

Get Close

ENGLISH FOR BACHILLERATO DE LA UAS



Get Close

ENGLISH FOR BACHILLERATODE LA UAS

ROBIN LONGSHAW • SARAH BROWN • BECKYTARVER CHASE



Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States



Get Close, Student Book 1 *Robin Longshaw*

Publisher: Sherrise Roehr

Executive Editor: Sarah Kenney

Senior Development Editor: Margarita Matte

Assitant 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

© 2018 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

Student Edition ISBN: 978-0-3571-1476-6

National Geographic Learning

20 Channel Center Street Boston, MA 02210

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

Printed in Mexico

Print Number: 01 Print Year: 2018

TABLE OF CONTENTS

Unit 1	Who Am I?		
Theme 1	My Family Video		page 2 page 11
Theme 2	My School		page 16
Unit 2	Where Do I	Live?	_
Theme 3	My Home Video		page 30
World Heri	itage Spotlight	:: A Love Poem in Stone	page 44
Theme 4	My World		page 46
Unit 3	What Do I D	00?	
Theme 5	Lifestyles Video		page 60 page 69
Theme 6	Amazing Acti	vities	page 74
World Her	itage Spotlight	:: Banks of the Seine	page 88
Acknowled	dgements		_
José Manuel Ornelas Rebeca Peña Adriana Lilingston Laura Alicia Espinoza Maria Estela Zúñiga		Jesús Cinco Castro Verónica Aldana Luz María Pelayo Irma Gómez Adriana Briseño	

Correlación con Competencias

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

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

Tema 4	
My World	

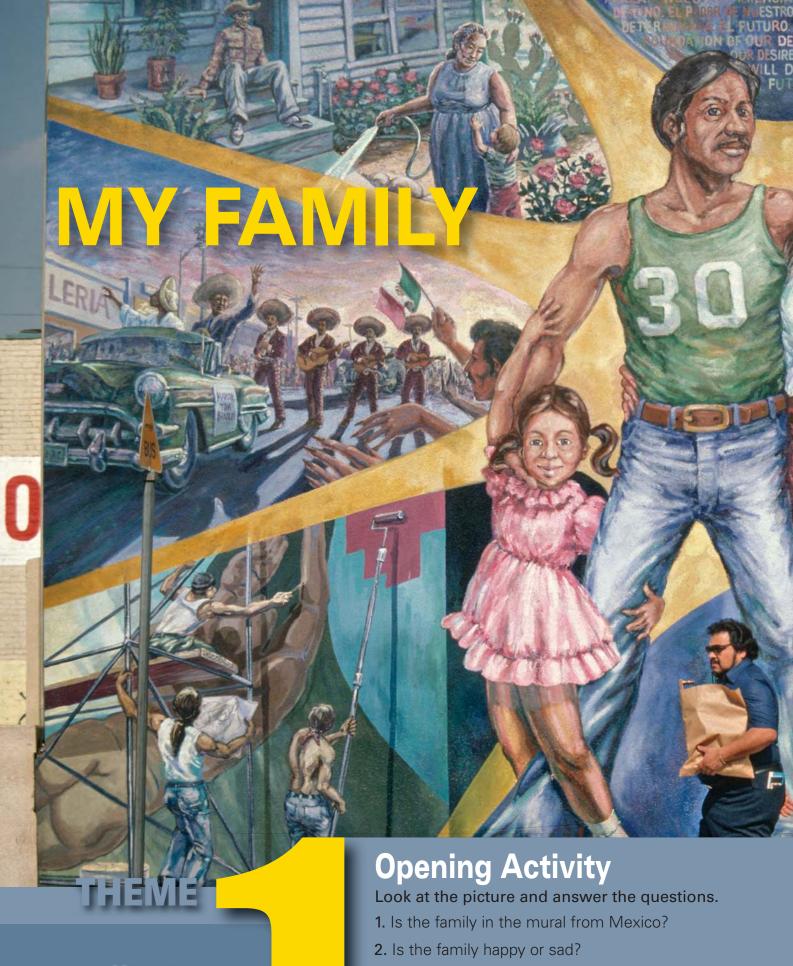
Se expresa y se comunica	Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral. Comprende la noción de las propiedades del texto.
Trabaja en forma colaborativa	Reconoce que la lectura es el resultado de una interacción entre el texto y el lector y aplica las estrategias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

Unidad 3 What Do I Do?	Competencias Genéricas	Competencias Disciplinares
Tema 5 Lifestyles	Se expresa y se comunica	Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral. Comprende la noción de las propiedades del texto.
	Trabaja en forma colaborativa	Reconoce que la lectura es el resultado de una interacción entre el texto y el lector y aplica las estrategias necesarias de acuerdo con el propósito del texto y del lector.
	Piensa crítica y reflexivamente	Utiliza procedimientos y estrategias de la comunicación escrita y reconoce la importancia de evaluar las producciones, tanto propias como ajenas, con criterios objetivos de corrección, coherencia, propiedad y creatividad.
	Aprende de forma autónoma	Se expresa en forma coherente, creativa y adecuada a diversas situaciones y finalidades; acentúa las destrezas comunicativas propias del diálogo, que requieren el trato con otras personas y la práctica expositiva pública. Desarrolla estrategias para hacerse comprender en lengua extranjera, en situaciones comunicativas cotidianas, mediante convenciones lingüísticas y recursos no lingüísticos. Conoce aspectos elementales sobre el origen, desarrollo y riqueza de una lengua extranjera. Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral.
Tema 6 Amazing Activities	Se expresa y se comunica	Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral. Comprende la noción de las propiedades del texto.
	Trabaja en forma colaborativa	Reconoce que la lectura es el resultado de una interacción entre el texto y el lector y aplica las estrategias necesarias de acuerdo con el propósito del texto y del lector.
	Piensa crítica y reflexivamente	Utiliza procedimientos y estrategias de la comunicación escrita y reconoce la importancia de evaluar las producciones, tanto propias como ajenas, con criterios objetivos de corrección, coherencia, propiedad y creatividad.
	Aprende de forma autónoma	Se expresa en forma coherente, creativa y adecuada a diversas situaciones y finalidades; acentúa las destrezas comunicativas propias del diálogo, que requieren el trato con otras personas y la práctica expositiva pública. Desarrolla estrategias para hacerse comprender en lengua extranjera, en situaciones comunicativas cotidianas, mediante convenciones lingüísticas y recursos no lingüísticos. Conoce aspectos elementales sobre el origen, desarrollo y riqueza de una lengua extranjera. Comprende la intención y el propósito comunicativo de los diversos tipos de discurso oral.

Scope and Sequence

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

Where do I live?	Unit 3: Wha	t do I do?	
Theme 4 My World	Theme 5 Lifestyles	Theme 6 Amazing Activities	
directions; following sequential order; places to visit; dates, times	work, free time, social relation- ships; daily and weekly activities	present action, ability; local and world knowledge	
asking for and giving information about a place; giving and following instructions; describing celebrations; asking when things happen	describing daily activities; finding out things in common; talking about likes and dislikes; asking for and giving information about self and others	asking for and giving information about what a person is doing; talking about ability; asking for and giving information about a place; describing a place	
prepositions of time; imperatives (affirmative, negative); polite imperatives; prepositions of movement	simple present (affirmative, negative, Yes/No questions, short answers, contractions); Wh- questions w/ simple present; likes and dislikes (verb + noun; verb + -ing form); adverbs of frequency	present progressive (affirmative, negative, interrogative, Wh- questions); comparative / superlative adjectives; can / can't for ability (affirmative, negative, interrogative)	
manmade and natural locations; action verbs; directions in a sequence	action verbs; leisure activities; ways of telling time; household tools	sport activities; food; descriptive adjectives; public places (local, national and international)	
listening for general under- standing; listening for specific detail; listening for gender; listening for topic	listening for general under- standing; listening for specific detail; listening for age; listening for location	listening for general under- standing; listening for specific detail; listening for gender	
talking about events and dates; giving instructions (sequential order); asking questions about a celebration or festival; inviting and responding to invitation	asking questions to find common preferences; showing interest in a conversation	can for polite requests; asking and answering factual questions	
contrasting short /i/ and long /e/	-s ending in third person simple present verbs	can / can't	
reading an invitation; reading about a festival; City of Dreams	reading a survey; Everybody Loves Pizza!	reading a report (web page entry comparing two places); Hiking in Korea	
writing instructions	describing routines (survey results)	writing a report (web page entry comparing two places)	
Festivals Presentation	Survey Graph (on website)	Sister Cities Presentation	
	Young Riders of Mongolia		



Unit 1

3. Who is in the family?



Theme Goals

In this theme you will learn to:

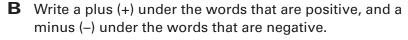
- introduce yourself and others.
- give personal information.
- talk about your family.

- describe what people look like.
- use the verb *to be* in the simple present.
- form Wh- questions with to be in the

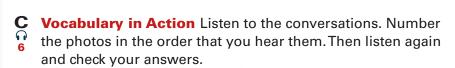
A I'M GREAT!







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





good

great





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



Marta: Hi, Jaime! How are you?

Jaime: I'm (1) <u>great</u>! What about you, Marta? Marta: I'm (2) _____, thanks. Look, there's Carlos.



Elisa: Hey, Luis. How are you?

Luis: Oh, I'm (3) _____. How are you guys? Paula: We're (4) _____. What's the problem?

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

Elisa: That's (6) Material for review purposes only













E Grammar in Context Study the chart.

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

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

He's not so good. /
He isn't so good.

They're not in a bad mood. / They aren't in a bad mood.

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

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

- **G** Write the contractions for the underlined words.
- Communicate Work with a partner.
- Practice the conversations in d.

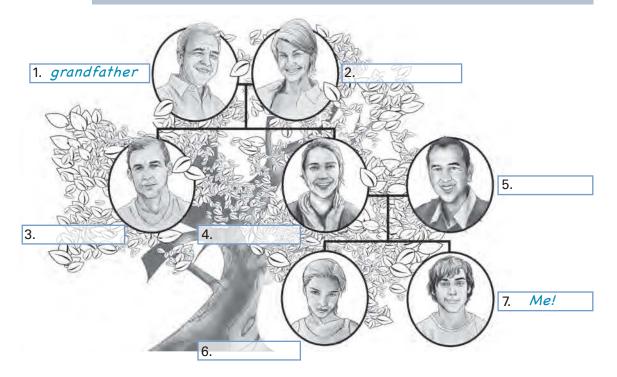
LESSON B FAMILY TREE

More Family Words

aunt uncle cousin A

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

mother	wife	sister	daughter	grandmother
father	husband	brother	son	grandfather



Use **possessive adjectives** to show to whom something belongs ¿?

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

name to show possession. Yesenia is Sergio's sister. Manuel is Teresa's son.

Use 's after a

B

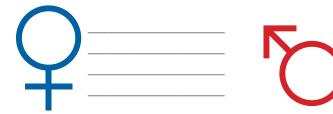
Vocabulary in Action Listen to the conversation. Choose the correct word to complete each sentence.

word to complete each sentence.				
1. Manuel is Mari Carmen's	brother	(son/brother)		
2. Manuel is Teresa's	(so	n/brother)		

- 3. Luis Antonio is Teresa's _______. (son/husband)
- 4. Yesenia is Francisco's _______. (daughter/sister)
- 5. Mari Carmen is Francisco's _______. (wife/sister)
- 6. Sergio is Francisco and Mari Carmen's _______. (father/son)

grandfather

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



D Grammar in Context Study the chart.

<i>To be</i> : Simple present					
Affirma	ative sentences	Negative sentences	Yes/No questions	Short answers	
l am S	ergio's sister.	I am not his wife.	Am I his wife?	Yes, I am. / No, I am not.	
(I'm Se	ergio's sister.)	(I'm not his wife.)		(No, I'm not.)	
You are	e Teresa's husband.	You are not her son.	Are you her son?	Yes, you are . / No, you are	
(You're	Teresa's husband.)	(You're not / You aren't		not.	
		her son.)		(No, you're not / You aren't.)	
Не	He She is Yesenia's She is not he		Is she her sister?	Yes, she is . / No, she is not .	
She grandmother.		(She's not / She isn't her		(No, she 's not / She isn't .)	
lt	(She 's Yesenia's grandmother.)	sister.)			
We	They are Manuel's	They are not his children.	Are they his children?	Yes, they are. / No, they are	
You	parents.	(They're not / They aren't		not.	
They	(They're Manuel's parents.)	his children.)		(No, they're not / They aren't.)	

