas and ask for it, this word is more likely to become part of their active vocabulary. They will remember it because it is a word they have chosen and it is significant to them. It is important to take advantage of these moments to help students broaden their vocabulary.

FURTHER PRACTICE



- Elicit from students expressions they know for describing *likes* and *dislikes* and write them on the board (e.g., *I like... I'm not into... I love...*) Say: *I want to go on the Playa del Carmen vacation because I'm really into swimming and volleyball and I love eating fruit and ice cream.* Ask: *Which vacation do I want to go on? Why?*
- Have students work in pairs or trios to say which vacation from **A** they want to go on and why.
- Have different students report back to the group about their partner.

GRAMMAR

INTRODUCTION

- Write on the board: *It will be rainy tomorrow. There will be a hurricane in Cancun this week.* Ask: *What are these?* Elicit: *Predictions.* Write it on the board.
- Ask a student: *Are you hungry?* When the student says *yes*, say: *I'll buy you lunch.* Ask: *Is this a prediction?* Write on the board: *Decision.* Give another example, e.g. *Is the homework difficult? I'll help you.*

DEVELOPMENT

D Grammar in Context

- Have students look at the chart. Focus their attention on the explanation column. Ask: *Do we use will for decisions we made in the past or decisions we make in the moment something is happening?*
- Say: *My car isn't working.* Have students respond, e.g., *I'll help you. I'll take you home.* Do more examples as necessary.

E

- Write on the board: *Your friend lost her pen.* Ask: *What do you say to her?* Elicit possible responses, e.g., *I'll give you my pen. I'll buy you a new one. I'll help you look for it. I'll find it for you.,* etc.
- Have students read the directions and write a sentence with *I'll...* for each situation using the verbs in the box.
- Have them check answers in pairs. Refer them to the chart if necessary.
- Check the answers with the whole group and write them on the board.

Answers: 1. I'll buy a Coke. 2. I'll get tickets.
3. I'll help you/her. 4. I'll take it!
5. I'll answer it.

F Grammar in Action

- Write on the board: *I want fish for lunch. I'll go to the market.* Ask: *Am I making a prediction or a decision?*
- Have students read the directions and decide if each one is a prediction or a decision.
- Have students compare answers in pairs.
- Check answers with the whole group.

Answers: 1. prediction 2. decision
3. decision 4. prediction 5. decision
6. prediction

CLOSING

G Communicate

- Have students look at the photo and say what they can see.
- Have students read the directions. Model the example dialog with a student.
- Have students write down possible questions to ask for each one (e.g., *Do you like pizza? Do you want to see your family or your friends?*)
- Have students work in pairs to ask and answer questions and make a decision for each situation.

FURTHER PRACTICE



Have students write down situations that are relevant to them and their classmates (e.g., about school, friends, family, local events, etc.). For example, *We have a math test tomorrow.* Have them work in pairs or small groups saying their situations and responding with a decision. For example:

Student A: *We have a math test tomorrow.*

Student B: *I'll study after school.*

Student C: *I'll ask Felipe to help me study.*

D Grammar in Context Study the chart.

Will for decisions

Examples

A: Samuel's bus arrives in an hour.
 B: I'll meet him at the station.
 A: I'm late for school.
 B: OK. I'll drive you.

Explanations

Use **will + verb** to announce decisions. When we make a decision, we are doing it in the moment. It isn't a plan that we made in the past.

E Grammar in Action Look at each situation. Make a decision or solve the problem. What are you going to do at this moment? Use the verbs in the box.

answer
buy
get
help
take

- You have 20 pesos and you're thirsty.

I'll buy a Coke.
- There's a good movie playing tonight.

- Your mother is carrying three heavy bags up the stairs.

- Your friend has an extra ticket to a concert.

- The phone is ringing.

F We can use **will** to make prediction and decisions. What are the people in these sentences making? Circle the correct word.

- Tomorrow, it will be hot and sunny in Guadalajara. (decision / prediction)
- Thanks for the money, Aunt Meche. I'll save it for vacation. (decision / prediction)
- Wow! It's raining a lot today. We'll go to the park tomorrow, OK? (decision / prediction)
- There will be a lot of interesting things to see in Veracruz. (decision / prediction)
- I'll have a chicken salad and some fruit, please. (decision / prediction)
- This weekend, we'll have cold, windy weather in Chihuahua. (decision / prediction)

G Communicate Talk with a partner. Make decisions in a way that is true for you. Use the cues in the parentheses.

- (Decide where to go for vacation.)

Do you like hiking or swimming?

I like hiking. I'll go to the mountains for vacation.

- (Decide what to eat for dinner.)
- (Decide who to visit next weekend.)
- (Decide what to do after school.)



H Language Builder Study the chart.

We never add **-s** to **will**, **may**, or **could**. These words are also never preceded by **to** or followed by the **-ing** form of the verb

May (not) and could for future plans

Examples

It **may** rain today.
We **may not have** good weather today.

We **could see** a movie today, or we **could go** to the mall instead.

Explanations

Use **may (not)** + verb to talk about possibilities in the future.

Use **could** + verb to make suggestions about the future.

(We don't use **could not** to make suggestions.)

I Listening Listen to the conversation and answer each question.



6

1. How does Raúl feel about his vacation?

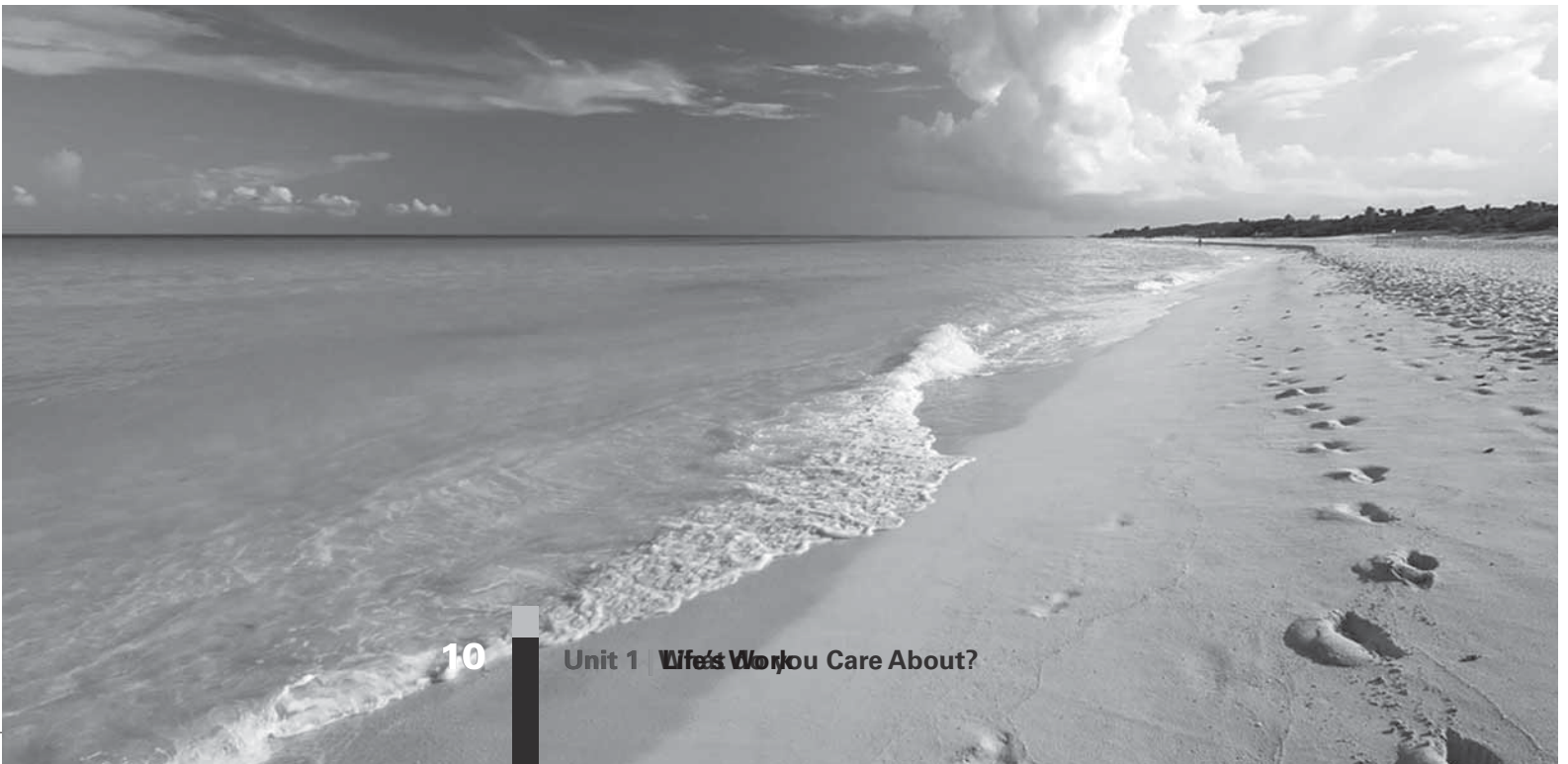
2. How do you know he feels that way?

J Listen to the conversation again and write **may** or **could** to complete each sentence.



6

1. He _____ *could* _____ go hiking in another state.
2. He _____ also go at a different time of year.
3. For his next vacation, he _____ go with his cousin Mario.
4. He _____ not go hiking again for a long time!
5. Next time, he _____ just relax on the beach, swim, and play volleyball.
6. He _____ even stay home!



INTRODUCTION

H Language Builder

- Have students look at the chart. Focus their attention on the information in the side bar. Explain that *may* and *could* are like *can* and *will*; they never change form and you can only use the main form of the verb after them.
- Write on the board:
It will definitely rain today.
It will probably rain today.
It may rain today.
Ask: *What is the difference between these two ideas?* Remind them that *definitely* is 100% certain, *probably* at least 50% and *may* is less than 50%.
- Have several students make other suggestions about their plans for the weekend using *could*.

DEVELOPMENT

6 I Listening

- Have the students read the directions and the questions. Have students predict what they are going to hear. Ask: *Where do you think Raul went on vacation? How do you think he feels about his vacation?*
- Have students listen and answer the questions. Remind them that they only need to understand enough to answer these two questions.
- Have students compare answers in pairs.
- Listen again and check answers with the whole group.

Answers: 1. He thinks it was funny. 2. He laughs.

6 J

- Have students read the directions and the sentences. Encourage them to write any answers they think they already know.
- Have students listen and complete the sentences/check what they wrote.
- Have them compare answers in pairs.
- Listen again and check answers with the whole group.

Answers: 1. could 2. could 3. could 4. may
5. may 6. could

CLOSING

- Say: *I may visit my family next vacation. I could go to Mexico City and see my cousins or I could go to Queretaro and see my grandparents. What about you?* Have one or two students tell you their plans.
- Have students write a few notes about their next vacation (people, places, activities).
- Have students work in pairs to talk about their vacation plans.

TEACHING TIP



Having students make predictions about what they are going to listen to or read, or predicting the answers to questions is a good listening and reading strategy. It helps them to be more prepared for what they are going to hear or read. They are also likely to understand more if they have already started thinking about the topic and words and expressions they might hear.

SOLAR COOKERS

INTRODUCTION

A Before You Watch

- Have students look at the pictures and say what they can see.
- Have them read and repeat the words.

DEVELOPMENT

B While You Watch

- Have students read the directions and the words in the box.
- Have students watch the video and circle the words they hear.
- Have them compare the words they circled with a partner.
- Watch again and check answers with the whole group.

Answers: cook, degrees, hot, sun

C After You Watch

- Have students read the directions and look at the picture. Ask: *What is this person doing?*
- Have students read the sentences and decide if they are true or false.
- Have them compare and explain what they understood from the video with a partner.
- Check answers with the whole group.

Answers: 1. T 2. F 3. T 4. F

CLOSING

D Communicate

- Write on the board: *Saving Energy*. Ask: *What other ways are there to save energy?* Write students' ideas on the board (e.g., *wind energy, electric cars, etc.*).
- Have students work in pairs to talk about different ways of saving energy.
- Ask: *What alternative forms of energy do we use in Mexico?*

FURTHER PRACTICE



- In groups of four, have students talk about alternative forms of energy and the situation in Mexico. Tell them that each person should give their opinion and the secretary should write notes about what they discuss. Tell them they have five minutes and then they will share with the group.
- Give each team member a role: time-keeper, secretary, organizer and spokesperson (Write the following on the board or give each person a card with their role. You can use the cards in other group activities.):
 - **Time-keeper:** make sure your group does the activity in five minutes.
 - **Secretary:** take notes.
 - **Organizer:** make sure everyone in the group talks.
 - **Spokesperson:** present to the group.
- Have each group discuss their ideas and opinions, then share what they talked about with the group.

Solar Cookers

A Before You Watch Do you know these words? Look at the pictures and read the words.



cook



solar



heat

B While You Watch As you watch the video, listen for these words. Circle the words you hear.

cook degrees fish hot sun wet wind

C After You Watch Check your understanding. Read the sentences and circle **T** for *true* and **F** for *false*.

- 1. It is possible to use the sun to cook many kinds of food. T F
- 2. Solar cooking isn't very important in developing countries. T F
- 3. It is safer to cook with solar energy than with wood. T F
- 4. Solar cooking can't make water safe to drink. T F



D Communicate Talk with a partner about a way to save energy.

You can cook with the sun.

That's a great idea.

LESSON C SAVE ENERGY AND \$

A Listening in Context Listen to the conversation.



How many people are speaking? Are they boys or girls?



turn off the lights
ways to help
"Don't waste water!"
"Tell a teacher!"
check for water leaks
give to students

B Listen again and write the correct information in the meeting notes.



	Newsletter	Class Ecology Team	Posters
	<i>give to students</i>		

C Pronunciation Listen to the words and look at the underlined syllables.



Notice that they sound louder and clearer. The loud syllable is the "stressed" syllable.

Example 1: sal-ad

Example 2: po-ta-to

Example 3: hur-ri-cane

D Listen to each sentence and underline the stressed syllable. Then practice saying each word aloud.



1. tor-na-do

4. de-grees

2. chick-en

5. light-ning

3. thun-der-storm

INTRODUCTION

- Have students look at the photo and say what they can see. Ask: *Who are they? Where are they? What do you think they are talking about?*

A Listening in Context

- Tell students they are going to listen to a conversation. Have them read the directions. Point out that they only need to understand enough to answer the two questions.
- Have students listen to the conversation to answer the questions.
- Check the answer with the whole group.

Answers: Four. There are two boys and two girls.

DEVELOPMENT

B

- Have students read the directions and the notes. Ask: *Whose notes are these?* If students think they can complete some of the notes already have them do so.
- Have students listen and complete the notes.
- Have them compare answers in pairs.
- Listen again and check the answers with the whole class.

Answers: Newsletter: give to students, ways to help **Class Ecology Team:** turn off the lights, check for water leaks **Posters:** “Don’t waste water!”, “Tell a teacher!”

CLOSING

- Have students look at the predictions they made before they listened. Ask: *Were the predictions right?* Have them tell you what they can remember about the conversation they listened to.
- Ask questions about the picture: *Who are they? What are they planning? Why are they making posters?, etc.*

INTRODUCTION

- Write on the board: *climate* and *ecology*. Check students understand the term *syllable* and have them identify the number of syllables in these two words (2 and 4).
- Say each word and have students tell you which syllable sounds strongest (stressed). Underline it in each word (*climate*, *ecology*).

DEVELOPMENT

C Pronunciation

- Have students read the directions and listen to the three examples.
- Have students repeat each word.

CLOSING

D

- Have students read the directions and the words. Have them underline where they think the stress in each word is.
- Have students listen and underline the stressed syllables.
- In pairs, have them compare their answers.
- Listen again and check the answers with the whole group.

Answers: 1. tor-na-do 2. chick-en 3. thun-der-storm 4. de-grees 5. light-ning

TEACHING TIP



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

INTRODUCTION

- Write on the board: *School Ecology Project*. Ask: *What could we do?* Have a few students give ideas.

DEVELOPMENT

E Speaking

- Have students read the directions and write down some ideas for projects in their notebook. Model the sample dialog with a student.
- In pairs, have them share their ideas. Encourage them to use *could* and to ask follow-up questions to get more information about their partner's ideas. Remind them to think about question words: *when, where, why, how*, etc.
- Have several students report back to the class on their partner's suggestions. Write their ideas on the board.

CLOSING

- Ask follow up questions for the suggestions on the board: *When could we do this? How could we do this? Why will this help?*, etc. Have different students answer.
- Have students work in small groups to decide which project they like the best. Write each group's choice on the board.
- Have the whole group choose one from this list that the class could actually carry out. If possible, do the project.

INTRODUCTION

- Write on the board: *Newsletter*. Ask: *Where do you find newsletters? What information do they have in them? Who writes them?* Write their ideas on the board.

DEVELOPMENT

F Writing

- Have students read the directions and complete the newsletter.
- Have them compare answers in pairs.
- Check answers with the whole group.
- Have students look at their ideas about a newsletter and compare them with this newsletter.

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

G

- Write on the board *Group (your group's) Newsletter*. Tell students they're going to write about saving the environment. Have students suggest a name for the article. Write it on the board.
- Have students tell you what to write and begin writing a newsletter together on the board. Have them change the information in the model appropriately.
- Have students work with a partner to brainstorm ideas to do with the environment and saving water and electricity. Encourage them to write their ideas down as part of the writing planning stage.
- Have students write their own newsletters.

CLOSING

H

- Have students work in pairs to exchange newsletters, read and check that *will + verb* is used correctly. Remind them to look at the charts on pages 5 and 9 to help them.
- Have them work in pairs to help each other make any corrections needed.
- Display the newsletters in the classroom.

GET CLOSE TO MEXICO



- Ask: *What can we do to help the environment?* Write one or two ideas on the board.
- Have students work in pairs to write a list of ways in which we can help the environment in Mexico.
- Have different pairs tell you their suggestions and write them on the board.
- Find out how many people *already do* any of the suggestions and have a class discussion about the topic if students are interested.


E Speaking Think about an ecology project you could do at your school. Write a few ideas in your notebook. Share them with your partner.

We could have an ecology poster contest.

Good idea!

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

- a. We can save electricity and water.
- b. Together, we will make a difference!
- c. Turn out the lights when no students are in the room.
- d. The future could be difficult.
- e. Tell a teacher if you see a water leak.




Conserve!


Every year, people use more electricity and more water. Scientists are making predictions about the future. In 2025, we will not have enough water for everyone. The petroleum we use to make electricity will become very expensive. (1) d

We can change this future. (2) _____

There are many small things we can do at home and at school:



Low-energy light bulbs save electricity.



Water leaks waste a lot of water.

Save Electricity

- (3) _____
- Turn off the computer when nobody is using it.
- Use low-energy light bulbs.

Save Water

- Turn off the water when you are washing your hands.
- (4) _____
- Use a broom instead of water to clean outside areas.

Share these ideas with your family and friends, too. (5) _____

G Write a newsletter. Give some ways to save water and electricity at your school.

- _____
- _____
- _____
- _____
- _____
- _____

GET CLOSE TO MEXICO

There are a lot of ways to help the environment. Name three ways in which you can help the environment in Mexico.

H Look at your partner's newsletter. Does he/she use **will + verb** correctly?

UFO CLOUDS!

A Connect with the Text Look at the picture and read the article.
Answer the questions.

1. What do these clouds look like? _____
2. What are these clouds called? _____

B Scan Scan the reading and find these numbers. What do they refer to?

1. 2015 _____
2. 2017 _____
3. 1,066 _____
4. 400 _____

1 In 2015 in Cape Town, South Africa, and in 2017 in Åre, Sweden, local residents started to share strange photos on social media. There were UFOs in the sky above their towns!

2 These UFO clouds are lenticular clouds. Lenticular is a Latin word that means something has the shape of a lens. A lenticular cloud is round like a lens.

3 After the photos went viral on social media in 2015, meteorologists explained that lenticular clouds form when strong, wet winds move over land with mountains and valleys. When the wet wind rises to go over mountains it cools and becomes a cloud. This process makes the round clouds form over the tops of mountains.

4 Cape Town is in a valley between mountains. One of them, Table Mountain, is very high. It is 1,066 meters tall (3,500ft). Åre is a Swedish ski resort. It is next to a lake in the mountains, 400 meters (1,300ft) above sea level. Both places have the geographical features that can cause lenticular clouds.

5 The clouds weren't UFOs but they were amazing!

resident, *n.* – a person who lives in a place
strange, *adj.* – not usual
UFO, *n.* – an unidentified flying object (an object in the sky that some people think is a spacecraft from another planet)
lens, *n.* – a piece of glass or plastic with a curved surface you look through (e.g. a camera lens, contact lens)
rise, *v.* – go up
resort, *n.* – a place where people go on vacation (e.g. ski resort, beach resort)
geographical feature, *n.*
phrase – mountains and valleys are geographical features

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

1. What is this article about?

2. What happened on social media? (paragraph 1)

3. Where do lenticular clouds form? (paragraph 3)

4. Why does the wind become clouds? (paragraph 3)

5. What do people do in Åre in the winter? (paragraph 4)

6. Circle the opinion you agree with.

a. Social media helps us learn interesting facts.

b. Social media doesn't help us learn interesting facts.

INTRODUCTION

A Connect with the Text

- Have students look at the photos and say what they can see.
- Have different students share their answers to question 1.

Answers: 1. They look like UFOs. 2. They are called Lenticular clouds.

B Scan

- Have students read the directions. Remind them that scanning is a reading strategy to help them find key information in a text quickly. Tell them they don't need to understand everything; they only need to find what the numbers refer to.
- Have students scan the text and find the numbers and what they refer to.
- Have students compare answers in pairs, then read again to check.
- Check answers with the whole group.

Answers: 1. Strange photos are shared. Meteorologist explains Lenticular clouds.
2. Strange photos are shared. 3. The height of Table Mountain 4. Number of meters above sea level.

DEVELOPMENT**C Read in Depth**

- Have students read the directions and questions. Focus their attention on the glossary. Tell them that this time they are going to read more carefully to look for the main idea and specific details.
- Have them read and answer the questions.
- Have them compare answers in pairs. Tell them to read parts of the text again if necessary to check their answers.
- Check answers with the whole group.
- Have students discuss their opinions for question 6.

Answers: 1. The article is about Lenticular clouds. 2. People shared photos of strange clouds on social media. 3. The clouds form over the tops of mountains. 4. Because the wet wind cools and forms clouds. 5. They go to ski resorts. 6. Answers will vary.

CLOSING

- Have students name some weather conditions that cause strange events in Mexico. Write their ideas on the board (e.g., *floods, hurricanes, thunderstorm, droughts.*)
- Have students work in pairs to choose one type of weather and describe what happened.
- Have different pairs share their strange event.

FURTHER PRACTICE

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

SOLUTIONS



THEME

UNIT 1

16

2

Opening Activity

Look at the picture and answer the questions.

1. What do these objects do?
2. How do they work?
3. What problem are they solving?



Theme Goals

In this theme, you will learn to:

- talk about parts of houses.
- talk about jobs.
- describe problems, plans and goals.
- ask for and give advice and opinions.
- use two-part verbs.
- use *should, could, must, and have to* for giving advice.
- use *going to* for future plans.



SYLLABUS FOCUS

Fundamental Concept : Life Project

Subsidiary Concept: As an individual:

Personal and vocational

Main Category: Diversity and time

Core Value: Liberty

Photo Background

This photo shows a solar park. A solar park has solar panels which use the power of the sun to generate energy such as electricity. Solar energy is an alternative, sustainable form of energy and therefore is good for the environment. Energy forms like gas and oil have limited supplies, they are not sustainable, but the wind will not run out.

INTRODUCTION

- Write on the board: *Oil, Gas, Coal*. Ask: *What are these? Are they unlimited or limited energy sources?* Write: *Alternative Energy Sources*. Have students tell you what other energy sources there are (e.g., *solar, wind, wave, etc.*). Ask: *Are they unlimited or limited energy sources?*

DEVELOPMENT

Opening Activity

- Have students look at the photo and describe what they see. Help with vocabulary and write their ideas on the board.
- Have students read and answer the Opening Activity questions with a partner.
- Have different students share their answers and write them on the board.

Answers: 1. They make electricity. 2. They absorb the sun's rays. 3. They provide unlimited energy.

THEME

UNIT 1

T16

2

Theme Goals

- Have students work in pairs to look at the Theme Goals and list any vocabulary or grammar that they already know related to each one.
- Have pairs join to make groups of four and compare their lists.
- Have groups share their ideas and write them on the board.

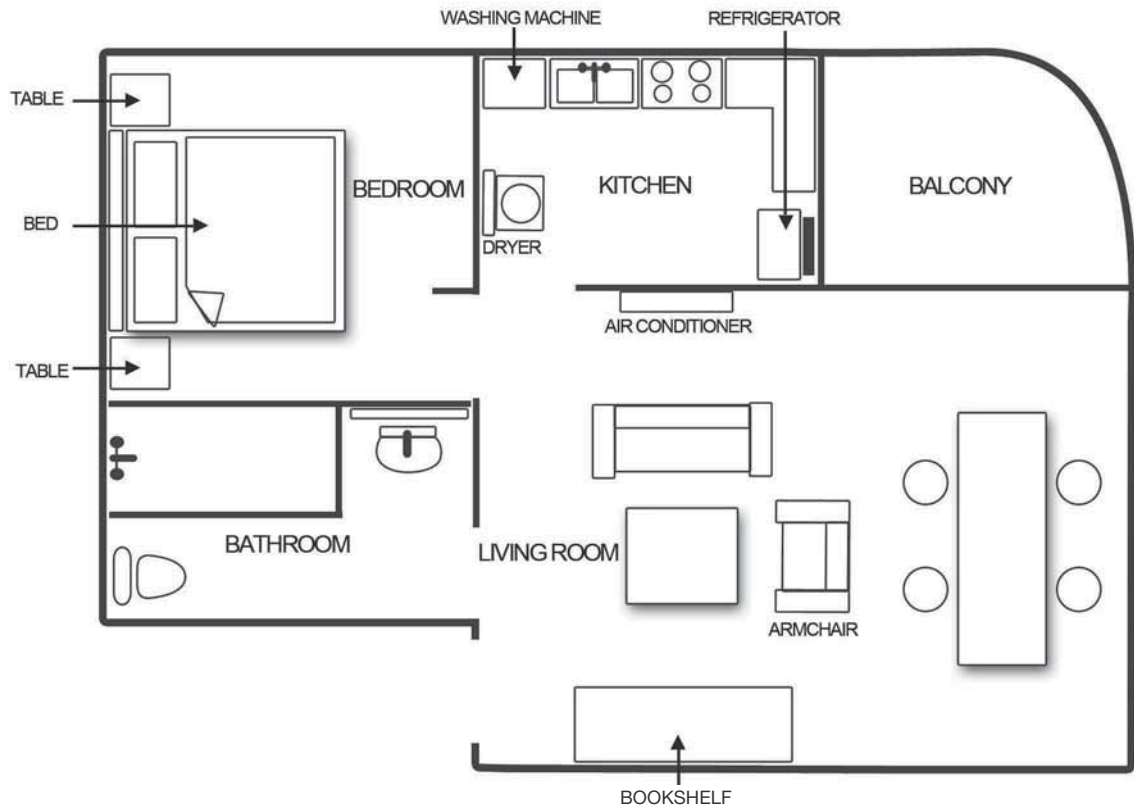
CLOSING

- In small groups, or as a whole class, have students talk about alternative energy in Mexico. Ask questions to prompt them if necessary: *Are there solar parks in Mexico? Do people use solar energy? Electric cars?, etc.*

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

LESSON A My House / My Home / My Neighborhood

A Vocabulary in Context Look at the floor plan and read the words.



B Vocabulary in Action Listen to the conversation. Circle the correct word to complete the sentences.



- The living room has (a bookshelf / a table).
- There is (an air conditioner / a refrigerator) in the living room.
- The living room has (one armchair / two armchairs).
- The kitchen has (a washing machine / a bookshelf).
- The kitchen also has (an air conditioner / a dryer).
- The bedroom has (a bed / two beds).

C Put each word into the correct category.

air conditioner	armchair	bed	bookshelf
dryer	freezer	table	washing machine

Furniture	Appliances
<i>armchair</i>	

VOCABULARY TOPIC: PARTS OF A HOUSE; FURNITURE

INTRODUCTION

- Write on the board: *Rooms and Furniture*. Ask students to tell you words they already know. Write the words they know on the board in the form of a word map so furniture words are connected to the rooms where they are found.

A Vocabulary in Context

- Have students look at the floor plan. Ask: *What is this? What can you see?*
- Say each furniture word and have students repeat as a group. Have different students repeat.

DEVELOPMENT

B Vocabulary in Action

- Have students read the directions. Tell them they are going to listen to two people talking about the floor plan for their new apartment.
- Have students listen and circle the words.
- Listen again and check answers with the whole group.

Answers: 1. a bookshelf 2. an air conditioner
3. two armchairs 4. a washing machine
5. a dryer 6. a bed

C

- Copy the chart on to the board. Have students tell you a word for the appliances column.
- Have students read the directions and complete the chart in pairs.
- Check answers with the whole group by completing the chart on the board.
- Have students add any other furniture or appliances they know in English to the chart.

Answers: Furniture: armchair, bed, bookshelf, table **Appliances:** air conditioner, dryer, freezer, washing machine

CLOSING

- Say: *I have a bookshelf in my bedroom.* Ask: *How do we ask a question for this sentence? Elicit: Do you have a bookshelf?* Write the question on the board. Elicit the short answers: *Yes, I do./No, I don't.* Elicit the follow up question: *Where is your bookshelf?*
- Have students work in pairs to ask and answer about the furniture and appliances in their homes. Encourage them to use other furniture words they know as well as the words from **A**.
- Have several students report their partner's answers to the group. (e.g., *Alicia has a washing machine in her backyard.*)

FURTHER PRACTICE



Have students work in pairs to describe words from A to each other without saying the name of the object. For example:

Student A: *It is small. It makes the house cool.*

Student B: *Air conditioner.*

Before they begin, give students a few minutes to write some notes for their descriptions. Provide vocabulary as necessary.

GRAMMAR

INTRODUCTION

- Draw a four-column chart on the board labeled: *Subject pronouns, Object pronouns, Possessive adjectives, Possessive pronouns*. Write one example in each column (e.g. *we, me, his, hers*).
- Have students work in pairs to try to complete the chart.
- Have pairs join to make groups of four. In these new groups, have students compare their charts and try to give some example sentences.
- Have students help you complete the chart on the board. Have them give you some example sentences.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart and compare it to their charts. Complete anything missing from the chart on the board. Focus their attention on the possessive adjectives and pronouns and check understanding of “*possession*.” Point out that with possessive adjectives you always need a noun (*my book, their house*, etc.), but that with possessive pronouns you never need a noun.
- Say sentences about the students and the classroom. (e.g., *This dictionary belongs to her. It’s her dictionary. It’s hers.*) Have students say more examples.

E Grammar in Action

- Have students read the directions and circle the correct word.
- Have them compare their answers in pairs. Refer to the chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: 1. their 2. yours 3. her 4. My 5. ours 6. mine

F

- Write the first sentence on the board and have students tell you which possessive pronoun is needed. Write it on the board.
- Have students read the directions and replace the underlined words with the correct possessive pronoun.
- Have them check their answers in pairs. Refer them to the chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: 1. ours 2. theirs 3. his 4. his 5. theirs 6. yours

CLOSING

G Communicate

- Have students make a list of the furniture and appliances that they have in their homes.
- Have students read the directions. Model the example with a student. Emphasize the use of the possessive pronoun in the response.
- Have students work in pairs to tell each other which furniture and appliances they have at home.
- Have several pairs report back to the group, using the correct possessive pronouns (e.g., *I have a table in my bedroom. She doesn’t have a table in hers.*).

FURTHER PRACTICE



- Have students work in small groups to put together a collection of objects (e.g., *pencil cases, cell phones, books*, etc.). Have students take turns to pick an item that doesn’t belong to them and say: *This is my (object). It’s mine*. Another student responds: *No, it’s mine/his/hers. It’s my/his/her (object)*.
- Have a student from each group show an object and say whose it is, using both possessive adjectives and pronouns. Write a few examples on the board.

D Grammar in Context Study the chart.

Possessive pronouns

Personal pronouns		Possessives	
Subject	Object	Adjectives	Pronouns
I live in an apartment.	Two friends live with me .	It's my apartment.	The apartment is mine .
He	him .	his	his .
She has a dryer.	The dryer belongs to her .	It's her dryer.	The dryer is hers .
It	it .	its	
You	you .	your	yours .
We are on the balcony.	The neighbors are with us .	It's our balcony.	The balcony is ours .
They	them .	their	theirs .

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

- Where is (their/ theirs) apartment?
- I found a notebook. Is it (your / yours)?
- Marta has two armchairs in (her / hers) living room.
- (My / Mine) mother and father live in Mérida.
- Which car is (our / ours)?
- Excuse me, that pen is (my / mine).

F Replace the underlined words with the correct possessive pronoun.

- This is your table and that is our table. ours
- Where are the kids' chairs? _____
- My apartment has no electricity right now, so I'm staying at his apartment. _____
- The cat has her own bed, but she likes his bed. _____
- Mona is fixing her kitchen. Her parents aren't fixing their kitchen. _____
- Our bedrooms are across from your bedrooms. _____

G Communicate Make a list in your notebook of the furniture and appliances you have in your house or apartment. Then compare your house with your partner's.



I have two beds in my bedroom.

I only have one bed in mine.

H Vocabulary in Context Read the article. Look at the words in dark type.

IT'S OUR NEIGHBORHOOD!

Neighborhood programs are helping people in Comunidad Mirasierra **get back** their town. Residents are working together to make their neighborhood cleaner, safer, and friendlier. Antonio Barroso Montes is a community organizer. He says: "In the past, I wasn't able to exercise because I was afraid to leave my apartment. Kids liked to **beat up** other kids in the street."

Neighbors are working together to create parks and play areas. Groups of teens **pick up** and **throw out** garbage like old washing machines and freezers. "We **get along**," says Marta Gómez Pardo. "It's cool to **look after** our town."

This is hard work, but many people are helping. "We won't **give up**," says Antonio Barroso Montes. "We are going to clean up Comunidad Mirasierra for everyone."

You can help your neighborhood, too. **Find out** more at www.myneighborhood.mx.



Neighbors can work together for a better town.

I Vocabulary in Action Write the words from the box next to the words that have the same meaning.

collect
discard
fight with
learn
like
recover
stop
take care of

1. get back
2. beat up
3. pick up
4. throw out
5. get along
6. look after
7. give up
8. find out

recover _____

J Communicate Choose three two-word verbs to talk about activities in your community.

We look after our park!

How do you look after it?

VOCABULARY TOPIC: TWO-PART VERBS

INTRODUCTION

- Have students look at the picture and describe what they can see. Ask questions to prompt as necessary: *Who are these people? Where are they? What are they doing?*, etc. Write students' ideas on the board.

H Vocabulary in Context

- Have students read the article and find the answers to these questions:
 - What's the name of the town?*
 - Where can you get more information?*
- Ask further comprehension questions:

Why couldn't Antonio Barroso exercise? What do the teens do with the old washing machines? Why do they want to clean up the town?
- Have students work in pairs to try to explain the meaning of the words in bold.

DEVELOPMENT

I Vocabulary in Action

- Have students read the directions and match the words that have the same meaning.
- Have them compare answers in pairs.
- Check answers with the whole group. Write the answers on the board. Ask: *Did you guess the meanings correctly when you read the article?* Explain to students that they can sometimes guess the meaning of a new word from the context.

Answers: 1. recover 2. fight with 3. collect 4. discard 5. like 6. take care of 7. stop 8. learn

CLOSING

J Communicate

- Say: *In my neighborhood, we pick up garbage.* Encourage students to ask a follow up question (e.g., *When do you pick up garbage? Who helps pick up garbage?* etc.).
- Have students read the directions. Model the example dialog.
- Have students talk in pairs about activities in their neighborhood. If it is hard for students to talk about their neighborhood, have them talk about their school.
- Have several students report back to the class.

FURTHER PRACTICE

- Write on the board two or three sentences about yourself using two-word verbs (e.g., *I get along with my sister. My dad takes care of our garden.*, etc.).
- Have students write at least three sentences using different two-word verbs to talk about themselves, their family or where they live. Have them share their sentences with a partner. Encourage them to ask each other questions for more information.

TEACHING TIP

- When students are reading and come across a new word, encourage them to use the context and the words around the word to try to work out the meaning. Using context clues to understand new words is a good reading strategy.

GRAMMAR

INTRODUCTION

- Write on the board: *Advice*. Ask: *What is advice? When do we give advice?*

DEVELOPMENT

K Grammar in Context

- Have students look at the chart. Focus their attention on the fact that *should* never changes form and is followed by the main verb. The main verb never changes form, either. Ask: *What other words do we know that are like should? We use them with a main verb and they don't change form?* Elicit: *will, can, could and may*.
- Focus students' attention on the negative. Ask: *What is shouldn't a contraction for?*
- Give a situation (e.g., *My air conditioner isn't working*.) Elicit advice from students (e.g., *You should call a technician. You should buy a new one.*, etc.).

L Grammar in Action

- Write the first scrambled sentence on the board (or on pieces of paper for students to put in order). Have students tell you how to unscramble it. Write it on the board.
- Have students read the directions and unscramble the rest of the sentences.
- Have students compare answers in pairs. Refer to the chart if necessary.
- Check the answers with the whole group and write them on the board.

Answers: 1. You should put that ice in the freezer. 2. He shouldn't leave garbage on the balcony. 3. Should I meet you at the park? 4. We should look after our town. 5. They should not give up now. 6. Should the children go there?

M

- Say: *My daughter is sick*. Elicit advice from students: e.g., *You should take care of her. You should take her to the doctor.*, etc.
- Have students read the directions and write advice for each situation.
- Have them compare their advice with a partner. Refer to the chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: 1. We should pick up the garbage in the streets. 2. You should study at the library. 3. He should run in the park. 4. You should keep it in the freezer. 5. She should get along with people. 6. You should put them in the dryer.

