

7th
Grade

English

WORKBOOK

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ENGLISH

for Seventh Graders

Workbook

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Al alumno

Este es tu primer cuaderno de trabajo en idioma inglés. Cuídalo para que te pueda servir de consulta aun cuando estés en grados superiores. Este cuaderno, en el que vas a encontrar actividades amenas, tiene para ti gran importancia, ya que te permitirá ejercitar, ampliar los conocimientos y desarrollar las habilidades necesarias.

Te recomendamos seguir las orientaciones de tu profesor en todo momento, ya que él te guiará en el desarrollo de las actividades que hagas tanto en clase como durante el estudio independiente. Realízalas con cuidado y consulta a tu profesor cuando no comprendas cómo debes hacer un ejercicio.

Los autores

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Unit 1 (One) Hello! What's your name?

En esta unidad los ejercicios te ayudarán a saludar y a despedirte de alguien, a preguntar el nombre de otra persona, a decir tu nombre y edad, a presentarte y a presentar a otros, a decir tu número de identidad y teléfono y a preguntar el de otra persona. También practicarás cómo decir tu dirección y cómo preguntar la de otras personas.

1. Greeting someone

Todas las personas que nos rodean merecen nuestro respeto, pero no a todas nos dirigimos de la misma forma. A un amigo íntimo, a una persona de nuestro mismo rango, categoría, edad, etcétera, nos podemos dirigir más informalmente que a un adulto, un maestro, un médico, etc. A estos últimos los debemos tratar con mayor formalidad. Esto se cumple independientemente de la lengua que utilicemos para comunicarnos.

a) *Neutral to formal*

(A teacher and the school principal)

T: Hello, sir. How are you?

P: Fine, thank you. How are you?

T: Very well, thank you.

EXERCISE 1

Choose the correct answer to the question:

How are you?

1. ____ How do you do.
2. ____ It's O.K.
3. ____ I'm O.K.

EXERCISE 2

Practice the dialogue with your teacher and, then, with your partner.

b) *Greeting someone informally*

(Two friends)

Steve: Hi, Stella. How are things?

Stella: Pretty good. How about you?

Steve: O.K., thanks.

EXERCISE 3

Choose the correct ending:

Pretty good means...

1. ____ very good

2. ____ they're fine
3. ____ for good

EXERCISE 4

Practice this dialogue with your teacher and, then, in pairs.

LOOK

Utilizamos distintos saludos según la hora del día:

12:00 p.m.-12:00 m.

Good morning

12:00 m.-6:00 p.m.

Good afternoon

6:00 p.m.-12:00 p.m.

Good evening

EXERCISE 5

What would you say?

1. It's 7:30 a.m. and you see your teacher.
2. It's 6:15 in the evening and you meet your family doctor.
3. It's 2:00 p.m. and you run into your neighbor, Mr. Smith.

2. Saying good-bye

a) *Neutral to formal*

(Doctor and nurse)

D: Goodbye, Mrs. Hardouin.

N: Goodbye, Doctor Thomas. Have a good day.

D: You too.

b) *Informal*

(Two classmates)

Dianne: Bye, Ned. Take care.

Ned: You too. See you.

EXERCISE 6

Select the correct expression to complete the following dialogue:

Fred: Have a nice day.

Alice: ____ You too.

____ You two.

____ Terrific!

EXERCISE 7

Select the appropriate expression to complete the dialogues according to the degree of formality of the speakers. Then practice them in pairs.

A. Albert: Hi, Betty. How's life?

Betty: 1. Good morning, Albert. How are you?

2. Hi, Albert. What's up?

Albert: 1. I am very well, thank you.

2. I'm O.K., thanks.

Betty: Bye.

Albert: 1. See you.

2. So long.

B. Mr. White meets his physician, Dr. Brown, at the hospital.

Mr. White: Good afternoon, Dr. Brown.

Dr. Brown: 1. Good afternoon, Mr. White. How are you?
2. Hi, Mr. White. How's life?