E Grammar in Action Write a *Yes/No* question for each answer.

1. Clara isn't my sister.	Is Clara your sister?	
2. They are Juan's parents.		
3. I am Guillermo's father.		
4. Yolanda isn't his grandmother		
5. You are Quique's brother.		
6. Paz is Martin's wife.		

F Complete each sentence with the correct possessive adjective.

my	your	his	her	its	our	their	
1. Jorge's mother is very nice name is Luisa.							
2. The children are with father today.							
3. Hi! name is Mariela. What's yours?							
4. Are you close to cousins?							
5. We live near grandparents.							
6. That's my cat name is Smokey.							

G Communicate Draw your family tree in your notebook. Then talk about your family with a partner.

Paulina is my mother.

Omar is Jorge's brother.

WHERE ARE YOU FROM?

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

Argentina	Canada	Germany	United Kingdom
Brazil	China	Mexico	United States



1. <u>M e x i c o</u>











9



m



8. *C* n

B Vocabulary in Action Match the nationality to the country.

- <u>h</u> 1. Argentina
- 2. Brazil
 - 3. Canada
- _____ 4. China
- ____ **5.** Mexico
- ____ 6. Germany
- _____ 7. United Kingdom
 - ____ **8.** United States

- a. British
- b. Mexican
- c. German
- d. American
- e. Chinese
- f. Brazilian
- g. Canadian
- h. Argentinian

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

North America	Europe	South America	Asia
1. The United States is in	North Al	merica	
2. Mexico is in			
3. Germany is in			
4. Argentina is in			
5. China is in			
6. The United Kingdom is			
7. Brazil is in		·	
8. Canada is in			

D Grammar in Context Study the chart.

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

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

E Grammar in Action Unscramble the questions.

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

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

,
Lucía: Hi, Pedro! (1) are you?
Pedro: Hi, Lucía. Honestly, I'm not so good.
Lucía: (2) is the problem?
Pedro: I'm really tired.
Lucía: Oh, that's too bad. (3) are you so tired?
Pedro: I have a lot of homework right now. Hey, (4) is the next bus?
Lucía: In about ten minutes. (5) are you going?
Pedro: Home—there's a concert on TV at 5 p.m.
Lucía: (6) is the singer?
Pedro: It's Ximena Sariñana.
Lucía: She's great!
Communicate Work with a partner. Ask and answer questions about

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

Where's Lionel Messi from?

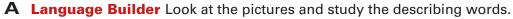
He's from Argentina. He's Argentinian.



LESSON D HER EYES ARE BROWN

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

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

















B

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











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



Listen to the conversation. How many people are speaking?



- **D** Listen again. Circle the correct word to complete each sentence.
 - 1. Lucas is (tall) short).
 - 2. He is (Mexican / Brazilian).
 - 3. His eyes are (blue / brown).
 - 4. His hair is (brown / black).
 - 5. He is with his (mother / sister). Her name is Marta.
 - 6. Marta's hair is (short / long).

Animal Families

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







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

animal family human family father mother sons and daughters

- **C** View As you watch the video listen for the words you previewed.
- **After You Watch** Write the words from the box in **b** on the lines under the pictures.







1. _____

2. _____



3.



4. _____

Communicate Talk with a partner about your family.



Wow! My family is small.

review purposes only

LESSON E WHAT'S YOUR ADDRESS?

Listening in Context Listen to the conversation.

Where are the people? _



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

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



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

<u>/s/</u>	<u>/z/</u>
1. seal	zeal
2. Sue	Z00
3. bus	buzz
4. hiss	his
5. race	rays
6. ice	eves

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

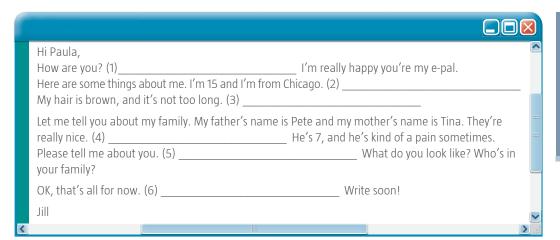
What's your name?
Where are you
from?
What's your
address?
What's the city?
What's your phone
number?
What's your e-mail?



What's your address?

It's 23 Pedrales
Avenue.

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



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

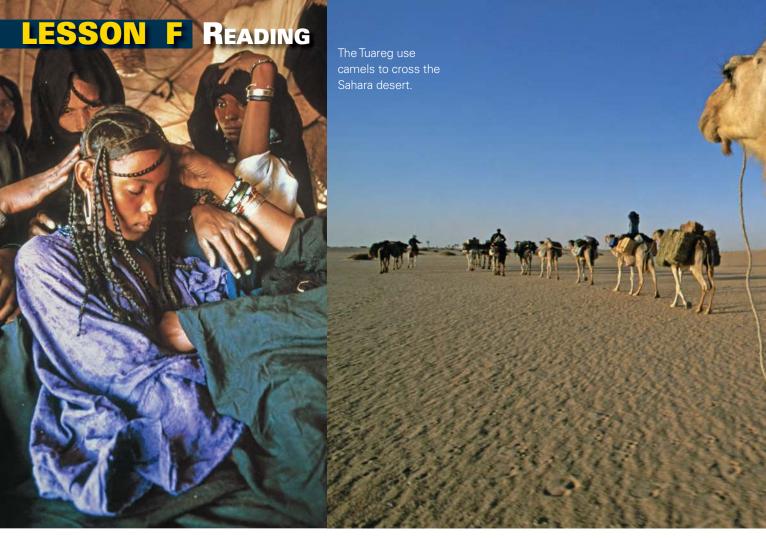
F Write to an e-pal. Tell him/her about yourself.



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

GET CLOSE TO MEXICO

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



Assalama and her family prepare for the wedding.

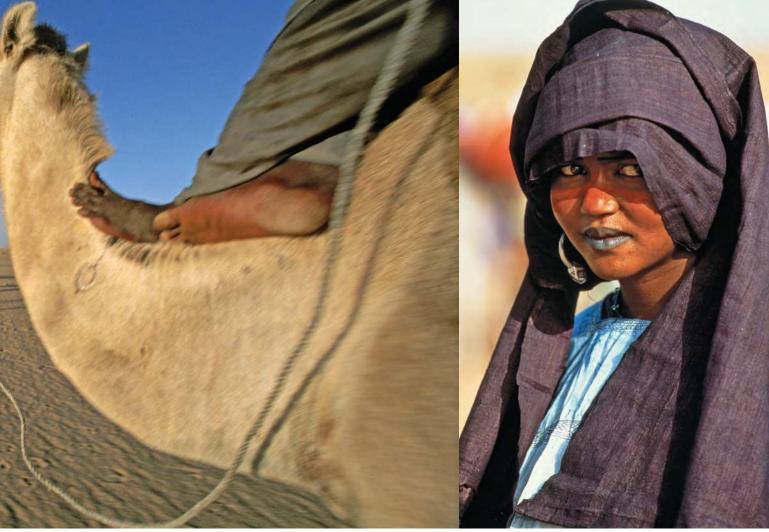
Α	Connect with	the Text	Look at the pictur	es and answe	r the question.
---	---------------------	----------	--------------------	--------------	-----------------

How do you think the bride feels?_____

- **B** Scan Scan the reading and write the answers to the questions below. Then read again to check your answers.
 - 1. How old is the bride?
 - 2. How old is the groom?
 - 3. How long will they live with her family? _
- **C** Read in Depth Read the article again. Then write the answers to the questions.
 - 1. What is this article about?
 - 2. Where is Assalama's family from? (paragraph 1)
 - 3. Who is with Assalama and Mohamed during the ceremony? (paragraph 2)
 - 4. Why are Assalama and Mohamed with her family after the wedding? (paragraph 3)
 - **5.** Circle the sentence that you agree with:

Traditions are very important.

Traditions aren't very important.



A WEDDING

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

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

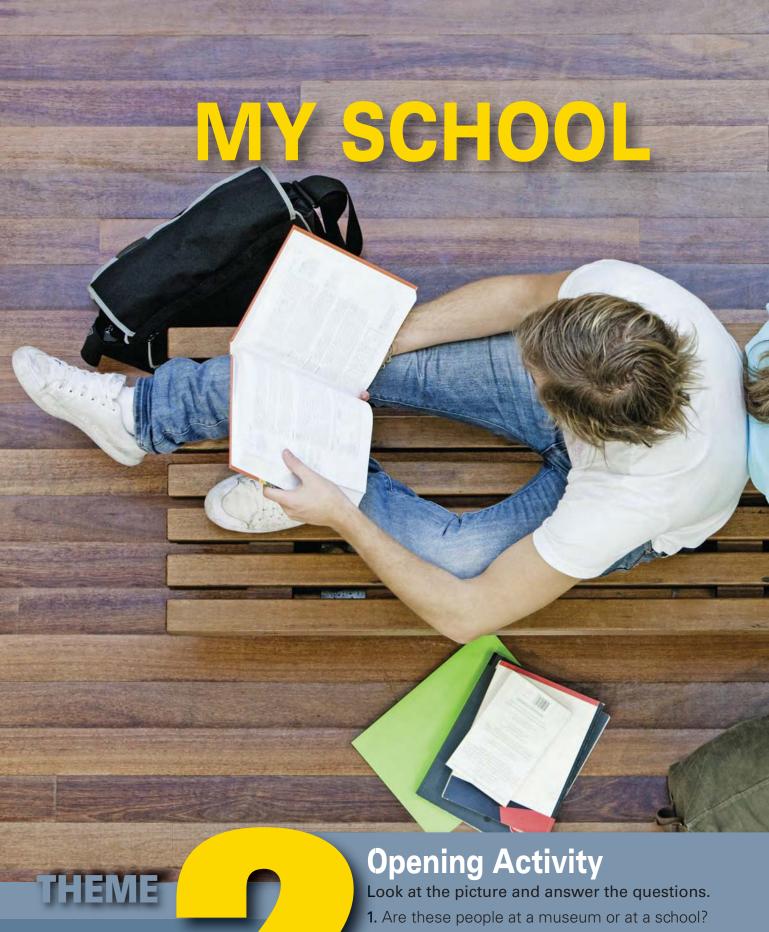
3 After the wedding, husband and wife will live with Assalama's family for one year. Mohamed will respect them. He will work hard to get their approval. Then he will take Assalama back to his camp. He will start his caravan moving again.

Tuareg men and women wear blue cloths on their heads.

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

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

group of people and animals that travel from one place to another



2. Are they in class or out of class?

UNIT 1 Material for review think they are friends or not? Why do



Theme Goals

In this theme you will learn to:

- describe your classroom.
- talk about your belongings.
- recognize and use singular and plural use definite and indefinite articles.

 nouns. Material for reviewepurposesnon by eone.
- talk about people's professions.
- use there is / there are.

In The Classroom

board

window

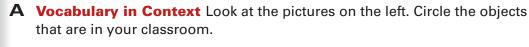
desk

chair

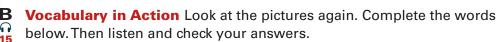
computer

clock

door







- 1. *b* 0 *a r* d

C Circle the correct word to complete each sentence.

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

D Grammar in Context Study the chart.

Singular and pl	ural nouns	
Singular nouns	Plural nouns	Explanations
a clock one pencil a day	two clocks six pencils three days	Add -s to make most nouns plural.
one box a lunch one class a quiz	five boxes three lunches two classes four quizzes	When a noun ends in -s, -sh, -ch, -x, or -z, add -es to make it plural. (If a noun ends in -z, its plural form is -zzes.)
one dictionary one family a city	two dictionaries three families ten cities	When a noun ends in a consonant + -y, take off the -y and add -ies.
a life one half	four lives two halves	When a noun ends in <i>-f</i> or <i>-fe</i> , take off the <i>-f</i> or <i>-fe</i> and add <i>-ves</i> .
man woman child person foot	men women children people feet	Some nouns don't take -s for the plural. They have different singular and plural forms.