CLOSING

N Communicate

- Write on the board: *(Name of town) Improvement Project*. Have one or two students give advice on improving their community using: *We should + verb*.
- Have students read the directions. Model the dialog. Focus their attention on the places in the sidebar and the two-part verbs on page 22.
- Have them write down three things they *should or shouldn't do* to improve their community.
- Have students share their ideas with a partner.
- Have different pairs report back on their ideas. Write them on the board.

K Grammar in Context Study the chart.

Should for advice

Affirmative sentences	Negative sentences	Questions	Explanations
You should clean your bedroom.	You should not / shouldn't leave your clothes on the floor.	Should I throw away this comic book?	We use should + verb to ask for and give advice. Shouldn't is the contraction of should + not .
I You He She should go now. It We They	I You He She shouldn't stay . It We They	I you he Should she go now? it we they	Should + verb is always the same for all subjects.

L Grammar in Action Unscramble each sentence.

1. should ice the put that in You freezer
You should put that ice in the freezer.
2. balcony garbage leave He on shouldn't the
3. meet I you at the Should park ?
4. look We town should after our
5. now not give They should up
6. there go Should the children ?

M Give advice for the situations below using **should + verb**. Look at the cues.

1. Our town is really dirty! (pick up, garbage)
We should pick up the garbage in the streets.
2. I can't study in my apartment. (study, library)
3. Juan needs to get more exercise. (run, park)
4. Look! I have ice cream. (keep, freezer)
5. Nina fights with her friends a lot. (get along, people)
6. These clothes are wet. (put, dryer)

Public places

park
hospital
bank
library
mountain
ocean
forest

N Communicate In your notebook, write three things you should (or shouldn't) do to make your town or your state better. Use the list of public places.

We should get along with our neighbors.

Yes! We should clean up the park, too.

LESSON B PROBLEMS



exercise

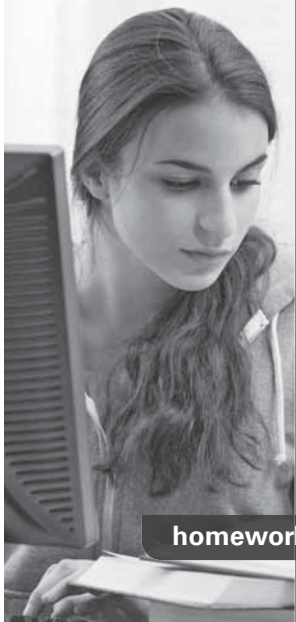
A Vocabulary in Context Study the words in the columns.



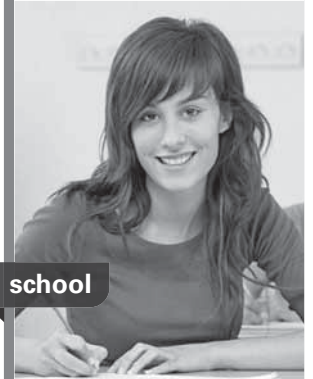
friends



money



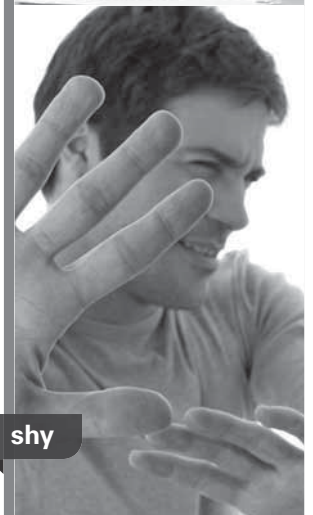
homework



school

B Vocabulary in Action Listen to the conversation. What topics does Miguel include in his list of problems? Check the items that you hear.

1. exercise
2. friends
3. homework
4. money
5. school
6. shy
7. sports
8. tired



shy

C Circle the correct word to complete each sentence.

1. I want to stay healthy! I need more (homework / exercise).
2. Sara isn't comfortable with a lot of people. She is (shy / tired).
3. Joaquín wants a new bicycle. He needs some (money / sports).
4. We don't have a lot of (friends / money) because we are new here.
5. You have three exams tomorrow? That's a lot of (sports / homework).
6. Pepe isn't good at math—he's having problems with (school / exercise).



tired



sports

VOCABULARY TOPIC: TYPICAL PROBLEMS

INTRODUCTION

- Write on the board: Problems. Ask: *What kind of problems do you have?* Prompt students to think about problems with school, health, home and friends. Write their ideas on the board (e.g., *too much homework, a fight with a friend or boy/girl friend, no money, etc.*).

A Vocabulary in Context

17

- Have students look at the pictures and describe what they can see/what's happening in each one.
- Have students repeat each word as a group.
- Have individual students repeat different words.

DEVELOPMENT

B Vocabulary in Action

- Have students read the directions and the list of items.
- Have students listen and check the items they hear.
- Have them compare answers, in pairs.
- Listen again and check answers with the whole group. Write them on the board.

Answers: exercise, friends, homework, school, sports

C

- Write on the board: *I want to pass the English exam. I should ____.* Have students tell you how to complete the sentence (e.g. *I should study/practice/do my homework. etc.*).
- Have students read the directions and complete the sentences.
- Have them compare answers, in pairs.
- Check the answers with the whole group and write them on the board.

Answers: 1. exercise 2. shy 3. money
4. friends 5. homework 6. school

CLOSING

- Write on the board:
I need more money. I should...
I have a lot of homework. I should...
I'm tired.
I'm shy.
I'm not into exercise.
I love sports.
My friends are mad at me.
My grades are bad at school.
- Have students choose four problems and write advice for themselves with *I should*.
- Have students work in pairs to share their problems and give each other more advice. For example:
Student A: *I need more money. I should get a job.*
Student B: *Yes, or you should ask your mom for money.*
- Have several pairs report back to the group. (e.g., *He needs more money. He should get a job.*)

TEACHING TIP



Take opportunities to recycle previously seen language (*should* for advice here in C and the Closing activity) when working with new language. This helps students to incorporate the language into their knowledge because it provides them with more practice. It also helps them see how the topics they are working with are related and that they are building their ability to say and write more in English.

GRAMMAR

INTRODUCTION

- Write on the board: Advice: *My grades are bad in English.*
You could study with your friends.
You have to do all your homework.
You must pass the class to go to the next level.
- Have students work in pairs to try to explain the difference in meaning between the three types of advice (*could, have to, must*). Ask: *Which one is a suggestion? Which one is the strongest?*
- Have students explain what they think the differences are.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart and check their understanding of the differences in meaning. Focus their attention on the fact that the main verb never changes after these expressions and that only *have* takes *to + verb*.
- Ask: *Which one changes when you use it with he/she/it?* Write on the board: *He ___ to study tonight.* Elicit *has* from students. Ask: *What about could and must, do they change for he/she/it?* Explain that *could* and *must* are like *can, will, may* and *should*; they never change form.

E Grammar in Action

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

Answers: 1. have to 2. must 3. could
4. have to 5. must 6. could

F

- Have students look at the photo and say what's happening.
- Have students read the directions and complete the sentences.
- Have students compare answers in pairs. Refer to the chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: 1. You could make new friends.
2. You have to tell someone. 3. You must leave the building now. 4. You could ask your teacher for help. 5. You have to eat more food. 6. You could get a job on the weekends.

CLOSING

G Communicate

- Tell students about a problem you have (e.g., *My washing machine isn't working and I need clean clothes for work.*). Have students give you advice for this situation (e.g., *You could go to the Laundromat. You have to fix it.*).
- Have students write down three problems they have.
- Have students work in pairs to share their problems and give each other advice.
- Have several students tell the group the advice they gave.

FURTHER PRACTICE



Have students work in pairs to write different problems on pieces of paper (e.g., *You and your best friend had a fight. You lost your friend's favorite pen. You want to start playing sports but you're shy.*, etc.). Have pairs put their papers together in a pile, shuffle them and then take turns selecting a card, reading it aloud, and asking for advice.

D Grammar in Context Study the chart.**Could, have to, and must for advice**

Examples	Explanations
You could study at the library. You could go there after school.	We use could + verb for advice that isn't strong and suggestions.
You have to finish this project tonight.	We use have to + verb for strong advice.
You must pass your exams to receive a diploma.	We use must + verb for very strong advice or commands.

E Grammar in Action What kind of advice is in each sentence below? Complete the sentences with **could, have to, or must**.

- You have to study or you won't pass the test tomorrow.
- You _____ be 18 years old to get a driver's license.
- You _____ ask your teacher or classmates for help.
- You _____ clean your bedroom before you go to the movies.
- You _____ have your parents' permission for this trip.
- You _____ join a club or play a sport.

F Give advice for each situation below. Use the verbs in parentheses. Think about what kind of advice each situation needs.

- My best friend is moving to another town! I'm going to be so lonely. (make, friends)
You could make new friends.
- I broke something at a store and now I feel really bad. (tell, someone)

- Help! There is a fire in our apartment. (leave, building)

- We can't understand our homework. (ask, teacher)

- I can't play football because I'm too thin. (eat, food)

- I want a new bicycle, but I don't have any money. (get, job)

G Communicate Write in your notebook three problems that you have. Ask your partner for advice.

My mom says I don't help enough at home.

You have to help more! You could help make dinner, or clean the kitchen.

H Language Builder Study the chart.

Going to for future plans and predictions

Examples	Explanations
I am going to be a journalist. Are you going to be a secretary?	Use be going to + verb to talk about plans for the future.
That's a lot of food. He's not going to be able to eat it all!	Use be going to + verb to make predictions when there is strong evidence.

I Listening Listen to the conversation and answer the questions.

12



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

J Listen to the conversation again. Write **prediction** or **plan** next to each sentence.

12

1. Ramón is going to build a car. _____ *plan*
2. He's going to be a mechanic. _____
3. Ramón and Claudio are going to use old car parts. _____
4. The car isn't going to cost a lot of money. _____
5. Even poor families are going to have cars. _____
6. Ramón and Claudio are going to be famous! _____

INTRODUCTION

- Write on the board: *The Future – What are you going to do when you finish school?* Say: *I'm a teacher. What are you going to be?* Have students share their ideas for their future jobs and write them on the board.

DEVELOPMENT

H Language Builder

- Have students look at the chart. Ask: *What do we use be going to + verb to talk about?* Have students explain the difference between a plan and a prediction.
- Write two more examples on the board: *Look at the sky. It's going to rain soon. I'm going to visit my parents on Sunday.* Have students decide if they are predictions or plans.
- Have students give more examples of both plans and predictions and write them on the board. If necessary, ask questions to help students: *What are you going to do on Saturday/next weekend/next vacation? What's going to happen if you don't study?*, etc.

12 Listening

- Have students look at the picture. Ask: *What is she doing? What is she going to be when she finishes school?* Write students' ideas on the board.
- Have students read the directions; then listen and answer the questions.
- Have them work in pairs to compare their answers.
- Listen again and check answers with the whole group.

Answers: 1. Two boys. 2. They are talking about cars.

12J

- Have students read the directions and the sentences. Encourage them to write prediction or plan for any they think they know already.
- Have students listen and answer.
- Have them compare answers in pairs.
- Listen again and check answers with the whole group.

Answers: 1. plan 2. plan 3. plan 4. prediction 5. prediction 6. prediction

CLOSING

- Have students write down two plans they have for the future and one prediction.
- Have students work in pairs to share their ideas. Encourage them to ask follow up questions. Elicit the question words from them: *When? Where?*, etc. For example: Student A: *I'm going to study computing.* Student B: *Where are you going to study that?* Student A: *I'm going to study at...*
- Have different students report back to the group on their partner's plans and predictions.

FURTHER PRACTICE

- Have students interview five classmates about their plans for the future. Elicit possible questions: *What are you going to be? Are you going to study after high school?*, etc. Remind them to ask follow-up questions as well to find out more information.
- Have them write a report with the answers. Have them share their reports in pairs or small groups.

JOB'S OF THE FUTURE

INTRODUCTION

- Elicit from students the jobs they know. Write them on the board. Help them with vocabulary as necessary.
- Ask: *Do any of these jobs help solve problems in the world? Do you think all of these jobs will be important in the future?* Have students explain their answers.

DEVELOPMENT

A Brainstorm

- In small groups, have students read the directions and choose a job category.
- With their group, have students write questions in the chart in **B**. Tell them they need to ask questions that will help them find out what the job is going to be like in the future and what problems that job is going to solve. For example, *What are engineers going to do in 10 years? Are they going to solve the energy problems we have?*
- Copy the chart onto the board and have students help you write questions.
- Have students choose one of the jobs on the board that they said would be important in the future. Have them predict answers to the questions in the chart for this job.

B Research

- Have students use the Internet to research the job they chose and what it will be like in the future. (This can be done at home; have students bring the information they find to class.) Have them try to find pictures as well.
- Have them write the answers to their questions in the chart.

C

- Have students work in pairs to share what they found out and add more information if possible.
- Have students work individually to create a presentation to share the information they found. Before they write the information, have them check their sentences are correct by reviewing the chart on page 26.
- Monitor and help correct as necessary. If possible, make a presentation yourself and show it to the group.

TEACHING TIP



Tell students that a good presentation should:

- have a clear introduction and conclusion.
- be interesting to the audience.

CLOSING

D

- Have students read the directions. Have them look at the photo and say what is happening. Model the sample dialog with a student. Tell them they will give their presentation about a job to the group. In a large class, have students present to each other in groups of 4 or 5, not to the whole group. If possible, do your presentation first.
- Have students write questions while they are listening that they will ask at the end of the presentation. At the end of each presentation, have different students ask the presenter questions.
- After the presentations, display them in the classroom.

Jobs of the Future

Research jobs that are going to be important in the future. Find out about problems that will exist in 10 years and learn about a job that is going to solve one of these problems. Create a presentation that explains this job.

A Brainstorm What do you want to know about jobs in the future? What do you want to know about the problems they are going to solve? Look at the job categories in the box and choose a job that interests you. In a small group, make a list of **Wh-** questions. Write them in the chart in **B**.

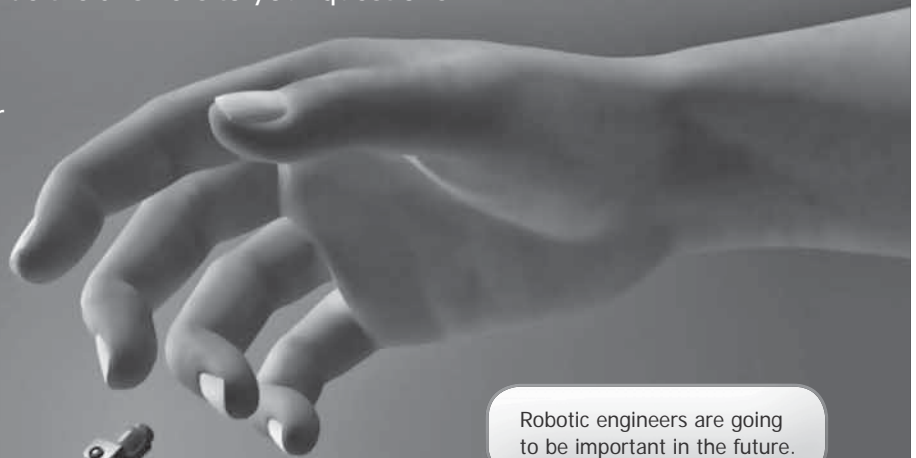
doctor engineer mechanic secretary medical assistant journalist

B Research Look at your questions. Use the Internet to find out more about jobs in the future. Write the answers in the chart. Also, look for pictures that show examples.

Questions	Answers

C Share Share your information with a partner. Is there any information you left out? Create your presentation. Include the answers to your questions and visual support.

D Present Give your presentation to your class. Explain how this job is going to solve a problem in the future. Answer your classmates' questions.



Robotic engineers are going to be important in the future.

What problems are they going to solve?

LESSON C JOBS OF THE FUTURE

A Listening in Context Listen to the conversation.

13

1. Where are the girls? _____
2. What are they talking about? _____

B Listen to the conversation again. Write the correct name or names next to each plan for the future.

13

- | | |
|---------------------------------|----------------------|
| 1. have really interesting jobs | <u>Pilar and Ana</u> |
| 2. be a medical technician | _____ |
| 3. work with children | _____ |
| 4. be a journalist | _____ |
| 5. not be a secretary | _____ |
| 6. play in a rock band | _____ |

C Pronunciation Listen to the words and look at the underlined letters.

14

- Example 1: skate escape
 Example 2: state estate
 Example 3: special especially

D Listen to the sentences and circle the word that you hear. Then practice saying each pair.

15

- | | |
|------------|---------------|
| 1. state | <u>estate</u> |
| 2. special | especially |
| 3. state | estate |
| 4. skate | escape |
| 5. steam | esteem |
| 6. sense | essence |

E Speaking In your notebook, write three sentences about your future job. Use *be going to*. Share your ideas with a partner.

15

Use *I think you should + verb* to give an opinion.

I'm going to be a software engineer.

I think you should work on biodiesel cars.

Cool! I'm going to be a mechanic.

That's a good idea. There are going to be more of them in the future.



INTRODUCTION

13 A Listening

- Tell students they are going to listen to a conversation between two girls. Ask: *What do you think they are talking about?* Write students' predictions on the board.
- Have students read the directions, listen to the conversation, and answer the questions. Remind them they don't need to understand everything.
- Check answers with the whole group.

Answers: They're at a job fair. They're talking about jobs.

DEVELOPMENT

13 B

- Tell students they are going to listen to the conversation again, but this time for details. Have them read the directions.
- Have them listen and write the names.
- Have them compare in pairs answers.
- Listen again and check answers with the whole class.

Answers: 1. Pilar and Ana 2. Ana 3. Ana 4. Pilar 5. Pilar 6. Pilar and Ana

CLOSING

- Ask: Were your predictions about the conversation right?
- Have students tell you about the conversation. Ask: *What is a job fair? What are they going to do together?*, etc.

INTRODUCTION

- Write on the board: *skate* and *estate*. Say each word; ask students if they hear a difference in pronunciation. Explain that at the beginning of a word -s has no vowel sound, it is /s/. We only say /es/ when there is an -e before the -s.
- Have students repeat each word.

DEVELOPMENT

14 C Pronunciation

- Have students read the directions and listen to the phrases with pairs of words.
- Listen again; have students repeat.

15 D

- Have students read the directions. Tell them they will hear sentences with one of the words in each pair.
- Have students listen and circle the words they hear.
- Listen again and check answers with the whole group.
- Have students repeat each pair.

Answers: 1. estate 2. special 3. state 4. escape 5. steam 6. essence

CLOSING

- Draw a two column chart on the board labeled: /s/ and /es/. Say: *estate*. Have students say which column it goes in.
- Have them copy the chart. Say more words from **D** and have students write them in the correct column.

INTRODUCTION

- Write on the board: *Opinion*. Have students explain what an opinion is. Say to a student: *You like math. I think you should be an accountant.*
- Focus attention on the sidebar. Have several students give opinions with *I think you should + verb*.

DEVELOPMENT

E Speaking

- Have students read the directions and write sentences about their future job.
- Model the dialog with a student.
- Have them share ideas and give opinions, in pairs.
- Have several students share what their partner said and give their opinion.

CLOSING

- Ask: *What are you going to be in the future? Why is it going to be important?* Have different students share their ideas. Give opinions *I think you should...*

TEACHING TIP



Remind students that listening for gist (main idea), as in **A**, and listening for detail, as in **B**, are strategies that can help them be more effective listeners.

INTRODUCTION

- Write on the board: *Jobs of the Future*. Ask: *What jobs did we learn about in your presentations? What jobs are going to be important? Why?* Write students' ideas on the board. Don't erase them.

DEVELOPMENT

F Writing

- Have students read the directions and complete the e-mail.
 - Have them compare answers in pairs.
 - Check answers with the whole group.
- Answers: 1. c 2. e 3. d 4. a 5. f 6. b

G

- Write on the board: *Hi ____! I did a presentation at school about _____. We learned that ____.* Have students give a name for who you're writing to.
- Have students look at the ideas on the board from the Introduction exercise and begin writing an e-mail together on the board. Have them change the information in the model to include their ideas from the notes on the board.
- Have students write their e-mail on their own.

CLOSING

H

- Have students work in pairs to exchange e-mails, read and check that *going to + verb* is used correctly. Remind them to look at the chart on page 26 to help them.
- Have them work in pairs to help each other make any corrections needed.
- Have students exchange e-mails with a different partner, read and write a short reply.

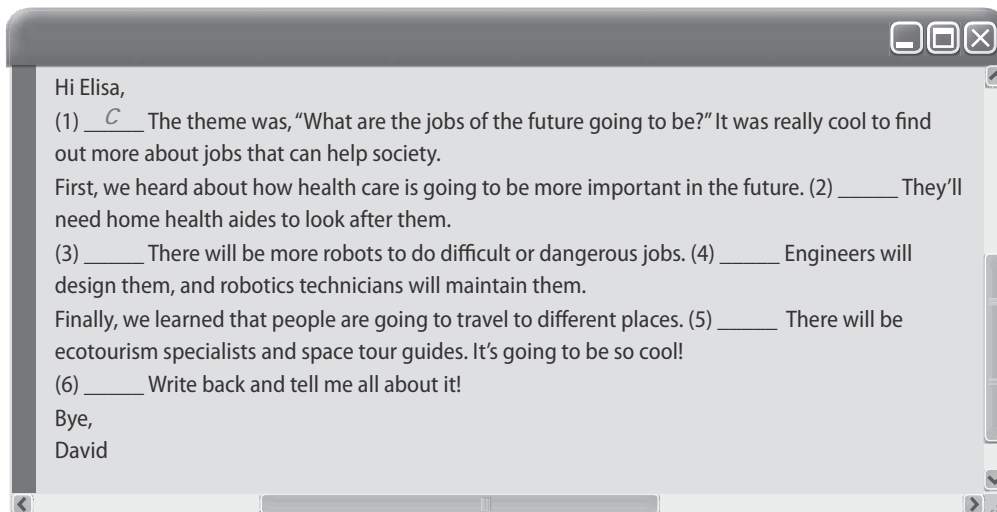
GET CLOSE TO MEXICO



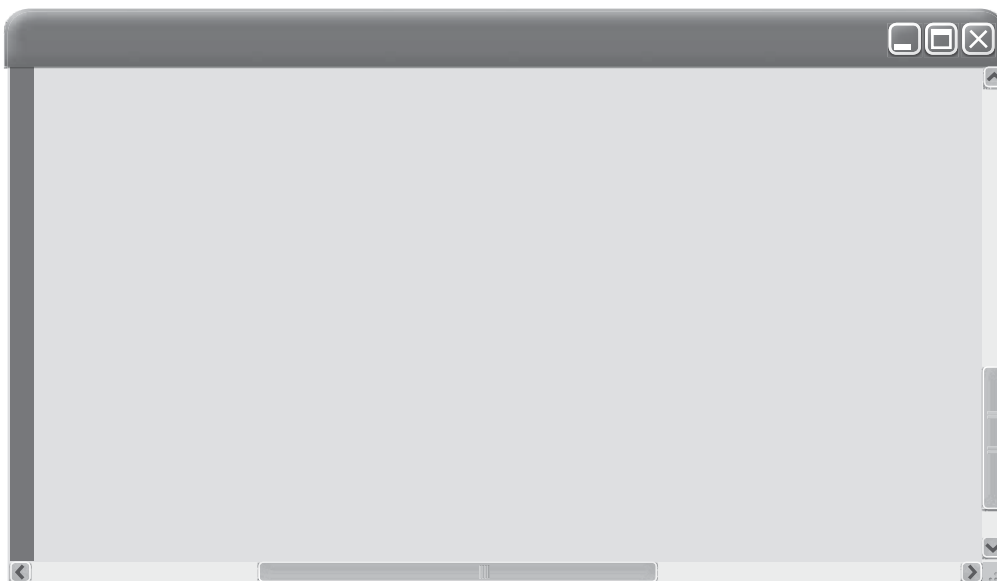
- Have students work in pairs to write a list of problems in Mexico.
- Have students share their lists and write the problems on the board.
- Ask: *What professions are helping to solve these problems?* Write their ideas on the board.
- Lead a class discussion about issues in Mexico and ways of solving them, if students are interested.

F Writing Complete the e-mail with the sentences in the box. Write the letter of the correct sentence on the line.

- a. Who is going to design those robots?
- b. What job are you going to do in the future?
- c. We had a job fair at school this week.
- d. Also, computers and technology are going to be more important.
- e. There are going to be more old people.
- f. They're going to take trips for different reasons.



G Write an e-mail to a friend. Tell him or her about some jobs of the future.



GET CLOSE TO MEXICO

Every country has ongoing problems that need to be solved. What are some issues in Mexico that need solutions? Name two professions that work to solve problems in Mexico.

H Look at your partner's e-mail. Does he/she use **going to + verb** correctly for plans and predictions?

A DANGEROUS JOB: SMOKE JUMPERS



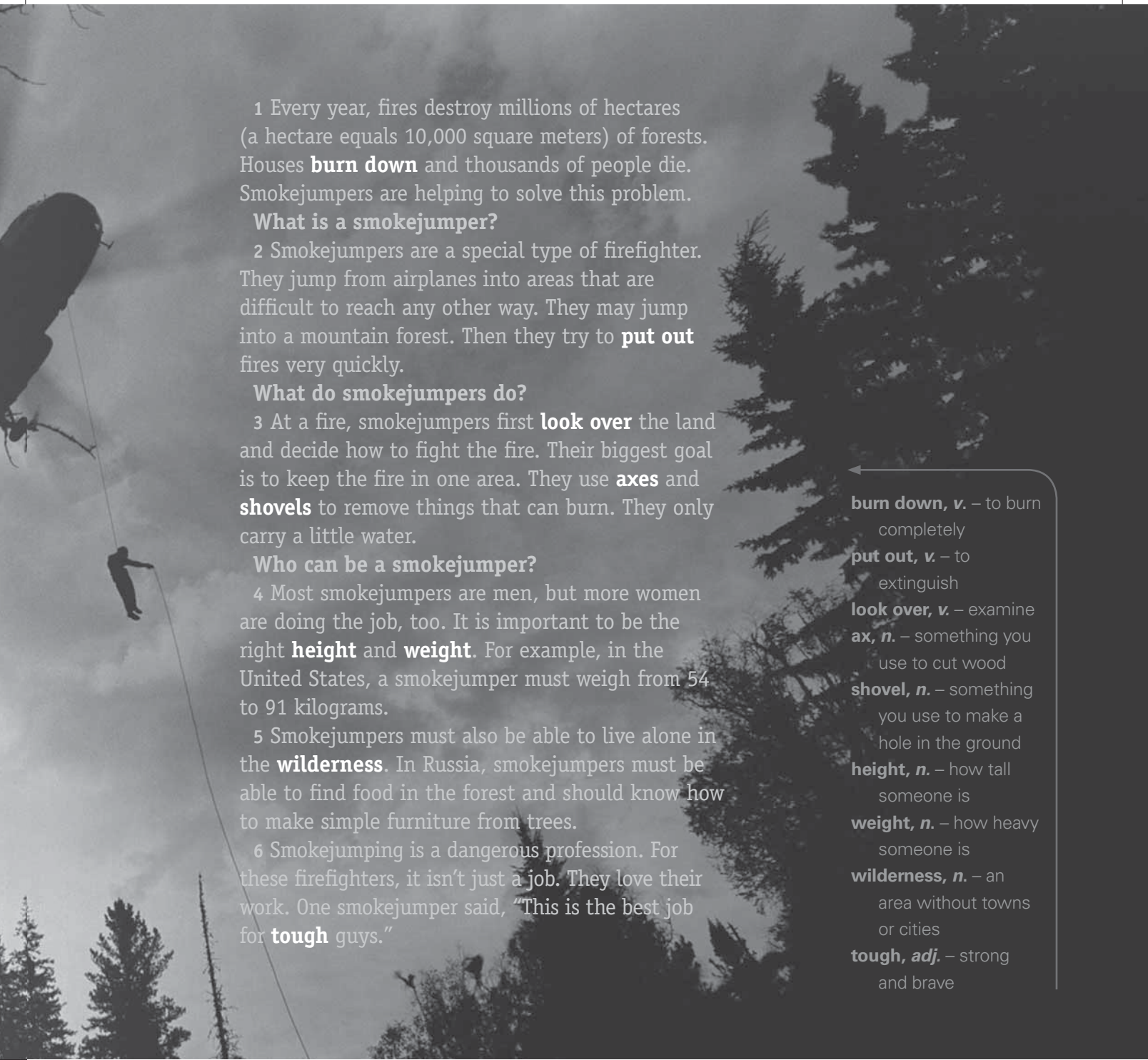
In Russia, there are between 20,000 and 35,000 forest fires every year.

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

1. What problem can you see? _____
2. What is the person in the picture doing? _____

B Scan What do these numbers represent? Scan the reading and write the answers. Then read again to check your answers.

1. 10,000 square meters _____
2. 54 to 91 kilograms _____



1 Every year, fires destroy millions of hectares (a hectare equals 10,000 square meters) of forests. Houses **burn down** and thousands of people die. Smokejumpers are helping to solve this problem.

What is a smokejumper?

2 Smokejumpers are a special type of firefighter. They jump from airplanes into areas that are difficult to reach any other way. They may jump into a mountain forest. Then they try to **put out** fires very quickly.

What do smokejumpers do?

3 At a fire, smokejumpers first **look over** the land and decide how to fight the fire. Their biggest goal is to keep the fire in one area. They use **axes** and **shovels** to remove things that can burn. They only carry a little water.

Who can be a smokejumper?

4 Most smokejumpers are men, but more women are doing the job, too. It is important to be the right **height** and **weight**. For example, in the United States, a smokejumper must weigh from 54 to 91 kilograms.

5 Smokejumpers must also be able to live alone in the **wilderness**. In Russia, smokejumpers must be able to find food in the forest and should know how to make simple furniture from trees.

6 Smokejumping is a dangerous profession. For these firefighters, it isn't just a job. They love their work. One smokejumper said, "This is the best job for **tough** guys."

burn down, v. – to burn completely

put out, v. – to extinguish

look over, v. – examine

ax, n. – something you use to cut wood

shovel, n. – something you use to make a hole in the ground

height, n. – how tall someone is

weight, n. – how heavy someone is

wilderness, n. – an area without towns or cities

tough, adj. – strong and brave

C Read in Depth Read the article. Write the answers to the questions.

1. What is the most important idea in this article?

2. What is the problem smokejumpers help solve?

3. How do smokejumpers get to forest fires?

4. What do smokejumpers carry with them?

5. Why do smokejumpers do this dangerous job?

6. Circle the sentence you agree with.

a. Smokejumping is a dangerous job. b. Smokejumping is an exciting job.

INTRODUCTION

A Connect with the Text

- Write on the board: *Firefighter*. Have students say what firefighters do. Ask: *Is it a dangerous job?*
- Have students look at the pictures and the captions and describe what they see.
- Have students read the directions and answer the questions.
- Check answers with the whole group.

Answers: 1. There is a (forest) fire.
2. He's jumping out of an airplane.

B Scan

- Ask: *When do we scan a text?* Remind students we scan when we are looking for specific details, often numbers.
- Have students read the directions and answer the questions. Remind them that they only need to understand enough to find out what the numbers refer to.
- Have them compare answers, in pairs.
- Have students read the article again to check their answers.

Answers: 1. one hectare 2. a smokejumper's weight

DEVELOPMENT**C Read in Depth**

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

Answers: 1. Smokejumpers do an important job, but it is dangerous. 2. They help stop fires that kill people and destroy forests and houses. 3. They jump out of airplanes. 4. They carry shovels, axes, and a little water. 5. They do it because they love it. 6. Answers will vary.

CLOSING

- Have students work in pairs to write a list of five dangerous and/or exciting jobs and why they are dangerous and/or exciting.
- Have pairs join to form groups of four. Have students discuss their choices and decide the two most dangerous jobs and the two most exciting ones.
- Have each group share their decisions. Write their lists on the board and, as a group, agree on the two most dangerous jobs and the two most exciting ones.

FURTHER PRACTICE

- Have students research one of the jobs they identified as the most dangerous or most exciting and write an article describing it. Have them use the article and the questions in it as a model. Encourage students to follow the steps of the writing process:
 - Brainstorm ideas
 - Plan
 - Write
 - Edit
 - Rewrite
- Have students exchange paragraphs and help each other correct them. Display the final versions around the classroom.

Mystery Lines



Discovered from an airplane in the 1920s, the Nasca Lines are one of the world's great mysteries.

In the **desert** of southern Peru, thousands of lines and images—including a spider (pictured), a monkey, and various other animals and plants—appear in the earth.

Who created these pictures, and why? Many of the images are more than 1,500 years old and are only visible from the air. Because of this, some people think they come from space. Today, we know that most of the images were in fact created by people known as the Nasca. The next question: why are they here? A team of researchers in Nasca thinks they have an answer. “In this area, water was the **key issue**,” says research director Markus Reindel. This area of Peru is one of the driest areas in the world. The Nasca drank river water from the nearby Andes mountains. By making images for the mountain gods, the Nasca hoped for more rain each year.

Over time, however, the **climate** changed and the rivers ran dry. Sometime between a.d. 500 and 600, the last Nasca left the area.

Glossary

climate: the weather in a certain part of the world

desert: a dry, often sandy area of land with little rainfall

key issue: the main point or question

religious ceremony: a traditional event, or set of actions, relating to a god or gods

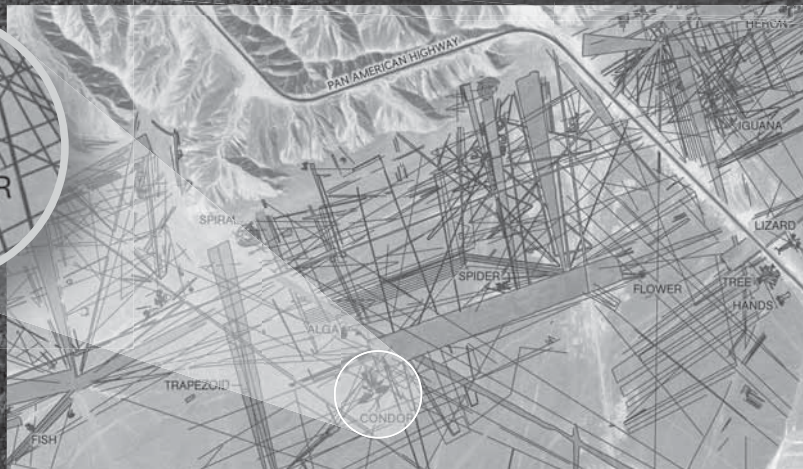
stage: the scene, or area, used for a certain purpose, e.g., a ceremony

World Heritage Spotlight

Sites: Lines and Geoglyphs of Nasca and Pampas de Jumana
Location: Peru
Category: Cultural
Status: World Heritage Site since 1994



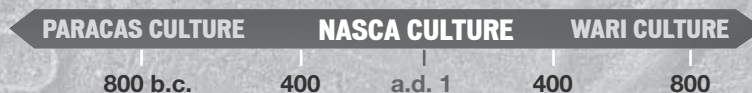
Nasca Lines



Thousands of strange designs known as geoglyphs cover an area of nearly 4,000 km² (1,500 mi²), including the area shown above. The condor is more than 120 meters (400 feet) long—about the length of a standard soccer field.

The Nasca Lines were not all created at the same time. The earliest designs were made by people known as the Paracas. The Paracas were followed by the Nasca people. At first their pictures were mostly of the natural world. Later these developed into long lines and detailed patterns. According to researcher Markus Reindel, the Nasca Lines “weren’t meant as images to be seen anymore, but **stages** to be walked upon, to be used for **religious ceremonies**.”

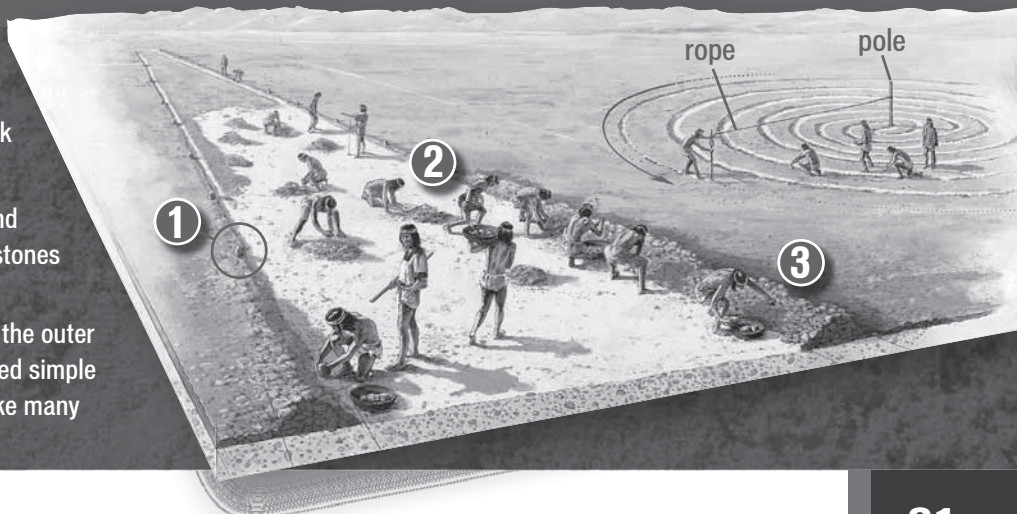
Geoglyph Construction



Creating the Nasca Lines

Scientists now think they understand how the drawings were made:

- Step 1** The Nasca placed large stones to mark the outer lines of the drawing.
- Step 2** The darker stones on top of the ground were taken away, leaving the lighter stones underneath.
- Step 3** The darker stones were placed along the outer edges of the lines. The Nasca also used simple technology—a pole and a rope—to make many circular designs.



MYSTERY LINES

WORLD HERITAGE SPOTLIGHT

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

INTRODUCTION

- Write on the board: *Peru*. Ask: *What do you know about Peru?* Write their ideas on the board. Provide vocabulary if needed. Prompt with further questions as necessary: *What continent is Peru in? What is the capital city? What language or languages do they speak? What currency do they use? Do you know any famous places in Peru? Do you know any famous people from Peru? etc.*
- These questions could also be used as a quiz for students to carry out in pairs. Give each pair a set of questions, have them answer them, and then check their answers with another pair.
- Have students look at the pictures and describe what they see. Help with vocabulary as necessary.
- Write the following questions on the board. Have students scan the text to answer the following questions:
 1. *When were the Nasca Lines discovered?*
 2. *How long have they been a World Heritage Site?*
 3. *How old are the images?*
 4. *How big is the area where the images are?*
- Have them compare answers in pairs.
- Check answers with the whole group and write them on the board.