Mr. White: 1. I'm very well, thank you. How are you?
2. Pretty good. And you?

Dr. Brown: 1. I'm fine, thanks.
2. Terrific!

Mr. White: 1. Goodbye, Dr. Brown.
2. So long, Dr. Brown.

EXERCISE 8

Complete these dialogues. Then, practice them with your partner.

A. Two classmates meet at the sports field.

Andrew: Hi, Bob. How's life?

Bob: _____

Andrew: I'm terrific!

Bob: _____

Andrew: So long.

B. The student meets his (her) teacher. The teacher is leaving school.

Student: Good morning, teacher. How are you?

Teacher: _____

Student: I'm very well, thank you.

Teacher: _____

Student: Goodbye, teacher. See you tomorrow.

EXERCISE 9

Match the expressions in Columns A and B to make up a dialogue. Then practice the dialogue with your partner.

A

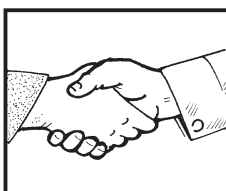
1. Take care, Barry.
2. I'm fine, thanks.
3. Hi, Barry. How are you doing?

B

- ___ I'm O.K., thanks. How are you?
- ___ Well, Anna, see you later.

3. Introducing yourself

Cuando uno se presenta, dice su nombre y alguna otra cuestión de interés para el interlocutor, como pueden ser la nacionalidad, la ocupación, etcétera.



A. The new teacher to her students:

Mrs. Whitman: Good morning, students. I'm Mrs. Whitman. I am your teacher.

Class: How do you do, Mrs. Whitman.

Mrs. Whitman: How do you do, class. You may sit down.

B. A teenager at an informal party to a group of boys.

Frank: Hi, guys. I'm Frank. I'm from Cienfuegos.

Boys: Hi, Frank. Nice to meet you.

Frank: Nice to meet you, too.

EXERCISE 10

Now, practice the dialogues with your teacher and in pairs.

EXERCISE 11

Complete the conversation:

A and B are adolescents.

A: Hi! I ____ Nancy.

B: Hi! My _____ is Robert.

A: Nice to _____ you, Robert.

B: _____ to meet _____ too, Nancy.

EXERCISE 12

Mr. Hudson meets Mrs. Turner. Complete the conversation.

Mr. Hudson: Hello, _____ the new teacher?

Mrs. Turner: Yes, _____ Mrs. Turner.

Mr. Hudson: Nice _____, Mrs. Turner.

Mrs. Turner: _____ too, Mr. Hudson.

EXERCISE 13

Greet your new classmate and introduce yourself.

Write down the resulting dialogue.

EXERCISE 14

Student 1:

You are a new English teacher at school. Introduce yourself to one of your students.

Student 2:

You are a new student in the classroom. Meet your new teacher and introduce yourself.

Play the roles and then write down the dialogue.

4. Saying your name

Si la persona recién llegada no se presentara, el interlocutor, por lo general, le pregunta su nombre:

Ann: What's your name, please?

Louise: My name's Louise.

Ann: What's your full name, Louise?
Louise: Louise Lee.
Ann: Pardon me. What's your last name?
Louise: Lee.

En inglés se utiliza un solo apellido, el del padre.

LOOK

Cuando deseamos conocer el nombre de una tercera persona utilizamos los siguientes adjetivos posesivos.

A: What's **his** name? (si es varón)
What's **her** name? (si es hembra)
B: **His** name is Douglas.
Her name is Alice.

LOOK

The verb *to be*

Are you Vicky?	Yes, I am . / No, I am not.
Is he John?	Yes, he is . / No, he isn't .
Is she Mary?	Yes, she is . / No, she isn't .
Who are you?	My name is William.
What is your name?	I am William.

Veamos ahora un diálogo en el que se realizan presentaciones.

Sam: Dick, this is our teacher, Mrs. White. Mrs. White, this is Richard Douglas.
Teacher: Hello, Richard.
Dick: Hello, Mrs. White.