Е	Grammar in Action Write the plural form of each noun below
	Pay attention to the spelling!

1. half	<u>halves</u>	4. pencil	
2. person		5. box	
3. book		6. dictionary	

F Complete each sentence with the correct form of a word from the box.

bookshelf	class	desk	pencil	sandwich	woman
1. Our teacher is	s a	woman	·		
2. Alberto has t	W0		for lunc	h.	
3. Eva is in two			_ with me, E	nglish and Math	٦.
4. The books are	e on the				
5. The		are in a	a circle.		
6. Is this your _			?		

Communicate Look around your classroom. Tell your partner what you can see.



LESSON B My Things



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



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

1. rstik	skirt	5. seohs	
2. kackapbc		6. oiavegmed	
3. tjakce		7. tnaps	
4. coicm kobo		8. elcl ophen	

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

I have	l want

Material for review purposes only

20

cell phone

comic book

MP3 player

D Grammar in Context Study the chart.

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

Use contractions with *there is*. *There's* a pen in my desk. We don't use contractions with *there are*.

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

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

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

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

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

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

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

LESSON C PEOPLE AND PROFESSIONS

teacher

secretary

coach

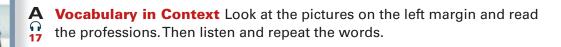
janitor

cook

librarian

counselor

nurse



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

















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

1.	Mrs.	Hernández	is	our	school	nurse.

2.	
\sim	

3.	
4	
4.	

5	ō	 	 	
	•			

D Grammar in Context Study the chart.

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

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

1	<u>a</u> desk	4 coach
2	pencil	5 administrator
3.	MP3 player	6. comic book





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

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

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



LESSON D THAT BOX IS BIG!

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

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

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

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







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

angry	happy	serious	
1. The boy is			
2. The girl is_			
3 Ms Cruz is			

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

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

PROJECT

Traditional Clothes Diagram

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

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

jacket shoes skirt pants

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

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

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

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

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

> These are traditional clothes from Guanajuato. What color is her skirt?



LESSON E How Do You Spell That?

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

a. a boy and a girl

b. two boys

c. two girls

B

X, Y, Z

Listen to the letters of the alphabet and repeat them. A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, Listen again and write the correct information in the profile.

10 Rocío reggaetón Chavela



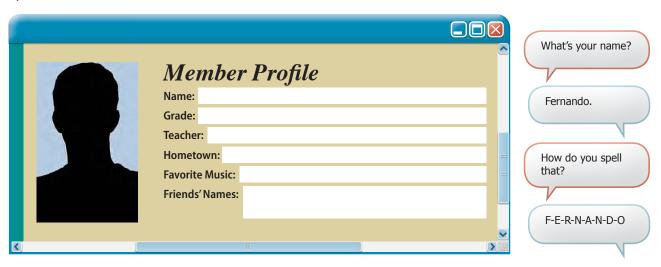
Pronunciation Listen to the examples. Notice how we pronounce *the* before vowel sounds.

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

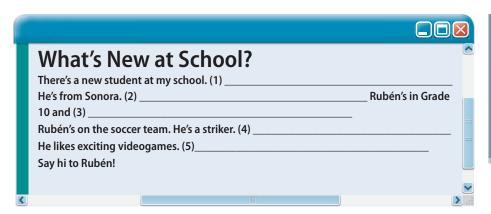
Listen to the sentences. Write an X if **the** is pronounced the same in both sentences.

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

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



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



His coach is Mr. Delgado.

Hermosillo's his hometown.

Mrs. Garza is his teacher.

His name is Rubén.

His favorite game is *Reno Air Races*.

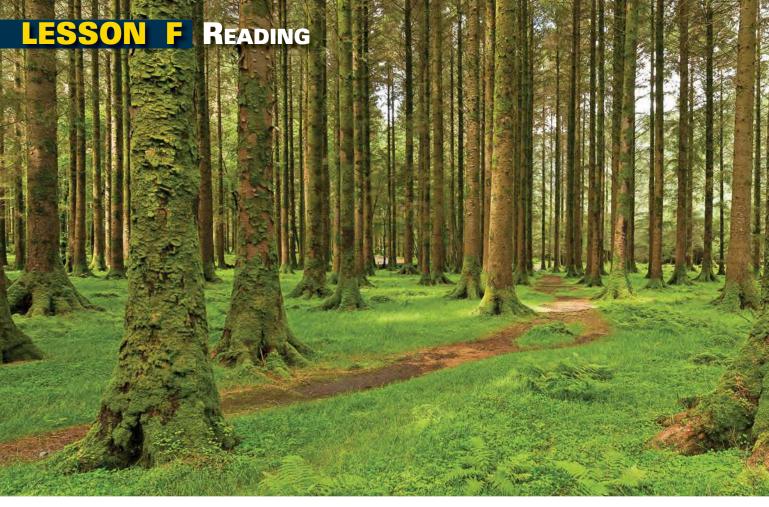
G Write a blog entry about a friend in your class.



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

GET CLOSE TO MEXICO

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



Forest kindergartens are different from other schools.

A	Connect with the Text Look at the pictures and answer the questions.
	1. Is the child at school?
	2 Where is he?

- **B** Scan Scan the reading and write the answers to the questions below. Then read again to check your answers.
 - 1. What time do children go to kindergarten in Finland?
 - 2. Where are there forest kindergartens?
- 3. Is learning fun in a forest classroom?
- **C** Read in depth Read the article again. Write the answers to the questions.
 - 1. What is this article about?
 - 2. Write three things you find in a forest. (paragraph 1)
 - 3. What do children do with sticks in a forest kindergarten? (paragraph 3)
 - 4. Why are children more active in a forest classroom?
 - 5. How do students feel when they are in nature? (paragraph 5)
 - 6. Circle the opinion you agree with.
 - a. Schools teach students about nature.
 - b. Schools don't teach students about nature.



A FOREST CLASSROOM

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

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

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

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

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

forest, n. – a place with a lot of trees categorize, v. – put objects in groups healthy, adj. – not sick confident, adj. – feeling sure about yourself calm, adj. – not anxious or stressed





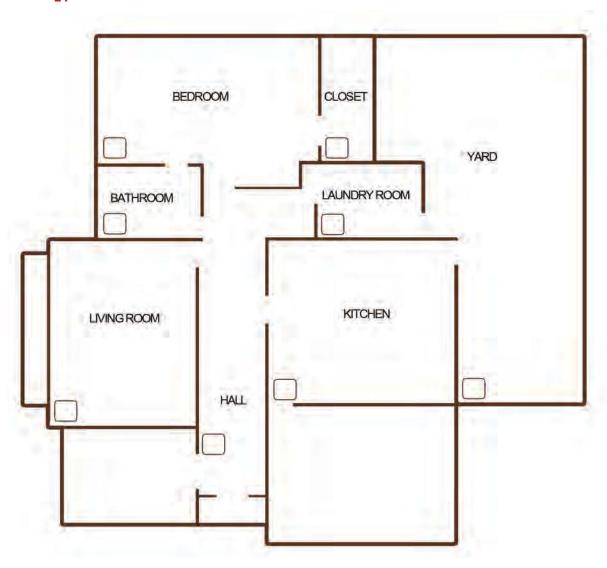
Theme Goals

In this theme you will learn to:

- ask and answer questions about your hometown.
- say where a building is located.
- give addresses.
- talk about rooms in a house.
- talk about furniture.
- describe your haterial tor review purposes only

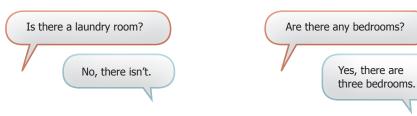
LESSON A My House

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



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

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



D Grammar in Context Study the chart.

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

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

1.	Μv	house	has	а	small	kitchen.
----	----	-------	-----	---	-------	----------

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

F Unscramble the sentences/questions.

1. Guillermo big a has bedroom	Guillermo has a big bedroom.

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

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

bathroom bedroom closet hall kitchen laundry room living room yard





My house has three big bedrooms.

> It has a big kitchen, too.

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

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

living room	bedroom	kitchen
bookshelf		

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

1.	My bedroom has	
2	Thoro's also a	

2.	. There's also a			
3.	Our kitchen has			

4.	It also	has	 	 	 	 	

5. The living room has	
•	

6. It has _____ ____, too.

D Grammar in Context Study the chart.

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

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

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

1. Why	Jorge have a bookshelf in his closet?
2. Where	Carmen and Luis have their sofa?
3. How many chairs	Elías have in his kitchen?
4. What	_ you have in your living room?
5. When	_ Mr. and Mrs. Gómez have chairs in their yard
6. Who	Mom have in the kitchen?

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

- 1. We have <u>four chairs</u> in our kitchen.

 How many chairs do you have in your kitchen?
- 2. Chuy has a bookshelf and a sofa in his living room.
- 3. His parents have a table in the yard because there is a party today.
- 4. Elisa has a big mirror in her bedroom.
- **5.** I have <u>two cabinets</u> in my bathroom.
- 6. They have a lot of chairs in the kitchen at dinner time.

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



How many beds do you have at home?

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

LESSON C AROUND TOWN

movie theater

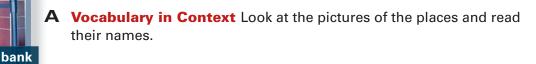
church

bus station

office building

hospital

park



 $oldsymbol{\mathbb{G}}_{28}$ Unscramble the words and write them on the lines. Then listen and check your answers.

1. thoapsil	hospital	5. chcurh	
2. oevmi heterta		6. ficfeo Ibnidiug	
3. sbu atstoin		7. bnka	
4. rakp		8. orycerg tsoer	

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



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

Does our town have a bus station?	Yes, there is. And there are two churches.
Yes, it does. Is there a bank?	That's right!

E Grammar in Context Study the chart.

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

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

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

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

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



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

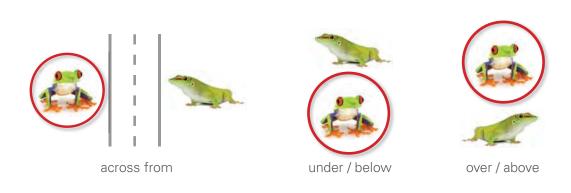


LESSON D PLACES I LIKE

A Language Builder Look at the pictures and read the location words.



between



More Household Items

lamp plant curtains refrigerator stereo

Listening Listen to the conversation. What are the people talking about? Circle your answer.

a. a class

b. a house

c. a city

Listen to the conversation again. Complete the sentences with the correct words from **a**.



The bedroom has a bed and a dresser. The dresser is
(1) <u>across from</u> the bed.
There is a lamp
(2) _____ the bed.



The living room has a sofa, two armchairs, and two tables. The lamp is (3) ______ the armchairs, and the small table is (4) _____ the window. There's a big, green plant



The kitchen has a sink, a stove, and a refrigerator. The sink is
(6) _______ the window. There's a table and four chairs. The lamps are
(7) ______ the table.



A Special Town

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







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

balcony terrace house wall window

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



- **After You Watch** Check your understanding. Write the words from the box in **b** on the lines connecting with the pictures in **c**.
- **Communicate** Talk with a partner about your house.



LESSON E FROM HERE TO THERE

More Places

drugstore library museum restaurant Listening Listen to the conversation. Where are the people? Circle the correct answer.

a. at a school

b. on the street

c. in a store

B

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



32

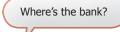
Pronunciation Look at the questions and answers. Listen to the rising and falling intonation. Practice **Yes/No** and **Wh-** questions and answers with a partner.

Yes/No questions: Do you have your own room?

Wh- questions: Where is the bank?

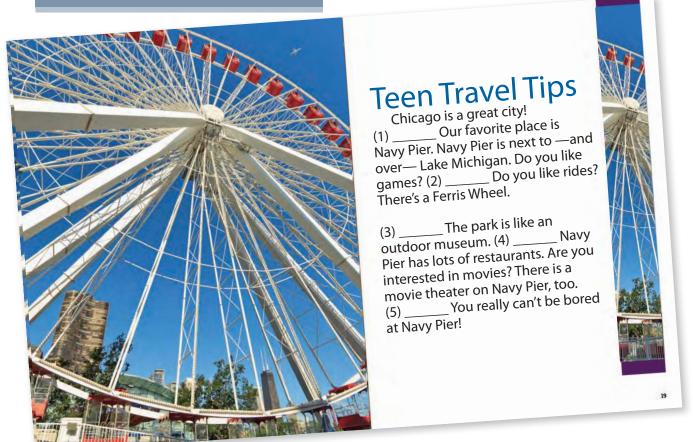
It's across from the hospital.