Answers: 1. in the 1920s 2. since 1994
3. more than 1,500 years old 4. 4000km²

DEVELOPMENT

- Focus students' attention on the glossary. Tell them that they are going to read all the text carefully to understand specific details.
- Write the following questions on the board. Have students read and answer them in their notebooks.
 1. *What images can be seen in the Nasca Lines?*
 2. *Who do researchers think the images were for?*
 3. *Why did the Nasca people leave the area?*
 4. *What is the Condor?*
 5. *Who made the first Nasca images?*
 6. *What does Markus Reindel think the images were for?*
 7. *What do scientists think the Nasca people used to make the images?*
- Have students compare answers in pairs. Tell them to read parts of the text again if necessary to check their answers.
- Check answers with the whole group.

Answers: 1. a spider, a monkey, and other animals and plants 2. for the mountain gods to get more rain 3. (possible answers) because the climate changed, there was no more water, the rivers ran dry 4. one of the designs/images, it is more than 120m long 5. the Paracas 6. (stages) for religious ceremonies 7. with stones, rope, and a pole

CLOSING

- Have students decide which of the researcher's opinions they think is right (that the images were for the mountain gods, or that the images were stages for religious ceremonies).
- Have students work in pairs to share their decisions and reasons.
- Have several pairs report back to the group on their partner's decision and reasons.

FURTHER PRACTICE



- Have students work in pairs to research other mysteries around the world (e.g., the Bermuda Triangle, Atlantis, etc.). Have students make a list of questions first, then research on the Internet.
- Have students make a presentation or a poster with the information they found. Remind them what the characteristics of a good presentation and a good poster are. Have pairs present to the whole group, or have three pairs join to form a small group and present to each other.

HEALTH



THEME

UNIT 2

32

3

Opening Activity

Look at the picture and answer the questions.

1. What are these people doing?
2. How can you describe these people?
3. Do you think they are having fun? Why do you think so?



Theme Goals

In this theme, you will learn to:

- talk about health, illnesses, and injuries.
- talk about remedies and treatments.
- talk about extreme sports.
- talk about goals.
- give advice and make suggestions.
- use the past progressive.
- use the regular simple past.



SYLLABUS FOCUS

Fundamental Concept: **Life Project**

Subsidiary Concept: **As an individual: Personal and vocational**

Main Category: **Diversity and time**

Core Value: **Liberty**

Photo Background

This photo shows people swimming in an Ironman Triathlon in Hawaii. A triathlon is a race with three stages: biking, swimming, and running. Triathlons are held all over the world. Some are longer than others. Ironman Triathlons are extra long. Competitors swim 2.4 miles (3.86 kilometers), bike 112 miles (180.25 kilometers), and run 26.22 miles (42.20 kilometers) in one day.

INTRODUCTION

- Write on the board: *Triathlon*. Ask: *What do you know about triathlons?* Write the students' ideas on the board.

DEVELOPMENT

Opening Activity

- Have students look at the photo. Ask: *What can you see in the photo?* Help students with vocabulary and write their ideas on the board.
- Have students work in pairs to read the Opening Activity questions and answer them.
- Have different students share their answers and write them on the board.

Answers: 1. They are swimming. 2. They are healthy. They are athletic/fit. 3. Answers will vary.

THEME

UNIT 2

T32

3

Theme Goals

- Have students work in pairs to look at the Theme Goals and list any vocabulary or grammar they already know related to each one.
- Have pairs join to make groups of four and compare their lists.
- Have groups share their ideas and write them on the board.

Closing

- In small groups, or as a whole class, have students answer the questions: *Do you want to compete in a triathlon? Are there any famous triathlons in Mexico?*

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

LESSON A AT THE DOCTOR'S OFFICE

A Vocabulary in Context Look at the photos and read the health words.



sore throat



back pain



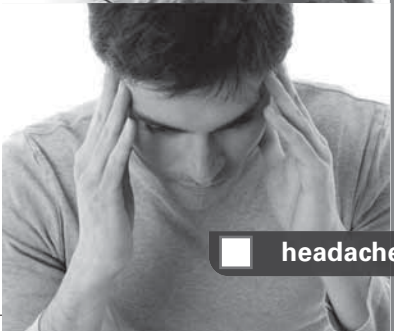
fever, flu



cold, cough



broken arm



headache



B Vocabulary in Action Listen to the conversations. Check the boxes in **A** for the illnesses and injuries you hear. Then listen again and check your answers.

C Complete each sentence with a word from the word box.

broken arm	sore throat	headache	cold
cough	fever	flu	back pain

- Javier and Angel played videogames for hours yesterday! Now they both have back pain.
- I feel really hot! I think I have a _____.
- Marina can't sing in the concert tonight because she has a _____.
- Jorge fell off his skateboard and now he has a _____.
- I have a _____. Do you have any aspirin?
- When you have the _____ your whole body hurts.

For back, neck, or shoulder pain we also say: *I have a pain in my back. My back hurts.*

VOCABULARY TOPIC: ILLNESSES AND INJURIES

INTRODUCTION

- Write on the board: *Hospital*. Have students say any words they associate with it (e.g., *doctor, nurse, sick, medicine, etc.*). Help with vocabulary as necessary.

DEVELOPMENT

A Vocabulary in Context

- Have students look at the pictures and describe what they see.
- Say each health word and have students repeat as a group.
- Have different students repeat each word.

B Vocabulary in Action

- Have students read the directions. Tell them they are going to listen to conversations at a hospital. They will hear some of the health words from **A**. Focus students' attention on the expressions in the sidebar.
- Have students listen and check the words they hear.
- Have them compare answers in pairs.
- Listen again and check answers with the whole group. Write the answers on the board.

Answers: cold/cough, broken arm, back pain, fever/flu

C

- Write the first sentence on the board and have students tell you which word is needed.
- Have students read the directions and complete the sentences.
- Have them compare answers in pairs.
- Check answers with the whole group and write them on the board.

Answers: 1. back pain 2. fever 3. sore throat
4. broken arm 5. headache 6. flu

CLOSING

- Mime back pain and have students say the word.
- Have students take turns with a partner to mime and guess health words.

TEACHING TIP



Elicit from students expressions they already know for giving advice: *You should/could/must/have to...* Have them work in pairs to say health problems and give simple advice with language they already know (e.g., *You should go home/take medicine. You must go to bed/rest. You could see the doctor.*). Provide vocabulary as necessary.

GRAMMAR

INTRODUCTION

- Write on the board: *Where were you yesterday/on Saturday/Sunday?* Have different students answer. Prompt students to use: *I was...* Write one or two answers on the board.
- Underline *was* and *were*. Ask: *What are these two words?* Elicit the past tense of the verb *to be*. Ask: *What about other verbs? Play, walk? How do we talk about the past with these verbs?* Write students' ideas on the board.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart and check their ideas about the past tense. Focus their attention on the spelling rules in the sidebar.
- Ask different students: *Did you study yesterday? Did you play basketball? Did you walk to school this morning? Did you visit your grandma on Sunday?*, etc. Encourage them to answer: *Yes, I did./No, I didn't.*

E Grammar in Action

- Write the first scrambled sentence on the board (or on pieces of heavy paper) and have students unscramble it.
- Have students read the directions and unscramble the sentences and questions.
- Have them compare answers in pairs. Refer them to the chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: 1. Irene asked the doctor about her headaches. 2. Did you visit Martín at the hospital? 3. The boys didn't cover their coughs. 4. José María injured his leg. 5. Did he need a cast? 6. We did not stay at the clinic.

F

- Write the first sentence on the board. Have students tell you how to complete it.
- Have students read the directions and complete the sentences. Refer them to the spelling rules in the sidebar.
- Have them compare answers in pairs.
- Check answers with the whole group and write them on the board.

Answers: 1. injured 2. tried 3. helped 4. stopped 5. stayed 6. recommended

CLOSING

G Communicate

- Model the example dialog with a student. Give an example about yourself. For example, *I injured my hand when I was 15 years old.* Write the sentence on the board. Prompt a student to ask: *What happened?* Say: *I fell off my bike.*
- Have students read the directions.
- Have students write sentences about themselves.
- Have them tell a partner about their injuries and illnesses.

FURTHER PRACTICE



- Have students work in small groups to write the past tense of these verbs they know: *walk, play, talk, study, help, answer, stop, collect, like, learn, look, clean, stay, finish, pass, join, ask, jump, kick, live, use, practice, work, cook, watch, blog.*
- Remind them to look at the spelling rules. Have them categorize the past tense forms according to the spelling rules: *-ed/-d/-ied/double consonant + -ed.*
- Then have them write four or five sentences, leaving a blank for the verb, and give their sentences to another group to complete using the past tense. Possible sentences:
 1. I _____ comics last year.
 2. We _____ to school this morning.
 3. We _____ the teacher a question.
 4. Jorge _____ the ball and scored a goal.

D Grammar in Context Study the chart.

Regular simple past

Examples	Explanations
I called the doctor yesterday.	We form the past tense by adding -ed to the base form of regular verbs.
Did you worry about me?	We form questions in the past tense with did + subject + the base form of the verb.
He didn't play soccer yesterday because he was sick.	We form negative sentences in the past tense with did not + the base form of the verb. <i>Didn't</i> is the contraction for <i>did not</i> .

E Grammar in Action Unscramble each sentence.

- about asked the Irene doctor headaches her
_____ *Irene asked the doctor about her headaches.* _____
- hospital Did Martín visit at you the ?

- cover mouth they boys didn't coughed The their when

- his José María leg injured

- need Did cast he a ?

- clinic We did at stay not the

Spelling rules for the simple past

Verbs that end in **-e**, add only **-d**.

Verbs that end in a vowel + a consonant, double the consonant and add **-ed**.

Verbs that end in a consonant + **-y**, change the **-y** to **-i** and add **-ed**.

F Complete each sentence with the past tense form of the verb in parentheses. Pay attention to spelling.

- Virginia _____ *injured* _____ a bone in her hand. (injure)
- A doctor _____ to save the old man's life. (try)
- I fell off my bike and a woman _____ me. (help)
- The ambulance _____ in front of the house. (stop)
- A nurse _____ with the patient for an hour. (stay)
- The pharmacist _____ this medicine. (recommend)

G Communicate In your notebook, write three sentences about a time when you were ill or had an injury. Use regular past tense verbs. Then tell your partner about what happened to you.



H Vocabulary in Context Read the article and look at the pictures.

What to Expect at the Doctor's Office

If you're ill or injured, you will probably go to the doctor's office or the hospital. What happens next depends on your health issue.



Broken Bones A broken bone usually needs an x-ray. You will probably wear a **cast** for about six weeks. For a broken leg or foot, you could also use **crutches**. You will need to get a lot of rest, too.









Infection The doctor could give you a **shot** (an injection) or a **prescription** for some **medicine**. You will probably have **pills** (tablets) or a liquid. Be sure to take the medicine for the whole time the doctor recommends.



Serious Illness or Injury When you are very ill or have a serious illness, you might go to the hospital in an **ambulance**. You may have an **operation** and need to stay in the hospital for a few days. Don't worry! The doctors and nurses will take good care of you.

I Vocabulary in Action Write the correct word under each picture.

					
1. <i>operation</i>	2.	3.	4.	5.	6.

ambulance
cast
crutches
medicine
operation
pills
prescription
shot

J Complete each sentence with a word from the box in I.

- When my grandmother was sick, an ambulance took her to the hospital.
- Arturo has appendicitis. He's going to have an _____ tomorrow.
- Carla broke her arm and now she is wearing a _____.
- The doctor gave Paty a _____ for her allergies.
- I have to take these _____ for two weeks.
- Quique can't walk very fast on his _____.

VOCABULARY TOPIC: REMEDIES AND TREATMENTS

INTRODUCTION

H Vocabulary in Context

- Have students look at the pictures and describe what they see. Tell them not to worry about the exact words. Ask: *What's this article about?*
- Have students read the article and answer the question: *What health issues does the article discuss?* Write the question on the board.
- Have students tell you what the text is about. Ask questions to prompt as necessary: *What happens when you have a broken leg? When might you have an operation?, etc.*

DEVELOPMENT

I Vocabulary in Action

- Have students read the directions and match the words to the pictures.
- Have them compare answers in pairs.
- Check answers with the whole group and write them on the board.
- Have students repeat each word.

Answers: 1. operation 2. crutches
3. medicine 4. operation 5. pills
6. prescription

J

- Write on the board. *When I was sick with flu, the doctor gave me a _____ to get some medicine.* Have students tell you how to complete the sentence.
- Have students read the directions and complete the sentences with the words from I.
- Have them compare answers in pairs.
- Check answers with the whole group and write them on the board.

Answers: 1. ambulance 2. operation 3. cast
4. prescription 5. pills 6. crutches

CLOSING

- Have students recall the health words from Lesson A and write them on the board.
- Have students work in pairs. Have them take turns saying one of the health words and replying with the words from I that are appropriate. For example:
Student A: *broken arm*
Student B: *cast, prescription, medicine*
Student B: *fever*
Student A: *prescription, medicine, pills*

FURTHER PRACTICE



Have students work in pairs to describe and guess words from B.

For example:

Student A: *The doctor gives you this.*

Student B: *A cast?*

Student A: *No. It's paper.*

Student B: *A prescription.*

Give them time to write notes to describe each one before they begin. Model the activity first by describing a word yourself for students to guess.

GRAMMAR

INTRODUCTION

- Write on the board: *Advice*
Ask: *What words do you know for giving advice?* Elicit: *should, could, have to, and must* from students. Prompt with examples as necessary. For example:
I need to do more exercise. You _____ run in the park. (should)
I have bad grades at school. You _____ do your homework. (have to)
Have students identify which words we use for strong advice, suggestions, and commands.
- Tell students they are going to learn some more ways of giving advice.

DEVELOPMENT

K Grammar in Context

- Have students look at the chart. Focus their attention on the explanation column and stress the different ways of giving advice.
- Write on the board:
How about...
Have you thought of...
Why don't you...?
I advised her to...
You had better not...
You'd better...
Say: *My back hurts.* Have students give you advice using each expression and write each piece of advice on the board. Underline the main verb of each one and focus students' attention on the form: gerund, base form, or infinitive.

L Grammar in Action

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

Answers: 1. go 2. to get 3. eat 4. doing
5. see 6. take

M

- Have students look at the pictures and describe what they see.
- Have students read the directions and match the advice and the pictures.
- Have them compare answers in pairs.
- Check answers with the whole group and write them on the board.

Answers: 1. c 2. d 3. b 4. a 5. e 6. f

CLOSING

N Communicate

- Have students read the directions. Model the example dialog with a student. Repeat with another student, changing the health problem, have the student give you advice.
- Have students write down three health problems, using the example dialog as a model. Remind them to go back to Lesson A for vocabulary if necessary.
- Have students work in pairs to give each other advice.

K Grammar in Context Study the chart.

Giving advice: Gerunds, base forms, and infinitives

	Examples	Explanations
Polite Advice	Tere: I have a very sore throat! Juan: How about drinking / have you thought of drinking some hot tea? Tere: I don't really like tea.	Make questions with How about and Have you thought of + gerund to give polite advice.
	Pablo: I'm getting a headache. Amanda: Why don't you lie down for a while?	Also make questions with Why don't you + base form of the verb to give polite advice.
Neutral Advice	The doctor advised her to drink lots of liquids.	Use advise + object pronoun + infinitive to give neutral advice.
Strong Advice	You had better not walk on your broken leg. You'd better get some rest.	We use had better (not) + base form to give strong advice. You'd better is the contraction of You had better .

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

- You look tired. Why don't you go to bed? (go)
- His sister's a nurse. She advised him _____ more Vitamin C. (get)
- You have a cold. You'd better _____ some chicken soup. (eat)
- Have you thought of _____ acupuncture for your headaches? (do)
- You'd better _____ a doctor about your sore throat. (see)
- You have a pain in your back? Why don't you _____ a hot shower? (take)

M Look at each picture and match the correct advice for the situation.

- Why don't you have some hot tea?
- The doctor advised me to take these tablets.
- Why don't you get some rest?
- You'd better go to the hospital!
- I advise you not to walk too much.
- Have you thought about seeing a doctor for your neck pain?



N Communicate In your notebook, write three health problems. Talk to your partner and give him/her advice for his/her health problems.

I don't feel well. I have a bad cough.

Why don't you take some cough medicine?

LESSON B I MIGHT FEEL BETTER

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



surfing



base jumping

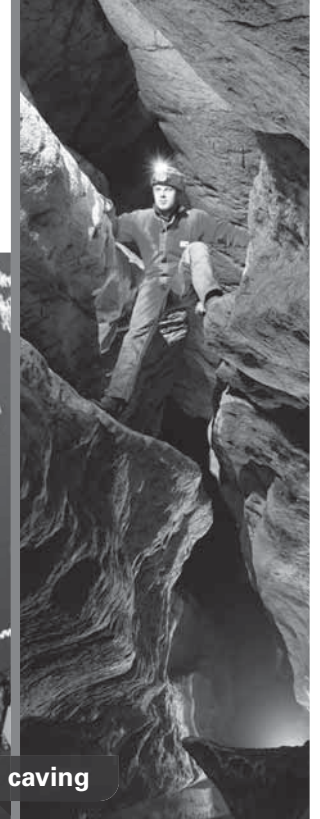


mountain biking

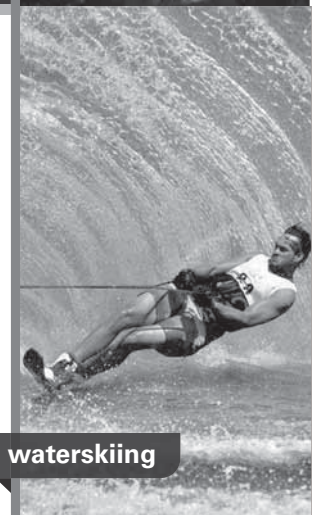


hang gliding

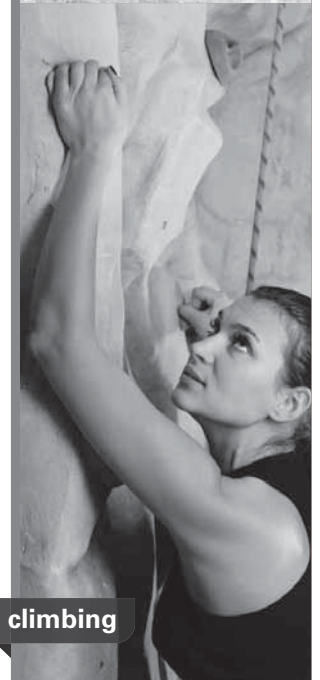
scuba diving



caving



waterskiing



climbing

B Vocabulary in Action Listen to the conversation. What were the people doing? Circle the words that you hear in the sentences.

1. Carlos was (waterskiing) / hang gliding) when he broke his leg.
2. Sara broke her arm when she was (caving / mountain biking).
3. Julián and Sara were (surfing / climbing) when he fell.
4. Carlos and Julián got lost when they were (base jumping / scuba diving).
5. They weren't (diving / surfing) far from shore, but they couldn't find the boat.

C Put the words from **A** into the correct categories in the chart below.

Air	Ground	Water
<i>base jumping</i>		

VOCABULARY TOPIC: EXTREME SPORTS

INTRODUCTION

- Write on the board: *Extreme Sports*. Ask: *What are extreme sports? Why are they called extreme?* Have students tell you any extreme sports they know. Write their ideas on the board. Help with vocabulary as necessary.

DEVELOPMENT

A Vocabulary in Context

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

B Vocabulary in Action

- Have students read the directions. Tell them they are going to listen to a conversation between three people.
- Have students listen and complete the sentences.
- Have them compare answers in pairs.
- Check answers with the whole group and write them on the board.

Answers: 1. waterskiing 2. mountain biking
3. climbing 4. scuba diving 5. diving

CLOSING

C

- Copy the chart on to the board and have students give you one word for each column.
- Have students work in pairs to complete the chart. Encourage them to add any other extreme sports they know to the chart.
- Check answers with the whole group and complete the chart on the board.

Answers: Air: base jumping, hang gliding

Ground: caving, climbing, mountain biking

Water: scuba diving, surfing, waterskiing

TEACHING TIP



- When pairing or grouping students, it is a good idea to vary who students work with so they get the opportunity to work with many other students, not just the person sitting next to them. There are a number of useful techniques for grouping or pairing students. Here are a few:
 - Give each student a card with a picture of an animal on it. Students have to find the people/person who have/has the same animal as them to form a group/pair by making the animal noise.
 - Give each student a colored card. Students have to join the people/person who have/has the same color as them to form a group/pair.
 - Have students line up according to birthdays and form groups/pairs with the people/person next to them in the line.
 - Have students line up according to the number of letters in their full name and form groups/pairs with the people/person next to them in the line.

FURTHER PRACTICE



- Have students work in pairs or small groups to talk about the sports in **A** they want to do or like doing. Encourage them to say why they want to do/like them. Elicit from students the expressions they know for talking about likes and dislikes.
- Have students carry out a class survey to find out how many people do the sports in **A** or how many people want to do them. Help them formulate the questions they need: *Do you like surfing? Do you want to surf?*

GRAMMAR

INTRODUCTION

- Write the sentences from **B** on the board and have students identify the verbs. Underline the verbs in past progressive and circle the verbs in simple past. Point out the irregular simple past forms of *break*, *fall* and *get*.
- Ask: *What was Carlos doing when he broke his leg?* Prompt students to answer: *He was...* Do the same for the other sentences.
- Ask: *What happened first: Carlos was water skiing or he broke his leg?*

DEVELOPMENT

D Grammar in Context

- Have students look at the chart. Focus their attention on the explanation column.
- Draw a time line on the board to illustrate the first example:



Next to the first cross, write: *She started riding*. Next to the second, write: *She stopped riding*. Between the two crosses, write: *She was riding her bike all day*. Do the same for the second example:



Next to the first cross, write: *We started diving*. Next to the second, write: *We had an accident*. Between the two crosses, write: *We were diving*.

Ask: *Do we use past progressive for the first action or the second?*

- Have students draw a time line for sentence 1 from **B**. Repeat for the other sentences, if appropriate.

E Grammar in Action

- Write the first sentence on the board and have students tell you how to complete it. Ask: *What was happening when he dropped the table?*
- Have students read the directions and complete each sentence.
- Have them check answers in pairs. Refer them to the chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: 1. were moving 2. wasn't carrying / was not carrying 3. were running 4. were playing 5. was driving 6. weren't skating/were not skating

F

- Write on the board: *I broke my arm. I played tennis*. Ask: *Which action happened first?* Have students tell you how to rewrite the sentence using the past progressive: *I broke my arm when I was playing tennis*.
- Have students read the directions and rewrite the sentences.
- Have them compare answers in pairs.
- Check answers with the whole group and write them on the board.

Answers: 1. The boys were playing soccer when Santos got a black eye. 2. We were visiting my cousins when my sister caught a cold. 3. Lucía was running on the wet floor when she slipped. 4. I wasn't paying attention when I tripped on the rug. 5. The bus was moving very fast when it hit the man. 6. She was closing the door when she hurt her finger.

CLOSING

G Communicate

- Have students look at the photo and say what they see.
- Have students read the directions. Model the example dialog with a student. Ask: *What was he doing when he saw the dolphin?*
- Have students write about a time when something unexpected happened to them.
- Have students work in pairs to share their experiences. Remind them to use the example dialog as a model.

D Grammar in Context Study the chart.

Past progressive

Examples	Explanations
She was riding her mountain bike all day.	We form the past progressive with was or were + the -ing form of the verb.
We were diving when the accident happened .	We use the past progressive to talk about an action that was happening when something else occurred.

E Grammar in Action Complete each sentence with the past progressive form of the verb in parentheses. Notice if the verb is affirmative or negative.

1. My brother and I were moving the table when I dropped it on my foot. (move)
2. Lorenzo _____ anything heavy when he injured his shoulder. (not, carry)
3. Anita and Lola _____ to catch the bus when Lola tripped and fell. (run)
4. The boys _____ with matches when they burned themselves. (play)
5. Mr. Rubio _____ home in the rain when the accident happened. (drive)
6. Marcos and I _____ very fast when we collided. (not, skate)

F Which action happened first? Rewrite the sentences using the past progressive and the simple past.

1. Santos got a black eye. The boys played soccer.
The boys were playing soccer when Santos got a black eye.
2. My sister caught a cold. We visited my cousins.

3. Lucía ran on the wet floor. She slipped.

4. I tripped on the rug. I didn't pay attention.

5. The bus moved very fast. It hit the man.

6. She hurt her finger. She closed the door.

G Communicate In your notebook, write about a time when something you didn't expect happened. Tell a partner about it.

I was surfing when I saw a dolphin.

Cool! What happened?



H Language Builder Study the chart.

Could, might, may, can't and must for belief

Examples	Explanations
The baby is crying. She could have an earache or it might be a fever. It may not be serious, but I want to call the doctor.	We use could / might (not) / may (not) + verb to talk about something we are not sure about (a possibility).
Manolo can't be sick again! He had a cold two weeks ago.	We use cannot (can't) + verb to talk about something we feel certain is not true or we can't believe is true.
Marta is in school again. She must feel better. I don't see Ignacio. He must not be home from the hospital.	We use must (not) + verb to talk about something we feel very certain about (a logical conclusion).

I Listening Listen to the conversation and answer the questions.



18

1. Where are the people?

2. What is their relationship?

J Listen to the conversation again and circle the correct word to complete each sentence.



18

- Luisa (could) / can't) have a cold.
- It (must not / must) be a bad cold.
- She (might / must not) miss school tomorrow.
- The test (may / can't) be too hard.
- Mrs. Domínguez thinks Luisa and Vanessa (must / could) be good friends.
- Vanessa says Luisa (might / can't) be her best friend.



INTRODUCTION

H Language Builder

- Have students look at the chart. Focus their attention on the explanation column. Ask: *Which one do we use when we don't think something is true? Which ones do we use for a logical conclusion? Which ones do we use for possibilities?* Remind students that these words never change form and that you can only use the base form of the verb after them.
- Say situations that are relevant to the students and have them respond with their beliefs. For example, say: *(Absent student's name) isn't at school today.* Students: *He must be sick. He could have a cold., etc.*

DEVELOPMENT

18 Listening

- Have the students read the directions and the questions.
- Have them listen and answer the questions. Remind them that they only need to understand enough to answer these two questions.
- Have them compare answers in pairs.
- Listen again and check answers with the whole group.

Answers: 1. They're in class. 2. One person is a teacher and the other is a student.

18 J

- Have students read the directions and the sentences. Encourage them to write any answers they think they already know.
- Have students listen and complete the sentences/check their answers.
- Have them compare answers in pairs.
- Listen again and check answers with the whole group.

Answers: 1. could 2. must 3. might
4. can't 5. must 6. might

CLOSING

- Write on the board: *(Student name) doesn't feel well. (Student name) is at home today.*
- Have students work in pairs to write a belief for each situation (e.g., *She could have a headache. She must be sick., etc.*).

TEACHING TIP



Remind students of the importance of using different strategies when listening in order to understand more. Predicting what they are going to hear will help them be more prepared for the vocabulary and structures they will hear. Similarly, identifying who is speaking and where they are will help students understand more. It is important to make students aware of different strategies and to practice them in class.

OPTIONAL PROJECT

DIET AND HEALTH REPORT

INTRODUCTION

- Write on the board: *Healthy or Unhealthy?* Ask: *Are you healthy? What do you do to be healthy?* Write students' ideas on the board. If students don't mention food, ask: *Can what we eat make us healthy or unhealthy?*

DEVELOPMENT

A Brainstorm

- Have students read the directions and the words in the box.
- Have students work in small groups (3 or 4 students) to write questions in the chart to find out about diet and health and how food affects us. Encourage them to write as many questions as possible.
- Check questions with the whole group and complete the chart on the board.

B Research

- Have students research diet and health on the Internet. (This can be done at home; have students bring to class the information they find.)
- Have students write the answers to their questions in the chart.

C Share

- Have students work in pairs to share what they found out and add more information if possible.
- Have students help you begin writing a report on the board. Elicit a title first, then write: *What we eat is an important factor in being healthy. A _____ diet is... You should...*
- Individually, have students write their reports. Monitor and help them correct as necessary. If possible, do a report yourself and show it to the group.

REPORT TIP



Tell students that a good report should have:

- an introduction to the topic.
- main points including suggestions.
- a conclusion to the topic.

CLOSING

D

- Have students read the directions and look at the picture and the example dialog. Tell them they will present their report to the group. In a large class, have students present to each other in groups of 4 or 5, not to the whole group. If possible, give your report to the group first.
- While they are listening, have students write questions that they will ask at the end of the presentation. At the end of each presentation, have different students ask the presenter questions.
- After the presentations, display everyone's reports in the classroom.

Diet and Health Report

Research the relationship between diet and health. Find out how the food we eat can make us healthy or unhealthy. Write a report that explains the problem and makes suggestions about how to eat better.

A Brainstorm What do you want to know about diet and health? What do you want to know about how food affects us? Look at the words in the box. In a small group, make a list of questions. Write them in the chart in **B**.

calories
diet
health
nutrition
obesity
vitamins

B Research Look at your questions. Use the Internet to find out about diet and health. Write the answers in the chart or your notebook.

Questions	Answers
What	
When	
Where	
How often	
Why	

C Share Share your information with a partner. Is there any information you left out? Write your report.

D Present Tell your classmates about diet and health. Make some suggestions about how to eat better. Answer your classmates' questions.



It isn't healthy to eat a lot of candy.

What should we eat instead?

LESSON C EXERCISING AND EATING

A Listening in Context Listen to the conversation.



How does Ricardo feel about Pedro's goals? How do you know?



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



take care of yourself	talk to your doctor
exercise five times a week	lose 8 kilos
start slowly	start playing basketball next month

Pedro's goals	Ricardo's advice
<i>lose 8 kilos</i>	

C Pronunciation Listen to each word and notice the sound made by the underlined letters.



Example 1: helped /t/

Example 2: saved /d/

Example 3: decided /id/

D Listen to each verb and circle the sound that you hear. Then practice saying each verb.



1. dropped (t) /d/ /id/

2. cleaned /t/ /d/ /id/

3. started /t/ /d/ /id/

4. fixed /t/ /d/ /id/

5. waited /t/ /d/ /id/

6. worried /t/ /d/ /id/

INTRODUCTION

- Have students look at the photo and say what they see. Ask: *Who are they? Where are they? What are they doing? What do you think they are talking about?*

19 A Listening in Context

- Tell students they are going to listen to a conversation. Have them read the directions. Remind them that they only need to understand enough to answer the two questions.
- Have students listen to the conversation to answer the questions.
- Check answers with the whole group.

Answers: He's worried. He gives Pedro a lot of advice.

19 B DEVELOPMENT

B Listening in Action

- Have students read the directions and look at the word box and the chart.
- Have students listen and complete the chart.
- Have them compare answers in pairs.
- Listen again and check answers with the whole group.

Answers: Pedro's Goals: lose 8 kilos, start playing basketball next month, exercise five times a week; **Ricardo's Advice:** start slowly, talk to your doctor, take care of yourself

CLOSING

- Have students look at the predictions they made before they listened. Ask: *Were the predictions right? Have them tell you what they can remember about the conversation they listened to.*

INTRODUCTION

- Write on the board: *play, talk* and *collect*. Ask: *What's the past tense of these verbs?* Add *-ed* to each of the verbs. Ask: *Does -ed sound the same for each one?* Say the words.
- Write on the board, as column headers: /t/, /d/ and /id/. Remind students that these are sounds, not letters. Have them tell you where to put *played, talked, and collected*.

DEVELOPMENT

20 C Pronunciation

- Have students read the directions and listen to the three examples.
- Have students repeat each verb. Add them to the chart on the board.

CLOSING

21 D

- Have students read the directions and the verbs. Have them circle the final sound they think is correct for each one.
- Have them listen and circle the correct sound.
- Have them compare answers in pairs.
- Listen again and check answers with the whole group. Add each verb to the chart on the board. Have students repeat each verb.

Answers: 1. /t/ 2. /d/ 3. /id/ 4. /t/ 5. /id/ 6. /d/

FURTHER PRACTICE

- Have students write five past tense sentences with verbs from the chart.
- Have them work in pairs to say their sentences and check the pronunciation of the verb using the chart.

INTRODUCTION

- Write on the board: *Advice*. Ask: *How do we give advice?* Elicit the expressions students already know and write them on the board, prompt as necessary:
How about...?
Have you thought of...?
Why don't you...?
You had better not...
You'd better...
You could...
You should...
Ask: *What form of the verb do we use after each one?* Write the form next to each expression.
- Write on the board: *Goals*. Say: *I want to be healthier. This is my goal. What advice can you give me?* Have several students give you advice using the different expressions on the board.

DEVELOPMENT

E Speaking

- Have students read the directions and write down three goals for getting healthier. Model the sample dialog with a student.
- Have them work in pairs to share their goals and give each other advice.
- Have students report back to the class on their partner's goals. Write the goals on the board.

CLOSING

- Ask follow up questions for the goals on the board: *When are you going to do this? Where are you going to do this? Why will this help you get healthier?*, etc.
- In small groups, have students write a list of five tips to be healthier.
- Have groups share lists with the class.

INTRODUCTION

- Have students look at the pictures and describe what they see. Ask: *What do you think this webpage is about?* Write students' ideas on the board.

DEVELOPMENT

F Writing

- Have students read the directions and complete the webpage.
- Have them compare answers in pairs.
- Check answers with the whole group.
- Have students look at their predictions about what the webpage was going to be about and compare them with the completed webpage.

Answers: 1. d 2. b 3. a 4. f 5. c 6. e

G

- Tell students they're going to write a webpage giving advice for getting healthier. Have students suggest a name for the article. Write it on the board. (e.g., *Get Healthy, Stay Healthy*.)
- Have students brainstorm ideas to include in their webpage.
- Have them work in pairs to share their ideas and plan what they are going to write.
- Have students write their own webpage. Remind them to look at the chart on page 41 to help them.

CLOSING

H

- Have students work in pairs to exchange webpages, read and check that *advice* is given correctly. Remind them to look at the chart on page 41.
- Have them work in pairs to help each other make any corrections needed.
- Display the webpages in the classroom.

GET CLOSE TO MEXICO



- Ask: *How can we be healthier?* Write one or two student ideas on the board.
- Have students work in pairs to write a list of ways for people in Mexico to be healthier.
- Have different pairs tell you their suggestions and write them on the board.

E Speaking In your notebook, write three goals to get healthier. Share them with your partner. Give your partner advice about his/her goals.


I want to run a marathon.

What about running a 5K first?


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

- a. Don't forget the food you eat between meals.
- b. Think outside of gym class, too.
- c. Why don't you add just 30 minutes of exercise to your day?
- d. The second step is setting your goals.
- e. Remember, small changes are easier than big ones.
- f. Which number is higher?

Do you want to change your eating and exercise habits? The first step to getting healthy is to think about what you're doing now. (1) d



Make a list of all the exercise you do. (2) _____ Do you walk or ride your bike to school? Do you help clean the house? Any time you're moving, you're exercising.



We advise you to keep a food journal for one week. (3) _____ At the end of the week, count how many times you drank soda or ate sweets or salty snacks. Count how many times you ate fruit and vegetables. (4) _____

If you want to change anything, start slowly. (5) _____ Choose something you really like to do. How about replacing one "junk food" with a healthy food, like yogurt or a banana? (6) _____

What are you waiting for? Make this year your healthiest year ever!

G Write a webpage. Give advice on how to set goals and get healthier.



Get Close to Mexico

People everywhere worry about their health. What are some ways in which people in Mexico can be healthier?

H Look at your partner's newsletter. Does he/she give advice correctly?

READING



Super Foods



FROM MEXICO TO THE WORLD

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

1. What kind of foods is this article about? _____
2. Where are these foods from? _____

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

1. When did people take tomatoes to Europe? _____
2. How long have people eaten avocados? _____

C Read in Depth Read the article. Write the answer to each question.

1. What is the most important idea in this article?

2. How did people first consume chocolate?

3. Where do people eat a lot of tomatoes?

4. What chemicals do tomatoes have?

5. What do some scientists believe about avocados?

6. Circle the sentence you agree with.
a. It's healthy to eat fruit and vegetables. b. It's healthy to take vitamin pills.



- bitter, adj.** – not sweet
- heart, n.** – an organ that moves blood through the body
- cuisine, n.** – the cooking or food of a certain country or region
- blindness, n.** – the inability to see
- BCE, n.** – Before Common Era; pre-modern history
- tasty, adj.** – delicious

1 Some of the world’s favorite foods are from Mexico. The names of these foods were originally Nahuatl names, and people have grown these foods for thousands of years.

2 In recent years, scientists have studied their health benefits. Not only are these foods delicious, they can prevent many illnesses. Let’s look at three of them.

3 Ancient Mesoamericans drank chocolate mixed with chilies—it was spicy and **bitter**. Today, chocolate is one of the most popular sweets, but did you know that chocolate is good for your **heart**? It can also make you happier. To get the biggest health benefit, eat dark chocolate. It contains more healthy chemicals than milk chocolate.

4 It isn’t certain who brought tomatoes from Mexico to Europe in the early 1500s, but it’s impossible to think of Spanish or Italian **cuisine** without them. Tomatoes have Vitamin C and another chemical called lycopene. Vitamin C fights infections. Lycopene can help prevent heart disease, some cancers, and **blindness**.

5 Avocados originated in Puebla and there is evidence that humans were eating them in 10,000 **BCE**. Some scientists believe avocados are the world’s most nutritious food. They contain healthy fats, potassium, and Vitamin B. Eating avocados can reduce cholesterol and may help fight high blood pressure, diabetes, and some kinds of cancer.

6 The next time you eat one of these super foods, remember that they are **tasty** and healthy!



Chocolate

In Nahuatl, chocolate means “bitter water.”



Tomato

Tomatoes went from Mexico around the world.



Avocado

People in Puebla have eaten avocados for thousands of years.

INTRODUCTION

A Connect with the Text

- Have students look at the photos and say what they see.
- Focus students' attention on the pictures. Remind them they can use the pictures and section heads in a text to help them get an idea of what it is about before they read. This is a good reading strategy because it means they are more prepared for the content. Have students answer the questions.
- Check answers with the whole group.

Answers: 1. chocolate, avocados, and tomatoes 2. Mexico

B Scan

- Have students read the directions. Ask:
Do you need to read in depth to find the answers to these questions? What reading strategy should you use?
- Have students scan the text and answer the questions.
- Have them compare answers in pairs, then read again to check.
- Check answers with the whole group.

Answers: 1. in the early 1500s 2. since 10,000 BCE

DEVELOPMENT**C Read in Depth**

- Have students read the directions and the questions. Focus their attention on the glossary. Tell them that this time they are going to read more carefully to understand the main idea and specific details.
- Have them read and answer the questions.
- Have them compare answers in pairs. Tell them to read parts of the text again if necessary to check their answers.
- Check answers with the whole group.
- Have students discuss their opinions for question 6.

Answers: 1. Many healthy foods are from Mexico. 2. They drank it mixed with chilies and without sugar. 3. People eat a lot of tomatoes in Spain and Italy. 4. They have Vitamin C and lycopene. 5. They think they are the world's most nutritious food. 6. Answers will vary.

CLOSING

- Say: *My favorite way to eat avocado is in quesadillas. How about you?* Have one or two students say how they like to eat avocado.
- Have students work in pairs to discuss whether they eat these Mexican foods (chocolate, tomato and avocado) and say what their favorite ways to eat them are.
- Have different pairs share their favorite ways to eat them (e.g., *I like to eat tomatoes on pizza, but Juan likes them in salsa.*).



CAUSE AND EFFECT

THEME

UNIT 2

4

Opening Activity

Look at the picture and answer the questions.

1. What does this machine do?
2. How can you describe this machine?
3. Do you think it works well? Why do you think so?



Theme Goals

In this theme, you will learn to:

- talk about actions and processes.
- talk about places of interest.
- talk about emergencies, abilities, and money.
- talk about discoveries and achievements.
- use *be able to* in present, past, and future tenses.
- use the irregular simple past and present perfect tenses.
- use the first conditional.



SYLLABUS FOCUS

Fundamental Concept: **Global Contributions**

Subsidiary Concept: **Achievements: Scientific and technological**

Main Category: **Diversity and time**

Core Value: **Liberty**

Photo Background

This photo shows the mechanical insides of a clock. The gears and how they interact are visible. This leads one to imagine how one gear moving leads to another moving and how, in conjunction, the hands of the clock are moved and thus the time is signaled.

INTRODUCTION

- Write on the board: *Inventions*. Have students say any inventions they can think of. Write them on the board. Ask: *Why do people invent things?*

DEVELOPMENT

Opening Activity

- Have students look at the picture. Ask: *What can you see in the picture?* Help students with vocabulary and write their ideas on the board.
- Have students work in pairs to read the Opening Activity questions and answer them.
- Have different students share their answers and write them on the board.

Answers: 1. It tells the time. 2. It has a lot of parts that move. It's very complicated. 3. Answers will vary.

THEME

UNIT 2

4

Theme Goals

- Have students read the Theme Goals.
- Have students work in pairs to write any ideas they have for each one. For example, action verbs they know, places of interest in their state/Mexico, verbs in the simple past, etc.
- Have different students share their ideas and write them on the board.

CLOSING

- Have students work in small groups or as a whole class. Ask them to name an invention they think is important or interesting and to explain why.

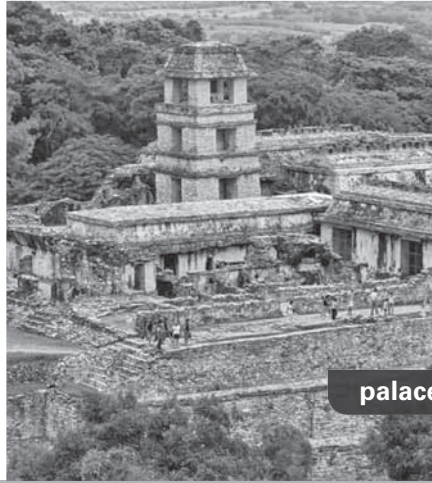
	Competencia genérica	Competencia disciplinar
Theme Opener	<ul style="list-style-type: none"> • Se expresa y se comunica 	<ul style="list-style-type: none"> • Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral.
Lessons A - C	<ul style="list-style-type: none"> • Se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

LESSON A How Does It Work?

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



temple



palace



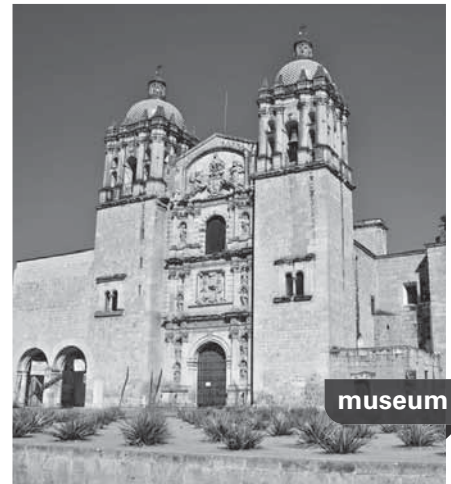
statue



ruins



tomb



museum



B Vocabulary in Action Listen to the conversation. Number the words in **A** in the order that you hear them.

C Match each word to its definition.

- c 1. temple
- 2. museum
- 3. palace
- 4. ruins
- 5. statue
- 6. tomb

- a. a three-dimensional work of art of a person or animal
- b. a place where a dead body is put to rest
- c. a building for religious ceremonies
- d. what remains of an old building
- e. a building where valuable objects are kept
- f. the home of a king or queen

VOCABULARY TOPIC: PLACES OF INTEREST

INTRODUCTION

- Write on the board: *Places of Interest in Mexico*. Have students name one or two and write them.
- Have them work in pairs to make a list of the 5 most famous/most-visited places of interest in Mexico. Have them rank them in order from 1 to 5 (1 being the most famous, 5 being the least famous).
- Have pairs join to make groups of four and compare their lists. From their two lists, have them make one list of 5.
- Have groups share their lists with the whole group and write them on the board. Have the whole class to reach a consensus on the five most famous.

DEVELOPMENT

A Vocabulary in Context

- Have students look at the pictures and describe what they see and say where the places are, if they can.
- Have students repeat each word.
- Have different students repeat each word.

B Vocabulary in Action

- Have students read the directions. Explain that they are going to hear a conversation between a tour guide and two tourists.
- Have students listen and number the words in **A** in the order they hear them.
- Have them check answers in pairs.
- Listen again and check the answers with the whole group. Write the answers on the board.

Answers: 1. ruins 2. palace 3. temple
4. tomb 5. museum 6. statue

C

- Have students read the directions. Ask: *What's a definition?*
- Have students match the words to the definitions.
- Have them check answers in pairs.
- Check answers with the whole group and write them on the board.

Answers: 1. c 2. e 3. f 4. d 5. a 6. b

CLOSING

- Have students work in pairs to say places of interest that they have visited in their state or in other states. For example, *I went to the Anthropological museum in Mexico City.*

TEACHING TIP



To help students learn new words, have them draw a picture for each new word and write a sentence of their own using the word. Associating new words with an image and using new words in a context are both useful vocabulary learning strategies. Making students aware of the strategies they can use will help them become more independent learners.

GRAMMAR

INTRODUCTION

- Write on the board: *Verbs*. Have students tell you verbs and write them on the board. Ask: *How do we say these verbs in the simple past?* Write the regular past forms that students know and any irregular ones they know as well.
- Ask: *Which ones are regular?* Make a list labeled: *Regular Simple Past*. Have students tell you how to form the simple past of regular verbs.
- If students have also given some correct irregular forms from the verbs on the initial list (e.g., *be – was/were*), make a list labeled: *Irregular Simple Past*.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart. Ask: *Do irregular verbs add –ed in the past? How can you learn irregular past forms?*
- Write on the board: *Questions – Negatives*. Have students explain how to form them in the past tense. Write it on the board. Provide more examples as necessary (e.g., *Pablo didn't do his homework. Did Joel do his homework?*). Write on the board a present tense negative sentence and question and help students see that *did* is the simple past of *do/does*.
- Ask: *Did you do your homework last night? Did you ride your bike yesterday? Did you find your book?*, etc. Have different students answer. Encourage them to answer *Yes, I did./No, I didn't*.

E Grammar in Action

- Have students read the directions and the verb forms in the box.
- Have students match the past tense forms to the base forms.
- Have them check answers in pairs.
- Check the answers with the whole group and write them on the board.

Answers: 1. lost 2. sold 3. brought 4. kept 5. found 6. became

F

- Write on the board: *Archeologists found the ruins in 1960*. Write on the board: *When...?* Elicit the question: *When did archeologists find the ruins?*
- Have students read the directions and write questions. Refer to the chart if necessary.
- Have them compare questions in pairs.
- Check the answers with the whole group and write them on the board.

Answers: 1. When did Europeans begin to explore Palenque? 2. What did the Maya build the Palace with? 3. Where did Alberto Ruz Lhuillier find a lot of treasure? 4. Who put objects from Palenque in museums? 5. Why are many objects behind glass? 6. When did you see the ruins in Palenque?

CLOSING

G Communicate

- Have students look at the photo, say where the people are and what they are doing.
- Have students read the directions and write their sentences.
- Model the example dialog with a student. Model with another student, using his or her own information.
- Have students share sentences in pairs.
- Have several students report back to the group on their partner's experience.

FURTHER PRACTICE



- Brainstorm a list of time expressions for the past and write them on the board: *yesterday last night, last weekend, this morning*, etc.
- Have students write at least five questions to ask their classmates (e.g., *Did you go to the movie theater last weekend? Did you eat tacos yesterday? Did you play basketball last night?*, etc). Have students ask different people their questions and write down the answers to report back to the class.

D Grammar in Context Study the chart.

Irregular simple past tense

Examples	Explanations
Spanish explorers found the ruins in the 16 th century.	Many verbs are irregular (<i>go, do, have</i> , for example). They do not take <i>-ed</i> .
It was a successful city until 800 AD. The explorers were surprised by their discovery.	<i>To be</i> is irregular. It has two forms in the simple past: <i>was</i> and <i>were</i> .
The city had many temples. The residents built houses near the temples.	To learn irregular past forms, you need to memorize them.
Did they take the treasure with them? How did they know the city was there? They didn't find the treasure they wanted. She didn't know where to look.	These rules apply to regular and irregular verbs in the past tense: <ul style="list-style-type: none"> • Make questions in the past tense with <i>did</i> + subject + base form. • Make negatives in the past tense with <i>did</i> + <i>not</i> + base form (except <i>to be</i>).

E Grammar in Action Write the correct past tense from the box next to its base form.

became
brought
found
kept
lost
sold

- lose _____ *lost*
- sell _____
- bring _____
- keep _____
- find _____
- become _____



F Make each sentence below into a question. Use the *Wh-* words in parentheses.

- Europeans began to explore Palenque around 1560. (when)
_____ *When did Europeans begin to explore Palenque?* _____
- The Maya built the Palace with stone. (what)

- Alberto Ruz Lhuillier found a lot of treasure in the tomb of Pakal the Great. (where)

- The Mexican Government put objects from Palenque in museums. (who)

- Many objects are behind glass to protect them. (why)

- We saw the ruins in Palenque on our spring vacation. (when)

G Communicate Imagine you were a student volunteer at an archaeological site. Write two or three sentences about what you did there. Tell your partner.

I looked in the ruins and I found a clay statue.

That's amazing!

H Vocabulary in Context

 Read the article and look at the pictures.

How do inventors **develop** their ideas? Maybe they are able to see things in a different way. Here are two young inventors who wanted to **protect** other people. Look at what they **achieved**!



Theresa Oei's water filter uses sea shells

Humans and animals need clean water. In developing countries, contaminated water is a big problem. Theresa Oei wanted to help, so she **built** a water filter that uses broken seashells to get lead out of water. Tests prove that Theresa's filter is able to **remove** 100% of lead.



Tharon Trujillo invented a gate to protect his baby sister

Tharon Trujillo's little sister was trying to run through a door when she hurt herself. Tharon was worried, so he **designed** a device to protect her. His invention **locks** the door and is able to **keep** babies and animals safely inside.

I Vocabulary in Action

 Unscramble the words and write them out.

- | | |
|---------------------------------|------------------|
| 1. dpleove _____ <i>develop</i> | 5. pkee _____ |
| 2. vomeer _____ | 6. veahcie _____ |
| 3. trcept _____ | 7. ublid _____ |
| 4. sendig _____ | 8. colk _____ |

J

 Complete each sentence with the correct tense of a verb from the box. You won't need all the words.

achieve
build
design
develop
keep
lock
protect
remove

1. If the batteries in the radio don't work, remove them.
2. When Rodrigo was 15, he _____ a computer out of old parts.
3. It's important to _____ your eyes when you are using chemicals.
4. Marcela _____ a lot last year. She won three science prizes.
5. When the car door closes, it _____ automatically.
6. He _____ his device over more than 25 years.

VOCABULARY TOPIC: ACTIONS AND PROCESSES

INTRODUCTION

H Vocabulary in Context

- Have students look at the pictures and describe what they see.
- Have students read the article and answer the question: *What were the two inventions?*
- Have students tell you what the text was about. Ask questions to prompt as necessary: *What are developing countries? (students should give examples) Why did Trujillo develop a gate? Why are water filters necessary in the developing world?* etc.

DEVELOPMENT

I Vocabulary in Action

- Have students read the directions. Point out that the words are verbs from the article.
- Have students unscramble the verbs.
- Have them check answers in pairs.
- Check answers with the whole group and write them on the board.
- Have students repeat each word.

Answers: 1. develop 2. remove 3. protect
4. design 5. keep 6. achieve 7. build 8. lock

J

- Write on the board: *An architect _____ the new museum building. They are going to build it next year.* Have students tell you which verb from the box is needed to complete it and what form is needed.
- Have students read the directions and look at the verbs. Remind them that they need to decide if the verbs need to be in base form, present or past tense.
- Have students complete the sentences.
- Have them compare answers in pairs
- Check answers with the whole group by completing the chart on the board.

Answers: 1. remove 2. built 3. protect
4. achieved 5. locks 6. developed

CLOSING

- Have students work in pairs to choose four of the words from **J** and write their own sentences.
- Have several pairs share their sentences and write them on the board. Correct as necessary with the help of the group.

FURTHER PRACTICE



Have students work in pairs to write sentences or questions with the verbs from **J** but leaving a blank for the verbs. Have pairs join in groups of four and complete each other's sentences and questions.

TEACHING TIP



When working with texts (spoken or written) to introduce vocabulary in context, it is important to ensure that students understand the text as well as the vocabulary being presented. Comprehension questions (as suggested in **H**) can either be worked orally as a whole group or they can be given in written form so students can answer them individually or in pairs.

GRAMMAR

INTRODUCTION

- Write on the board: *Ability*
Ask: *How do we talk about ability?* Elicit sentences with *can* (e.g., *I can use a computer. I can't drive.*, etc.).
- Tell students they are going to learn how to talk about abilities in the past, future, and present.

DEVELOPMENT

K Grammar in Context

- Have students look at the chart. Focus their attention on the verb *to be* and remind them of the past and present forms. Point out that only the verb *to be* changes, *able* does not.
- Provide more examples. Say or write: *I am taking a dance class.* Elicit from students: *You will be able to dance when you finish.* Ask: *Do you have a cell phone? Is your cell phone able to take photos?* Say: *I wanted to go to the party last night but I had a lot of homework.* Elicit from students: *I wasn't able to go to the party last night.*

L Grammar in Action

- Have students read the directions and the example. Remind them to think about whether they need past, present, or future tense.
- Have them complete the sentences.
- Have them check answers in pairs. Refer them to the chart if necessary.
- Check answers with the whole group and write the answers on the board.

Answers: 1. will 2. was able to 3. isn't able to 4. will be able to 5. are able to 6. were able to

M

- Write on the board: *more cars/use eco-friendly fuels (future).* Have students provide a full sentence using *be able to*: *More cars will be able to use eco-friendly fuels.*
- Have students work in pairs to read the directions and write the sentences.
- Check answers with the whole group and write them on the board.

Answers: 1. A washing machine is able to clean clothes. 2. Spanish explorers were able to discover Palenque. 3. Personal spaceships will be able to fly to Mars. 4. A GPS is able to find a location. 5. Henry Ford was able to invent the car. 6. Computers are able to solve complex equations.

CLOSING

N Communicate

- Have students look at the photo. Ask: *What is he/she able to do?* Elicit: *He's able to fix a bike.*
- Have students read the directions. Model the example dialog. Point out the follow up question and elicit other possible questions (e.g., *Do you like...?/When do you...?/When will you be able to...?/Why...?* etc.).
- Have students write three sentences about themselves. Remind them to use all three tenses.
- Have students work in pairs to talk about their abilities.
- Have several students report back to the group on their partner's abilities.

FURTHER PRACTICE



Have students work in pairs or small groups to write a questionnaire to find out about the group's abilities. Elicit a few example questions and write them on the board so that students have a model to help them write their own questions. Have them ask their questions and then write a report and/or draw a graph and report back to the whole group.

K Grammar in Context Study the chart.

Be able to

Examples	Explanations
I am able to see an image. What is that computer able to do ? We are able to calculate large numbers with it.	Use am/is/are able to + verb to talk about ability in the present.
She was able to connect the device. They were able to find a solution.	Use was/were able to + verb to talk about ability in the past.
Will he be able to walk again? Yes, he will be able to walk again. / No, he won't be able to walk again.	Use will + be + able to + verb to talk about ability in the future.

L Grammar in Action Complete each sentence with the correct form of **be able to**.

- Scientists believe someday we will be able to live on the moon.
- I looked through the microscope and I _____ see the cells moving.
- Daniel says he's sorry, but he _____ help us with our invention right now.
- By 2025, computers _____ do many more things than they can today.
- Chimpanzees _____ make and use simple tools.
- In 1972, researchers _____ synthesize DNA in a laboratory.

M Write sentences using **be able to + verb**. Use the cues below.

- washing machine / clean / clothes (present)
A washing machine is able to clean clothes.
- Spanish explorers / discover / Palenque (past)

- personal spaceships / fly / Mars (future)

- GPS / find / location (present)

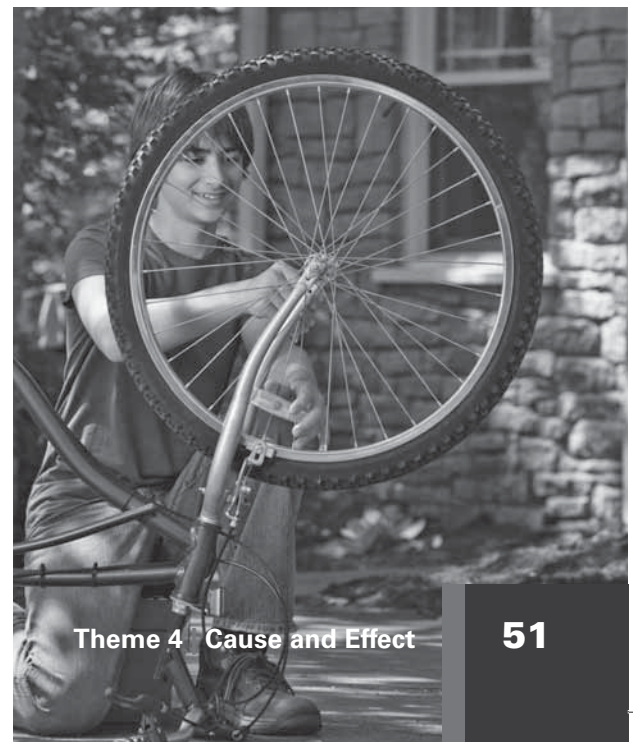
- Henry Ford / invent / car (past)

- computers / solve / complex equations (present)

N Communicate In your notebook, write three sentences about your abilities using **be able to + verb**. Write one sentence about the present, one about the past, and one about the future. Then tell your partner about your abilities.

I was able to fix my bike without any help.

How did you learn to do that?



LESSON B Money Vs Health

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



borrow



buy



charge



cost



earn



save



sell



spend

B Listen to the conversation. Check the verbs that you hear in the chart in **A**.

C
23

C Complete each sentence with the correct form of a verb from **A**. You won't need all the verbs.

1. I don't have enough money to buy a new bike.
2. How much money does Guillermo _____ at his new job?
3. Lola wants to visit Los Angeles, so she _____ a little money each week.
4. Don't _____ money from a friend—you'll be sorry!
5. Arturo _____ too much on videogames and comics.
6. Carmen doesn't play her guitar anymore, so she plans to _____ it.

VOCABULARY TOPIC: MONEY

INTRODUCTION

- Have students look at the lesson title. Ask: *What does it mean?* Have students explain their ideas. Ask: *Do you agree that money is the most important thing?*

DEVELOPMENT

A Vocabulary in Context

- Have students look at the pictures and say what they can see.
- Have students read the words. Check understanding by asking questions that are relevant to the students (e.g., *Who might you borrow money from? What did you buy during recess? How much did they charge you at the cafeteria? How much does a sandwich cost at the cafeteria?, etc.*).
- Have students repeat the verbs.

B Vocabulary in Action

- Have students read the directions. Tell them they are going to listen to a conversation between a man and his daughter.
- Have students listen and check the words from **A** they hear.
- Have them check answers in pairs.
- Listen again and check answers with the whole group and write the words on the board.
- Ask some comprehension questions. (e.g., *What did the girl want to buy? Does her father want her to work on the weekends? Why/Why not?, etc.*)

Answers: borrow, buy, cost, earn, save, spend

CLOSING

C

- Write on the board:
How much does that bike _____?
It _____ \$385.
Show a picture of a bike if possible.
- Have students tell you which verb is needed and in what form (*cost; costs*).
- Have students read the directions. Remind them to use the verbs in the correct forms. Have them complete the sentences.
- Have them check answers in pairs.
- Check answers with the whole group and write them on the board.

Answers: 1. buy 2. earn 3. saves 4. borrow 5. spends 6. sell

FURTHER PRACTICE



- Have students complete the following sentences with one of the verbs from **A**.
 - When you work, you _____ money.
 - When you want to buy something new, you need to _____ money.
 - When you need some money to _____ something, sometimes you can _____ it from a friend.
 - You have to be careful not to _____ too much money when you go shopping.
 - Stores _____ many different items.
 - The movie tickets _____ \$50.
 - They _____ you to park in the car park. You have to pay \$20.
- Have students work in pairs to write four more sentences with blanks instead of the verbs. Have them exchange their sentences with another pair and complete them. Circulate, checking that answers are correct.

GRAMMAR

INTRODUCTION

- Draw on the board a three-column chart labeled: *Base Form, Simple Past, Past Participle*. Write: *Regular Verbs*. Elicit some regular verbs from the students and write them in the chart. Have students tell you the simple past forms and write them. Write the same forms in the last column. Point out that they are the same.
- Write: *Irregular Verbs*. Elicit some irregular verbs from the students and write them in the chart. Have students tell you the simple past forms and write them. Add the past participle, e.g., *be – was/were – been; have – had – had*. Point out that for irregular verbs sometimes the simple past and the past participle are the same.
- Ask: *When do we use the past participle?* Write down students' ideas.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart. Focus their attention on the form of the present perfect: *have/has + past participle of main verb*.
- Provide more examples. (e.g., *I have worked here for ten years. My car has been at the mechanic's all morning.*) Point out that the past participle never changes form, only *have* changes depending on the subject.

E Grammar in Action

- Write the first sentence on the board. Check that students understand the meaning of *own*.
- Have students read the directions and complete each sentence.
- Have them check answers in pairs. Refer them to the chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: 1. has owned 2. have bought 3. Have, won 4. has saved 5. Have, paid 6. has borrowed

F

- Draw a two-column chart on the board labeled: *For, Since*. Have students identify time expressions for each column (e.g., *For: three days; a month; Since: last night; yesterday*). Ask: *When do we use for and when do we use since?* Help students understand that *for* is used with time periods and *since* with a specific time/point in the past. Write on the board: *I have had a headache _____ yesterday. He has played soccer _____ five years.* Have students help you complete the sentences with *for/since*.
- Have students read the directions and complete the sentences.
- Have them check answers in pairs.
- Check answers with the whole group. Add the time expressions to the chart. Have students think of more time expressions for each column.

Answers: 1. since 2. for 3. since 4. since 5. for 6. since

CLOSING

G Communicate

- Have students look at the photo. Ask: *What does he/she want to buy?*
- Have students read the directions. Model the example dialog with a student.
- Have students write down things they are saving for and say how long they have wanted them.
- Have students work in pairs to ask and answer about what they want to buy.

FURTHER PRACTICE



Write the following prompts on the board (or on cards and give a set to each pair/small group):

- I _____ (live) in _____ for/since...*
- I _____ (play)...*
- I _____ (study) ...*
- I _____ (want)...*
- I _____ (save)...*

Have students complete the sentences for themselves.

D Grammar in Context Study the chart.

Present perfect

Examples

My grandfather **has won** the lottery three times!
I **have not spent** any money today.

Has she ever **borrowed** money from you?

I **have saved** \$20 a week **for** three years.
He **has been** a millionaire **since** he found oil on his farm.

Explanations

Make the present perfect with **have** or **has** + **the past participle** of the verb.
Use the present perfect to talk about an action that began in the past and continues into the present.

Make questions in the present perfect by moving **have** or **has** in front of the subject.

Use **for** and **since** with the present perfect to say how long something has been happening.
Use **for** with amounts of time and **since** with specific moments.

Irregular past participles

buy	bought
win	won
spend	spent
sell	sold
cost	cost

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

1. He _____ his business since 1995. (own)
2. We _____ a lot of comic books this week. (buy)
3. _____ you ever _____ any money? (win)
4. Greta _____ almost three thousand pesos. (save)
5. _____ they _____ for the movie tickets? (pay)
6. Toñí _____ money from us before. (borrow)

F Circle **for** or **since** to complete each sentence.

1. Carla has earned a lot of money (for / since) she started working.
2. I have bought my own clothes (for / since) two years.
3. They haven't spent a single peso (for / since) last week.
4. Has Antonio borrowed anything (for / since) the last time?
5. Enrique hasn't saved any money (for / since) years.
6. We have sold newspapers after school (for / since) we were little kids.

G Communicate Is there anything that you're saving for? In your notebook, write about what you want and how long you've wanted it. Tell a partner about it.

I've wanted a scooter for two years.

How much money have you saved?



H Language Builder Study the chart.

First conditional

Examples	Explanations
If there is an earthquake, we will use our emergency kit.	We form the first conditional with an if clause in the present tense, and a result clause in the future tense (will).
The children won't have school if there is a hurricane.	The if clause can go at the beginning or the end of the sentence.
If you get lost, we will look for you.	We use the first conditional to talk about future possibilities .
If you don't clean up , I'll tell Mom. (threat) We'll take your dog if you go to an emergency shelter. (offer)	We also use the first conditional to make threats, offers, and suggestions .
If you have canned food in your emergency kit, you'll need a can-opener. (suggestion)	

I Listening Listen to the conversation and answer the questions.

24

- How old are the people who are talking?
- What are they doing?

J
24

Listen to the conversation again. Match the **if** clauses and the result clauses.

- | | |
|---|------------------------------------|
| <u> d </u> 1. If there isn't any electricity, | a. if we forget the can opener. |
| <u> </u> 2. We'll be able to help people | b. we'll be able to eat and drink. |
| <u> </u> 3. If we have water and canned food, | c. if there's no electricity. |
| <u> </u> 4. We won't be able to open the food | d. we'll be able to see. |
| <u> </u> 5. If we need to signal for help, | e. if they're injured. |
| <u> </u> 6. We'll be able to listen to the radio | f. we'll blow the whistle. |

Emergency items



blanket



can opener



flashlight



batteries



first aid kit



knife



mirror



whistle


INTRODUCTION

H Language Builder


- Write on the board: *If there is a hurricane, we won't be able to go to the beach.* Ask: *Is there going to be a hurricane?* Help students understand that we don't know for sure, it's a possibility. Write on the board: *possibility.*
- Have students tell you what the verbs are in the sentence and underline them.
- Have students look at the chart. Focus their attention on the explanations. Check understanding of *threat, offer* and *suggestion* by providing further examples and having students identify what they are. For example:
If you can't do the homework, I'll help you.
If you take my book again, I'll tell the teacher.
If you go to the park, you'll need a sweater.

DEVELOPMENT

I Listening

- 24 
- Have students look at the emergency items and repeat the words. Ask: *Why do we need these items in an emergency?*
 - Have the students read the directions and the questions. Have students predict what they are going to hear. Ask: *What do you think the conversation is going to be about?* Write their ideas on the board.
 - Have students listen and answer the questions. Remind them that they only need to understand enough to answer these two questions.
 - Have them check answers in pairs.
 - Listen again and check answers with the whole group.

Answers: 1. They're teenagers. 2. They're making emergency kits.

- 24  J
- Have students read the directions and the clauses. Encourage them to write any answers they think they already know.
 - Have students listen and match the clauses/check their answers.
 - Have them check answers in pairs.
 - Listen again and check answers with the whole group.

Answers: 1. d 2. e 3. b 4. a 5. f 6. c

CLOSING

- Have students compare their predictions about the listening with what they heard. Ask: *Were your predictions right?* Ask further comprehension questions about the conversations. (e.g., *Why were they making emergency kits?*)
- Have students work in pairs to decide on an emergency situation that could happen to them (e.g., *hurricane, earthquake, lost in the mountains*, etc.). Have them make a list of ten items they should have to be prepared for the situation they chose. Provide vocabulary as necessary.
- Have pairs join in groups of 4 and compare their lists. Have them say and write conditional sentences for each other's lists (e.g., *If you have a compass, you'll be able to find the path. You can call for help if you have a cell phone.*)

FURTHER PRACTICE



Have students write a list of five essential items to take with them to a desert island. Have students compare their lists in pairs. Have them decide on the five most important and rank them in order of importance. Encourage students to use first conditional sentences to justify their choices of items. (e.g., *We definitely need an mp3. If we have an mp3, we can listen to music.*) Have pairs share their lists and their reasons for including each item.

STRESS

INTRODUCTION

A Before You Watch Preview Vocabulary

- Have students look at the pictures and say what they see.
- Have them read and repeat the words.
- Ask: *What do you think the video is going to be about?* Write students' ideas on the board.

DEVELOPMENT

B While You Watch

- Have students read the directions and the words in the box.
- Have students watch the video and circle the words they hear.
- Have them work in pairs to compare the words they circled.
- Watch again and check answers with the whole group.

Answers: check, effect, produce, researcher

C After You Watch

- Have students read the directions and look at the picture. Ask: *What is this person doing?*
- Have students complete the paragraph.
- Have them work in pairs to compare and explain what they understood from the video.
- Check answers with the whole group.

Answers: 1. stress 2. produces 3. pressure
4. effect 5. Researchers 6. measure

CLOSING

D Communicate

- Write on the board: *Reducing Stress*. Ask: *How can you reduce your stress? What can you do when you feel stressed?*
- Have students work in pairs to talk about different ways of reducing stress.
- Have several pairs share their ideas with the class.

Stress

A Before You Watch Do you know these words? Look at the pictures and read the words.



measure



pressure



stress

B While You Watch As you watch the video, listen for these words. Circle the words you hear.

check dig effect produce researchers sell

C After You Watch Check your understanding. Complete the paragraph with the correct form of the vocabulary in **A** and **B**. You won't need all of the words.



The human body feels two kinds of (1) _____. It can be physical or mental. When the body is stressed, it (2) _____ hormones. They give the body extra (3) _____—this is a positive (4) _____. But if a person feels too much stress, it can be negative. (5) _____ are studying stress. They (6) _____ stress hormones in the body and look for changes.

If you feel a lot of stress, there are many ways to reduce it. And remember that sometimes stress can be good for you!

D Communicate Talk with a partner about ways to reduce mental stress.

I like to listen to quiet music when I feel stressed.

I do, too. Or sometimes I go running.

LESSON C NEWS AND ANCIENT CAPITALS

A Listening in Context Listen to the conversation.

25

1. Who is the speaker talking to?

2. What is she talking about?

B Listen again and match each sentence with a photo.

25

- a. Electric company workers were able to restore power.
- b. Rescuers were able to save 20 children.
- c. The driver was able to escape.
- d. Residents were able to return to their homes.
- e. Firefighters were able to put out the fire.
- f. Several people were able to call for help.



b



C Pronunciation Listen to each group of words and look at the underlined letters. Notice the different ways to spell each vowel sound.

26

- Example 1: hero seem pieace /E/
- Example 2: pain break away /A/
- Example 3: find fly buy /I/

D Listen to the words and write the vowel sound (A, E, I, O, or U) that you hear. Then practice saying each word.

27

- | | | | |
|---------|--------|----------|-------|
| 1. owe | though | location | _____ |
| 2. few | menu | beauty | _____ |
| 3. be | peace | key | _____ |
| 4. able | they | play | _____ |
| 5. die | cry | height | _____ |

INTRODUCTION

- Have students look at the photos and describe what they can see. Ask: *What's happening?*

25 **A** Listening in Context

- Have students read the directions. Remind them that they only need to understand enough to answer the two questions.
- Have students listen and answer the questions.
- Check the answers with the whole group.

Answers: 1. She's talking to people in general. 2. She's talking about the news.

DEVELOPMENT

25 **B**

- Have students read the directions and the sentences.
- Have students listen and match the sentences to the photos.
- Have them check answers in pairs.
- Listen again and check answers with the whole class.

Answers: Photo 1: b, d Photo 2: c, e Photo 3: a, f

CLOSING

- Have students tell you what they can remember about what they listened to.
- Ask questions about the news stories: *What happened in Guadalajara? Where were the children who were rescued? Who was trapped in an elevator?, etc.*

INTRODUCTION

- Write on the board: *a, e, i, o, u*. Ask: *What are these?* Have students repeat each vowel.
- Write on the board: *play they. Say them* and ask: *Which vowel sound is it?* Point out to students that the letters are different, but the sound is the same.

DEVELOPMENT

26 **C** Pronunciation

- Have students read the directions and listen to the three examples.
- Have students repeat the words in each example.

27 **D**

- Have students read the directions and the words. Have them guess which vowel sound they think each group of words is.
- Have students listen and write the correct vowel sound.
- Have them check answers in pairs.
- Listen again and check the answers with the whole group. Have students repeat each word.

Answers: O, U, E, A, I

CLOSING

- Have students work in pairs to draw a chart with the different spelling possibilities for each sound (e.g., A: *ay, ey, a, ea, ai*). Have students think of other words they know for each vowel sound and write them in the chart so they have examples for each way of spelling the sound.
- Draw a chart on the board and have students tell you how to complete it and provide examples for each way of spelling the sound.

TEACHING TIP



It is important to help students work with and understand the pronunciation points covered in the pronunciation section of each theme. English spelling and sounds are not as straightforward as they are in Spanish, so it is helpful for students to focus their attention on key aspects of English pronunciation. This will help them be able to deal with new words and feel more confident when speaking English.

INVENTORS WHO CHANGED THE WORLD

INTRODUCTION

- Write on the board: *Inventors*. Have students look at the photo and say what it is. Ask: *Do you know who invented the electronic book?*
- Have students tell you the names of other inventors and/or inventions. Write them on the board.
- Have each student decide on an inventor they want to research.

DEVELOPMENT

A Brainstorm

- Have students read the directions and the words in the box.
- Have students work in small groups (3 or 4 students) to write questions in the chart to find out about their inventor's life and his/her invention. Encourage them to write as many questions as possible.
- Check questions with the whole group and complete the chart on the board.
- Have students choose one of the inventors or inventions listed on the board. As a group, have students try to answer some of the questions about that inventor/invention.

B Research

- Have students research the inventor they chose and his/her invention on the Internet. Remind them to also look for pictures or diagrams of the invention. (This can be done at home and students bring the information they find to class.)
- Have students write the answers to their questions in the chart.

C Share

- Have students work in pairs to share what they found out and add more information if possible.
- Have students choose one of the inventors/inventions from the Introduction activity and help you begin writing about it. Ask: *How has this invention affected our lives? Why was it invented?* Have students help you begin writing some sentences on the board (e.g., *(name of inventor) invented the (invention) in (year). He/She invented it because _____. It has changed our lives because... etc.*).

- Have students work individually to create a presentation to share the information they found. Refer them to the chart on page 59 to help them.
- Monitor and help them correct as necessary. If possible, make a presentation yourself and show it to the group.

PRESENTATION TIP



Tell students that a good presenter should:

- make eye contact with the audience.
- have good posture.

CLOSING

D

- Have students read the directions. Model the sample dialog with a student. Tell them they will give their presentation about an inventor to the group. In a large class, have students present to each other in groups of 4 or 5, not to the whole group. If possible, do your presentation first.
- Have students write questions while they are listening that they will ask at the end of the presentation. At the end of each presentation, have different students ask the presenter questions.

Inventors Who Changed the World

Research an inventor who made a difference in how we live today. Explain how the invention has affected our lives. Create a presentation that shows the reasons for the invention and its effect.

A Brainstorm What do you want to know about the inventor's life? What do you want to know about his or her ideas? Look at the words in the box. (You won't need all of them.) In a small group, make a list of **Wh-** questions. Write them in the chart in **B**.

inspiration model patent situation testing

B Research Look at your questions. Use the Internet to find out about the inventor and his or her invention. Write the answers in the chart. Try to find pictures or diagrams of the invention, too.

Questions	Answers

C Share Share your information with a partner. Is there any information you left out? Write your presentation.

D Present Tell your classmates about the inventor and his or her invention. Show them how the invention works. Explain how it changed the way we live today. Answer your classmates' questions.

Victor Celorio invented the "Instabook Maker."

How does it work?