S peaking Look at the map on page 44. Talk with your partner about where the buildings are. Be sure to use location words.



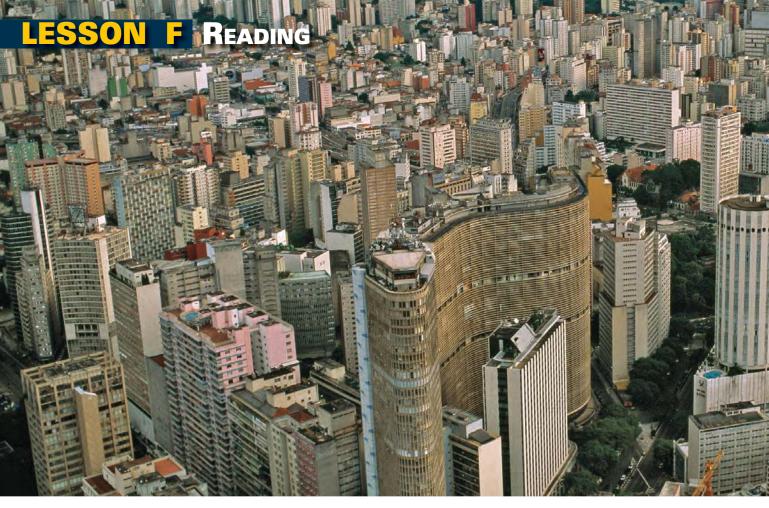
It's on Benito Juárez Avenue.

- **E** Writing Read the guidebook description. Complete the paragraphs with the correct information from the box.
 - a. Are you hungry?
 - b. Navy Pier has an arcade.
 - c. It has many interesting places to visit.
 - d. Gateway Park is across from Navy Pier.
 - e. It has 2-D and 3-D movies.



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

GET CLOSE TO MEXICO



São Paulo is an enormous city.

- A Connect with the Text Look at the pictures, read the captions, and answer the questions.
 - 1. Is São Paulo a big city or a small city?
 - 2. Does Hyderabad have many parks or few parks?
- **B** Reading in Context Read the headings. Write the answers to the questions. Then read the article to check your answers.
 - 1. When a city grows, is it positive or negative?
 - 2. Where is Hyderabad? __
 - 3. How many people live in São Paulo? _
- **C** Read in Depth Read the article again. Then write the answer to each question.
 - 1. What is this article about?
 - 2. How many people do cities gain every week?
 - 3. Name one reason that parks are positive for cities.
 - 4. Why is traffic bad in São Paulo?
 - **5.** Do you want to live in the city or in the country? Give one reason.



CITY CHALLENGES

Growth causes problems

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

Hyderabad, India: population 5,000,000+

- 2 Hyderabad has more than five million residents. There are many trees and parks. In the past, Hyderabad was **ugly** and dirty. Now it is green, clean, and **colorful**. People exercise in the parks.
- **3** Hyderabad's parks make life better in other ways, too. A green city has less crime against people, buildings, and cars.

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

- 4 Many people work in São Paulo, but their houses aren't there. They live outside the city, where it costs less. Every day, they travel into the city. **Traffic** is very bad.
- **5** City planners are building better **subways** in São Paulo. They also want to make houses in the city cheaper. That way, people can live closer to their jobs and leave their cars at home. There will be less pollution.

Hyderabad has many urban parks.

gain, v. – get bigger, increase

growth, *n*. – getting bigger

crime, *n*. – illegal activities

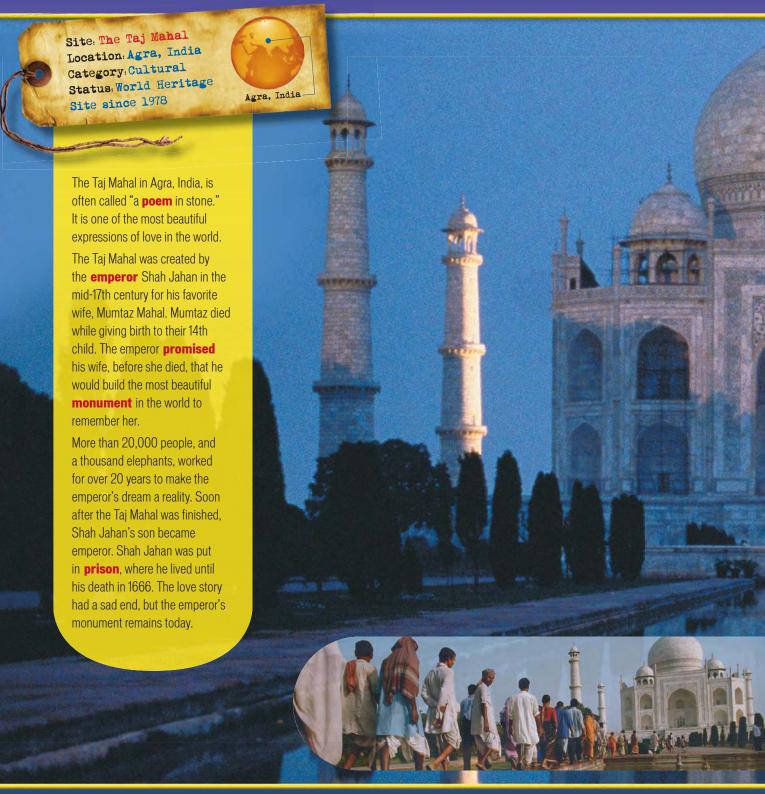
ugly, *adj.* – not attractive

colorful, *adj*. – with a lot of colors

traffic, n. – cars and trucks on a road

subway, n. – a train that is under the ground

A Love Poem in Stone



Glossary

emperor:

the male ruler of an empire

monument:

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

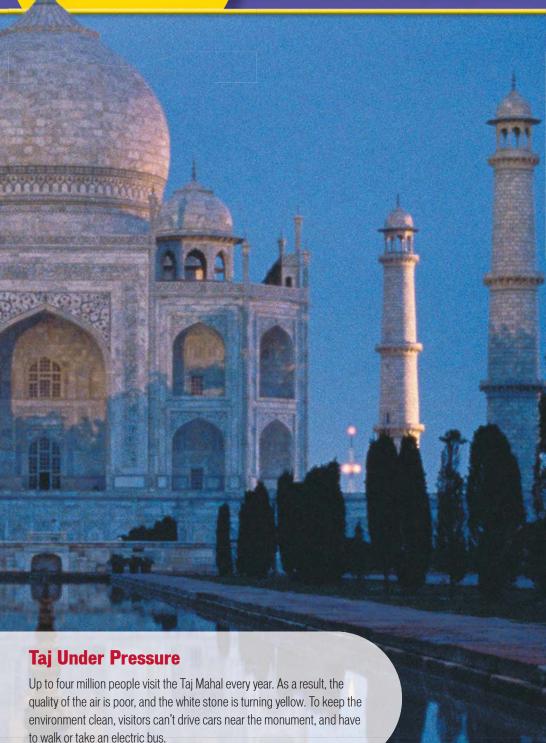
poem:

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

prison:

a building where people are kept for punishment







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

Truth or Legend?

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

Wonder of the World

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

The New "Wonders of the World"

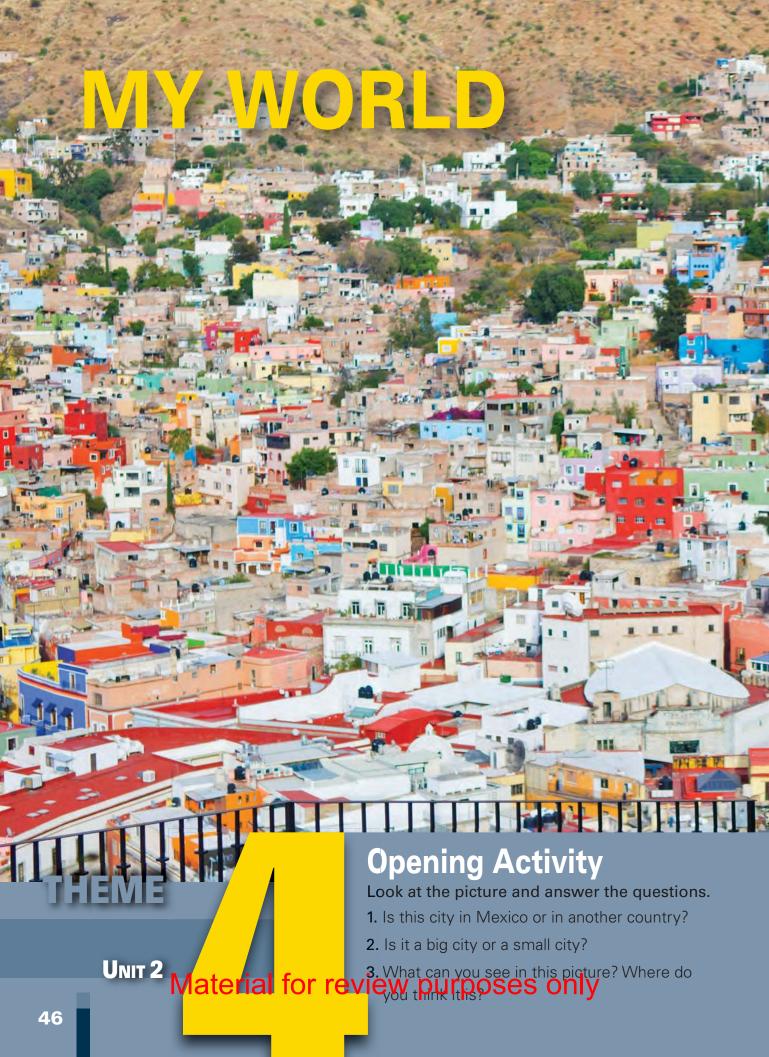
promise:

say that you will do something

Chichen ItzaYucatan, MexicoThe ColosseumRome, ItalyThe Great Wall of ChinaChinaMachu PicchuCusco, Peru

Statue of Christ the Redeemer
The Taj Mahal
The Giza Pyramids
OOSES ONLY

Jordan Rio de Janeiro, Brazil Agra, India Giza, Egypt





Theme Goals

In this theme you will learn to:

- ask for and give information about a place.
- give and follow instructions.
- describe a celebration.

- use action verbs.
- talk about times, days of the week, and months.
- take notes.
- ask when thing Waterial for review purposes itomy

LESSON A PLACES TO VISIT

A Vocabulary in Context Look at the pictures and map.



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

1	5
2	6
3	7
1	Q

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

humans	nature
museum	

D Grammar in Context Study the chart.

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

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

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

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



Months

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

- 1. What day is the tour of the Museum of Modern Art? It's on Tuesday.
- 2. When is the trip to Mexico City?
- 3. What time is the visit to Chapultepec Park?
- 4. What day is the concert?
- 5. What time is the visit to the Aztec temple?
- **6.** What date is the free day?

What date is your birthday?

It's on May 27th.

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



LESSON B THINGS TO DO

buy

give



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

Conversation 1:comegotakesendConversation 2:bringbuysendcallConversation 3:comegobringtake

call

send

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

1. Marta, ____come here please! You're late.

2. Please _____ me when you have time.

3. _____ an e-mail to your grandmother.

4. Don't _____ to the movie theater too late.

5. That's my cellphone! _____ it to me!

6. _____ your camera to the mountains. They're really beautiful!

D Grammar in Context Study the chart.

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

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

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

E Grammar in Action Unscramble the sentences.