READING

A CAMERA AS A PASSPORT



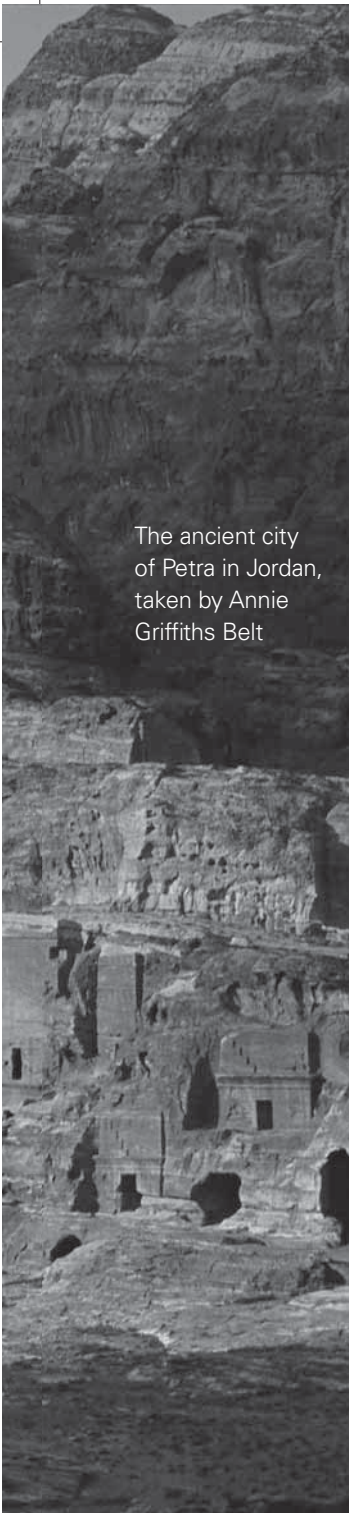
Annie Griffiths
Belt, National
Geographic
photographer

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

1. What is this person's job? _____
2. Where does she work? _____

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

1. How long has Annie worked for National Geographic? _____
2. Where has she taken photographs? _____



The ancient city of Petra in Jordan, taken by Annie Griffiths Belt

1 Annie Griffiths Belt is a photographer. She has worked for National Geographic since 1978. Her photographs are well known for their beauty and quality.

The Camera Is a Passport

2 Belt travels all over the world. Everywhere, she takes pictures of people. She has found a way to connect with people of all ages and nationalities, even when she doesn't speak their language. "The camera is like a passport," she says. She is often surprised to see how quickly people welcome her. Because she is able to "break the ice" with people, Belt has become a successful photographer.

Making Connections

3 Experts say that anyone can learn how to make these connections. When people speak the same language, greetings and **small talk** can make **strangers** feel more comfortable with each other. When people don't speak the same language, a smile can be very helpful. **Having something in common** can also help. For example, Belt has traveled with her two children. When she takes pictures of children or families, they have a connection.

Becoming a Photographer

4 Belt has some advice: if you are thinking about a career as a photographer, you can volunteer to take pictures for a local organization. You can also **take a good look** at your best pictures. If you are a real photographer, your photos will be good because of your personal and technical skills. You will also be able to learn a lot by studying photos taken by professional photographers.

5 Remember, the next time you look at a beautiful photograph, you might be looking at the work of Annie Griffiths Belt. And the next time you meet a new person, don't be afraid to break the ice—the connection could be very rewarding.

- ←
- break the ice, v.** – to make a personal connection
 - small talk, n.** – talk about unimportant matters
 - strangers, n.** – people who don't know each other well
 - to have something in common, v.** – to share something with someone
 - take a good look, v.** – to look carefully or seriously at something

C Read in Depth Read the article. Write the answers to the questions.

1. What is the most important idea in this article?

2. Why is Belt a successful photographer?

3. How can you make connections if you don't speak the same language?

4. What is one way to learn to be a photographer?

5. Why should you break the ice when you meet a stranger?

6. Circle the sentence you agree with.
 - a. A smile can help make a connection.
 - b. It's not easy to make connections with strangers.

INTRODUCTION

A Connect with the Text

- Have students look at the photos and say what they can see.
- Focus students' attention on the captions and the section titles. Remind them they can use the captions and the section titles in a text to help them get an idea of what it is about before they read. This is a good reading strategy. Have students answer the questions.
- Check answers with the whole group.

Answers: 1. She's a photographer. 2. At National Geographic.

B Scan

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

Answers: 1. Since 1978. 2. All over the world.

DEVELOPMENT**C Read in Depth**

- Have students read the directions and the questions. Focus their attention on the glossary. Tell them that this time they are going to read more carefully to understand the main idea and specific details.
- Have them read and answer the questions.
- Have them compare answers in pairs. Tell them to read parts of the text again if necessary to check their answers.
- Check answers with the whole group.
- Have students discuss question 6. Ask: *Why is it sometimes difficult to connect with strangers? How can a smile help?* Find out how many students find it easy to break the ice with strangers.

Answers: 1. It is easy to make connections with people. 2. Because she knows how to “break the ice.” 3. You can smile, or you can have something in common. 4. You can volunteer to take photos for a local organization. 5. The connection could be very rewarding. 6. Answers will vary.

CLOSING

- Write on the board: *Teacher. Ask: If you are interested in becoming a teacher, what can you do?* Write students’ ideas on the board (e.g., *Visit schools and talk to teachers, volunteer at your local school, study to be a teacher, etc.*).
- Have students work in pairs or small groups to choose another profession and write a list of advice for getting into that profession.
- Have pairs join to make groups of four and share their advice.

TEACHING TIP

When working with large groups, it may be easier to do initial brainstorming activities (such as in **A**, step 1 and Closing, step 1) in small groups. You can either write the questions on the board or on paper for each group. Then have students brainstorm in their groups and briefly share their ideas with the group or have one member of each group write the group’s ideas on the board.

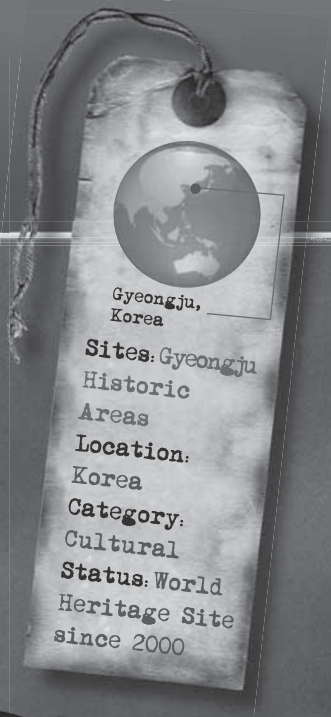
Ancient Capitals

Must-See Sights In a Gyeongju

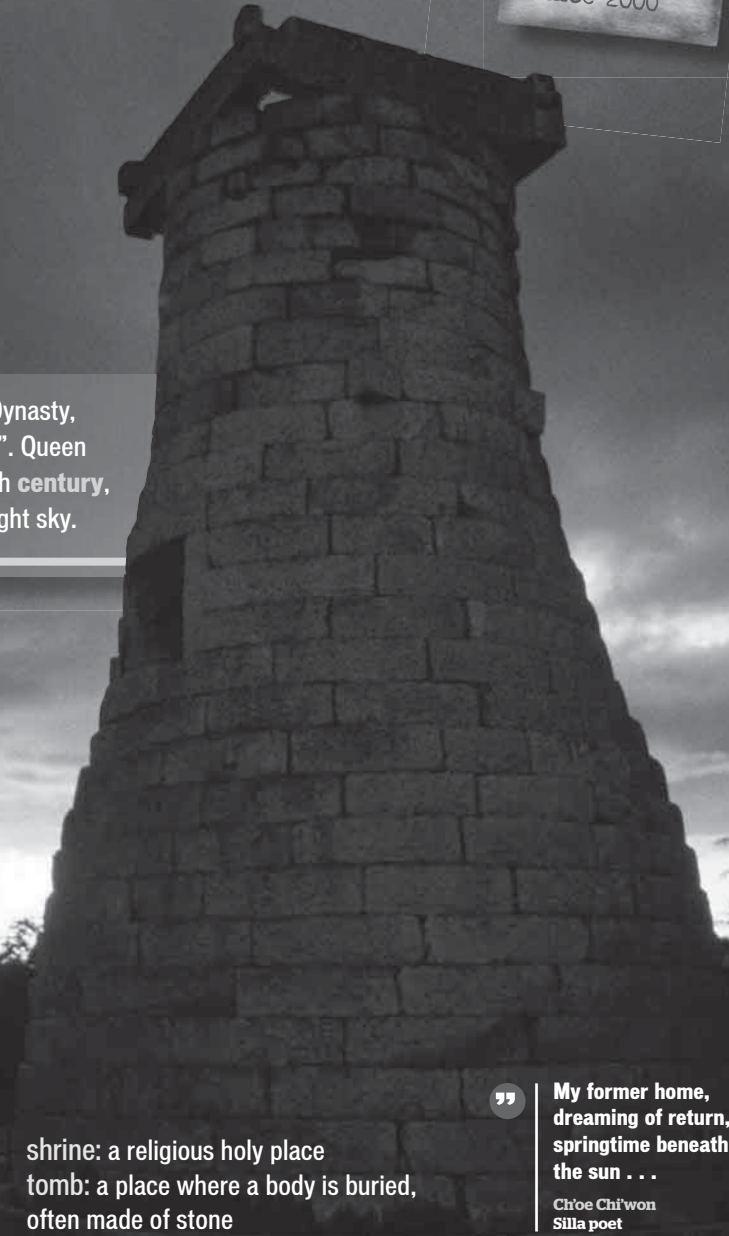
Silla Tombs In the center of Gyeongju, a city park has more than 20 stone tombs. One single tomb had 11,500 items of cultural and historical value.

Mt. Namsan, a rocky mountain a short distance from Gyeongju, has many temples and rock sculptures. Tourists can see hundreds of items of artistic and cultural importance here.

In the eighth century, one million Koreans lived in Gyeongju (Kyongju), a lively coastal city filled with Buddhist art and temples. For nearly 300 years, during the powerful **Silla Dynasty** the entire country was united, with Gyeongju as its capital. Today, only 150,000 Koreans live in Gyeongju. However, over five million tourists come every year to see the place where Korea was born.



Queen Seondeok, one of three female rulers in the Silla Dynasty, built **Cheomseongdae** or "Tower of the Moon and Stars". Queen Seondeok was famous for her intelligence. In the seventh century, she constructed this bottle-shaped tower to study the night sky.



Glossary

century: a period of 100 years
dynasty: a series of rulers from the same family

shrine: a religious holy place
tomb: a place where a body is buried, often made of stone



**My former home,
dreaming of return,
springtime beneath
the sun . . .**

**Ch'oe Chi'won
Silla poet**

World Heritage Spotlight

Sites: Historic Monuments of Ancient Kyoto
Location: Japan
Category: Cultural
Status: World Heritage Site since 1994



Kyoto, Japan

In Japan, Korea's neighbor across the sea, the city of Kyoto became the country's capital at the end of the 8th century. During the next 1,000 years, over 1,600 religious buildings were constructed, including temples, shrines, and gardens. Today Kyoto is a modern city, but it still has many historic sites and traditions. Everything here, from food to dance, is a stylish form of art.

Must-See Sights In Kyoto



Ryoanji Temple 15 rocks have been carefully placed around this Buddhist garden—yet from any viewpoint, you can only see 14 rocks. Some tourists come here just to relax; others come to meditate.

Gion is most famous as the home of one of Japan's oldest and most popular forms of performance art: geisha. For centuries, geisha women have been a familiar sight in Kyoto, entertaining audiences with their songs and dances in theaters around Gion.

A view of modern-day Kyoto from the 8th century Toji temple



Though the body moves, the soul may stay behind.

Murasaki Shikibu
Japanese poet and writer

ANCIENT CAPITALS

WORLD HERITAGE SPOTLIGHT

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

INTRODUCTION

- Write on the board: *Korea* and *Japan*.
Ask: *What do you know about these two countries?* Write their ideas on the board. Provide vocabulary as necessary. Prompt with further questions as necessary:
What continent are they in? What are their capital cities? What languages do they speak? What currency do they use? Do you know any famous places in Korea or Japan?, etc.
- Have students look at the pictures and describe what they can see. Help with vocabulary as necessary.
- Have students scan the text to answer the following questions:
 1. *Which ancient capital has been a World Heritage Site longer: Gyeongju or Kyoto?*
 2. *How many people live in Gyeongju?*
 3. *When was Cheomseongdae tower built?*
 4. *When did Kyoto become Japan's capital?*
 5. *How many religious buildings are there in Kyoto?*
- Have them compare answers in pairs.
- Check answers with the whole group and write them on the board.

Answers: 1. Kyoto 2. 150,000 3. in the seventh century 4. in the 8th century 5. over 1600

DEVELOPMENT

- Focus students' attention on the glossary. Tell them that they are going to read all the text carefully to understand specific details.
- Have students read and answer the following questions:
 1. *What can you see at Mt. Namsan in Gyeongju?*
 2. *How many women ruled during the Silla Dynasty?*
 3. *Why did Queen Seondeok build the "Tower of the Moon and Stars"?*
 4. *What kinds of religious buildings can you find in Kyoto?*
 5. *What can you do at the Ryoanji Temple? Where in Kyoto can you see Geisha?*
- Have students compare their answers in pairs. Tell them to read parts of the text again if necessary to check their answers.
- Check answers with the whole group.

Answers: 1. temples and rock sculptures, and items of artistic and cultural importance
2. three
3. to study the night sky
4. temples, shrines and gardens
5. relax and meditate
6. in Gion

CLOSING

- Have students decide which of the two ancient capitals they would like to visit.
- Have students work in pairs to share their decisions and reasons.
- Have several pairs report back to the group on their partner's decision and reasons.

FURTHER PRACTICE



Have students work in pairs to research Korea's (North and/or South) and Japan's modern capital cities. Have students make a list of questions first, then research on the Internet. Have students make a presentation or a poster with the information they found. Remind them what the characteristics of a good presentation and a good poster are. Have pairs present to the whole group, or have three pairs form a small group and present to each other.

NATURE

THEME

UNIT 3

62

5

Opening Activity

Look at the picture and answer the questions.

1. How would you describe this picture?
2. Where are these creatures?
3. What do you imagine about these creatures' lives?



Theme Goals

In this theme, you will learn to:

- talk about scientific processes.
- talk about illnesses.
- talk about inventions and discoveries.
- describe consequences.
- use verbs with similar meanings.
- use the simple past and the present perfect.
- use the zero conditional and the first conditional.



SYLLABUS FOCUS

Fundamental Concept: **Global Contributions**

Subsidiary Concept: **Achievements: Scientific and technological**

Main Category: **Diversity**

Core Value: **Solidarity**

Photo Background

This photo shows two flamingos in a lagoon. They live at the Rio Lagartos Biosphere Reserve in Yucatan, Mexico. Biosphere reserves are protected areas of land where scientists study ecosystems and promote conservation. There are biosphere reserves all over the world.

INTRODUCTION

- Write on the board: *Conservation*. Ask students: *What do you understand by this?* Have students discuss and try to define the word as they understand it.

DEVELOPMENT

Opening Activity

- Have students look at the photo and describe what they can see and how it makes them feel. Help students with vocabulary.
- Have students work in pairs to read and answer the Opening Activity questions.
- Have different students share their answers and write them on the board.

Answers: 1. It's a picture of two flamingos. It is in a nest. 2. They are in a lagoon (Answers will vary). 3. Answers will vary.

THEME

UNIT 3

T62

5

Theme Goals

- Have students work in pairs to look at the Theme Goals and list any vocabulary or grammar they already know related to each one.
- Have pairs join to make groups of four and compare their lists.
- Have groups share their ideas and write them on the board.

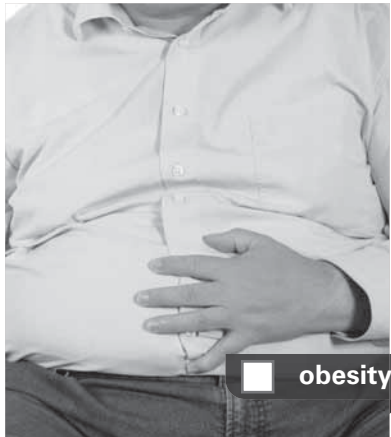
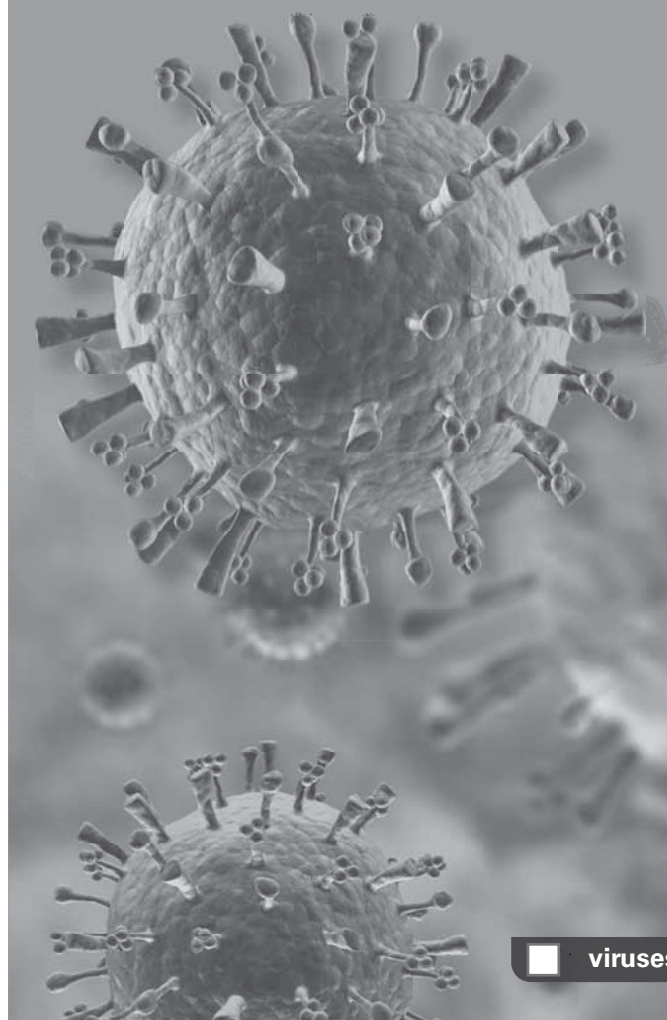
Closing

- In small groups or as a whole class, have students talk about nature and wildlife in Mexico. Ask questions to prompt them if necessary: *Are animals and birds being protected in Mexico? Where? How? Who is responsible?*

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

LESSON A CHANGING NATURE

A Vocabulary in Context Look at the pictures. Read the words.



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

C Write the correct word from **A** in each sentence.

1. AIDS can be transmitted through contaminated blood.
2. Some kinds of _____ are hereditary, or run in families.
3. _____ cause the common cold and the flu.
4. Playing videogames for too long can result in _____ to the hand.
5. _____ is a disease that affects blood sugar levels.
6. _____ can cause health problems such as high blood pressure.

VOCABULARY TOPIC: ILLNESSES

INTRODUCTION

- Write on the board: *Health Issues* Have students tell you words they already know related to health (e.g., *back pain, flu, crutches, medicine*, etc.). Write them on the board. Have students categorize them as *illnesses, injuries, or treatments*.

A Vocabulary in Context

- Have students look at the pictures and describe what they can see. Ask: *What is this? What can you see?*
- Say each word and have students repeat as a group. Have different students repeat.

GLOSSARY

a

AIDS (Acquired immune deficiency syndrome or acquired immunodeficiency syndrome) is a disease of the human immune system caused by the human immunodeficiency virus (HIV). People with AIDS are much more likely to get infections and tumors that do not affect people with working immune systems.

Diabetes is a disease where a person has high blood sugar. Insulin is a hormone that regulates the amount of sugar in a person's blood.

Heart disease (or Cardiovascular disease) involves the heart or blood vessels (arteries and veins). It is the biggest cause of deaths worldwide.

Viruses are small infectious agents. Having a virus in your body makes you ill. There are many different kinds of virus which affect humans such as influenza, rotavirus and HIV.

Obesity is a medical condition in which excess body fat has accumulated to the extent that it may have a negative effect on health, leading to reduced life expectancy and/or increased health problems such as heart disease, diabetes and cancer.

DEVELOPMENT

28

B Vocabulary in Action

- Have students read the directions. Tell them they are going to listen to a news report about health issues in Mexico.
- Have students listen and circle the words they hear.
- Listen again and check answers with the whole group.
- Have students tell you what they understood from the news report. Ask questions to prompt them: *What disease is connected with obesity? Why should you wash your hands before eating? Who should wear helmets?*

Answers: diabetes, obesity, viruses, injuries, AIDS

C

- Write the first sentence on the board and have students tell you which word from **a** is needed to complete it.
- Have students read the directions and complete the sentences.
- Have them compare answers in pairs.
- Check answers with the whole group and write them on the board.

Answers: 1. AIDS 2. heart disease 3. Viruses 4. injuries 5. Diabetes 6. Obesity

CLOSING

- In pairs or small groups have students discuss why obesity, diabetes, and heart disease are more common now in Mexico. Have them decide on a list of five reasons.
- Have pairs join to make groups of four and compare their lists. Have them decide which reasons they agree or disagree with.
- Have several groups share their lists with the class.

GRAMMAR

INTRODUCTION

- Write on the board: *Simple Past – Past Progressive*. Have students tell you an example of each tense and explain how it is formed (e.g., *add –ed to regular verbs for simple past; use was/were + base form-ing for past progressive*).
- Have students work in pairs to write an explanation of when we use each tense.
- Have pairs join to make groups of four. In these new groups, have students compare their explanations and try to give some example sentences.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart and compare their explanations for each tense with a partner. Have them modify explanations and examples as necessary.
- Give further examples and have students identify which explanation in the chart they match (e.g., *Pablo was finishing the exercise and Marco was checking with the teacher. The teacher was explaining the project when Karla and Jaime arrived. The teacher explained the project after class.*).

E Grammar in Action

- Have students read the directions and circle the correct verb form.
- Have them compare answers in pairs. Refer students back to the chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: 1. won 2. developed 3. was cleaning 4. placed 5. were studying 6. was changing

F

- Have students look at the picture and say what is happening. Tell them they are going to read an experiment report.
- Have students read the directions and complete the report with the verbs in the correct tense (simple past or past progressive).
- Have them check answers in pairs. Refer them to the chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: 1. researched 2. collected 3. prepared 4. put 5. checked 6. were growing

CLOSING

G Communicate

- Have students tell you about experiments or projects they have done in other classes. Write their ideas on the board. Ask follow up questions: *What did you do? What did you find out? Who did you work with?* etc. Write the questions on the board.
- Have students read the directions and write sentences about an experiment or project they did.
- Have students tell a partner about their experiment or project. Encourage them to ask each other follow up questions.
- Have several pairs report to the group on their partner's experiment or project.

FURTHER PRACTICE



Have students describe a class/a sports event/a project they participated in using the simple past and the past progressive. This can be done in pairs or individually and then shared with a partner. Do an example with the group on the board first. Write prompts and have students tell you how to complete it: *Last week in _____ class, the teacher was _____ when Juan _____.* *The teacher _____ but some students weren't _____ so she _____, etc.*

Allow students to be imaginative and describe fictitious happenings, if appropriate.

D Grammar in Context Study the chart.

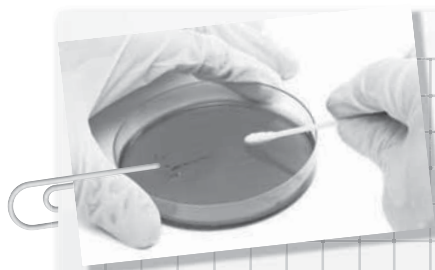
Simple past vs past progressive

Examples	Explanations
Louis Pasteur developed "pasteurization" in the 1860s.	Use the simple past to talk about completed actions that happened at a specific time in the past. These actions can be one-time actions or repeated actions.
The researcher was investigating bacteria when he made a surprising discovery.	Use the past progressive to talk about an ongoing action that is interrupted by a second action. The second action is in the simple past .
I was calculating the results and Marta was writing our experiment report.	Also use the past progressive to talk about two actions that were happening at the same time in the past. Both actions are in the past progressive .

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

1. She (won / was winning) the prize when she was researching diabetes.
2. Alexander Fleming (developed / was developing) penicillin in the early 20th century.
3. Everyone (cleaned / was cleaning) the chemistry lab when the professor came in.
4. Juan carefully (placed / was placing) the sample in the petri dish.
5. Scientists in many hospitals (studied / were studying) a way to stop AIDS when they made their first discoveries.
6. The virus (changed / was changing) very rapidly while the researchers did their tests.

F Complete the experiment report by putting the verbs in parentheses into the correct tense.



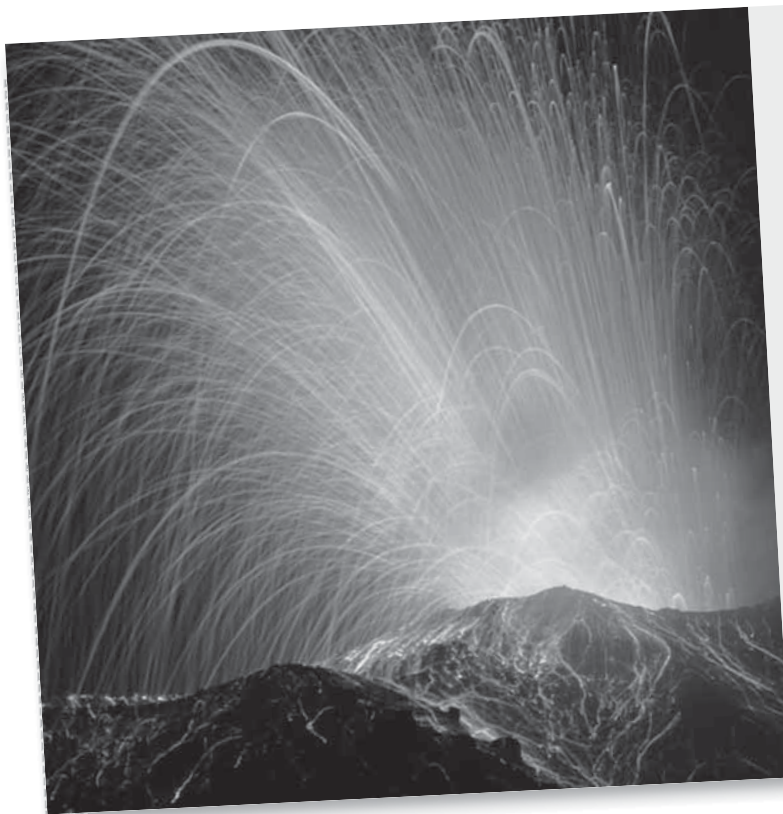
Our lab team (1) _____ (research) bacteria last week. On Monday, Marcos (2) _____ (collect) samples from the light switch in the lab while I (3) _____ (prepare) the petri dishes. After adding the samples to the petri dishes, we (4) _____ (put) them in a warm place. On Thursday, we (5) _____ (check) our samples. Many types of bacteria (6) _____ (grow) in the petri dishes! We learned that there are a lot of bacteria on a light switch!

G Communicate In your notebook, write two or three sentences about a project or an experiment you did in school. Tell your partner about it.

We did a project on AIDS. I was looking for the number of patients while José was finding out about treatments.

What did you find out?

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



The natural world is constantly changing. When a volcano erupts, it can cause hot gas to **explode** into the atmosphere. The gas **reacts** with water in the air and creates dangerous acid rain. If a plant **absorbs** acid rain through its leaves, it can die.

These eruptions can also send tiny pieces of volcanic material into the sky. If they **accumulate** in one area, they can **prevent** sunlight from reaching the Earth. This causes cooler temperatures.

But not all changes from a volcanic eruption are negative ones. When lava cools and **solidifies**, rich soil **forms**. Plants begin to grow quickly and animals find new homes. The earth **regenerates**.

I Vocabulary in Action Match each word with its definition.

- | | |
|--------------------|--|
| <u>d</u> 1. absorb | a. to collect or increase |
| ___ 2. accumulate | b. to create |
| ___ 3. explode | c. to grow again |
| ___ 4. form | d. to collect a liquid |
| ___ 5. prevent | e. to change by contact with something |
| ___ 6. react | f. to harden or become solid |
| ___ 7. regenerate | g. to keep from happening |
| ___ 8. solidify | h. to break apart in a violent way |

J Complete each sentence with a verb from I.

1. How does that chemical react with water?
2. Water _____, or freezes, at 0°C.
3. Some gas is incombustible, which means that it doesn't _____.
4. Water that is heated _____ vapor.
5. It is important to _____ accidents in the chemistry lab.
6. After the experiment, a solid will _____ at the bottom of the container.

VOCABULARY TOPIC: SCIENTIFIC PROCESSES

INTRODUCTION

- Have students look at the picture and describe what is happening. Ask further questions to activate vocabulary: *What happens when a volcano erupts? Are there volcanoes in Mexico? Where? Have any erupted recently? Have you been to a volcano here in Mexico?*

H Vocabulary in Context

- Have students read the article and find the answer to the question: *Are the effects of a volcano always negative?*
- Ask further comprehension questions: *What happens when gas from a volcano and water come together in the air? What causes cooler temperatures? Why do animals find new homes after a volcano erupts?*
- Have students work in pairs to try to explain the meaning of the verbs in bold.

DEVELOPMENT

I Vocabulary in Action

- Have students read the directions and match the verbs with their definitions.
- Have them compare answers in pairs.
- Check answers with the whole group. Write the answers on the board. Ask: *Did you guess the meanings correctly when you read the article?* Remind students that they can sometimes guess the meaning of a new word from the context. Point out that they can also sometimes guess the meaning of a new word by relating it to a word that looks the same in Spanish and may have the same meaning (see Teaching Tip).

Answers: 1. d 2. a 3. h 4. b 5. g 6. e 7. c 8. f

CLOSING

J

- Write on the board: *After washing, we dry ourselves with a towel because towels _____ water.* Have students tell you which verb from I is needed to complete the sentence.
- Have students read the directions and complete the sentences. Remind them that they may need to change the form of the verb.
- Have them compare answers in pairs.
- Check answers with the whole group. Write the answers on the board.

Answers: 1. react 2. solidifies 3. explode 4. forms 5. prevent 6. accumulate

TEACHING TIP



- Remind students about strategies for dealing with new vocabulary when they are reading. Using the context to guess can be helpful. Similarly, thinking of a word that looks the same in Spanish can help.
- Words that look the same and have the same meaning are called cognates. For example, *absorb* and *absorber*. However, it is important to make students aware of common false cognates (“false friends”); these are words that look the same but have a different meaning in each language, such as English *sensible* (Spanish *sensato*) and Spanish *sensible* (English *sensitive*) or English *carpet* (Sp. *alfombra*) and Spanish *carpeta* (Eng. *folder*).

GRAMMAR

INTRODUCTION

- Draw a three column chart on the board labeled: *Base Form, Simple Past, Present Perfect*. Write *live* and *work* in the first column. Ask: *What are the other two forms of live and work?* Repeat with an irregular verb such as *be* or *go*.
- Write two or three sentences about yourself on the board using both tenses. For example:
I _____ at a school in Colima in 2006.
(work)
I _____ in Guadalajara for two years and I like it. (live)
Have students tell you how to complete the sentences.
- Have students say more verbs and write them in the chart.
- Have students work in pairs to write an example with each tense and an explanation of when we use the simple past and the present perfect.

DEVELOPMENT

K Grammar in Context

- Have students look at the chart and compare their explanations with those in the chart. Focus their attention on the fact that the present perfect is used when there is a connection with the past. Remind students that they need *have* or *has* and the past participle for the present perfect.
- Ask: *How long have you been at this school? Have you had lunch yet? How long have you lived in X? Have you finished high school yet?* Encourage students to answer using *for/since* and *Yes, I have./No, I haven't*.

L Grammar in Action

- Write the first sentence on the board together with the three options: *finished action, past* and *present* together, and *unfinished action*. Have students tell you what type of action it is. Write it on the board.
- Have students read the directions and identify the type of action in each sentence.
- Have them compare answers in pairs. Refer them to the chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: 1. finished 2. past and present together 3. unfinished action 4. finished action 5. past and present together 6. finished action

M

- Have students look at the picture and describe what is happening.
- Have students read the directions and complete each sentence with the correct form of the verb.
- Have them compare answers in pairs. Refer them to the chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: 1. has accumulated 2. reported 3. have measured 4. exploded 5. have researched; 6. haven't found

CLOSING

N Communicate

- Write three sentences about yourself on the board, one a finished action, one unfinished, and one that has the past and present together. Have students identify the tense in each one and say what kind of action each one is.
- Have students read the directions and write their sentences.
- Model the sample dialog with a student. Focus students' attention on the follow up question.
- Have students share their sentences with a partner.
- Have different pairs report back on their partner's sentences. Write them on the board.

K Grammar in Context Study the chart.

Simple past vs present perfect

Examples	Explanations
The volcano last erupted in 1985. <i>(It isn't erupting anymore.)</i>	Use the simple past for finished actions that have no connection to the present.
The volcano has already erupted three times this year. <i>(It will probably erupt again.)</i>	Use the present perfect for finished actions that have a connection to the present. In other words, we are thinking about the past and present together.
Antonio hasn't finished his experiment yet .	We often use ever, never, already, yet, and just with these actions.
Luisa has researched volcanoes since 2005. <i>(She is still researching them.)</i>	We also use the present perfect for unfinished actions that began in the past and continue up to now. We usually use since and for with these actions.
Sergio has been at UNAM for two years. <i>(He is there now.)</i>	

L Grammar in Action Read each sentence. Write **finished action, past and present together, or unfinished action** after each sentence.

- The substance solidified very quickly. _____ *finished action*
- The lizard's tail has already regenerated. _____
- He has run the research station for ten years. _____
- The chlorine didn't react with the water. _____
- The soil has just absorbed the liquid. _____
- Her quick actions yesterday prevented an explosion. _____

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

- A lot of water has accumulated under the dish since yesterday. (accumulate)
- Carmen _____ on her experiment last week. (report)
- We _____ those plants already. (measure)
- The methane gas in the test tube _____ violently. (explode)
- Gustavo and Elena _____ climate change for five years. (research)
- They _____ a solution yet. (not find)



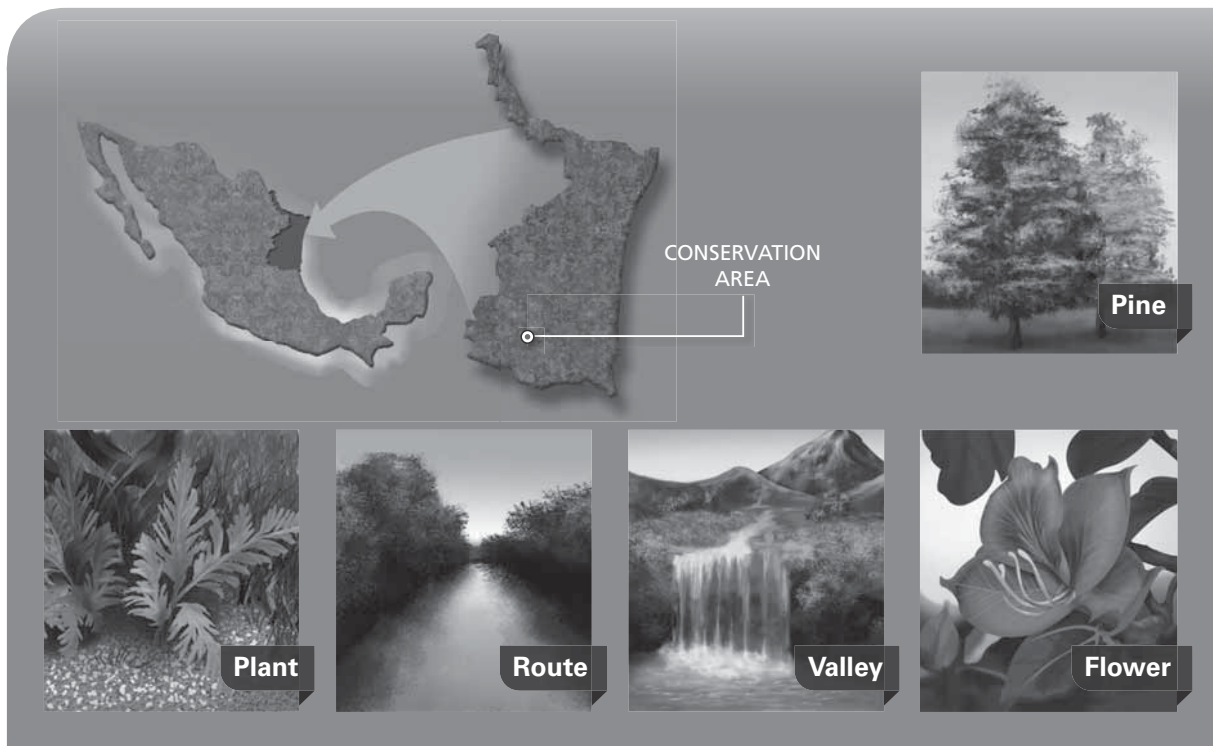
N Communicate Write three true sentences about yourself in your notebook. Write sentences about a finished and unfinished past action, and an action that has the past and present together. Then share your sentences with your partner.

Last week, I prevented an accident at school.

What did you do?

LESSON B NATURE AND ANIMALS

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



B Vocabulary in Action Listen to the recording. Number the words in the order that you hear them.

29

- 1 conservation area
- ___ flower
- ___ pine
- ___ plant
- ___ route
- ___ valley

C Complete each sentence with the correct word from **B**. You will need to use the plural form of some words.

1. El Cielo Biosphere Reserve is a conservation area in Tamaulipas.
2. There are more than 750 kinds of _____ in El Cielo.
3. In the high mountain areas of El Cielo, there are many _____ trees.
4. There are rivers and cascades, or waterfalls, in the _____ between the mountains.
5. Beautiful _____ such as orchids and lilies also grow at El Cielo.
6. If you visit El Cielo, you can follow a _____ that takes you to the most beautiful places.

VOCABULARY TOPIC: COGNATES

INTRODUCTION

- Write on the board: *Nature*. Ask: *What do you think of when you hear/see the word nature?* Write students' ideas on the board and help with vocabulary as necessary. In addition to ideas such as *plants, animals, etc.*, students might also come up with things like *pollution, endangered species, etc.* Prompt them to think of as many different aspects as possible.

A Vocabulary in Context

- Have students look at the map and the photos and describe what they see.
- Have students repeat each word as a group.
- Have individual students repeat different words

DEVELOPMENT

B Vocabulary in Action

- Have students read the directions. Tell them they are going to hear a short news report. Ask: *What do you think it is going to be about?*
- Have students listen and number the words in the order they hear them.
- Have them compare answers in pairs.
- Listen again and check answers with the whole group. Write them on the board.