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

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

be	bring	buy	give	help	send	
Hi Liz,						
I'm happ	y you're coming to	o my house! Here	e is some advice fo	r your trip to M	exico.	
(1) <u>D</u>	<i>on't bring</i> a	lot of clothes-w	ve're the same size	, so we can sha	are. (2)	
,	-	and (3)	my fa	mily's phone nu	ımber to your mon	n. It's 555-
565-8091						
			rith my English. (5)			
,	-	problem, please	(6)	me a (`)	of American music	a N/h/ tay/arita
	0.00			IIIC a CD	OT / (ITIOTIOATT TITAO)	5. IVIY IAVOITLE
music is				THE G OD	or / imerican masic	. IVIY IAVOITLE
See you				me a cb	or a tronoun muon	s. IVIY IAVOITLE
	soon,			me u eb	or, unonedir musik	s. IVIY TAVOITLE

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



LESSON C WHERE IS . . . ?

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







Next, cross Republic Avenue.



After that, turn right on Enríquez Street.



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

- **B** Vocabulary in Action In each sentence above, underline the sequencing word and circle the action verb.
- \mathbf{C} Look at the map and listen to the conversation. Then number the directions in the correct order.



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

- **D** Grammar in Context Study the diagrams and read the words.
- E Look at the pictures. Complete each sentence with a preposition from **d**. You don't need all the prepositions.



1. Go <u>into</u> the bus station.



2. Walk _____ the street.



3. Walk _____ the grocery store.



4. Go _____ the bridge.



5. Come _____ the gate.



6. Go _____ the monument.

- F Grammar in Action Look at the map on page 58. In your notebook, write directions from Fábricas de Francia to Plaza de la Liberación, or from San Agustín church to the Palacio Municipal de Guadalajara. Read your directions to a partner. Can he/she follow your route on the map?
- G Communicate Work with a partner. Ask for and give directions from your school to a place in your town.





















LESSON D LET'S CELEBRATE!



A Language Builder

Look at the pictures and read the action verbs.







В

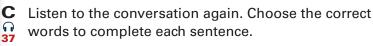
Listening Listen to the conversation. Who is talking?

a. two Mexican boys

b. a Canadian girl and a Mexican boy

c. two Canadian girls





- 1. Canada (has /doesn't have) Day of the Dead.
- 2. November 1st is for remembering the (children / adults).
- **3.** To get ready for Day of the Dead, (lock / clean) deceased family members' graves.
- 4. Don't forget to (buy / make) flowers!
- 5. Day of the Dead (is / isn't) an important festival in Mexico.
- 6. On November 1st and 2nd, (take / visit) the cemetery.

make laterial for review purposes only





lock

Festivals

For this project, research a festival. Look for photos and maps. Make a presentation and share it with your class.

A Brainstorm Think about a festival in Mexico that you want to visit. In a small group, make a list of questions about the festival. Write them in the chart in **b**.

B Research Look at the questions you wrote in class. Find the answers and write them in the chart. Find other information like maps or pictures for your presentation.

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

- Share Show your information to a partner. Are there any questions you still need to answer? Then, create your presentation.
- **Present** Show your presentation about the festival to your class. If you have maps or pictures, show them to the class. Answer your classmates' questions.



Carnaval is a festival in Mazatlán.

When is Carnaval?

Material for review purposes only

LESSON E You're Invited!



A

Listening Listen to the conversation. Why does Maricela call Eduardo?

- a. He has their homework assignment.
- b. There is a party at her house.
- c. She is in art class with him.

Listen again. Complete Eduardo's notes with the words in the box.

3 rd	subway	hungry	turn left	cross	Saturday

	Maricela's Party
	(1), 6 p.m.
	575 Río Verde Street
-	Take the (2) to Fundadores.
,	Walk along Boulevard of the Republic. (3) on Sierra Madre Street.
	(4)Juan Rulfo Street—turn right on Río Verde Street.
	(5) house on left.
	(6) Be!

Pronunciation Listen to the sentences. Notice the pronunciation of the underlined words.

- 1. Eat your sandwich—don't waste it.
- 3. He's sad because he lost his phone.
- 2. Don't take this, take these.
- 4. Please sit in your seat now.

Listen to the sentences. Circle the word you hear.

1. live leave 4. hit heat
2. it eat 5. sit seat
3. this these 6. his he's

E Just for fun, try to say this sentence as fast as you can.

These six silly sisters are sweet to meet.

Speaking Partner A: Invite your partner to a party at your house. Tell him/her the day and time of the party. Give him/her directions to your house. Partner B: Take notes. Be sure you have all the information you need.

Cecilia, there's a party at my house on Sunday!	Great! What time?	
	It's at 3:00 p.m. Please come.	Of course. How do I get there?

G Writing Read the invitation. Complete it with the correct information.

When: Friday, August 21st (1) Where: (2)	
Where: (2)	
***************************************	7 7 0 0 0
How to get here: Take the Ci	
the plaza. Turn left on San P	atricio Street. Cross Ignacio
Vallarta Avenue. Turn right of second house (4)	
Please come!	
Telephone: (5)	

at 6 p.m. 423-555-8254 215 Guadalupe Avenue on the right Plaza de la Independencia

H Invite a friend to a party at your house. Be sure to say when and where the party is. Give directions to your house.

	DE TREELES NO. WARRANT TO SEE THE TREE TREE TREE TO SEE THE TREE TREE TREE TREE TREE TREE TRE
\	When:
	Where:
ŀ	How to get there:
	Telephone:

Look at your partner's invitation. Does he/she give directions correctly?

GET CLOSE TO MEXICO

All around the world, people love parties, and Mexico has some great celebrations. What's your favorite?

LESSON F READING

City Dreams

- 1 Mumbai is a natural first stop for visitors to India. Mumbai (in the past, "Bombay") is a very modern city with excellent shopping, restaurants, and business areas. It also has a famous movie industry, called "Bollywood."
- 2 The Taj Mahal Palace Hotel (1903) is one of the most elegant hotels in Mumbai. It is across the street from the **Gateway** of India (1911).
- 3 The Gateway was built to celebrate a visit to India by England's king and queen. A busy park around the Arch has vendors and **performers**—even snake charmers!
- **4** You can also visit Elephanta. It is an island about one hour away by **ferry boat**. It has beautiful **cave** temples with sculptures that are more than 1,700 years old.
- **5** If you want to take a train to another Indian city, go to the Chhatrapati Shivaji **Terminus** (1888). This beautiful station is now a UNESCO World Heritage Site.



Victoria Terminus (Chahtrapati Shivaji Terminus) is more than 100 years old.

- A Connect with the Text Look at the pictures, read the captions, and answer the questions.
 - 1. What is the name of Mumbai's beach? _____
 - 2. Name two of Mumbai's famous monuments. _
- **B** Skim Read the text quickly. Write the answer to each question. Then read again to check your answers.
 - 1. Look for the numbers in parentheses. What do you think they mean?
 - 2. Can you get to Elephanta on a train or on a boat?
 - 3. How old is the Chhatrapati Shivaji Terminus?



Mumbai's Chowpatty Beach is relaxing.

- **C** Read in Depth Read the article again. Then write the answers to the questions.
 - 1. What is this article about?
 - 2. What is Mumbai's old name?
 - 3. What is "Bollywood"?
 - 4. Where is the Gateway of India?
 - 5. How far away is Elephanta?
 - 6. Which place in the article do you want to visit? Give one reason.



A woman and her son walk past a Bollywood movie poster in a Mumbai street.





Unit 3

Opening Activity

Look at the picture and answer the questions.

- 1. Are these people in Mexico or in another country?
- 2. Are they working or playing?



Theme Goals

In this theme you will learn to:

- describe daily activities.
- talk about leisure activities and household chores.
- find things you have in common with others.
- talk about likes Material for review purposes only
- ask for and give information about yourself and others.
- use the simple present tense.

61

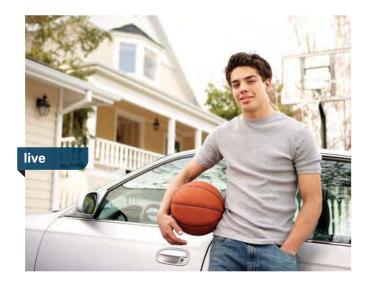
LESSON A EVERYDAY ACTIVITIES

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

















Vocabulary in Action Listen to the conversation and circle the action verbs that you hear in **a**.

C Complete each definition with a word from **a**.

To walk is to go somewhere on foot.
 To is to read or write about a subject.
 To in a place is to have your home there.
 To is to have a specific job.
 To a bus is to go somewhere on it.
 To an instrument is to play and learn it.

D Grammar in Context Study the chart.

Simple present tense					
Affirmative Sentences		Negative Sentences	<i>Yes/No</i> Questions	Short Answers	Explanation
I work at a library.		I don't work at a library.	Do I work at a library?	Yes, I do. No, I don't.	
You liv	/e in Morelia.	You don't live in Morelia.	Do you live in Morelia?	Yes, you do . No, you don't .	
He She It	washes the dishes every day.	She doesn't wash the dishes every day.	Does she wash the dishes every day?	Yes, she does. No, she doesn't.	With he, she, and it, we usually add -s to the main verb.
We You They	ride the bus to school.	They don't ride the bus to school.	Do they ride the bus to school?	Yes, they do. No, they don't.	

Notice spelling changes in some verbs:
consonant + -y = -ies (study → studies)
-s, -z, -sh or -ch = -es (watch → watches)
<i>-o</i> = <i>-oes</i> (go → goes;
$do \rightarrow does$

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

1. We don'tuse	the computer at school. (use)
2. Mariana	to school every day. (walk)
3. I don't	the bus to my job. I walk. (ride)
4. Jorge	_ the piano after school. (practice)
5. My grandparents	across the street. (live)
6. Ana and Carlos don't _	in the library. (study)

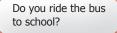


Change the sentences in e into Yes/No questions.

1	Do you use the computer at school?	
2		
3		
4		
5.		
6		



Communicate Talk to your partner about his/her everyday activities.



No, I don't. I walk to school.

HELPING AT HOME

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





vacuum cleaner

ironing board

Vocabulary in Action Unscramble the words and write them on the lines. Then listen and check your answers.

1. cvmuua ercelna	vacuum cleaner
2. roni	
3. kisn	
4. igonrin robad	
5. rmoob	
6. pmo	
7. geeetdrnt	
8. hgwansi namihce	

Listen to the conversation, then complete each sentence with the correct word from a.

1. Alejandro puts the clothes in	the <u>washing machine</u>
2. He adds	
3. Rosa puts the in the living room.	and the
4. Mónica uses the	to clean the floors.
5. She doesn't like the	
6. Mónica also does the dishes	that are in the

Material for review purposes only machine 64



broom

D Grammar in Context Study the chart.

Wh- questions with simple present **Affirmative sentences** Wh-questions I live with my mother and father. Who do you live with? You practice the violin on Saturdays. When do you practice the violin? Не Where does he work? She works at his uncle's restaurant. lt We You clean the kitchen and bathroom. What do they clean? They

Wh- question words

who – person what – thing where – place when – time why – reason how – manner

E Grammar in Action Complete the *Wh*- questions with the correct form of the verb in parentheses.

1. Where	does	Mr. Ramírez	buy detergent? (buy)
2. How		_ Pepa and Lourdes _	to school? (go
3. Who		_ Lucas	with? (live)
4. What		you	for breakfast? (eat)
5. When		they	the sink? (clean)
6. Why		Juan	his bike to the office? (ride)

- F Change each sentence into a *Wh* question. Look at the underlined words to find the correct *Wh* word.
 - 1. Manuela uses the washing machine on Fridays.

What does Manuela use on Fridays?