Answers: conservation area 1, route 2, pine 3, valley 4, flower 5, plant 6

C

- Write the first sentence on the board. Have students tell you how to complete the sentence. Focus their attention on the use of the plural.
- Have students read the directions and complete the sentences.
- Have them compare answers in pairs.
- Check answers with the whole group and write them on the board.

Answers: 1. conservation area 2. plants 3. pine 4. valleys 5. flowers 6. route

CLOSING

- Ask: *Where can we go to see nature in our state?* Have students tell you local areas they can visit and what you can see there. Ask further questions: *Is there a valley there? Are there pine trees?* etc.
- Have students tell a partner about their favorite places to see nature.

FURTHER PRACTICE



Have students write a short paragraph about their state using as many of the words from the lesson as they can. For example:
My state is really beautiful. There are a lot of places where you can be with nature. There are pine trees in X. You can have picnics in the valley in X. etc.

GRAMMAR

INTRODUCTION

- Draw a picture on the board of a saucepan of water on a stove. Write:
If you heat water, it _____. (boil)
Ice melts if the weather _____ hot. (be)
Have students tell you how to complete the sentences.
- Have students identify the verbs and say what tense they are in.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart. Focus their attention on the use of the simple present for both verbs in zero conditional sentences.
- Write on the board:
If it _____ (rain) sometimes, plants _____ (grow) better.
Have students complete the sentence.
- Elicit further examples of facts and general truths.

E Grammar in Action

- Have students read the directions, the clauses and the sentences. Check understanding of vocabulary. For example, ask: *What is the opposite of cool? Name an animal that is endangered.* etc.
- Have students complete the sentences with the clauses in the box.
- Have them compare answers in pairs.
- Check with the whole group and write the answers on the board.

Answers: 1. I don't pick the flowers 2. a plant is endangered 3. it is cool in the valley 4. cutting down the trees isn't allowed; 5. you travel to El Cielo 6. it moves from one place to another

F

- Have students look at the photo and say what it is and where you can see these butterflies.
- Write on the board: *When it is cold in the United States, Monarch butterflies come to Mexico.*
- Have students read the directions and write notes about the natural world in their state/Mexico.
- Have students work with a partner to compare notes and write sentences. Refer them to the chart if necessary.
- Have several pairs share some of their sentences with the whole group and write them on the board. Correct as necessary with the help of the group.

CLOSING

G Communicate

- Write on the board: *Cognates*. Ask: *What are cognates?* Remind students that they are words which look the same and have similar meanings in Spanish and English. Have students give examples of cognates they know. Write them on the board.
- Choose one word and have students help you write a definition using the zero conditional. For example *absorb* (*absorber*): *If something absorbs liquid, it collects the liquid.*
- Have students read the directions and the example dialog. Have them write down three cognates and write a definition for each one.
- Have students work in pairs to share their definitions.
- Have several students share their definitions with the group and write them on the board.

FURTHER PRACTICE



In the Vocabulary section of their notebooks, have students write definitions using the zero conditional for some of the words they have seen in Lessons A, B, and C this theme. Encourage them to choose at least 5 of the 20 words. Remind them that writing definitions is a good vocabulary learning strategy.

D Grammar in Context Study the chart.

Zero conditional

Examples

If you **add** salt to water, the salt **dissolves**.

If a magnet **is** positively charged, it **attracts** metal.

Explanations

We form the zero conditional with the simple present tense in both the **if clause** and the **result clause**.

Use the zero conditional to talk about things that are factual or generally true.

E Grammar in Action Complete each sentence. Write the correct **if** clause or result clause from the box.

it is cool in the valley
you travel to El Cielo
I don't pick the flowers

a plant is endangered
it moves from one place to another
cutting down the trees isn't allowed

- If I visit a conservation area, _____ *I don't pick the flowers* _____.
- If _____, very few of them still exist.
- If _____, there are clouds.
- If a forest is protected, _____.
- If _____, you have to use a truck.
- If an animal is migratory, _____.

F Write zero conditional sentences about the natural world near you. Use the nouns and verbs you have learned in this theme.

- _____
- _____
- _____
- _____
- _____



G Communicate Write three words that have similar meanings in English and Spanish in your notebook. Use the zero conditional to write a definition for each word. Tell a partner what the words mean without translating them.

If something is "natural," it is unchanged by humans.

I get it!

H Language Builder Study the chart.

Zero conditional vs first conditional

Examples

If a cat **feels** happy, it **makes** a special noise.
If a dog **holds** its ears up, it **is** curious.

If scientists **learn** how animals communicate, it **will be** possible to work closely with them.

If more people **understand** animal communication, they **will treat** animals better.

Explanations

Make the **zero conditional** with the simple present tense in both the **if clause** and the **result clause**.

Use the zero conditional to talk about things that are factual or generally true.

Make the first conditional with an **if clause** in the simple present tense, and a **result clause** in the future tense (**will + verb**).

We use **first conditional** to talk about future possibilities.



I
30

I Listening Listen to the conversation and answer the questions.

1. What are the people talking about?

2. What kind of animals do they mention?

J
30

J Read each sentence. Circle **zero conditional** or **first conditional**. Then listen to the conversation and check your answers.

1. If Alejandro talks to his puppy, the puppy doesn't listen.

zero conditional first conditional

2. If you want to communicate with an elephant, you'll have to "speak elephant."

zero conditional first conditional

3. If a male bird knows a lot of songs, he'll find a partner more easily.

zero conditional first conditional

4. If a dog is happy, it moves its tail a lot.

zero conditional first conditional

5. If a dog is angry or worried, it doesn't move its tail much.

zero conditional first conditional

6. If Alejandro learns to communicate with his puppy, it will be easier to train him.

zero conditional first conditional

INTRODUCTION

- Write on the board: *The First Conditional*. Ask: *Can you remember how we form the first conditional? When do we use it?* Elicit an example from students, prompting as necessary. For example: *If it _____ (rain), they _____ (cancel) the soccer match.*
- Have students work in pairs to explain the differences (in form and in use) between first conditional and zero conditional.

DEVELOPMENT

H Language Builder

- Have students look at the chart and compare their explanations with those in the chart.
- Write more examples on the board. For example:
If we protect endangered species, they won't become extinct.
If we cut down forests, we damage the environment.
Have students decide if they are general facts/truths or future possibilities.

30 | Listening

- Have students look at the picture and have them describe it (*It's a dog, It's a pet*). Ask them to think about how humans communicate with animals, and keep that in mind as they listen to the conversation.
- Have students read the directions then listen and answer the questions.
- Have them compare answers in pairs.
- Listen again and check answers with the whole group.

Answers: 1. They're talking about animal communication. 2. Dogs, elephants, and birds.

J

- Have students read the directions and the sentences.
- Have students circle the answers.
- Have them compare answers in pairs.
- Listen to the conversation again and check answers with the whole group.

Answers: 1. zero conditional 2. first conditional 3. first conditional 4. zero conditional 5. zero conditional 6. first conditional

CLOSING

- Write on the board: *At School*. Elicit from students facts/general truths and possibilities related to school situations. For example:
If you miss class, you explain why to the teacher.
If we don't pay attention, the teacher gets angry.
If you don't study, you won't pass the exam.
If you speak English in class, you'll improve.
- Have students work in pairs to think about their town/school/state/country and write two zero conditional sentences and two first conditional sentences.
- Have several pairs share their sentences with the whole group and write them on the board. Make corrections as necessary with the help of the group.

OPTIONAL PROJECT

HOW ANIMALS COMMUNICATE

INTRODUCTION

Write on the board: *Animal Communication*. Elicit from students what they already know about animal communication. Ask questions to prompt as necessary: *What animals did we hear about in the conversation? How do elephants communicate? Birds? Dogs? What other animals do you know about?* Write their ideas on the board.

DEVELOPMENT

A Brainstorm

- Have students work in small groups to read the directions and choose an animal to research.
- Have students look at the words in the box and write questions in the chart in **b** with their group. Tell them they need to ask questions that will help them find out about how the animal they chose communicates. For example, *How does a dolphin show fear? How does a dolphin communicate affection?*
- Copy the chart on to the board and have students help you write questions.
- Have students choose one of the animals you listed on the board. Have them answer any of the questions in the chart that they can for this animal.

B Research

- Have students use the Internet to research the animal they chose and how it communicates. (This can be done at home; have students bring any information they find to class.) Have them try to find pictures as well.
- Have students write the answers to their questions in the chart.

C Share

- Have students work in pairs to share what they found out and add more information, if possible.
- Have students work individually to make a poster with the information they found. Before they write the information, have them check that their sentences are correct by reviewing the chart on page 78.
- Monitor and help them correct as necessary. If possible, make a poster yourself and show it to the group.

PRESENTATION TIP



Tell students that a good poster should:

- be clearly organized.
- be attractive and interesting.


CLOSING

D

- Have students read the directions. Have them look at the photo and describe what the dolphin is communicating. Model the sample dialog with a student.
- Tell them they will present their poster to the group and explain how their animal communicates. In a large class, have students present to each other in groups of 4 or 5, not to the whole group. If possible, present your poster first.
- Have students write questions while they are listening that they will ask at the end of the presentation. At the end of each presentation, have different students ask the presenter questions.
- After the presentations, display the posters in the classroom.

How Animals Communicate


Research discoveries about animal communication. Explain the process that one kind of animal uses to communicate. Create a poster that shows the most important ways in which the animal gives different messages.

A Brainstorm What do you want to know about animal communication?  What are researchers learning about animal communication? Look at the words in the box. (You won't need all of them.) In a small group, make a list of *Wh*- questions. Write them in the chart in **B**.

fear
curiosity
danger
happiness
affection

B Research Look at your questions. Use the Internet to research discoveries about animal communication. Write the answers in the chart. Try to find pictures, too.

Questions	Answers

C Share Share your information with a partner. Is there any information you left out? Create your poster. 

D Present Tell your classmates about the animal and how it communicates. Show them your poster. Answer your classmates' questions.



One of the most important emotions dolphins communicate is happiness.

What do they do?

LESSON C THE ANIMAL WORLD IN HARMONY

A Listening in Context Listen to the recording.

31

1. Where is this conversation happening?

2. Who is talking?

31

B Listen again and write *true* or *false* next to each sentence.

1. If we have bioserves, we won't be able to protect endangered plants and animals. false

2. If we don't protect them, they'll disappear very quickly. _____

3. If a scientist wants to study one of the animals, she'll be able to find it in the reserve. _____

4. If they make the reserve bigger, the people who live near it won't have to live somewhere else. _____

5. If they move away, they will be able to help protect the animals and plants here. _____

6. If you pay attention at the reserve, you'll probably see birds, monkeys, and snakes. _____

32

C Pronunciation Listen to each sentence and look at the underlined words.

These words are louder because the speaker wants to emphasize them.

Example 1: Bioserves protect plants and animals.

Example 2: Local residents must work with the reserve.

Example 3: We are responsible for the world around us.

33

D Listen to each sentence and underline the word that sounds louder. Then practice reading the sentences.

1. Everyone should help preserve nature.

2. If you care about wildlife, you can make a difference.

3. Scientists are studying every animal in the reserve.

4. You never know what animals you'll see here.

5. More than a hundred species of plants live in this small area.



INTRODUCTION

31 A Listening in Context

- Have students look at the photo and say what it is. Ask: *Where can you see this kind of animal? Write on the board: Bioreserve. Ask: Have you been to a bioreserve? Is there one in this state? Where are there bioreserves in Mexico?*
- Tell students they are going to listen to a conversation at a bioreserve. Ask: *What do you think they are going to talk about? Write students' predictions on the board.*
- Have students read the directions and listen to the conversation to answer the questions. Remind them that they don't need to understand everything.
- Check answers with the whole group.

Answers: 1. at a bioreserve 2. a naturalist and some visitors

DEVELOPMENT

31 B

- Tell students they are going to listen to the same conversation again, but that this time they will listen for more detail. Have students read the directions.
- Have students listen and write true or false.
- Have them compare answers in pairs.
- Listen again and check answers with the whole class.

Answers: 1. false 2. true 3. true 4. false 5. false 6. true

CLOSING

- Ask: *Were your predictions about the conversation right?*
- Have students tell you about the conversation. Ask: *Why are bioreserves important? What do scientists do at a bioreserve? Why aren't they going to make the reserve bigger?, etc.*

INTRODUCTION

- Say: *Animals and plants are endangered, stressing the underlined word. Ask: Which word is stressed? Which one sounds stronger? Write the sentence on the board and have students tell you which word to underline. Ask: Why do we stress words? Explain that we use stress to show emphasis.*
- Have students repeat the sentence, stressing *and*.

DEVELOPMENT

32 C Pronunciation

- Have students read the directions and listen to the sentences.
- Listen again and have students repeat each sentence.

DEVELOPMENT

33 D

- Have students read the directions. Remind them that only one word in each sentence will be stressed.
- Have students listen and underline the stressed word in each sentence.
- Listen again and check answers with the whole group.
- Have students practice the sentences in pairs.

Answers: 1. Everyone 2. can 3. every 4. what 5. hundred

CLOSING

- Say sentences and have students say which word was stressed. Write the sentences on the board and have students repeat them, and then underline the stressed words. For example:
Scientists come to the reserve because we monitor the animals.
If we make the reserve bigger, the people will have to live somewhere else.
It's important to remember that people are part of nature, too

INTRODUCTION

- Write on the board: *Preserving Nature*. Ask: *What can we do to preserve nature?* Write students' ideas on the board. Ask: *What will happen if we don't do these things?* With students' help transform some of their ideas into first conditional sentences. For example: *If we don't protect endangered species, they will die.*

DEVELOPMENT

E Speaking

- Have students read the directions and write sentences about what will happen if we don't take care of nature.
- Model the sample dialog with a student. Point out the follow up comment.
- Have students work in pairs to share and comment on each other's ideas.
- Have several students share what their partner said.

CLOSING

- Ask: *How are we preserving nature in Mexico? What specific things do you do to help protect the environment?* Lead a class discussion on the topic of preserving nature/protecting the environment, if appropriate. This can be done with the whole group or in small groups.

INTRODUCTION

Have students look at the photo and say what it is. Ask: *What do you know about elephants?* Write their ideas on the board.

DEVELOPMENT

F Writing

- Have students read the directions and complete the article.
- Have them compare answers in pairs.
- Check answers with the whole group.

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

G

- Ask: *What animals did we learn about in your projects?* Write a list on the board. Choose one and ask: *How does this animal communicate? How do we know this?* Elicit: *from research/scientists.*
- Have students research on the Internet other research projects about animal communication. They can look for research projects about the animal they chose for their project or choose another animal (this stage can be assigned as out-of-class work prior to the class where the writing activity is carried out). Recommend web sites if necessary.
- Have students make notes from the information they found. Tell them to only focus on three or four main points from the information.
- Have students work individually to write their article, using the ELP article as a model.

More information about the ELP project and other animal communication research projects at Cornell University can be found here:

<http://bit.ly/hQgeVJ>
<http://bit.ly/IW71CS>
<http://bit.ly/KmxmkX>

CLOSING

H

- Have students work in pairs to exchange articles, read, and check that zero conditional sentences are used correctly. Remind them to look at the charts on pages 77 and 78 to help them.
- Have them work in pairs to help each other make any corrections needed.
- Display the articles in the classroom.

GET CLOSE TO MEXICO



- Ask: *Where are there bioserves in Mexico?* Make a list on the board.
- Ask: *What animals/birds/plants can be found at X reserve?*

E Speaking In your notebook, write three sentences about what will happen if we don't preserve nature. Tell your partner.


If we don't stop cutting down trees, birds won't have anywhere to live.

F Writing Complete the magazine article with the sentences in the box. Write the letter of the correct sentence on the line.

You're right! We shouldn't cut down so many trees.

- a. In fact, we can only hear about 40% of elephant sounds.
- b. That might be the best reason to keep listening to elephant talk.
- c. One of the most interesting projects is the Elephant Listening Project (ELP).
- d. Even if they are many kilometers away, they can hear each other.
- e. Who is doing the talking and what are they saying?

Elephant Talk



African forest elephants are endangered.

Humans are not the only animals that communicate and now scientists are learning not only how animals communicate, but also what messages they are sending. (1) _____

In 1984, a researcher named Katy Payne discovered that elephants make sounds that are too low for human ears to hear. (2) _____ We need special equipment to hear the other 60%. (3) _____ Elephants live in family groups that are led by females. The most important reason these females communicate is so that they know where everyone is. (4) _____

Elephants are endangered in many parts of Africa. If ELP researchers record them and follow their movements, they can also help protect these elephants. (5) _____

G Write a magazine article about a research project on animal communication.

GET CLOSE TO MEXICO

Bioreserves help preserve nature around the world. Where are there bioreerves in Mexico?

H Look at your partner's article. Does he/she use the **zero conditional** correctly?

READING

Do Animals Laugh?

African grey parrots
are excellent
communicators.



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

1. What animals does the article talk about? _____
2. What kind of communication is the article about? _____

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

1. How many names can you find? _____
2. Who are the people? Who are the animals? _____

C Read in Depth Read the article. Write the answer to each question.

1. What is the most important idea in this article?

2. What are some animal emotions?

3. How did Bongo Marie feel about Paco?

4. Why does Buffy put toys on Donaldson's body?

5. What do dogs do when they want to play?

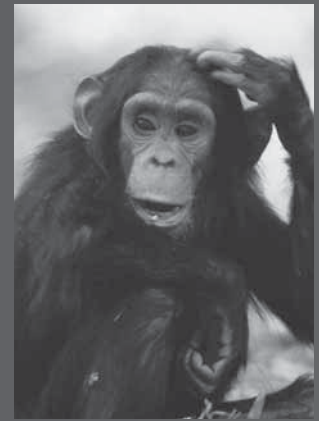
6. Circle the sentence you agree with.
a. Animals can laugh. b. Only people can laugh.

1 We know animals can feel fear. They may also feel love because they have strong relationships to each other. Are animal emotions similar to human emotions? Do they have a **sense of humor**?

A Parrot Named Bongo

2 Sally Blanchard had a parrot named Bongo Marie that didn't **get along with** her other parrot, Paco. In fact, it was obvious that Bongo Marie didn't like Paco at all!

3 One day, Blanchard was cooking a chicken for dinner. She started to cut the chicken with a knife. Bongo Marie said, "Oh! Paco!" Blanchard laughed. She said, "That's not Paco." "Oh... no," said Bongo Marie. This time, she sounded **disappointed**. Then she laughed at her **joke**!



sense of humor, n. – the ability to think

something is funny

get along with, v. – like, as a friend

disappointed, adj. – a little sad

joke, n. – a story or something else that makes you laugh

toy, n. – an object that a baby or child plays with

hilarious, adj. – very funny

clue, n. – something that helps you understand something else



Dogs may play jokes.

Yoga dog

4 Jean Donaldson enjoys doing yoga, and her dog Buffy does, too. When Jean sits in her yoga positions, Buffy places **toys** on Donaldson's body. If a toy falls off, Buffy puts it back. Does Buffy do this for any real reason? Donaldson says she does. "She thinks it's **hilarious!**"

Animal Laughter

5 Can dogs "laugh"? Recent research shows that dogs tell each other when they want to play. They make a special sound, like a laugh. Patricia Simonet is a psychologist. She made a recording of the sound. When Simonet played the recording for dogs, they all responded positively.

6 So, do animals have a sense of humor? If laughter is a **clue**, then the answer is "yes!"



INTRODUCTION

A Connect with the Text

- Have students look at the pictures and describe what they can see.
- Have students read the directions and the section heads and then answer the questions.
- Check answers with the whole group.

Answers: 1. Parrots and dogs. 2. Laughter and jokes.

B Scan

- Ask: *What does “scan” mean?* Remind students that scanning is a strategy that we can use when we are looking for specific details in a text.
- Have students read the directions and answer the questions. Remind them that they only need to understand enough to answer these questions.
- Have them compare answers in pairs.
- Have students read the article again to check their answers.

Answers: 1. Six. 2. **People:** Sally Blanchard, Jean Donaldson, Patricia Simonet **Animals:** Bongo Marie, Paco, Buffy

DEVELOPMENT

C Read in Depth

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

Answers: 1. Animals may be able to make jokes and laugh. 2. fear and love; 3. She didn't like him. 4. She thinks it's funny. 5. They make a sound like a laugh. 6. Answers will vary.

CLOSING

- In small groups, have students write a list of all the different animals and ways of communicating that they have heard about or read about in this theme. (From the listening in Lesson D, from their projects, from the articles in Lessons E and F.)
- Have groups decide which kind of animal communication is the most interesting.
- Have each group share their decision with the class and say why.

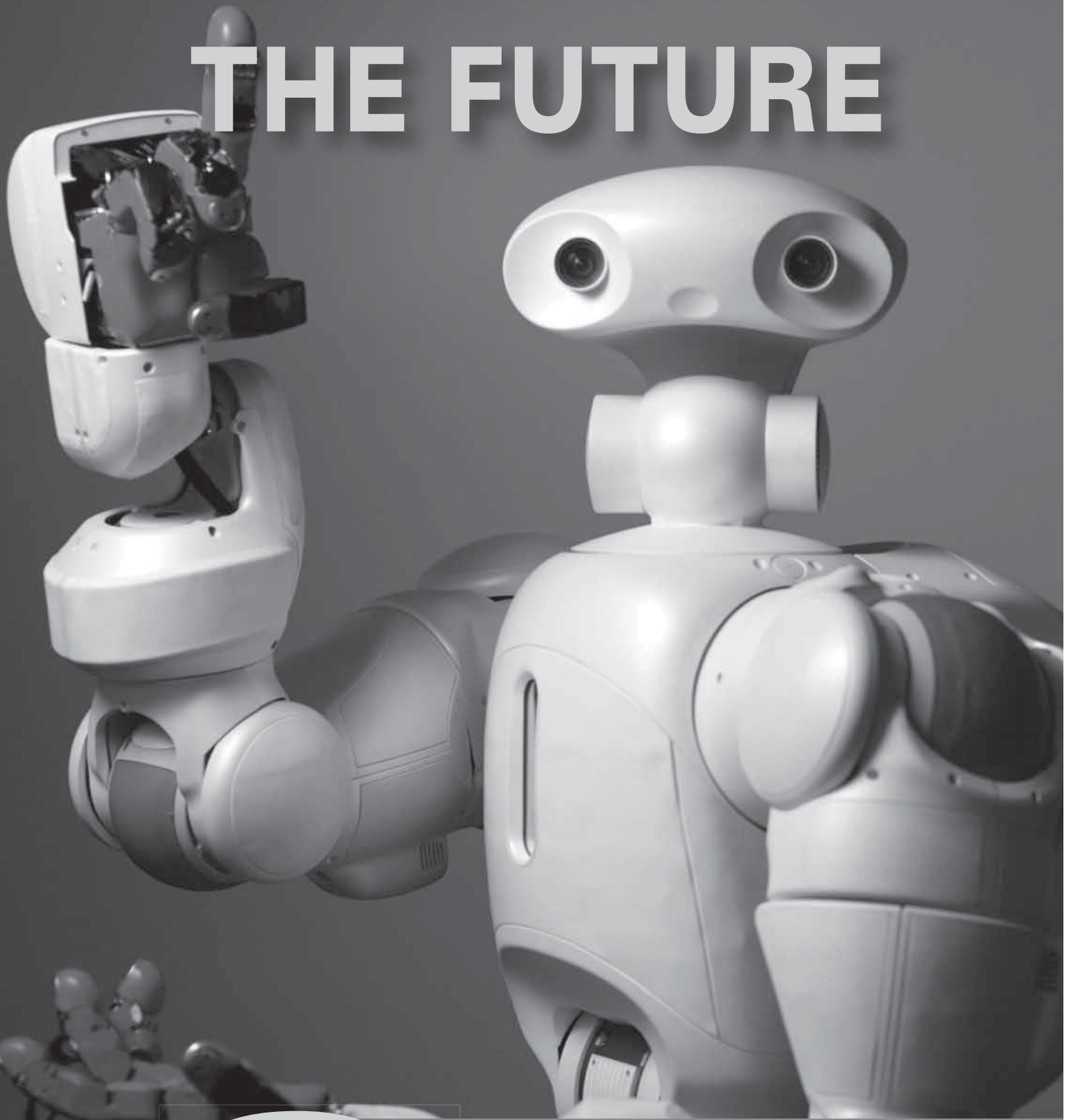
FURTHER PRACTICE



Have students work in small groups to discuss if they agree that it is important for scientists to research animal communication or not, giving their reasons. Tell them they have five minutes and then they will share with the group. Give each team member a role:

- **Time-keeper:** make sure your group does the activity in five minutes.
- **Secretary:** take notes.
- **Organizer:** make sure everyone in the group talks.
- **Spokesperson:** present to the class.

THE FUTURE



THEME

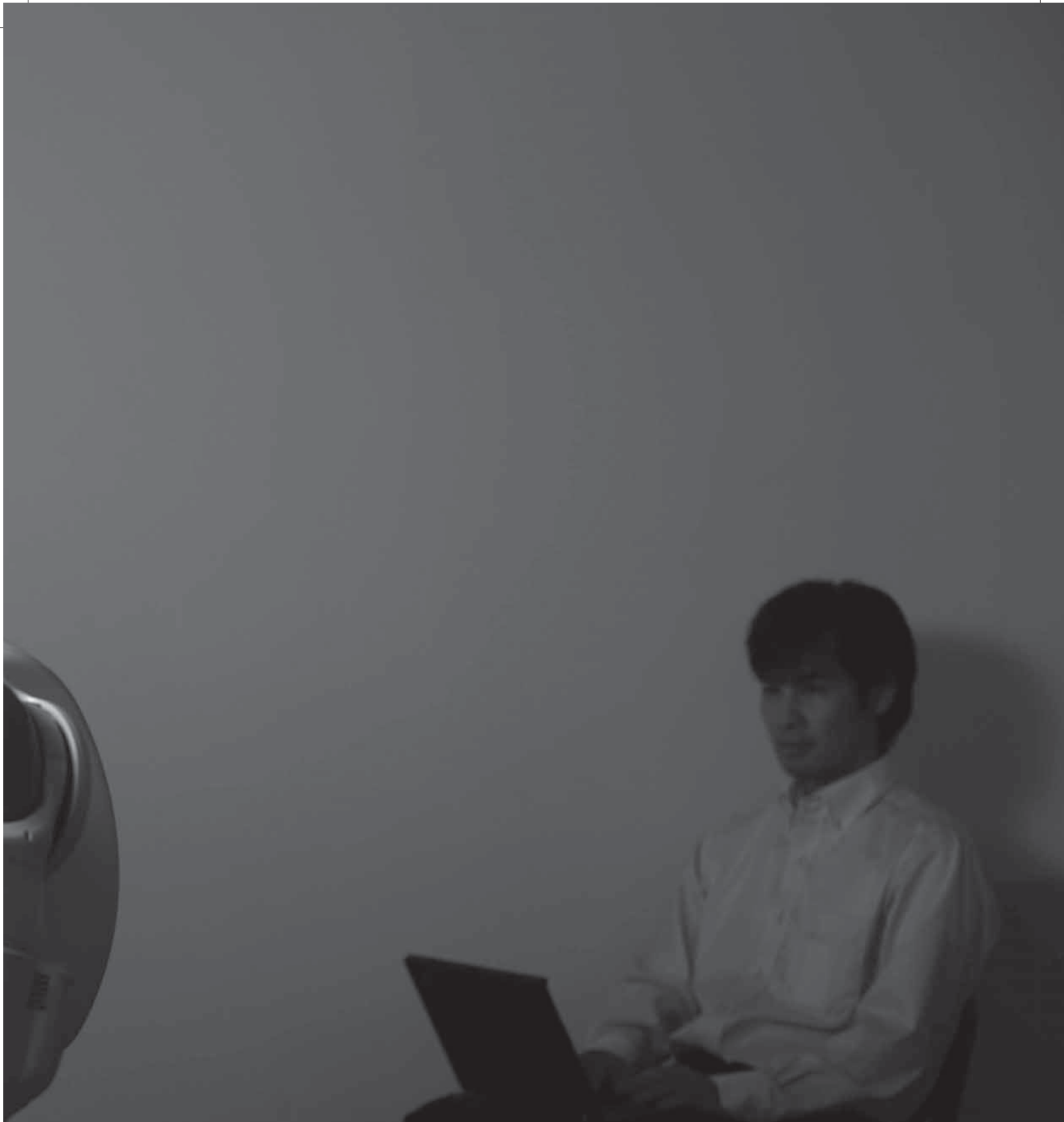
UNIT 3

6

Opening Activity

Look at the picture and answer the questions.

1. What can you see in this picture?
2. What do you think is happening here?
3. Where do you think this is?



Theme Goals

In this theme, you will learn to:

- talk about space exploration.
- talk about housing and communities.
- talk about the environment.
- talk about future goals and possibilities.
- take a survey.
- use the present perfect progressive.
- use modal verbs for possibilities.
- use the first conditional with modal verbs.



SYLLABUS FOCUS

Fundamental Concept: **Global Contributions**

Subsidiary Concept: **Achievements: Social and scientific**

Main Category: **Space and energy**

Core Value: **Justice**

Photo Background

This photo shows a robot named Twendy-One with one of its creators. This robot was designed at Waseda University in Tokyo, Japan. Twendy-One was created to help disabled and elderly people with chores at home.

INTRODUCTION

- Write on the board: *Robotics*. Ask: *What does this refer to? Can you think of any famous robots?* Write students' ideas on the board.

DEVELOPMENT

Opening Activity

- Have students look at the photo and describe what they see. Help students with vocabulary and write their ideas on the board.
- Have students read and answer the Opening Activity questions in pairs.
- Have different students share their answers and write them on the board.

Answers: 1. There's a robot pointing toward the sky. A man with a computer is sitting behind it. 2. Answers will vary. 3. Answers will vary.

THEME

UNIT 3

T76

6

Theme Goals

- Have students work in pairs to look at the Theme Goals and list any vocabulary or grammar they already know related to each one.
- Have pairs join to make groups of four and compare their lists.
- Have groups share their ideas and write them on the board.

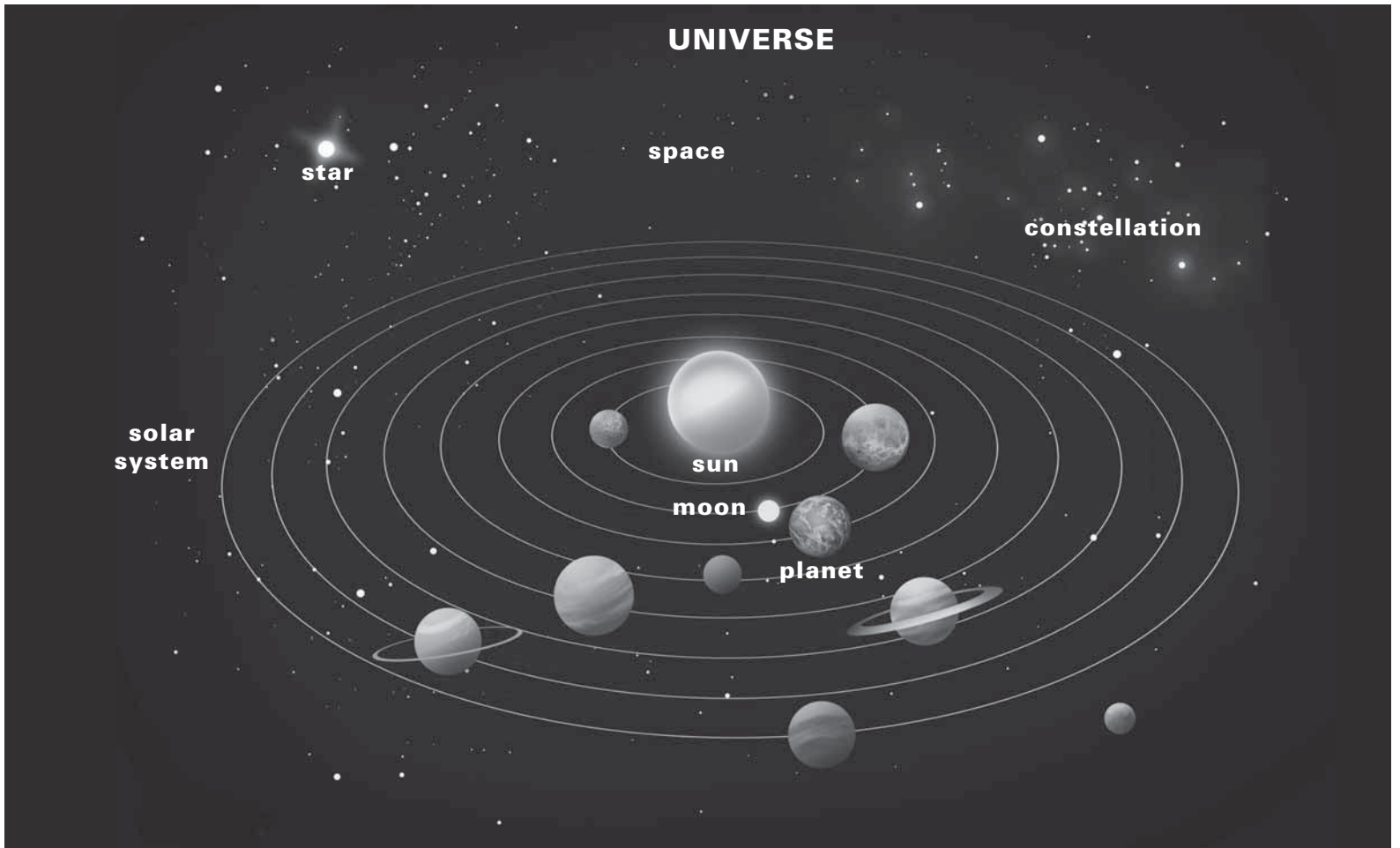
CLOSING

- In small groups or as a whole class, have students talk about robotics and artificial intelligence. Ask questions to prompt them if necessary: *Would you like a robot like Twendy-One in your home? If you could create a robot, what would it do?* etc.

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

LESSON A THE SIDERAL SPACE AND MY COMMUNITY

A Vocabulary in Context Look at the picture. Read the words.



B Vocabulary in Action Unscramble the words.

- | | | | |
|-------------|-------------------------|------------------|-------|
| 1. nomo | _____ <i>moon</i> _____ | 5. uns | _____ |
| 2. rsat | _____ | 6. oasrl stmyse | _____ |
| 3. tnplea | _____ | 7. psaec | _____ |
| 4. ueiesvnr | _____ | 8. itcenolsntola | _____ |

C Complete the paragraph with the correct words from the box.

constellation
moon
planet
solar system
space
star
sun
universe

We live on a (1) planet called Earth. Earth has one (2) _____, but some planets have more than one. Earth is part of a large (3) _____, with nine planets and one (4) _____. Our sun is also a (5) _____. The solar system is part of a larger area in space that we call the (6) _____.

**VOCABULARY TOPIC:
SPACE AND EXPLORATION****INTRODUCTION**

- Write on the board: *Solar System*. Ask students to tell you any words they already know related to the solar system. Write the words they know on the board.

A Vocabulary in Context

- Have students look at the picture. Ask: *What is this? What can you see?*
- Say each word and have students repeat as a group. Have different students repeat.

DEVELOPMENT**B Vocabulary in Action**

- Have students read the directions and unscramble the words.
- Have them compare answers in pairs.
- Check answers with the whole group and write them on the board.

Answers: 1. moon 2. star 3. planet
4. universe 5. sun 6. solar system 7. space
8. constellation

C

- Write on the board: *A group of stars together is called a _____.* Have students tell you which word from **a** is needed to complete the sentence.
- Have students read the directions and complete the paragraph.
- Have them compare answers in pairs.
- Check answers with the whole group and write them on the board.

Answers: 1. planet 2. moon 3. solar system
4. sun 5. star 6. universe

CLOSING

- Have students write their own sentences using the words from **a**. For example: *Mars and Jupiter are planets.*
- Have them share sentences in pairs.
- Have several students share their sentences with the class and write them on the board.

FURTHER PRACTICE

Have students work in pairs to describe words from **a** to each other, without saying the word. For example:

Student A: *There are a lot of these. They are like lights.*

Student B: *Stars.*

Before they begin, give students a few minutes to write some notes for their descriptions. Provide vocabulary as necessary.

GRAMMAR

INTRODUCTION

- Write on the board: *Astronomers have been studying the universe for thousands of years. Ask: Do astronomers still study the universe? Have they found all the answers yet?*
- Have students identify the verb in the sentence. Underline it. Ask: *What tense is this?*

DEVELOPMENT

D Grammar in Context

- Have students look at the chart to find out what tense the sentence in the Introduction exercise is. Focus their attention on the difference between an unfinished action and a recent repeated action.
- Say sentences about the students and their context to help understanding (e.g., *You've been studying English since secondary school., We've been talking about nature recently. Julia has been working hard all week., etc.*). Ask questions as necessary to clarify the difference between unfinished and recent repeated action. For example: *Are you still studying English? Have we finished talking about nature? What are we talking about in this class? Did Julia just work hard once recently?*
- Write the sentences on the board. Remind students that we need *have/has + been + verb-ing*.

E Grammar in Action

- Have students look at the picture. Ask: *What has she been doing lately?*
- Have students complete the sentences. Refer students back to the chart if necessary. Remind them to think about whether they need *have* or *has*.
- Have students work in pairs to compare their answers.
- Check answers with the whole group and write them on the board.

Answers: 1. have been seeing 2. has been orbiting 3. have been launching 4. has been entering 5. has been studying 6. have been discovering

F

- Have students read the directions and check the type of action for each sentence.
- Have them check answers in pairs. Refer them to the chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: 1. unfinished 2. repeated 3. unfinished 4. repeated 5. unfinished 6. unfinished

CLOSING

G Communicate

- Have students read the directions. Model the example dialog with a student.
- Have students write their sentences about space or space travel.
- Have students work in pairs to share and respond to each other's ideas.
- Have several pairs share their sentences with the class. Write them on board.

TEACHING TIP



While students are working individually, as in step 2 of **G**, monitor their production and clear up doubts about the grammar. Shyer students might not ask questions during the first stages of working with a new grammar point (exercises **D** to **F** here), so monitoring is important during the closing stage, where students are using the new grammar themselves.