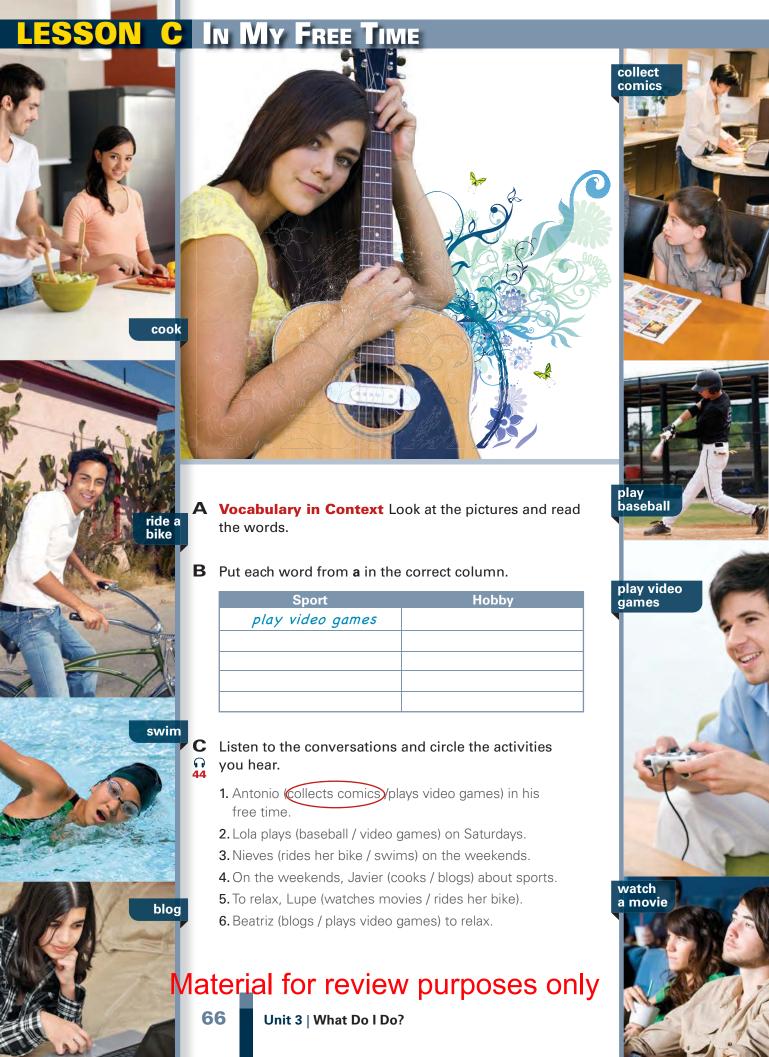
- 2. Gabriel works in his father's restaurant.
- 3. My grandparents live with my aunt.
- 4. Sandra walks two kilometers every day.
- 5. We do the laundry on Saturdays.
- **6.** Toni eats bananas <u>because</u> they are delicious.



G Communicate Ask your partner *Wh*-questions about the ways he/she helps in his/her house.

How do you help at home?

I use the vacuum cleaner. What about you?



D Grammar in Context Study the chart.

Likes and dislikes				
Verb + noun	Verb + -ing form	Explanation		
Marta loves fries. Marta doesn't love fries.	Marta loves eating fries. Marta doesn't love eating fries	We can use <i>love</i> , <i>be</i> + <i>into</i> , and <i>like</i> in affirmative and negative sentences.		
They're into video games. They're not into videogames.	They're into playing videogames. They're not into playing videogames.			
l like movies a lot. I don't like movies.	I like watching movies a lot. I don't like watching movies.			
We hate our jobs.	We hate working at our jobs.	We usually don't use <i>hate</i> in negative sentences.		

love be into		© © ©
like	=	\odot
not be into	=	\otimes
not like	=	88
hate	=	888

1. studying like Mar doesn't	Mar doesn't like studying.
2. into Alfonso is cooking	
3. Nacho guitar love and to Luis practice _	
4. football they playing into Are?	
5. doesn't movies very Carolina watching n	
6. the hate bathroom We cleaning	

F	Write sentences that are true for you. Use some of the words in the box
	You won't need them all.

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

do
live
practice
ride
study
walk
work
use
collect comics
hang out
play baseball
play videogames
ride a bike
swim
watch a movie

G Communicate Ask your partner questions about his/her likes and dislikes.

Talk about the sentences you wrote in f.

Do you like watching horror movies?

No, I'm not really into horror movies.

LESSON D WE NEVER DO THAT

Frequency Words 100% always usually often sometimes

never

0%4

A Language Builder Study the chart.

1 2 3 4 Swim 8 9 10 11	5 6 7
8 9 10 11	12 13 14
	visit Cousi Maria
15 16 17 18	19 20 21
22 23 24 25	26 27 28 watch movie with Lina

Time Words
at = time
on = day
in = month

- **B** Read each sentence. Then answer each question with a word from the chart in **a**.
 - 1. Daniel reads comic books every day after school. How often does he read comic books? ____always
 - 2. Jacqui swims on Monday, Wednesday, and Friday. How often does she swim?
 - 3. Mateo doesn't watch horror movies. How often does he watch horror movies?
 - **4.** Gabi visits her cousins one or two days every month. How often does she visit her cousins? _____
 - **5.** Most days, Rafael and Luis do their homework at the library. How often do they do their homework at the library? _____
 - **6.** Beatriz plays the guitar Monday through Friday. How often does she play the guitar? _____

C Listening Listen to the survey. Are the people speaking young or old?

- Listen to the survey again. Circle the correct word to complete each sentence.
 - 1. The girl (always) / never) goes to the movies on Saturday night.
 - 2. The girl (sometimes / usually) does her homework after school.
 - 3. She (sometimes / rarely) hangs out with her friends.
 - 4. The boys (usually / always) work on Friday afternoons.
 - 5. They (often / sometimes) play video games on Saturdays.
 - 6. They (rarely / never) practice an instrument.



Young Riders of Mongolia

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







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

drink mountain ride young watch

C View the Video As you watch the video, look for these pictures. Listen for the words you previewed.











- **After You Watch** Check your understanding. Write the words from the box in **b** on the lines under the pictures.
- **Communicate** Talk with a partner about your favorite sport.

What's your favorite sport?

I love riding bikes. What about you?

LESSON E My ROUTINES



A

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

- a. at a school
- **b.** on the street
- c. in a hospital

₩ 8 Listen to the conversation again. Write the activities from the box in the correct column.

blog	have class	watch TV	eat lunch	ride bikes
ride the bus	work	practice piano	study	work at café

Lola's School and Homework Routines	Lola's Free Time and Weekend Routines
ride the bus	

Pronunciation Listen to the pronunciation of final **-s** in the three verbs below.

/s/	/z/	/iz/	
cooks	rides	finishes	

D∩
18

Listen to the sentences. Then write the underlined verbs in the correct column in the chart in ${\bf c}$.

- 1. Juan loves collecting comic books.
- 2. Meche watches movies every night.
- 3. Lupe studies for two hours every day.
- 4. Paco works at his uncle's store on weekends.
- 5. Santiago practices guitar five days a week.
- 6. Antonio <u>hates</u> video games

Speaking Look at the action verbs in the unit. Talk about your routines with a partner. What do you have in common?



Response for activities in common I do, too.
So do I.
Neither do I.

- **F** Read the survey report. Complete it with the correct information.
 - a. One person loves watching movies.
- d. What sports do you do?
- b. Three people play soccer.
- e. Two people play videogames every day.
- c. Two people play the guitar.

Survey Report — Free Time Activities
Number of Participants: 5 Question: Do you like watching movies? How much? Results: Three people like watching movies. (1) One person doesn't like watching movies.
Question: How often do you play video games? Results: (2) Two people play video games on the weekends. One person never plays video games.
Question: (3)
Question: Do you play an instrument? What instrument do you play? Results: One person plays the violin. (.5) Two people don't play an instrument.

GET CLOSE TO MEXICO

Teens around the world have lots of ways to spend their free time. What do you think is the most popular way for teens to spend their time in Mexico?

G Write a report on your questions and answers for your survey report in your notebook.





- A Connect with the Text Look at the pictures and answer the questions. What food do you see? Where is it from?
- **B** Scan Scan the reading and write the answers to the questions below. Then read again to check your answers.
 - 1. In what year did the first pizza restaurant start?
 - 2. How many pizzas do people in the world eat every year?
 - 3. How many slices of pizza do people in the U.S. eat every second?

A restaurant Material for review purposes only pizza dough.



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

1. What is this article about?

2. Where is pizza a favorite food? (paragraph 1)

3. When is the beginning of pizza? (paragraph 2)

4. What do almost all pizzas have on them? (paragraph 3)

5. Circle the sentence that you agree with:

Pizza is not a common food.

Stone Age, n. – a very early time in human history dough, n. – bread that isn't cooked

16th century, n. – the years 1500 to 1599

19th century, n. – the years 1800 to 1899

slice, n. – piece of pizza

Pizza is a universal food.





Theme Goals

In this theme you will learn to:

- describe present ongoing actions.
- talk about abilities.

- talk about sports activities and food.
- make polite requests.
- compare two cities.
- ask for and give information about a place. compare two cities com

LESSON A SPORTS A Vocabulary in Context Look at the pictures and read the words. Listen to the words and repeat them. throw fight **B** Vocabulary in Action Complete each sentence with a word from a. 1. In tennis, you _____ the ball with a racket. 2. In some martial arts you are able to hit or _____ your opponent. 3. When you _____ a ball in soccer, you kick it to catch another player. 4. In baseball, you hit the ball and _____ to first base. 5. To score a point in basketball, you _____ the ball into the basket. 6. In soccer, you don't _____ the ball with your hands. hit C Put the words from a into the correct columns. Use some words more than once. tennis soccer martial arts basketball hit Material for review purposes only Unit 3 | What Do I Do? run

D Grammar in Context Study the chart.

Present progressive					
Affirm senter		Negative sentences	<i>Yes/No</i> questions	Short answers	Wh- questions
l am catching the ball.		l am not catching the ball.	Am I catching the ball?	Yes, I am. No, I'm not.	What am I catching?
	e throwing sbee fast.	You are not throwing the Frisbee fast.	Are you throwing the Frisbee fast?	Yes, you are . No, you aren't .	How are you throwing the Frisbee?
He She It	is fighting Al in tae kwon do.	He is not fighting Al in tae kwon do.	Is he fighting Al in tae kwon do?	Yes, he is. No, he isn't.	Who is he fighting?
We You They	are running in the stadium.	They are not running in the stadium.	Are they running in the stadium?	Yes, they are. No, they aren't.	Where are they running?

Use the present progressive tense to talk about actions that are happening right now. We often use it to describe actions we can see.

She **is running** very fast today.
Look! He **is catching** the ball!

E Grammar in Action Unscramble the sentences and questions.

- Is the ball Jorge kicking?
 Is Jorge kicking the ball?

 are Who in they tae kwon do fighting?
 not am the throwing Frisbee I
 What hitting Luisa is?
 running are Where they?
- Complete each sentence with the correct form of the verb in parentheses.

 Then listen and check your answers.

1.	The blue team	is running	toward the goal. (run)	
2.	I	an exciting	g basketball game. (watch)	
3.	Javi	the bal	ll to Miguel. (pass)	
4.	Teresa and Gemma _		in a judo match now.	(fight)
5.	You	the bal	l well today. (hit)	
6.	The goal-keeper		all the kicks.	

G Communicate Act out a sport for your partner. Have him/her guess what you are doing.





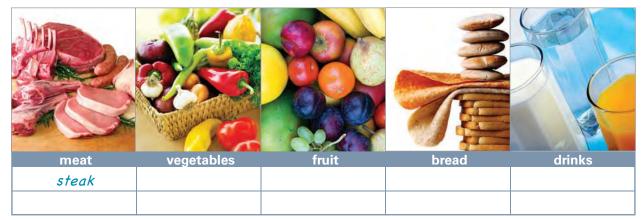
LESSON B Your Apple Is BIGGER!

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



- **B** Listen to the conversation. Circle the correct word to complete each sentence.
 - 1. Sandra is eating a (steak roll)/ chicken roll).
 - 2. She is drinking (milk / juice).
 - 3. The Canadian table has (apples / pineapples).
 - 4. Diego is drinking (milk / juice).
 - 5. The Mexican table has chicken and (squash / cabbage).
 - 6. It has (apples / pineapples), too.

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



D Grammar in Context Study the chart.

Comparative adjectives	
Examples	Explanations
Canada is larger than Mexico. Angela is shorter than Noemi. Tennis is more interesting than baseball.	Use comparatives to talk about two places, people, or things.
That apple is smaller than this apple. This squash is longer than that squash.	Make the comparative of short adjectives (one syllable) by adding <i>-er</i> . Use <i>than</i> with comparatives.
He is thinner than his brother. A soccer ball is bigger than a baseball.	With adjectives that end in a vowel + a consonant (thin, big, etc.), double the consonant and add -er.
My bat is heavier than your bat. She's friendlier than her cousin.	With adjectives that end in a consonant + -y (etc.), change the -y to -i and add -er.
Steak is more delicious than chicken. Videogames are more exciting than movies.	With long adjectives (three or more syllables), use <i>more</i> .
He's a better swimmer than I am. This videogame is worse than that one.	Some adjectives have irregular comparative forms. good → better; bad → worse; fun → more fun

Descriptive Adjectives

big ugly
small beautiful
exciting old
interesting tall
friendly short
comfortable

E Put the descriptive adjectives from the sidebar in the correct column.

-er	more
-er big	

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

1.	Paula is	taller	than	her	mother.	(tall
•						(

G Communicate Compare two of your classmates in your notebook. Tell your partner about them.

Who's older, Marcos or Juan? Juan is older than Marcos.

LESSON C THE SMALLEST CONTINENT

Vocabulary in Context Look at the map and read the words. Listen to the words and repeat them.





B Complete each sentence with a word from **a**.

1.	Australia is a continent and a .	country
2.	. Sydney is a	_ in Australia.
3.	. There's a ir	n Australia called Victoria.
4.	. There are two	in the state of South Australia
5.	. Australia is in the Indian	
6.	. Mackay is a	_ in Queensland.

C Think about the country, state, and city or town where you live. Write sentences like the ones in **b** that are true for you. Use as many words from **a** as you can.

1	Mexico is a country.	
3.		
4		
5		
6		

D Grammar in Context Study the chart.

Superlative adjectives	
Examples	Explanations
The Hotel Riu is the tallest building in Guadalajara. Moncho is the fastest runner on our team.	Use superlatives to compare three or more places, people, or things.
Mexico City is the oldest city in North America.	Make the superlative of short adjectives (one or two syllables) by adding <i>-est</i> . Use <i>the</i> with superlatives.
Rungrado Stadium in North Korea is the biggest stadium in the world.	With adjectives that end in a vowel + a consonant (thin, big, etc.), double the consonant and add -est.
The Maritimes are the friendliest provinces in Canada. Boston City Hall is the ugliest building in the U.S.A.	Change -y to -i and add -est with adjectives that end in a consonant + -y (heavy, friendly, etc.).
Hotel Sol is the most expensive hotel in our town.	Use <i>most</i> with long adjectives (three or more syllables).
Susana is the worst player on our basketball team. This is the best food! It's delicious.	Some adjectives have irregular superlative forms: good = the best bad = the worst

E Unscramble the sentences and questions.

1.	best is Highway Racers videogame the Highway Racers is the best videogame.		
2.	tallest is What in the building Mexico City ?		
3.	3. continent Asia the is largest		
4.	the Vatican City smallest in country is Europe		
5.	river in Where the is longest South America ?		

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

1. This is the <u>most exciting</u>	_ movie this year! (exciting)
2. What is the	state in Mexico? (large)
3. The Grand Hotel is the	hotel in San Antonio. (comfortable
4. Hector and Asun are the	students in our class. (friendly)
5. Where is the	beach in Riviera Maya? (beautiful)

G Communicate Think about where you live. In your notebook, write five superlatives about your town and state. Share them with your partner.

Santa Maria Church is the oldest building in our town.

Really? How old is it?

Can You Swim?

A Language Builder Study the chart.

Can and can't (Ability)	
Examples	Explanations
I can jump a meter. You can run fast. He can throw the ball.	Use <i>can</i> + verb to talk about ability. Notice that we don't add <i>-s</i> to <i>can</i> for <i>he/she/it</i> .
We can't play tennis. She can't jump very far. They can't catch the ball.	Use <i>cannot / can't</i> + verb to talk about negative ability.

B Change the sentences below to sentences using *can* or *can't*.

1. I am not able to swim.

I can't swim.

- 2. Our team isn't able to make a goal.
- 3. Marco isn't able to catch the ball.
- 4. We are able to ride bikes.
- 5. Irene is able to play tennis.
- 6. You are able to throw the javelin.

C Listening Listen to the conversation. Complete each sentence with can or can't.



1. Marta (can) / can't) run very fast.





Sister Cities

Research "sister cities." Find out how the cities are the same and how they are different. Make a presentation and share it with your class.

A Brainstorm What do you want to know about the cities? Look at the words in the chart. In a small group, make a list of questions. Write them in the chart in **b**.

Natural World	Human Places
beach	city
continent	country
desert	hotel
forest	museum
lake	ruins
ocean	state
river	temple
	town

B Research Look at your questions. Use the Internet to find out about a city in Mexico and its "sister city" in a different country. Write the answers in the chart. Also, look for pictures and maps of the two cities.

Questions	Answers
What	
When	
Where	
How often	
Why	

Share Share your information with a partner. Is there any information you left out? Make your presentation.



CAN RUN 10 KILOMETERS!



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

Listen to the conversation again. Complete each sentence with the correct form of a verb from the box.

ask draw make play plan run

1. The team	is asking	students to help with the volunteer project.
2. They	a	volunteer fair.
3. Silvia	a	poster.
4. Lupe	aı	nything.

5. Roberto _____ the guitar. 6. Lupe ______ten kilometers.

Pronunciation Listen to the pronunciation of *can/can't* in these sentences.

I can ride a bike, but I can't swim. Marina can speak Spanish and English.

D Listen to each sentence. Circle the word that you hear.

- 1. Carlota (can)/ can't) play baseball very well.
- 2. Ramón (can / can't) speak French at all.
- 3. We (can / can't) watch a movie tonight.
- 4. I (can / can't) talk on the phone right now.
- 5. Ana (can / can't) come to the beach today.

Speaking Look at the places below. Compare places in your city or town, state, and country with a partner.

Natural World	Human Places
beach	city
continent	country
desert	hotel
forest	museum
lake	ruins
ocean	state
river	temple
	town

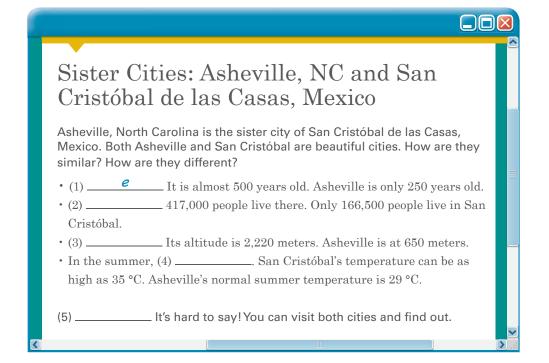


Use *can* to make a polite request.

Can I have some milk, please?

Can we go to the movies tonight?

- **F** Writing Read the web page about sister cities. Complete it with the correct information.
- a. Asheville's population is bigger than San Cristóbal's.
- b. Are San Cristóbal's citizens friendlier than Asheville's?
- c. San Cristóbal is higher than Asheville.
- d. Asheville is more comfortable than San Cristóbal.
- e. San Cristóbal is older than Asheville.

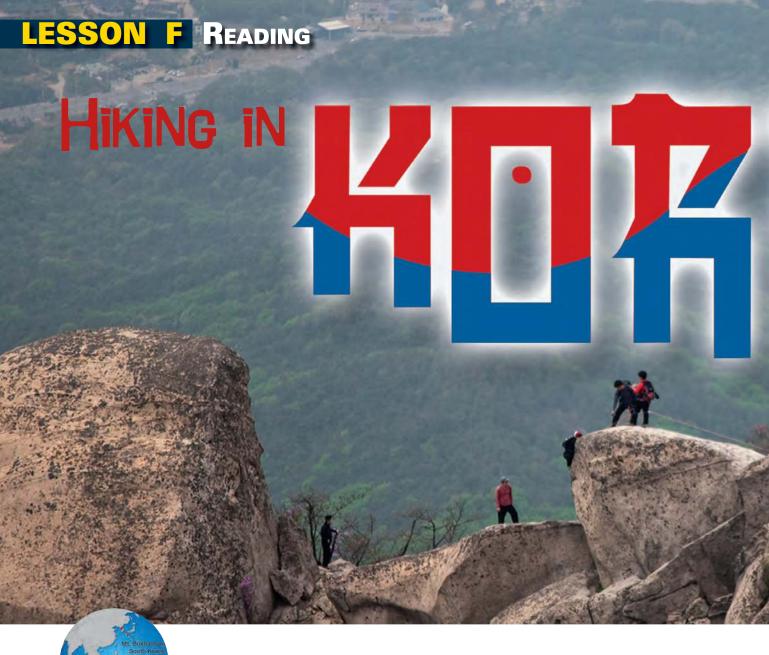


GET CLOSE

TO MEXICO

People around the world love many different things about their cities. What do you love about your city?

- **G** What sister cities did you research? Write a web entry that compares them.
- Look at your partner's web entry. Does he/she use comparatives and superlatives correctly?



Mount Bukhansan is crowded.

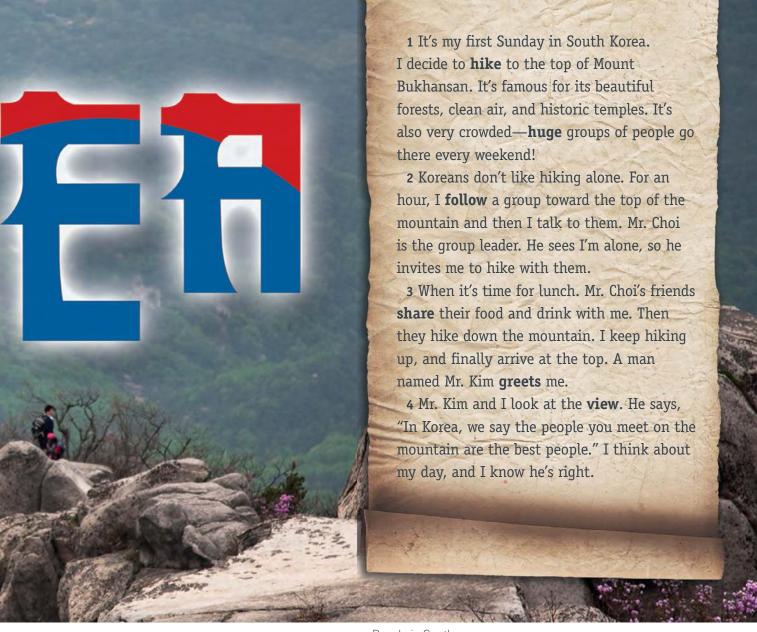
A Connect with the Text Look at the pictures and read the captions. Answer the questions.

1. Where are the people? _____

2. Do people in Korea like the mountains?



- **B** Skim Skim the reading and answer these questions. Then read again to check your answers.
 - 1. Where is Mount Bukhansan?
 - 2. When do people usually hike there?
 - 3. How do Koreans like to go hiking?



People in South Korea love hiking.

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

- **1.** What is this article about?
- 2. Why is Mount Bukhansan famous? (paragraph 1)
- 3. Who is Mr. Choi? (paragraph 2)
- 4. Where does the author meet Mr. Kim? (paragraph 3)
- 5. Why does the author think Mr. Kim is right? (paragraph 4)
- 6. Circle the sentence that you agree with:

I like doing things alone.

I like doing things with other people.

hike, v. – to walk up and down a mountain huge, adj. – very big follow, v. – to walk behind someone or something share, v. – to give part of something you have to another

greet, v. – to say hello to a person **view, n.** – what

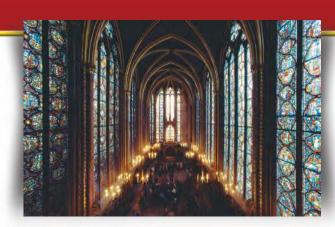
person

you can see from a certain place

Banks of the Seine

The center of Paris is the area around its river, the Seine. The **banks** of the Seine have so many places of historical importance that the area is a World Heritage Site. It is possible to see the banks of the Seine in one day, but it is better to spend two or three days exploring the area.

There are many famous museums near the Seine. The Louvre has some of the world's most famous works of art, such as Leonardo da Vinci's classic Mona Lisa. The Orsay Museum has more modern paintings and scuptures, including art by Vincent van Gogh. You can see contemporary art at the Pompidou Center. The art is very interesting... and so is the building!



Sainte-Chapelle

This 13th-century church has sixteen **stained-glass** windows. The windows are famous for their beautiful colors. Many tourists come to the church to see them.