D Grammar in Context Study the chart.

Present perfect progressive

Examples	Explanations
Humans have been studying the stars since the beginning of civilization.	Form the present perfect progressive with <i>has/have + been + -ing</i> form of the verb.
People have been dreaming about space travel for many years.	Use the present perfect progressive to talk about unfinished actions that began in the past and continue into the present.
Gonzalo has been building a model space ship all afternoon .	Use <i>for, since</i> , and time expressions such as <i>all month</i> with these actions.
Mónica has been using her new telescope a lot recently .	Also use the present perfect progressive to talk about recent past actions that have happened more than once. Use <i>recently</i> or <i>lately</i> with these actions.

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

- Many people have been seeing strange things in the sky recently. (see)
- The International Space Station _____ Earth since 1998. (orbit)
- Researchers _____ objects into space for more than 50 years. (launch)
- A lot of space garbage _____ the atmosphere lately. (entering)
- Rita _____ the stars since she was a child. (study)
- Astronomers _____ more about the outer planets in recent years. (discover)

F Read each sentence and check **Unfinished action** or **Repeated action**.

	Unfinished	Repeated action
1. Astronomers have been studying the solar system since ancient times.	<input type="checkbox"/>	<input type="checkbox"/>
2. We've been hearing a lot of stories about alien visitors lately.	<input type="checkbox"/>	<input type="checkbox"/>
3. Scientists have been wanting to find life on other planets for more than a hundred years.	<input type="checkbox"/>	<input type="checkbox"/>
4. Carlos has been reading a lot of books about the Solar System recently.	<input type="checkbox"/>	<input type="checkbox"/>
5. NASA has been planning a mission to the planet Jupiter since the 1990s.	<input type="checkbox"/>	<input type="checkbox"/>
6. Astronauts have been living on the International Space Station since 1998.	<input type="checkbox"/>	<input type="checkbox"/>

G Communicate Write two or three sentences about space or space travel in your notebook. Share your ideas with a partner.

Researchers have been looking for water on Mars for many years.

Have they found it yet?



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

The first planned communities were built in the 1950s

For most of human history, we have not planned our communities. Even though traditional cities can be beautiful, they can also be **crowded**. It can be difficult to get electricity and water to every **neighborhood**, and they may not have enough schools, parks, or museums. **Traffic jams** are usually a big problem, too.

In the 20th century, **urban planners** began to think about better ways to build cities. They called them, “cities of the future.” A planned **community** has houses like any other city or town, but it also has schools, parks, museums, shops, and hospitals. Planned communities are usually more **energy efficient** than traditional communities. They have good **public transportation**, so people don’t have to drive cars. The houses may have **solar panels** to provide electricity and hot water.

We don’t have to wait for the “city of the future” to arrive—there are more planned communities around the world every year. Maybe you’ll live in one!



I Vocabulary in Action Write the correct word under each picture.

community	crowded	energy efficient	neighborhood
public transportation	solar panels	traffic jam	urban planner



solar panels



J Complete each sentence with a word from I.

- _____ want to build a new hospital in our neighborhood.
- My grandparents live in a very small _____ near Veracruz.
- César doesn’t have a car, so he uses _____ to get to work.
- The train was really _____ this morning!
- Marisa missed our meeting because she was stuck in a _____.
- The new school has _____ on its roof.

VOCABULARY TOPIC: HOUSING AND COMMUNITIES

INTRODUCTION

- Have students look at the picture and describe what they see. Ask questions to prompt as necessary: *Where do you think this place is? Is there anything unusual about it?* etc. Write their ideas on the board.

H Vocabulary in Context

- Have students read the article and pay close attention to the words in bold. Ask them to work in pairs to try to guess the meaning of the words.
- Check comprehension of the new vocabulary.
- Ask further comprehension questions: *What is different about planned communities? What kind of energy is used in planned communities?* etc.

DEVELOPMENT

I Vocabulary in Action

- Have students read the directions and match the words to the pictures.
- Have them compare answers in pairs.
- Check answers with the whole group. Write the answers on the board. Ask: *Did you guess the meanings correctly when you read the article?* Remind students that they can sometimes guess the meaning of a new word from the context or because it is a cognate.

Answers: 1. solar panels 2. crowded 3. public transport 4. urban planner 5. traffic jam 6. community

CLOSING

J

- Write on the board:
Solar panels are more ____ ____ than gas or electricity.
Have students tell you which word from **b** is needed to complete the sentence.
- Have students read the directions and complete the sentences.
- Have them compare answers in pairs.
- Check answers with the whole group and write them on the board.

Answers: 1. Urban planners 2. community 3. public transportation 4. crowded 5. traffic jam 6. solar panels

GRAMMAR

INTRODUCTION

- Write on the board:
They have built three houses.
They have been building that hospital since last year.
Have students tell you what the verbs are in the sentences and underline them. Ask: *What tenses are they?* Write: *Present perfect, Present perfect progressive.*
- Ask: *What is the difference between these two sentences? Which one talks about a finished action and which one about an action in process?* Write students' ideas on the board.

DEVELOPMENT

K Grammar in Context

- Have students look at the chart and compare the explanation with their ideas in the Introduction exercise. Focus their attention on the idea of emphasizing either the *result* or the *duration* and have them analyze the Introduction sentences (*the finished houses* – result, vs. *the hospital taking a long time* – duration).
- Focus students' attention on state verbs and the fact that they can't be used in progressive tenses. Explain that state verbs show emotions, senses, thoughts/opinions and possession. Provide further examples as necessary:
He has always preferred soccer to basketball.
They have believed in the president since the elections.
I have known my best friend since elementary school.

L Grammar in Action

- Write the first sentence on the board. Have students tell you how to complete it. Clarify that it is progressive because the focus is on the length of time (50 years).
- Have students complete the sentences.
- Have them compare answers in pairs. Refer them to the chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: 1. has been living (emphasis on duration – 50yrs) 2. have thought (state verb, progressive not possible) 3. has loved (state verb, progressive not possible) 4. have been getting (emphasis on duration – every week) 5. has been taking (duration – repeated action recently) 6. has been (state verb, progressive not possible)

M

- Have students read the directions and complete the chart.
- Have them compare charts in pairs. Refer them to the grammar chart if necessary.
- Check answers with the whole group and write them on the board.

Answers: Action: plan, see, show, think

State: be, know, need, want

CLOSING

N Communicate

- Write on the board the name of the town where the school is. Ask: *How long have people been living here?* Have students help you write a sentence saying how long. Ask: *When did they build the hospital/movie theater/mall?* Based on the students' answer, write on the board: *We've had a (mall) for X years.*
- Have students read the directions. Model the dialog. Focus their attention on the response. Repeat with another student, using the second example from step 1. Make sure the student responds appropriately.
- Have students write three sentences about their community.
- Have them share sentences in pairs
- Have different pairs report back on their ideas. Write them on the board.

K Grammar in Context Study the chart.

Present perfect vs present perfect progressive

Examples	Explanations
People have built cities for thousands of years.	Use the present perfect to emphasize that the <i>result</i> of an action is important.
We have been planning this community since 2005.	Use the present perfect progressive to emphasize that the <i>duration</i> of an action is important.
Alicia has never liked the city. She has always preferred the country.	Some verbs cannot be used in any progressive (continuous) form. These verbs usually describe states. Some examples of "state verbs" are emotions, such as <i>like</i> , <i>hate</i> , or <i>prefer</i> , or mental processes, such as <i>believe</i> or <i>understand</i> . Use the present perfect with these state verbs.

L Grammar in Action Complete each sentence with the present perfect or the present perfect progressive of the verb in parentheses.

- Elena _____ in this neighborhood for 50 years. (live)
- We _____ a lot about putting solar panels on our house. (think)
- Carla _____ art museums since she was a child. (love)
- The traffic jams in this city _____ worse every week! (get)
- Juan is worried about pollution, so he _____ the bus lately. (take)
- This park _____ my favorite place for a long time. (be)

M Are the verbs below actions or states? Put them into the correct column in the chart.

be know need plan see show think want

Action	State



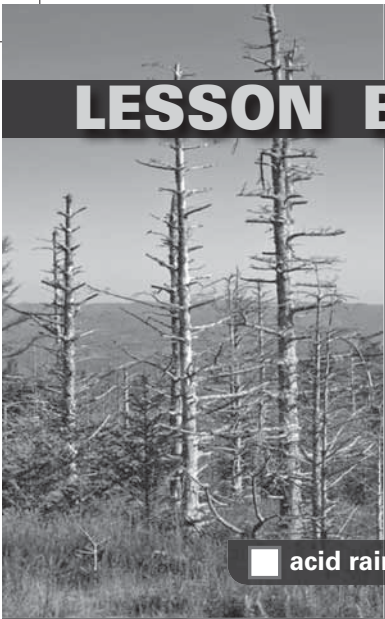
N Communicate Write in your notebook three sentences about life in your community. Think about the past and the present. Share your sentences with your partner.

People have been living in this town since 1753.

Wow! That's a long time.

LESSON B OUR PLANET AND SPACE

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



acid rain



organic food



pollution



recycling



climate change



conservation

B Vocabulary in Action Listen to the conversation and check the words you hear in A.

C Which words in A are problems? Which are solutions? Put them into the correct column in the chart.

Problem	Solution
<i>acid rain</i>	

VOCABULARY TOPIC: ECOLOGY AND CLIMATE CHANGE

INTRODUCTION

- Write the lesson title on the board. Ask: *Why might the future be difficult? What kind of problems are we going to have?* Prompt students to think about issues they have talked about in previous themes and lessons, such as extreme weather conditions, nature, endangered species, etc.

A Vocabulary in Context

- Have students look at the pictures and describe what they see or what's happening in each one.
- Have students repeat each word as a group.
- Have individual students repeat different words.

DEVELOPMENT

B Vocabulary in Action

- Tell students they are going to listen to a teacher giving a class. Ask: *What do you think the class is going to be about?*
- Have students listen and check the words from **a** they hear.
- Have them compare answers in pairs.
- Listen again and check answers with the whole group. Write them on the board.
- Ask: *What was the class about? Were your predictions correct?*

Answers: acid rain, climate change, conservation, pollution, recycling

C

- Have students read the directions and complete the chart.
- Have students compare their charts in pairs.
- Check answers with the whole group and write them on the board.

Answers: Problem: acid rain, climate change, pollution **Solution:** conservation, recycling, organic food

CLOSING

- Write on the board: *What's happening in Mexico? (climate change).* Have students help you write a sentence about the situation in Mexico (e.g., *Climate change is a problem in Mexico. Last year there were more hurricanes and floods.*)
- Have students work in pairs to write sentences about Mexico using at least four of the words from **a**.
- Have several pairs share their sentences and write them on the board.

TEACHING TIP



In large groups, where it is hard to talk and listen to every student individually when monitoring activities, have extra practice activities available or have students write more sentences (for example, in the Closing activity here) when they finish so they can continue to work while you continue monitoring. It is also helpful in large groups to focus your attention on certain students during one class and on others in the next class, so that over a period of several classes you will have had the opportunity for close monitoring and/or evaluation of every student.

GRAMMAR

INTRODUCTION

- Write on the board: *may/might/could*
Ask: *When do we use these words?* Elicit example sentences from students. Prompt as necessary by asking questions (e.g., *What might happen if we don't control pollution? What could we do to get more people to use public transport?*) Write the questions on the board.
- Have students work in pairs to explain what they think the difference in meaning or use is between the three words.

DEVELOPMENT

D Grammar in Context

- Have students look at the chart and check their understanding of the difference in meaning and/or use. Remind them that the main verb never changes after these modal verbs; it is always in the base form.
- Ask questions to check understanding:
Why do we use possibly with could?
Which modal do we use when we think a situation will probably happen?

E Grammar in Action

- Have students read the directions and the example.
- Have students choose the correct modal to complete the sentences. Remind them to think about how certain it is something is going to happen.
- Have students work in pairs to compare their answers. Refer them to the chart if necessary.
- Check with the whole group and write the answers on the board.

Answers: 1. could 2. might 3. may 4. could 5. may 6. could

F

- Write on the board: *Climate change might...* Have students suggest ways to complete the sentence. Complete the sentence on the board.
- Have students read the directions and write their own sentences. Refer them to the chart if necessary.
- Have them compare answers in pairs
- Have several students share sentences and write them on the board.

CLOSING

G Communicate

- Have students look at one of the problems they learnt about in **c**, ask: *How can we solve this problem?* Elicit ideas from students (e.g., *We could control pollution from factories.*)
- Have students write down three solutions to the problems they wrote in **f**. Help with vocabulary as necessary.
- Have students share their solutions in pairs.
- Have several pairs tell the class the solutions they talked about.

FURTHER PRACTICE



Have students work in pairs to write different problems related to the future on pieces of paper (e.g., *There won't be enough drinking water. There won't be any more gas or oil.*) Help with vocabulary as necessary. Have pairs join to form groups of four, put their papers together in a pile, and shuffle them. Then have them take turns choosing a paper, reading it aloud, and suggesting a solution.

D Grammar in Context Study the chart.

Modal verbs for possibility (*may, might, could*)

Examples	Explanations
Global warming may cause extreme weather. Some countries might have more rain and snow because of climate change.	We use may or might to talk about situations that have a possibility of being true.
People could possibly stop climate change by using less energy.	We use could to talk about a situation that has an average possibility of being true. (Other situations are also possible.) We also use possibly in these sentences to show that we aren't sure.

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

- Organic food (could / might) possibly be better for you than regular food.
- I really think acid rain (could / might) be killing the trees in our city park.
- Scientists believe that industrial activity (may / could) cause climate change.
- Recycling is one simple change you (might / could) make to help the environment.
- One day, humans (may / could) have to leave the earth because of climate change.
- Putting low-energy lights in your house (may / could) possibly use 80% less electricity.

F Write sentences about the problems that climate change could cause.

- Climate change might _____
- Climate change could possibly _____
- _____
- _____
- _____

G Communicate Look at the problems you wrote about in C. Write in your notebook three solutions. Share your ideas with a partner.



We could plant more trees in our town.

That's a good idea.

H Language Builder Study the chart.

First conditional with modal verbs

Examples

If we **keep** polluting the earth, we **won't be** able to live here anymore.

If humans **live** in space, we **could have** cities on Mars.

Explanations

Make the first conditional with an **if clause** in the present tense, and a **result clause** in the future tense (**will + verb**).

We can also use modal verbs such as **may**, **might**, or **could**, instead of **will** when the result is **less possible**.

We use both types of **first conditional** to talk about future possibilities.

I Listening Listen to the conversation and answer the questions.



35

1. Who is talking? _____
2. How do they feel? _____

J Match the first and second parts of each sentence.



35

Then listen to the conversation again and check your answers.

- | | |
|--|--|
| <u> </u> <i>d</i> 1. If she goes into space, | a. we will have to live somewhere else. |
| <u> </u> 2. If she becomes an astronaut, | b. we could help people on Earth. |
| <u> </u> 3. If we spend money on space exploration, | c. she'll send him a postcard. |
| <u> </u> 4. If we keep polluting the earth, | d. she might have a heart attack. |
| <u> </u> 5. If we do research in space, | e. we might not have enough for schools. |
| <u> </u> 6. If she gets to travel to Mars, | f. she could do experiments in zero gravity. |



INTRODUCTION

- Write the lesson title on the board. Have students suggest ways to complete it. Write their ideas on the board, correcting as necessary.
- Write: *If we study space, we will...* Have students suggest ways to complete it. Write their ideas on the board, correcting as necessary.
- Ask: *What kind of sentences are these?* Elicit: *first conditional*. Ask: *When do we use the first conditional?* Have students write down an explanation.

DEVELOPMENT

H Language Builder

- Have students look at the chart and check their explanation from the Introduction exercise with the explanation in the chart (future possibilities).
- Point out that as well as *will* + base verb in the result clause, we can use other modal verbs.
- Write on the board: *If we keep polluting the world, we...* Have students give other possibilities using different modal verbs.

35 | Listening

- Have students look at the picture and describe what they see. Say: *We're going to listen to a conversation. What do you think it is going to be about?* Write students' ideas on the board.
- Have students read the directions then listen and answer the questions. Remind them that they don't need to understand everything.
- Have them compare answers in pairs..
- Listen again and check answers with the whole group.

Answers: 1. A boy and a girl. 2. The girl is very excited. The boy is amused.

35 |

- Have students read the directions and match the sentence halves.
- Have students work in pairs to compare their answers.
- Have students listen and check their answers.
- Listen again and check answers with the whole group.

Answers: 1. d 2. f 3. e 4. a 5. b 6. c

CLOSING

- Have students work in pairs to think about problems or situations in their school/town. Have them write a list.
- Have different pairs tell you some of their ideas and write them on the board.
- Choose two and have students help you write first conditional sentences (use *will* and a different modal) about these problems or expressing solutions to these problems. For example:
School: If we sell the plastic trash for recycling, we might be able to buy new sports equipment.
Town: If the governor improves the parks, we will have nicer places to hang out.
- Have students work in pairs to write sentences for the problems/situations they listed.
- Have several pairs share some of their sentences and write them on the board.

FURTHER PRACTICE



Provide four pieces of poster paper and label them:

A better school
A better town
A better Mexico
A better world

Post them around the classroom and have students circulate to write first conditional sentences about each topic.

PROJECT

LIVING IN SPACE

INTRODUCTION

- Elicit from students the ideas they have about living space. Ask: *Where will we live? What will it be like? How will we travel?* etc.

DEVELOPMENT

A Brainstorm

- Have students work in small groups to read the directions and think about what they want to find out about living in space.
- Have the small groups look at the words in the box and write questions in the chart in **B**. Tell them they need to ask questions that will help them find out what living in space will be like. For example: *Where will the colonies be? How will we communicate?*
- Copy the chart on to the board and have students help you write questions.
- Have students predict answers to the questions.

B Research

- Have students use the Internet to research the possibility of living in space in the future and what it will be like. (This can be done at home; have students bring the information they find to class.) Have them try to find pictures, as well.
- Have students write the answers to their questions in the chart.

C

- Have students work in pairs to share what they found out and add more information if possible.
- Have students work individually to create a presentation to share the information they found and explain what they think living in space will be like. Before they write the information, have them check their sentences are correct by reviewing the charts on pages 93 and 94.
- Monitor and help them correct as necessary. If possible, make a presentation yourself and show it to the group.

PRESENTATION TIP



Have students brainstorm a list of key elements for a good presentation. Write their list on the board or on a poster.

CLOSING

D

- Have students read the directions. Have them look at the picture and describe it. Model the sample dialog with a student. Tell them they will give their presentation about living in space to the group. In a large class, have students present to each other in groups of 4 or 5, not to the whole group. If possible, do your presentation first.
- Have students write questions while they are listening that they will ask at the end of the presentation. At the end of each presentation, have different students ask the presenter questions.
- After the presentations, display them in the classroom.

Living in Space

Research the possibility of human beings living in space. Where would we live? What kind of houses and cities would we have? How will we travel from one place to another? Create a presentation that talks about what our life in space might be like.

A Brainstorm What do you want to know about living in space? What do scientists think our lives will be like? Look at the words in the box. (You won't need all of them.) In a small group, make a list of **Wh-** questions. Write them in the chart in **B**.

colony	communication	construction	energy
gravity	life support	materials	transportation

B Research Look at your questions. Use the Internet to find out about the possibility of living in space. Write the answers in the chart. Try to find pictures, too.

Questions	Answers

C Share Share your information with a partner. Is there any information you left out? Create your presentation.

D Present Tell your classmates what you think living in space will be like. Show them any pictures you found. Answer your classmates' questions.



If humans live in space, we may live with artificial gravity.

How will we travel between cities?

LESSON C THE RED PLANET

A Listening in Context Listen to the conversation and answer the questions.

36

1. How old are the people who are talking?

2. How do they feel?

B Listen again. Match the questions and the answers.

36

- | | |
|--|---|
| <u>C</u> 1. Have you thought about climate change? | a. If it kills a lot of plants, we could run out of food. |
| ___ 2. Why are you worried? | b. Yes, acid rain is a big problem. |
| ___ 3. Are you worried about anything else? | c. Yes, I have. I'm worried about it. |
| ___ 4. Why are you worried about acid rain? | d. If we conserve energy, we might have enough for a long time. |
| ___ 5. Do you see any solutions? | e. If the earth gets warmer, the oceans might rise. |

C Pronunciation Listen to the conversations and look at the underlined modal verbs. Why are they stressed? How do you think these people feel?

37

Example 1:

Do you think humans could live on other planets?

Humans could live on other planets if we have the right technology.

Example 2:

If the ocean rises, New York City might be flooded.

Yes, it might be flooded, but it might not.

D Listen to the conversations and underline the stressed modal verbs. Then practice reading the conversations with a partner.

38

1. **A:** I couldn't ride the bus everywhere! It takes too long.
B: Really? I could ride it most days.
2. **A:** Pepe thinks there might be less pollution now than five years ago.
B: Well, there might be less, but not a lot less.
3. **A:** This report says that we may have more rain this winter.
B: I believe it. We could even have floods!



INTRODUCTION

36 A Listening

- Have students look at the photo and say what is happening.
- Tell students they are going to listen to a conversation. Ask: *What do you think the conversation is going to be about?* Write students' predictions on the board.
- Have students read the directions and listen to the conversation to answer the questions. Remind them that they don't need to understand everything.
- Check answers with the whole group.

Answers: 1. They're teenagers. 2. They're serious/worried.

DEVELOPMENT

36 B

- Tell students they are going to listen to the same conversation again, but that this time they will listen for more detail.
- Have students read the directions. Encourage them to match any questions and answers they can before they listen again.
- Have students listen and match/check answers.
- Have them compare answers in pairs.
- Listen again and check answers with the whole class.

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

CLOSING

- Ask: *Were your predictions about the conversation right?*
- Have students tell you about the conversation. Ask: *Why is the girl asking questions? Why does the boy think we might have to live on another planet? Do the girl and the boy have similar opinions?* etc.

INTRODUCTION

37 C Pronunciation

- Have students read the directions and listen to the two conversations. Ask: *Why are the modal verbs stressed?* Remind them that we stress words we want to emphasize. Ask: *How do the speakers feel?* Explain that they want to emphasize it is only a possibility, not a certainty. Point out the example:
Yes, it might be flooded, but it might not.
- Listen again and have students repeat each conversation.

DEVELOPMENT

38 D

- Have students read the directions. Tell them they will hear three more conversations.
- Have students listen and underline the stressed modal in each conversation.
- Listen again and check answers with the whole group.
- Have students practice each conversation in pairs.

Answers: 1. couldn't; 2. might; 3. could

CLOSING

- Have students work in pairs to go back to Lesson D, exercise **c**, and practice saying the sentences, stressing the modal verbs.

INTRODUCTION

- Write on the board: *The Future*. Ask: *What do you think the future will be like? What do you imagine?* Encourage students to use *might* and *could* to express their ideas.

DEVELOPMENT

E Speaking

- Have students read the directions and write three sentences about possibilities for the future.
- Model the sample dialog with a student. Point out the question prompt, *How do you think...?*
- Have students work in small groups to find out what they think of each others' ideas about the future.

CLOSING

- Have different students share their ideas about the future and survey the whole class to find out how many people agree or disagree.

INTRODUCTION

- Write on the board: *Greener Cities*. Ask: *What do you think this means?* Write students' ideas on the board.

DEVELOPMENT

F Writing

- Have students read the directions and complete the web page.
- Have them compare answers in pairs.
- Check answers with the whole group.

Answers: 1. d 2. b 3. a 4. c

G

- Write on the board: *What other things can we do to make cities better for the environment?* Write their ideas on the board.
- Have students look at the ideas on the board and help you begin writing a web page together on the board. Write on the board: *Eco-cities*
There are many ways to make our cities more eco-friendly. If we...
Have students tell you how to continue. Encourage them to use the example web page in the book as a model.
- Have students work individually to write their web pages using the ideas they read about and the ideas on the board.

CLOSING

H

- Have students work in pairs to exchange web pages, read and check that the first conditional with modal verbs is used correctly. Remind them to look at the chart on page 94 if necessary.
- Have them work in pairs to help each other make any corrections needed.
- Have students exchange web pages with a different partner, read and write a question for their partner about the information in the web page.

GET CLOSE TO MEXICO



- Have students work in pairs to write a list of the effects of climate change in Mexico.
- Have students share their lists and write their ideas on the board.
- Ask: *What should we be doing about the climate change issue?* Lead a class discussion about climate change in Mexico and the world if students are interested.

TEACHING TIP



- Remind students of the steps of the writing process and encourage them to use them when they are writing in class and for homework:
- Brainstorm ideas
 - Plan: organize ideas and write notes
 - Write a first draft
 - Revise and edit
 - Write a final draft

E Speaking What do you think the future will be like? In your notebook, write three possibilities. Take a mini-survey in a small group.

F Writing Complete the web page with the sentences in the box. Write the letter of the correct sentence on the line.

- a. One solution is to make more parks and public gardens.
- b. The principal reason is that cities have a lot of buildings, but they don't have a lot of trees and plants.
- c. They are also creating "green walls," or vertical gardens.
- d. Urban planners are working to find ways to cool cities down.

How do you think we could travel in the future?

We could travel to the moon in rocket-cars!

That is really cool.


Greener Cities

Did you know that cities are usually warmer than the country? In fact, they can be as much as three or four degrees warmer. (1) _____ This will also help stop global warming.

If you want to know how to make cities cooler, you'll have to understand why they're so warm. (2) _____ Cities usually don't have much water, either.

(3) _____ If the city is old and has a lot of buildings, this might be hard to do. In some cities, people are planting "green roofs" on top of apartment and office buildings. (4) _____ If you add enough plants to an urban environment, they could make it cooler. Plants also clean up air pollution.

If a city is green, it may be healthier. In the future, more and more cities will be greener, healthier—and a lot more beautiful, too!



Green walls are one way to cool a city.

G Write a web page about a way to make cities "greener."

Greener Cities

Did you know that cities are usually warmer than the country? In fact, they can be as much as three or four degrees warmer. (1) _____ This will also help stop global warming.

If you want to know how to make cities cooler, you'll have to understand why they're so warm. (2) _____ Cities usually don't have much water, either.

(3) _____ If the city is old and has a lot of buildings, this might be hard to do. In some cities, people are planting "green roofs" on top of apartment and office buildings. (4) _____ If you add enough plants to an urban environment, they could make it cooler. Plants also clean up air pollution.

If a city is green, it may be healthier. In the future, more and more cities will be greener, healthier—and a lot more beautiful, too!

GET CLOSE TO MEXICO

Climate change is having an effect everywhere. What are some of its effects in Mexico?

H Look at your partner's web page. Does he/she use first conditional with modal verbs correctly?

READING

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

1. How could humans travel to other planets? _____

2. Who believes that humans should colonize space? _____

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

1. Who are the two scientists in the article?

2. Which two planets are mentioned in the article?

C Read in Depth Read the article. Write the answer to each question.

1. What is the most important idea in this article?

2. Why does Stephen Hawking think humans should live in space?

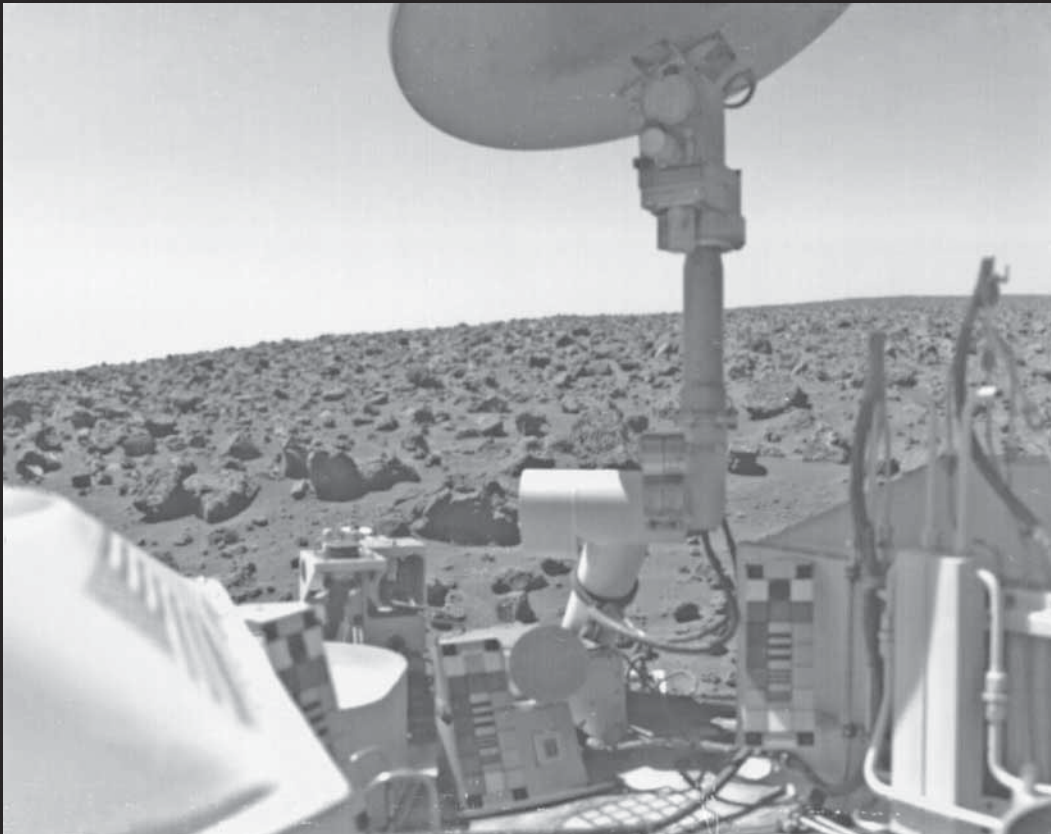
3. Which countries are planning to build space stations on the moon?

4. What is one reason humans should colonize Mars?

5. What are two problems about living in space?

6. Circle the sentence you agree with. Give reasons for your opinion.
a. Humans should live in space. b. Humans should stay on earth.

Many scientists believe that humans should colonize space.



Spaceships could carry humans to new homes on Mars.

LIVING ON THE RED PLANET

1 Stephen Hawking is one of the world's most important scientists. He believes that humans must move into space to survive. "Once we spread out into space and **establish** colonies, we should be safe," he says.

2 Today, some countries are already planning to send astronauts to the moon. It is the earth's closest "neighbor." Each country wants to create space stations. These stations will prepare humans to visit and live on Mars and other planets that are like Earth.

3 Robert Zubrin is a rocket scientist. He thinks humans should **colonize** space and that Mars should be the first planet we live on. If we live on the Moon and Mars, we could learn a lot about living on other planets. We can also make discoveries about science, technology, medicine, and health that can help people here on Earth.

4 But not everyone thinks that living in space is a good idea. Many people think that it's too expensive, even on a short **journey**. Most journeys in space are not short! A **one-way** trip to Mars, for example, would take about six months. Also, life would be very difficult for the first space colonists. The **atmosphere** and the **Sun's rays** are very dangerous on the Moon. People would have to stay in their houses most of the time.

5 Even with these problems, it seems certain we will live in space. In the future, we might see **lunar** cities and colonies on other planets. Our first stop is the Moon.

establish, v. – to create or build something
colonize, v. – to move to a place where humans haven't lived before
journey, n. – trip or voyage
one-way, adj. – going only in one direction
atmosphere, n. – air or other gases that surround a planet
sun's rays, n. – light that comes from the sun
lunar, n. – about or on the moon

INTRODUCTION

A Connect with the Text

- Have students look at the pictures and the captions and describe what they can see.
- Have students read the directions and answers the questions.
- Check answers with the whole group.

Answers: 1. on spaceships 2. many scientists

B Scan

- Ask: *What does scan mean?* Remind students we scan when we are looking for specific details in a text.
- Have students read the directions and answer the questions. Remind them that they only need to understand enough to answer these two questions.
- Have them compare answers in pairs.
- Have students read the article again to check their answers.

Answers: 1. Stephen Hawking and Robert Zubrin 2. The earth and Mars (The moon isn't a planet, it's a satellite.)

DEVELOPMENT**C Read in Depth**

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

Answers: 1. In the future, human beings will probably live in space. 2. He thinks it will help us survive. 3. The United States, India, China, and Japan. 4. We could learn a lot about living on other planets. OR We can make discoveries that will help people on earth. 5. It is very far away and the journey is very expensive.; We could have health problems.; The atmosphere and the sun's rays are dangerous. 6. Answers will vary.

CLOSING

- In small groups, have students discuss Question 6 further. Have them decide on a list of advantages and disadvantages to living in space and give their reasons. Tell them they have five minutes and then they will share with the class. Give each team member a role:

Time-keeper: make sure your group does the activity in five minutes.

Secretary: take notes.

Organizer: make sure everyone in the group talks.

Spokesperson: present to the group.

GRAMMAR REFERENCE

Theme 1 Changes

Will for predictions			
Questions	Affirmative sentences	Negative sentences	Explanations
What will the weather be like next week?	It will be hot and dry in Leon. It'll be rainy in Colima.	It won't be cloudy and rainy in Leon. It won't be sunny in Colima.	Use will + verb to make predictions when we have some evidence, but we aren't 100% certain.
Will it be windy this afternoon?	Yes, it will . Yes, it'll be windy.	No, it won't . No, it won't be windy this afternoon.	

Adverbs of probability	
Examples	Explanations
It will probably rain tomorrow. There definitely won't be thunderstorms this afternoon.	Use adverbs like definitely and probably to show certainty about a prediction. Definitely = 100% certain. Probably = at least 50% certain
The temperature will definitely rise.	Put the adverb between will and the verb in affirmative sentences
There probably won't be a tornado today.	Put the adverb before won't in negative sentences.

Will for decisions	
Examples	Explanations
A: Samuel's bus arrives in an hour. B: I'll meet him at the station. A: I'm late for school. B: OK. I'll drive you.	Use will + verb to announce decisions. When we make a decision, we are doing it in the moment. It isn't a plan which we made in the past.

May (not) and could for future plans	
Examples	Explanations
It may rain today. We may not have good weather today.	Use may (not) + verb to talk about possibilities in the future.
We could see a movie today, or we could go to the mall instead.	Use could + verb to make suggestions about the future. Note: We don't use could not to make suggestions.

Theme 2 Solutions

Possessive pronouns			
Personal pronouns		Possessives	
Subject	Object	Adjectives	Pronouns
I live in an apartment.	Two friends live with me .	It's my apartment.	The apartment is mine .
He She has a dryer. It	him The dryer belongs to her . it	his It's her dryer. its	his The dryer is hers .
You We are on the balcony. They	you The neighbors are with us . them	your It's our balcony. their	yours The balcony is ours . theirs

Should for advice			
Affirmative sentences	Negative sentences	Questions	Explanations
I should clean my bedroom.	I should not / shouldn't leave my clothes on the floor.	Should I throw away this comic book?	Use should + verb to ask for and give advice. Shouldn't is the contraction of should + not .
You He She should go now. It We They	You He She shouldn't stay . It We The	you he Should she go now? it we they	Should + verb is always the same form, for all subjects.

Could, have to, and must for advice	
Examples	Explanations
You could study at the library. You could go there after school.	Use could + verb for advice that isn't strong.
You have to finish this project tonight.	Use have to + verb for strong advice.
You must pass your exams to receive a diploma.	Use must + verb for very strong advice or requirements.

Going to for future plans	
Examples	Explanations
I am going to be a journalist. Are you going to be a secretary?	Use be going to + verb to talk about plans for the future.
That's a lot of food. You're not going to be able to eat it all!	Use be going to + verb to make predictions when there is strong evidence.

Theme 3 Health

Regular simple past

Examples	Explanations
I called the doctor yesterday.	Make the regular past tense by adding -ed to the base form of the verb.
Did you worry about me?	Make questions in the past tense with did + subject + base form of the verb.
He didn't play soccer yesterday because he was sick.	Make negative sentences in the past tense with did not + base form of the verb. Didn't is the contraction for did not .

Regular simple past: Spelling rules

Examples	Explanations
<i>end – ended visit – visited</i>	If the verb ends in a consonant, we add -ed .
<i>live – lived die – died</i>	If the verb ends in -e , we add -d .
<i>rub – rubbed</i>	In one-syllable verbs, if the verb ends in a consonant-vowel-consonant combination (CVC), we double the final consonant and add -ed .
<i>row – rowed play – played mix – mixed</i>	We don't double the final consonant in one-syllable verbs that end in -w, -x, or -y .
<i>prefer – preferred</i>	When a verb has two or more syllables and it ends with consonant-vowel-consonant, we double the final consonant only if the final syllable is stressed.
<i>copy – copied worry – worried</i>	If a verb ends in a consonant, + y , we change the -y to -i and add -ed .
<i>play – played stay – stayed</i>	If a verb ends in a vowel + y , we add -ed . (Do not change the -y to -i .)

Giving advice: Gerunds, base forms, and infinitives

Examples	Explanations
Tere: I have a very sore throat! Juan: How about drinking some hot tea?	Make questions with How about and Have you thought of + gerund to give polite advice.
Pablo: I'm getting a headache. Amanda: Why don't you lie down for a while?	Make questions with Why don't you + base form to give polite advice.
The doctor advised her to drink lots of liquids.	Use advise + infinitive to give neutral advice.
You had better not walk on your broken leg. You'd better get some rest.	Use had better (not) + base form to give strong advice. You'd better is the contraction of You had better .

Past progressive

Examples	Explanations
She was riding her mountain bike all day.	Make the past progressive with was / were + -ing form of the verb.
We were diving when the accident happened .	Use the past progressive to talk about an action that was happening when something else occurred.
My grandfather said it was always snowing at Christmas when he was a boy. When I was young, my older sisters were always playing tricks on me.	Also use the past progressive with always to "set a scene" or to talk about things that happened many times in the past. We often use the past progressive to show that the repeated action bothered us or made us angry.

Could, might, may, must, and can't for belief

Examples	Explanations
The baby's crying. She could have an earache. Or it might be a fever. It may not be serious, but I want to call the doctor.	Use could / might (not) / may (not) + verb to talk about something we are not sure about (a possibility).
Manolo can't be sick again! He had a cold two weeks ago.	Use cannot (can't) + verb to talk about something we feel certain about.
Marta is in school again. She must feel better. I don't see Ignacio. He must not be home from the hospital.	Use must (not) + verb to talk about something we feel very certain about (a logical conclusion).

Theme 4 Cause and Effect

Irregular simple past	
Examples	Explanations
Spanish explorers found the ruins in the 16th century.	Many verbs are irregular (<i>go, do, have</i>). That means we do not form them with <i>-ed</i> .
It was a successful city until 800 CE. The explorers were surprised by their discovery.	To be has two irregular past forms.
The city had many temples. The residents built houses near the temples.	To learn irregular past forms, you need to memorize them.
Did they take the treasure with them? How did they know the city was there? They didn't find the treasure they wanted. She didn't know where to look.	Remember, these rules are true whether the verb is regular or irregular in the past tense. <ul style="list-style-type: none"> • Make questions in the past tense with did + subject + base form. • Make negatives in the past tense with did + not + base form. (except to <i>be</i>)

Be able to	
Examples	Explanations
I am able to see an image. What is that computer able to do ? It is able to calculate large numbers.	Use am/is/are able to + verb to talk about ability in the present.
They were able to find a solution. She was able to connect the device.	Use was/were able to + verb to talk about ability in the past.
Will he be able to walk again? Yes, he will . / No, he won't .	Use will able to + verb to talk about ability in the future.

Present perfect	
Examples	Explanations
My grandfather has won the lottery three times! I have not spent any money today.	Make the present perfect with have or has + the past participle of the verb. Use the present perfect to talk about an action that began in the past and that continues into the present.
Has she ever borrowed money from you?	Make questions in the present perfect by moving have or has in front of the subject.
I have saved \$20 a week for three years. He has been a millionaire since he found oil on his farm.	Use for and since with the present perfect to say how long something has been happening. Use for with amounts of time and since with specific moments.

First conditional	
Examples	Explanations
If there is an earthquake, we will use our emergency kit. The children won't have school if there is a hurricane.	Make the first conditional with an if clause in the present tense, and a result clause in the future tense (will). The if clause can go at the beginning or the end of the sentence.
If you get lost, we will look for you.	Use the first conditional to talk about future possibilities .
If you don't clean up , I'll tell Mom. (threat) We'll take your dog if you go to an emergency shelter. (offer) If you have canned food in your emergency kit, you'll need a can-opener. (suggestion)	Also use the first conditional to make threats, offers, and suggestions .

Theme 5 Nature

Simple past vs Past progressive	
Examples	Explanations
Louis Pasteur developed "pasteurization" in the 1860s.	Use the simple past tense to talk about completed actions that happened at a specific time in the past. These actions can be one-time actions or repeated actions.
The researcher was investigating bacteria when he made a surprising discovery.	Use the past progressive tense to talk about actions that were happening when another action happened. Use when before the second action. The second action is in the simple past .
I was calculating the results and Marta was writing our experiment report.	Also use the past progressive to talk about two actions that were happening at the same time in the past. Both actions are in the past progressive .

Simple past vs Present perfect	
Examples	Explanations
The volcano last erupted in 1985. [<i>It isn't erupting any more.</i>]	Use the simple past for finished actions that have no connection to the present.
The volcano has already erupted three times this year. [<i>It will probably erupt again.</i>] Antonio hasn't finished his experiment yet .	Use the present perfect for finished actions that have a connection to the present. In other words, we are thinking about the past and present together. We often use ever, never, already, yet, and just with these actions.
Luisa has researched volcanos since 2005. [<i>She is still researching them.</i>] Sergio has been at UNAM for two years. [<i>He is there now.</i>]	Also use the present perfect for unfinished actions that began in the past and continue up to now. We usually use since and for with these actions.

Zero conditional	
Examples	Explanations
If you add salt to water, the salt dissolves .	Make the zero conditional with the simple present tense in the if clause and in the result clause .
If a magnet is positively charged, it attracts metal.	Use zero conditional to talk about things that are generally true.

Zero conditional vs First conditional	
Examples	Explanations
If a cat feels happy, it makes a special noise. If a dog holds its ears up, it is curious.	Make the zero conditional with the simple present tense in the if clause and in the result clause . Use the zero conditional to talk about things that are generally true.
If scientists learn how animals communicate, it will be possible to work closely with them. If more people understand animal communication, they will treat animals better.	Make the first conditional with an if clause in the present tense, and a result clause in the future tense (will + verb). We use first conditional to talk about future possibilities.

Theme 6 The Future

Present perfect progressive	
Examples	Explanations
Humans have been studying the stars since the beginning of time.	Make the present perfect progressive with <i>has/have + been + -ing</i> form of the verb.
People have been dreaming about space travel for many years.	Use the present perfect progressive to talk about unfinished actions that began in the past and that continue into the present.
Gonzálo has been building a model space ship all afternoon .	Use <i>for</i> , <i>since</i> , and time expressions such as all month with these actions. Also use the present perfect progressive to talk about recent past actions that have happened more than once.
Mónica has been using her new telescope a lot recently .	We use <i>recently</i> or <i>lately</i> with these actions.

Present perfect vs present perfect progressive	
Examples	Explanations
People have built cities for thousands of years.	Use the present perfect to show that the result of an action is important.
We have been planning this community since 2005.	Use the present perfect progressive to show that the duration of an action is important.
Alicia has never liked the city. She has always preferred the country.	Some verbs cannot be used in any progressive (continuous) form. These verbs usually describe states. Some examples of "state verbs" are emotions, such as <i>like</i> or <i>hate</i> , or mental processes, such as <i>believe</i> or <i>understand</i> . Use the present perfect with these state verbs.

Modal verbs for possibility (<i>may, might, could</i>)	
Examples	Explanations
Global warming may cause extreme weather. Some countries might have more rain and snow because of climate change.	Use <i>may</i> or <i>might</i> to talk about situations that have a possibility of being true.
People could possibly stop climate change by using less energy.	Use <i>could</i> to talk about a situation that has an average possibility of being true. (Other situations are also possible.) We also use <i>possibly</i> in these sentences to show that we aren't sure.

First conditional with modal verbs	
Examples	Explanations
If we keep polluting the earth, we won't be able to live here anymore.	Make the first conditional with an if clause in the present tense, and a result clause in the future tense (will + verb).
If humans live in space, we could have cities on Mars.	We can also use modal verbs, such as <i>may</i> , <i>might</i> , or <i>could</i> , instead of <i>will</i> . Use both types of first conditional to talk about future possibilities.

AUDIO SCRIPT

WELCOME THEME

Exercise A

- 2 Julia: Our discussion question is "How many people are in your family?"
Who's going to begin?
Carlos: I'll begin. There are ten people in my family.
Paco: Wow! That's amazing.
Carlos: Yes, it's a really big family. I'm lucky.
Paco: Whose turn is next?
Julia: I'll go next. There are only two people in my family – my father and me.
My mother died three years ago.
Carlos: That's too bad. I'm sorry to hear that.
Julia: Thank you. I miss her, but I'm OK. Paco, what about you?
Paco: There are five people in my family. I have twin brothers.
Julia: Cool! Do they look alike?

Exercise B

- 3 Carmen: Did you see the basketball game yesterday? If you ask me, it was horrible!
Luis: You're right. Our team played really badly.
Marta: I don't agree. I think the other team was better, that's all.
Luis: And the referees! In my opinion, they did a bad job.
Carmen: I agree. They missed a lot of fouls.
Marta: No way! The referees did a good job.
Luis: Are you sure we saw the same game?

THEME 1

Lesson A

Exercise B

- 4 Good morning, I'm Marta de la Torre. It's April 10th, and here's today's weather report for Mexico City. This morning, it will be dry with a lot of sun. Temperatures will be around 15 degrees. This afternoon, we will have more clouds and wind. Temperatures will rise to 24 degrees. Tonight, temperatures go down to 8 degrees. That's cold, so be sure you have a sweater. Have a great day!

Lesson B

Exercise A

- 5 Juan: Hey, Sara! Do you have plans for vacation yet?
Sara: I'm not sure. My family may go to Playa del Carmen. I'll swim, and my brothers will

play volleyball. Or we could visit Xcaret. I want to see the cenotes. What about you Juan? Do you have plans?

- Juan: We'll probably go to the beach, too. My dad wants to go fishing, so we could go to Zihuatanejo. We'll definitely go fishing and maybe we'll catch some dorado – I really like to eat grilled fish and fruit at the beach. What about you, Tomás?
Tomás: I don't know yet. But I may not go as far away as you guys.
Sara: Where will you go?
Tomás: We may visit my aunt and uncle in Guadalajara. We'll ride bikes in the Parque Metropolitano, and we could have a picnic, too. I love to eat outside!
Juan: What do you take on your picnics, Tomás?
Tomás: My mom and my aunt are really good cooks. We could have fried chicken or tamales. We may have salad, too.
Sara: Sounds great! I always eat a lot of fruit when I'm at the beach, but maybe I could just have ice cream instead!
Juan: Oh, great! Now I'm hungry, and I can't stop thinking about vacation!

Exercise I and J

- 6 Marta: Hi, Raúl! Where have you been?
Raúl: I just got back from my spring vacation, and it was a disaster!
Marta: What happened?
Raúl: I went with a Scouting group on a five-day hiking trip in to Oaxaca—the Sierra Norte—and it rained the whole time!
Marta: Next time, you could go hiking in another state. Or you could go at a different time of year.
Raúl: That's true ... But I also got pretty lonely. I didn't know anybody in my group very well. For my next vacation, I could go with my cousin Mario. He's a lot of fun.
Marta: He is! You could go hiking together.
Raúl: You know, I may not go hiking again for a long time. [laughs] Next time, I may just relax on the beach, swim, and play volleyball.
Marta: Or you could even stay home!
Raúl: You're right!

Lesson C

Exercise A

- 7 Jorge: School Ecology Week is next week. What's our project?
Elena: It's "Save Resources at School and at Home."
Mar: OK. What's our plan?
Pedro: We want everyone to help save water and electricity.
Jorge: We could write an ecology newsletter! It could say, "Every student can help!"
Pedro: And it could give different ways to help save water and electricity.
Mar: Good idea. We could give it to students in the cafeteria.
Jorge: We could also have an ecology team in each class.
Elena: Yes! One student could check that the lights in the room are off after class.
Pedro: And another student could be a water monitor. He could watch for water leaks in the bathrooms.
Jorge: We need two students to check the bathrooms – a boy and a girl!
Elena: You're right, Jorge. And we could make signs to put in the bathrooms.
Mar: They could say, "Don't waste water!" and "Tell a teacher if you see a leak!"
Pedro: These are great ideas! Let's get started.
Jorge: This will be the best project in our class!

Exercise C

- 8 1. salad
2. potato
3. hurricane

Exercise D

- 9 1. A tornado is coming.
2. He loves fried chicken.
3. We are having a thunderstorm.
4. It's 27 degrees.
5. She's afraid of lightning.

THEME 2

Lesson A

Exercise B

- 10 Paco: Is that the floor plan for our new apartment?
Susana: Yes, it is. It's really nice, but it's small. There's only one bedroom.
Paco: That's OK. Can you show me the plan?
Susana: Sure. Look, there's an air conditioner in the living room.
Paco: That's great! And there are two armchairs, right?

Susana: Yes, that's right. It also has a bookshelf! The kitchen has a washing machine and a dryer.
 Paco: Does it have a refrigerator?
 Susana: Of course! We need someplace to keep the food.
 Paco: You're right. What about the bedroom?
 Susana: It has a bed and two small tables.
 Paco: Perfect!

Lesson B

Exercise B

11 Luisa: Miguel, are you OK?
 Miguel: Not really. I have a couple of problems right now.
 Luisa: What's the matter?
 Miguel: Well, I'm not doing well at school.
 Luisa: Oh?
 Miguel: I have too much homework. I can't do it all.
 Luisa: You could talk to your teacher.
 Miguel: You're right. That's a good idea.
 Luisa: What's your other problem?
 Miguel: I don't have very many friends.
 Luisa: Maybe you could play a sport.
 Miguel: I don't like sports. I need more exercise, though.
 Luisa: I understand. You could join a club, too.
 Miguel: Yeah. I should find out what clubs there are at school. Thanks, Luisa.
 Luisa: You're welcome. You can talk to me any time.



Exercise I and J

Claudio: Ramón, what are you doing?
 Ramón: I'm working on a car.
 Claudio: Really? Why?
 Ramón: I want to know how cars work. I'm going to be a mechanic.
 Claudio: I'm going to be a mechanic, too. Can I help you?
 Ramón: Sure!
 Claudio: How are we going to fix it?
 Ramón: I have some parts from old cars now. We're going to get more parts from a store.
 Claudio: And what's the car going to be like?
 Ramón: Really cool! Someday I will make a good, inexpensive car and sell it to the public.
 Claudio: That's great!
 Ramón: I think so. That way,

even poor families are going to have a car.
 Claudio: Wow! We're going to be famous!

Lesson C

Exercise A and B

13 Pilar: Hi, Ana. This Jobs Fair is so cool! Our jobs are going to be really interesting.
 Ana: I know, Pilar. I'm going to work as a medical technician.
 Pilar: That's a great job. You really like helping people.
 Ana: I'm going to work with children. (pause) What about you? What are you going to do?
 Pilar: I'm not sure. I think I'm going to be an online journalist.
 Ana: Oh. You're not going to train as a secretary?
 Pilar: No, I want to write.
 Ana: Well, you're a really good writer. You're going to be great!
 Pilar: And we're still going to have our rock band, right?
 Ana: Right! We're going to do everything we want to! (both laugh)

Exercise C

- 14
- | | |
|------------|------------|
| 1. skate | escape |
| 2. state | estate |
| 3. special | especially |

Exercise D

- 22
- This hotel is an old estate.
 - It's a special day for us.
 - The name of my state is Tabasco.
 - That prisoner is going to escape.
 - The room was full of steam.
 - Add a little vanilla essence.

THEME 3

Lesson A

Exercise B

Conversation 1

Nurse: Good morning. How can I help you?
 Patient 1: I don't feel well. I need to see the doctor, please. I have a cold and a bad cough.
 Nurse: I see. Please sign in and take a seat.
 Patient 1: Thank you.

Conversation 2

Nurse: Hello. What can I do for you?
 Patient 2: I broke my arm last week and I'd like to see the doctor.
 Nurse: Of course. Can you wait about 30 minutes?
 Patient 2: Yes, I can.
 Nurse: OK. Please sign in. You can wait over there.

Conversation 3

Nurse: Good morning. How are you?
 Patient 3 (young man): Not very well. I have a lot of back pain.
 Nurse: I see. Would you like to see the doctor?
 Patient 3: Yes, please.
 Nurse: Can you sign in, please? The doctor will see you soon.

Conversation 4

Nurse: Hello. Can I help you?
 Patient 4: Yes. I have a fever. I think it's the flu. Can I see the doctor today?
 Nurse: Yes, you can. You'll have to wait about 30 minutes. Is that OK?
 Patient: Sure.
 Nurse: OK. Please sign in and have a seat.

Lesson B

Exercise B

26 Sara: Wow! How did you break your leg, Carlos?
 Carlos: I was waterskiing. I was going really fast and I fell.
 Julián: That must have hurt! Were you jumping?
 Carlos: Yeah. I was doing a "helicopter." Sara, I remember when you broke your arm.
 Sara: (laughing) Oh, yeah. I was mountain biking and I hit a tree.
 Julián: You're a disaster, Sara. Do you remember the time we were climbing and you dropped me?
 Sara: I didn't drop you! You fell off the wall. And you didn't get hurt, either.
 Carlos: That's OK, Sara. Once, Julián and I were scuba diving and we got lost.
 Julián: It wasn't that bad! We weren't diving very far from shore. We just couldn't find the boat at first.
 Sara: You know, I think we're all disasters. We need to find some safer sports!

Exercise I and J

18 Mrs. Domínguez: Where's Luisa today? Does anyone know? Yes, Vanessa?
 Vanessa: She could have a cold. She had a sore throat yesterday.
 Mrs. Domínguez: Well, it must be a bad cold. She never misses class.
 Vanessa: You're right, Mrs. D. She might miss class again tomorrow.

Mrs. Domínguez: That's too bad.
We're going to review for the test.

Vanessa: I'll take her the homework. The test can't be too hard, can it?

Mrs. Domínguez: No, I think she'll do a good job. You two must be good friends.

Vanessa: Yes, we are. In fact, Luisa might be my best friend!

Lesson C

🔊 Exercise A and B

19 Ricardo: Hi, Pedro! I haven't seen you at the gym in weeks. Your leg must be better.

Pedro: Yes, a lot better! Thanks, Ricardo!

Ricardo: That's great news.

Pedro: I know, but I've gained weight. My goal is to lose 8 kilos this month.

Ricardo: Have you thought about starting slowly? Your leg was broken in four places!

Pedro: I want to start playing basketball next month. I'm going to exercise five times a week.

Ricardo: Why don't you talk to your doctor first?

Pedro: I already talked to him. He advised me not to exercise too much right now and to eat a lot of fruit and vegetables.

Ricardo: That's good advice. You'd better take care of yourself!

🔊 Exercise C

20 Example 1: helped
Example 2: saved
Example 3: decided

🔊 Exercise D

21 1. dropped
2. cleaned
3. started
4. fixed
5. waited
6. worried

THEME 4

Lesson A

🔊 Exercise B

22 Guide: Welcome to Palenque. I'm Miguel, and I'm your guide for today.

Belén: Hi. My name's Belén.

Claudio: And I'm Claudio.

Guide: Good to meet you both. Let's start our visit to the ruins of Palenque.

Belén and Claudio: Great!

Guide: We're standing in front of the Palace. It was the center of government here.

Belén: How old is Palenque?

Guide: The Maya built Palenque

around 100 BCE, and they lived here until around 800 CE. Then they abandoned the city.

Claudio: Wow! Where did they go?

Guide: There were many wars during that time. The king became a prisoner and was killed. After that, the people who lived here moved away.

Claudio: I see.

Guide: Now, let's go to the Temple of the Inscriptions. We'll look at the tomb of Pakal the Great.

Belén: Was there a lot of treasure in the tomb?

Guide: Yes. When archaeologists started working here, they found amazing things. We'll see some of the treasure in the museum. There are some beautiful statues . . .

🔊 Lesson B

23 Exercise B

Girl: Wow, Dad! Look at that bike!

Man: Yes, it's nice. But it costs a lot of money.

Girl: You know I save a little money every week. I need to earn some more.

Man: If you have a weekend job, you won't be able to study as much.

Girl: I'll study! I promise!

Man: What about this? You can borrow the money from me. Then you can pay me back when you have enough money.

Girl: Really, Dad? That means I can buy it right now!

Man: Wait a minute! Don't spend the money yet. Let's go talk to your mom first.

🔊

24 Exercise I and J

Rocío: Are you ready to make our emergency kits?

Juan: I guess so. But I'm still not sure why we're doing this!

Paco: Every family should have an emergency kit, in case there's a hurricane or some other problem.

Juan: What do we need?

Rocío: Come on, Juan! Pay attention!

Paco: Let's see... We need a flashlight. If there isn't any electricity, we'll be able to see.

Juan: OK. I'm starting to remember. We need a first-aid kit. We'll be able to help people if they're injured.

Paco: That's right. If we have water and canned food, we'll

be able to eat and drink.

Rocío: Remember the can opener! We won't be able to open the food if we forget it. And we need a knife, too.

Juan: Let's put in a whistle and a mirror. If we need to signal for help, we'll blow the whistle.

We can shine the mirror, too.

Rocío: Good idea. What about a radio with batteries? We'll be able to listen to the radio if there's no electricity.

Paco: That's great. I think we have everything.

Juan: I'm glad we decided to do this together. If we have a hurricane, we'll all be prepared!

🔊 Lesson C

25 Exercise A

Good morning. I'm Anabel Gutierrez, and this is today's news.

Floods in Puebla caused severe damage over the weekend. Rescuers were able to save 20 children who were trapped in their school, and residents were able to return to their homes yesterday.

This morning in Guadalajara, a truck carrying gasoline caught fire and caused a traffic jam. The driver was able to escape, and firefighters were able to put the fire out quickly.

Twenty-five office workers were trapped in elevators in the Torre Ejecutiva Pemex in Mexico City when the electricity went off. Several people were able to call for help, and electric company workers were able to restore power in an hour.

That's all for this newsbreak. Please join me again in an hour and thanks for listening.

🔊 Exercise C

26 1. hero, seem, piece
2. pain, break, away
3. find, fly, buy

🔊 Exercise D

26 1. owe thought location
2. few menu beauty
3. be peace key
4. able they play
5. die cry height

THEME 5

Lesson A

Exercise B

28 Hello, everyone. Welcome to Health News. I'm Julio Navarro.

Today, the Mexican government announced that more people have diabetes than ever before. The number of patients has increased by 25% in the last ten years. This has been connected to an increase in obesity in Mexico.

New research shows that the best way to avoid catching many kinds of viruses is to wash your hands. If you spend time in public places, be sure to wash your hands before eating or drinking. You'll stay a lot healthier!

Bikers, skateboarders, and skaters should wear helmets and protective gear to prevent injuries, says the Mexican Medical Association. Don't forget to check that your helmet fits correctly.

Finally, a new teen AIDS awareness campaign will begin next month. If you are a student between the ages of 15 and 17, send in a poster or video that tells teens why it's important to be safe. More information is on our website.

That's it for today's Health News. Thanks for listening, and be healthy!

Lesson B

Exercise I

29 This is Hidden Mexico.

Today, we're going to visit El Cielo Biosphere Reserve, in Tamaulipas.

El Cielo is a conservation area that covers more than 350,000 acres. You can follow a route that takes you from dry desert to high mountains. At these higher levels, you will see pine and oak trees. In the valleys, there are many beautiful flowers, such as lilies and orchids. Some plants grow right on the trees!

Exercise I and J

30 Tina: How's your new puppy, Alejandro?

Alejandro: He's great! I'm trying to train him, but it's kind of hard.

Tina: What's the problem?

Alejandro: If I talk to him, he won't listen.

Tina: Are you speaking 'human', or are you speaking 'dog'?

Alejandro: What?!

Tina: I've read a lot about animal behavior. For example, if you want an elephant to understand you, you'll have to "speak elephant."

Alejandro: That's interesting. How do they communicate?

Tina: They make a sound that humans can't hear. It travels a long distance.

Alejandro: Do other animals communicate?

Tina: Sure! Birds use songs to communicate. For some kinds of birds, if a male bird knows a lot of songs, he'll find a partner more easily. And if a dog is happy, he moves his tail a lot. If he's angry or worried, he doesn't.

Alejandro: Cool! So if I learn to communicate with my puppy, it will be easier to train him.

Tina: That's right! There are a lot of books about it. You should go to the library and find one.

Lesson C

Exercise A and B

Diego: Welcome to the Río Claro Bioreserve, everyone. I'm Diego, and I'm one of the naturalists here. Before we begin our visit, I'd like to ask if anyone has any questions.

Carmen: Why do we need to have bioreserves?

Diego: That's a great question. If we have bioreserves, we will be able to protect endangered species of plants and animals. If we don't protect them, they'll disappear very quickly.

Paco: Who visits bioreserves?

Diego: Well, people like you, who are interested in nature. And scientists come because we monitor the animals here. If a scientist wants to study one of the animals, she'll be able to find it pretty easily.

Victoria: Are you going to make the bioreserve bigger, so you can protect more animals?

Diego: No, that's not our plan. Many people live in the villages near the reserve. If we make the reserve bigger, they will have to live somewhere else. If they move away, they won't be able to help us protect the animals and plants here. It's

important to remember that people are part of nature, too.

Luis: What animals are we going to see on our visit?

Diego: Every visit is different because the animals are free to move around. If you pay attention, you'll probably see birds, monkeys, and snakes. So keep your eyes and ears open!

Exercise C

32 Example 1: Bioreserves protect plants and animals.

Example 2: Local residents must work with the reserve.

Example 3: We are responsible for the world around us.

Exercise D

1. Everyone should help preserve nature.
2. If you care about wildlife, you can make a difference.
3. Scientists are studying every animal in the reserve.
4. You never know what animals you'll see here.
5. More than a hundred species of plants live in this small area.

THEME 6

Lesson B

Exercise B

34 Teacher: Today we're going to review our unit on ecology.

Who can remember another word for climate change?

Student A: It's also called global warming.

Teacher: That's right. Climate change is caused by human activity. Can someone give me an example of a problem that is associated with climate change?

Student B: There's more air pollution, which causes acid rain that kills trees.

Teacher: And what about solutions? How could we slow climate change down?

Student C: We could practice energy conservation – we could use public transportation more.

Student D: Recycling helps, too. It takes less energy to recycle a bottle than it does to make a new one.

Teacher: Excellent! You've all been paying attention!

Exercise I and J

35 Inma: Have you been watching "Space Flight" on TV this week?

Nico: Yes, I have. Why?

Inma: It's so cool! I really want to be an astronaut.

Nico: But you're afraid to fly in a plane! If you go into space, you might have a heart attack!

Inma: Come on, Nico, I'm serious. I really like science. If I become an astronaut, I could do experiments in zero gravity.

Nico: Do you think people will still be going into space in ten years? It's really expensive! If we spend the money for space exploration, we might not have enough money for schools or hospitals.

Inma: I think we will – it's important. If we keep polluting the earth, we'll have to live somewhere else. And if we do research in space, we could help people on Earth, too.

Nico: Well, I can see you're really excited about it!

Inma: That's right. And if I get to travel to Mars, I'll send you a postcard.

Lesson C

Exercise A and B

36A: Hi, I'm taking a survey on the environment. Could I ask you a few questions?

B: Sure!

A: Have you ever thought about climate change and the future?

B: Yes, I have. I'm worried about it, actually.

A: Why are you worried?

B: Well, if the earth gets warmer, the oceans might rise. And if the oceans rise, a lot of people will lose their homes.

A: Are you worried about anything else?

B: Yes. I've been learning more about acid rain, and that's a big problem.

A: Why?

B: If it kills a lot of plants and trees, we could run out of food. If we don't change the way we're living, we could ruin the planet. Then we might have to find another planet to live on.

A: That's true. One last question – do you see any solutions in the future?

B: Yes, I do. If we all conserve energy, we might have enough for a long time. And if we talk to our friends and family about recycling, we could make a big difference to the environment.

A: You're right. Thanks very much for talking to me.

B: You're welcome!

Exercise C

37A: Do you think humans could live on other planets?

B: Humans could live on other planets, if we have the right technology.

A: If the ocean rises, New York City might be flooded

B: Yes, it might be flooded, but it might not.

Exercise D

381. A: I couldn't ride the bus everywhere! It takes too long.
B: Really? I could ride it most days.

2. A: Pepe thinks there might be less pollution now than five years ago.

B: Well, there might be less, but not a lot less.

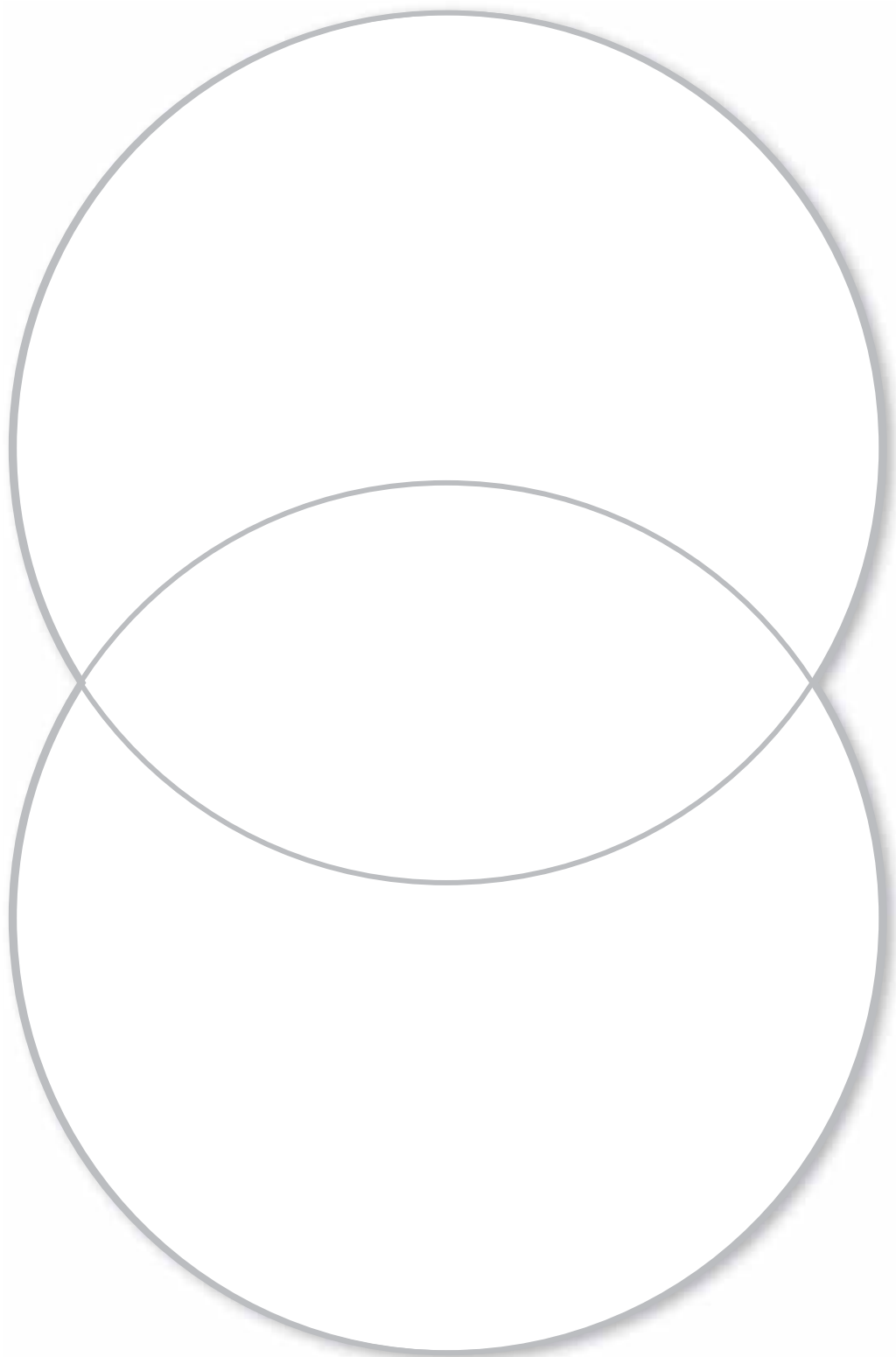
3. A: This report says that we may have more rain this winter.

B: I believe it. We could even have floods!



Venn diagram

Study two topics. Write the things that are different and the things that are similar.





KWL chart

Think about the topic.

Topic:		
KNOW What do I already know about the topic?	WANT TO KNOW What do I want to know about the topic?	LEARNED What did I learn about the topic?

Photo Credits:

Adobe Stock: P57 © selinofoto

Corbis: P11 (b) ©Diego Guidice/Corbis Droits géré DG, P57 ©Alberto Millares/Demotix

Dreamstime: P83 ©Maska82

iStockphoto: P4 (r1, 1) ©Roberto A. Sanchez, (r2, 1) ©Damien Gill, P6 (2) ©Clint Spencer, (4) ©ChameleonsEye, P8 (t) ©James Wright, P9 ©RyanJ Lane/Vetta Collection, P11 (t, 1) ©gokhan ilgaz, P22 (l, 1) ©Suprijono Suharijoto, (l, 2) ©Christine Glade, (l, 3) ©Jodi Matthews, (t, m) ©Carlos Martinez, (r, 1) ©andres balcazar, P34 (l, 4) ©Kemter, (l, 5) ©Chris Fertnig, P36 (t, 2) ©Sean Locke, P36 (b, 2) ©Glenda Powers, (b, 5) ©Claude Dagenais, P37 (b, 2-4) ©Dave Long, ©Steve Cole, ©Jason Lugo, P38 (l, 1) ©Jacom Stephens, P39 ©Shannon Stent, P40 ©Svetlana Braun, P41 ©Cagri Özgür, P44-45 ©Felipex, P45 (l, 2-3) ©swalls, ©Leon Rafael, P48 (t, 3) ©Tomml, (b, 2) ©CostinT, P50 (r) ©Don Bayley, P52 (t, 1-3) ©Chad Zuber, ©Diego Cervo, ©Tim Gluth, (b, 1-3) ©Gary Arbach, ©Thanh Lam, ©Jane Tyson, P53 ©MorePixels, P54 (l, 2) ©Chris Elwell, (b, 2) ©Mark Wragg, P56 (l) ©Jorgen Udvang, (m) ©Tracy Fox, P64 (m) ©Antti-Pekka Lehtinen, P65 ©Shawn Hempel, P75 (m, 2) ©Emilia Kun, P80 (m, 3) ©Susana Morales, (m, 5) ©andres balcazar, P81 ©Francesco De Napoli, P82 (l, 2-3) ©David Andrés, ©acilo, (r, 1-2) ©Bart Sadowski, ©kokouu, P84 ©Mooneydriver

Jupiterimages: P14-15 ©Brand X Pictures, P34 (t, m) ©Getty images, P48 (t, 1) ©Steve Allen/Photodisc, P67 ©Getty Images

Shutterstock: P4 (t) ©Pichugin Dmitry, (r1, 2) ©Vibe Images, (r1, 3) ©Lars Christensen, (r2, 2) ©Gerald Bernard, P6 (1) ©PRILL Mediendesign und Fotografie, (3) ©Fedorov Oleksiy, (5) ©Vladislav Gurfinkel, (6) ©Jerry Sharp, (7) ©Etienne du Preez, P8 (m) ©WDG Photo, (b) ©aceshot1, P10 ©Patryk Kosmider, P12 ©Yuri Arcurs, P11 (t, 2) ©Smit, P19 ©Rehan Qureshi, P22 (r, 2) ©AISPIX by Image Source, (r, 3) ©stefanolunardi, P24 ©Tyler Olson, P25 ©photobank.kiev.ua, P26 ©Jose Gil, P34 (l, 2) ©Wavebreak Media Ltd, P35 (r-l) ©Simone van den Berg, ©Melianiaka Kanstantsin, P36 (b, 6) ©eurobanks, P37 (b, 5-6) ©Andres, ©Yuri Arcurs, P38 (l, 2-4) ©Vitalii Nesterchuk, ©GekaSkr, ©Alexandra Lande, P38 (t, m) ©Specta, (r, 1-3) ©salajeau, ©Valery V. Markov, ©TEA, P42 ©Losevsky Pavel, P43 (r) ©icyimage, P48 (t, 2) ©Vadim Petrakov, (b, 1) ©ZDreamer, (b, 3) ©trappy76, P50 (l) ©andreasnikolas, P52 (t, 4) ©Feng Yu, (b, 4) ©Supri Suharijoto, P54 (l, 1) ©Mark Stout Photography, (l, 3-4) ©anyunov, (b, 1) ©Alena Brozova, (b, 3-4) ©Adisa, ©Sandra van der Steen, P56 (r) ©Denise Kappa, P55 (t, 1-3) ©Boris Sosnovyy, ©Yellowj, ©Giuseppe_R,

(m) Monkey Business Images, P64 (l, 1-2) ©mangostock, ©PeJo, (r, 1-3) ©Graphic design, © Matt Valentine, ©Dmitry Lobanov, P66 ©Bierchen, 2010, P69 ©Marcio Jose Bastos Silva, P70 ©mlorenz, P71 ©Lurii Davydov, P72 © holbox, P73 ©Uryadnikov Sergey, P75 (m, 1) ©Nici Kuehl, P80 (t) ©Gary Blakeley, (m, 1) ©topseller, (m, 6) ©Miks, P82 (l, 1) ©Mary Terriberly, (l, 4) ©Mikhail Zahranichny, P86 ©Ian Tragen

Thinkstock: P4 (r2, 2) ©Comstock, P6 (8) ©iStockphoto collection, P11 (t, 3) ©iStockphoto collection, P20 ©Jupiterimages for Getty Images, P22 (r, 4) ©Brand X Pictures, P34 (l, 1) ©Medioimages/Photodisc, (l, 3) ©iStockphoto collection, (l, 6) ©iStockphoto collection, P36 (t, 1) ©Hemera collection, P36 (t, 3) ©Keith Brofsky, (b, 1) ©iStockphoto collection, (b, 3) ©Jupiterimages, (b, 4) ©Comstock, P37 (b, 1) ©Wavebreak Media, P43 (l) ©iStockphoto collection, P45 (l, 1) ©iStockphoto collection, P49 ©iStockphoto Collection, P51 ©Comstock Images, P79 ©Jupiterimages for Getty Images, P80 (m, 2) ©Keith Brofsky, (m, 4) ©Jupiterimages, P87 ©iStockphoto collection

National Geographic: P2-3 Mike Theiss/NGC, P16-17 Sergio Pitamitz/NGC, P28-29 Mark Thiessen/NGIC, P32-33 Patrick McFeeley/NGIC, P46-47 Sean Gallagher/NGC, P58 (b) William Allen/NGIC, P58-59 Anne Griffiths Belt/NGIC, P62-63 Klaus Nigge/NGC, P74 Vincent J. Musi/NGIC, P75 (b) Yva Momatiuk & John Eastcott/Minden Pictures/NGIC, (t) Kenneth Love/NGIC, P76-77 Dmitri Alexander/NGC, P88-89 NASA

Text Credits: P28-29 Adapted from "Russian Smokejumpers," by Gleen Hodges: NGM, Aug 2002, P58-59 Adapted from "Connect With Anybody, Anywhere," from National Geographic Live, Tuesday, December 11, 2007 at 7:30 p.m., P74-75 Adapted from "What's So Funny?," by Aline Alexander Newman; NGK, Apr 2006, P88-89 Adapted from "Spacd: The Next Generation," by Guy Gugliotta: National Geographic Magazine, Oct 2007, and "Q & A with Robert Zubrin," by Ted Chamberlain: National Geographic Adventure, Sep/Oct 2000,

Illustrations: P28, National Geographic Maps

On Website: Theme 1 ©Josef Friedhuber, ©ekash, Theme 2 ©Liu Jixing, Theme 3 ©Reflekta, Theme 4 ©franckreporter, Theme 5 ©Michael Drager, Theme 6 ©Johannes Kornelius

National Geographic Creative = NGC, National Geographic Magazine = NGM, National Geographic Explorer = NGE, National Geographic Traveler = NGT, National Geographic Image Collection = NGIC, National Geographic = NG