Glossary

banks: raised areas of land on either side of a river

cathedral: a large and important church stained-glass: colorful windows

Pont Neuf

Pont Neuf ("New Bridge") is actually the oldest bridge in Paris.

World Heritage Spotlight

Sites: Banks of the Seine Location: Paris, France Category: Cultural Status: World Heritage Site since 1991



Berthillon

This is one of the most popular ice-cream shops in Paris. They use fresh milk, the best vanilla, and the most delicious chocolate to make their ice-cream.



The Eiffel Tower

The Eiffel Tower is the most famous landmark in Paris. It is very tall–324 meters. People who visit the tower can enjoy beautiful views of Paris from the top.

These two islands (**Ile de la Cité** and **Ile Saint-Louis**) are the historical center of Paris. There have been people here for 2,000 years!

Notre Dame Cathedral

This **cathedral** is a marvellous example of European architecture. Like the Sainte-Chappelle, it is famous for its stained-glass windows. Visitors also come to see its tower and many statues and gargoyles.

Photo Credits:

Shutterstock: P10 (t, 1) © Sparkling Moments Photography, (t, 2) ©stefanolunardi, (t, 3) ©Blaj Gabriel, (t, 4) ©Luba V Nel, (m) ©Minerva Studio, ©Monkey Business Images, **P11** (t, l) ©EcoPrint, (m, r) ©Lars Christensen, P16-17 ©bikeriderlon, **P20** (m, r) ©Lana K, (l, 1) ©stefanolunardi, (l, 5) ©Daboost, (I, 7) ©F. Blanco Calzada, (I, 8) ©Rocket400 Studio, **P22** (I, 1) ©qualtiero boffi, (l, 2) ©Yuri Arcurs, (l, 3) ©Aleksandar Kosev, (I, 4) @GLUE STOCK, (I, 5) @Nickola Che, (I, 6) @Andresr, (I, 7) ©Piotr Marcinski, (I, 8) ©Capifrutta, **P23** (I) ©Mangostock, **P34** (t, 2) ©Donald Joski, (b, 1) ©John Kasawa, (b, 2) ©Simon Krzic, **P36** (I, 2) ©HABRDA, (I, 6) ©Stephen Coburn, (Ex C) ©Alberto Loyo, **P38** (all frogs) © fivespots, (all geckos) ©Eric Issel.e, **P39** (t-l) ©Antonio S., ©Bruno Morandi AGE Fotostock, (m) ©Dan Klausen, **P48** (l, 1) ©AstridH, (l, 2) ©gary718, (I, 5) ©Ramunas Bruzas, (I, 6) ©Lori Froeb, (I, 7) ©Deborah McCague, **P50** (I, 1) @azaphoto, (I, 2) @Giuseppe_R, (I, 3) ©Aaron Amat, (r, 1) ©Maridav, (r, 3) ©Robert Kneschke, (r, 4) ©Yuri Arcurs, (t, m) ©Gelpi, **P54** (l, 1) ©BestPhotoStudio, (I, 2) ©smikhailov, (I, 3) ©auremar, (t, m) ©Leah-Anne Thompson, (r, 1) \bigcirc M. Pieraccini, (r, 3) \bigcirc gosphotodesign, (r, 4)©Elena Elisseeva, (b, m) ©tipograffias, P62 (l, 2) ©JHDT Stock Images LLC, (r, 1) ©Jeka, (r, 4) ©wavebreakmedia ltd, **P66** (l, 2) ©Blend Images, (I, 4) ©yelo34, (t, m) ©Jacob Gregory, (r, 3) ©CandyBox Images, **P72** (t) ©Afina_ok, (b) Jeff Kurbina/Flickr, **P69** (t, 3) © Pete Niesen, (m, 4) © with God, **P74-75** © My Good Images, **P76** (I, 1) ©Vita Khorzhevska, (I, 2) ©Aspen Photo, (I, 4) ©Ronen, (r, 1) ©Abramova Kseniya, (r, 2) ©Lculiq, (r, 3) © Aspen Photo, **P78** (m, 4) © Thomas M Perkins, **P82** ©Dmitriy Shironosov, P88 (b) ©Karapancev

Corbis: P9 ©Toni Albir

Istock: P4 @Alberto Pomares, @Andrey Shadrin, @William Perugini, **P8** (all photos) ©visual7, **P10** (t) ©Nicholas Monu, ©4x6, ©digitalskillet, (m) ©Jani Bryson, ©Justin Horrocks, P12 ©Steve Debenport, P11 (b, r-l) ©Aldo Murillo, ©digitalskillet, ©bianca Carosio, (b, I) ©Derek Latta, P18 (t, m) ©Chris Schmidt. P23 (m, l) ©Kai Chiang, P26 (t) ©Photo Alto, (b) @drbimages, P36 (l, 1) @Pawel Gaul, (l, 3) ©Bryan Busovicki, (I, 4) ©SteveStone, (I, 7) ©Catherine Yeulet, P42 (all geckos) ©Eric Isselée, **P38** (b, 1) ©bernardo grijalva, (b, 2) ©Ann Marie Kurtz, (b, 3) ©RonTech2000, **P41** ©Raul Rodriguez, **P39** (t, r) ©Lucio Pompeo, **P50** (r, 2) ©drbimages, **P54** (r, 2) ©andres balcazar, **P56** (r-l) ©Silvia Boratti, ©David Freund, **P62** (t, m) ©Plus Studios, (l, 1) ©Cameron Pashak, (l, 3) OAPG, (b, m) OKarina Tischlinger, **P64** (t, m) Opicture 5479, (I, 2) © Joe Gough, (I, 3) ©Shell114, (r, 1) ©Graça Victoria, (r, 2) © Vadim Ponomarenko, (r, 3) © Picsfive, (r, 4) © angelo gilardelli, P66 (l, 1) @Aldo Murillo, P66 (l, 3) @Ana Abejon, **P66** (r, 2) ©Judy Barranco, (r, 4) ©Rich Legg, **P70** ©Bonnie Jacobs, **P76** (I, 3) ©VisualCommunications, (t, m) ©Brenda A. Carson, **P78** (t, 1) ©llona Budzbon, (t, 2) ©Michael Phillips, (t, 3) ©Loic Bernard, (t, 4) ©Andrey Ezhov, (t, 5) ©Michael Luhrenberg, (m, 1) © Eric Tadsen, (m, 2) © Juan Monino, (m, 3) ©Kelly Cline, (m, 5) ©Jeff Morse, (b, 1) ©Kelly Cline, (b, 2) ©Jasmina, (b, 3) ©Andy Green, (b, 4) ©Hugo Chang, (b, 5)

©Julija Sapic, **P83** ©Jeremy Edwards

Dreamstime: P10 (m) ©Tatyanamir..., **P34** (t, 3) ©Mehmet Dilsiz, (t, 4) ©Alexandre Zveiger, (b, 3) ©Christoph Weihs, (b, 4) ©Yordan Rusev, **P35** ©Margot Petrowski, **P36** (l, 8) ©Mekt, **P48** (l, 3) ©Patryk Kosmider, (l, 4) ©Elena Elisseeva, (l, 8) ©Iriza84, **P80** (t) ©Carolina Garcia Aranda, **P84** ©Otnaydur

Thinkstock: P5 ©Getty Images, **P20** (t, r) ©BananaStock, **P33** (l) ©Maria Teijeiro, **P34** (t, 1) ©Maria Teijeiro, (l, 5) ©Getty Images, **P62** (r, 2) © Todd Warnock, **P63** ©Valueline, **P64** (l, 1) ©iStockphoto Collection, (r, 5) ©Hemera Collection, **P65** ©Getty Images, **P66** (r, 1) ©Ingram Publishing

National Geographic: P2-3 National Geographic, P14 C. Beckwith & A. Fisher/NGIC **P15** George Steinmetz/NGIC, C. Beckwith & A. Fisher/NGIC, P11 @lan Nichols, @Beverly Joubert/NGIC, **P25** Raul Touzon/NG, **P28-29** Jeff Mauritzen/ NGC, **P29** Tim Laman/NGC, NG Photographer/NGC, **30-31** Kenneth Garrett, P42 (I, r) Stuart Franklin/NG, P44-45 Michal S. Lewis/NGIC, **P44** Justin Guariglia/NGIC, **P45** Wikimedia Commons, 46-47 DESIGN PICS INC/NGC, P49 Sean Caffrey/ Lonely Planet, **P53** (r, 1) Paul Sutherland/NG, (r, 2) Theo Allofs/ Visuals Unlimited, Inc., (r, 3) Norbert Rosing/NG, (r, 4) Paul Nicklen/NG, (r, 5) Norbert Rosing/NG, (r, 6) Tui De Roy/MINDEN PICTURES, (r, 7) Ralph Lee Hopkins/NG, (r, 8) Ralph Lee Hopkins/ NG, **P59** age fotostock / SuperStock, **P58-59** (t) Abraham Nowitz/NGIC, P58 (b) Abraham Nowitz/NGIC, P58 (b) William Albert Allard/NGIC, **P60-61** Medford Taylor/NGC, **P69** (t, r) Karen Kasmauski/NG, (t, m) James L. Stanfield/NGIC (m, 1) Frans Lanting/NG, (m, 2) Frans Lanting/NG, (m, 3) Gordon Wiltsie, (m, 5) James L. Stanfield/NGIC, P80 (b) Anne Kaiser/NG, P86-87 (t) Bill Dickens/NGIC, **P86** (b) Bill Dickens/NGIC, **P88** (t) James L. Stranfield/NGIC, **P89** (t) W. Robert Moore/NGIC, (b) Richard Nowitz/NGIC

Illustrations: 43, 43, 49, 96 National Geographic Maps, **P88-89** Javier Zarracina

Text Credits: P15 Adapted from "Brides of the Sahara," by Carol Beckwith: NGM, Feb. 1998, **P39** Adapted from "Challenges for Humanity: Cities," Erla Zwingle: NGM, Nov. 2002, and "Urban Downtime," by Jennifer Ackerman: NGM, Oct. 2006, **P59** Adapted from "Wonders of the West," by Donovan Webster: NGT, Nov.–Dec.2006, **P73** Adapted from "A Slice of History," by Susan E. Goodman: NGE, May 2005, P97 Adapted from "If You Go Hiking in Korea, Don't Forget the Vodka," by Christopher Duffy: Glimpse, 17 Mar. 2009

On Website: Welcome ©picture5479, ©Robbi, ©Robbi, ©Blaj Gabriel, ©Viorel Sima, ©Gelpi, ©C. E. Nuzzaco, Theme 1 ©Diane Diederich, ©Karnizz, ©Joel Sartore/NG, Theme 2 ©David Burnett/NG, Theme 3 ©brytta, ©Joel Sartore/NGIC, Theme 5 @Michael Mitchell, ©RoxyFer, Theme 6 ©oliveromg

National Geographic Creative = NGC, National Geographic Magazine = NGM, National Geographic Explorer = NGE, National Geographic Traveler = NGT, National Geographic Image Collection = NGIC, National Geographic = NG

Get Close english for bachillerato de la uas

Get Close is a four-level course created specifically for learners studying English under the Programa de Estudios de Inglés del Bachillerato de la UAS.

Key features:

- New language concepts presented and practiced through clear teaching and learning strategies (estrategias didácticas) of presentation, practice, and production
- Complete competencies program according to the Programa de Estudios de Inglés del Bachillerato de la UAS, including generic, discipline, and linguistic competencies
- A strong fuctional grammar and vocabulary syllabus for practice in all four skills
- Theme openers that allow students to make use of their experience and knowledge of the world
- Outstanding National Geographic photography throughout the series that inspires and motivates students to reflect on the programs' themes
- Remarkable National Geographic Readings, which capture students' attention with relevant topics that bring the world to the classroom and the classroom to life

- **Get Close to Mexico** feature which helps students relate the topic of the theme to students' own world
- National Geographic Video per unit which provide opportunities for practicing with authentic English
- Downloadable audio files from the students' website

Other series components:

A *Get Close* **Teacher's Resource Book** for each level provides teachers with all the information and support they need to use the series effectively.

The **Assessment CD-ROM with** *ExamView*® features test-generating software with a databank of readymade questions for teachers to produce their own theme quizzes and exams.





Bringing the world to the classroom and the classroom to life

NGL.Cengage.com/ELT