EXERCISE 15

Select the expression that completes the dialogue:

Student A: This is our new teacher.

Student B: ____ Nice to see you.
____ Nice to meet you.
____ Very well, thank you.

EXERCISE 16

Match Columns A and B, accordingly.

<u>A</u>	<u>B</u>
1. Good morning, Mrs. Franklin.	____ Hi! I'm great. How about you?
2. Hey, Pete. How are you?	____ Nice to meet you, too.
3. Mum, this is Leslie.	____ Good morning, Mrs. Hudson. How are you?
4. Mr. Harris, meet Mr. Truman.	____ How do you do.
5. How do you do.	____ Nice to meet you, Leslie.
6. Nice to meet you.	____ You're welcome.

EXERCISE 17

Work with your partner and act out the dialogues.

1. Introduce yourself to your classmate.
2. Introduce your mother to your teacher.

3. Introduce your friend Peter to your friend Liz.
4. Introduce your parents to your doctor.
5. Introduce your Canadian friend to your classmates.

EXERCISE 18

Complete the following dialogues, then act them out in pairs.

- A. You arrive at school for the first time. Introduce yourself to the class:

You: Hello, _____.

Class: Nice to meet you, _____.

You: _____.

- B. Your father comes to school to meet your new teacher:

You: Dad, this is my teacher of English.

Dad: _____.

Teacher: _____.

5. Spelling your name

Registrar: Excuse me. How do you spell your last name?

Student: H-U-T-C-H-I-N-S-O-N. Hutchinson.

LOOK

Learn the alphabet.

EXERCISE 19

Sing the alphabet song with your teacher. Then in small groups until you learn it by heart.

Come on, now all sing with me,

Let us learn or A B C.

A B C D E F G

H I J K L M N

O P Q R S T U

V W X Y Z

Useful expression:

(Asking about meaning)

Student: Excuse me. What's the meaning of *town*, please?

EXERCISE 20

Complete the following dialogue and practice the conversation in pairs.

Two classmates meet at school for the first time.

Student 1: Hi. _____ Miriam Pérez.

Student 2: Hi. _____ Richard.

Student 1: Richard _____ ?

Student 2: Stevenson. Richard Stevenson.

Student 1: Strange, eh? How _____ it?

Student 2: _____

Student 1: _____

EXERCISE 21

Student A

You are the principal, or the head of a department, or a teacher. This is the first day of the school year. You are in the schoolyard. Introduce yourself to individual students. Ask about their names. Ask them to spell their names and last names.

Student B

This is the first day at school. You are in the schoolyard. You meet the principal/head of a department/teacher. Respond to an introduction and answer his/her questions.

6. Asking about someone's age

Teacher: By the way, John, how old are you?

John: I'm twelve years old.

LOOK

The numbers:

0 – zero (oh)	7 – seven	14 – fourteen
1 – one	8 – eight	15 – fifteen
2 – two	9 – nine	16 – sixteen
3 – three	10 – ten	17 – seventeen
4 – four	11 – eleven	18 – eighteen
5 – five	12 – twelve	19 – nineteen
6 – six	13 – thirteen	20 – twenty

LOOK

Los números terminados en **teen** llevan la fuerza de la pronunciación en este sufijo. Ejemplo: **thirtéen**

Los números terminados en **ty** llevan la fuerza de la pronunciación en la sílaba anterior al sufijo. Ejemplo: **thirty**

EXERCISE 22

Select the appropriate answer to complete the dialogue:

Susan: How old is your mother?

Meg: _____ My mother is old.

_____ She's 75.

_____ Yes, that's her age.

EXERCISE 23

Ask four people in the class about their ages. People in class are going to change their ages. Use this chart in order to record the information. They may need to look first at the numbers which are listed above.

Report the information to the rest of the class.

<i>Student</i>	<i>Name</i>	<i>Age</i>
1		
2		
3		
4		

EXERCISE 24

Write these numbers.

thirteen 13 fifteen _____ eight _____

sixteen _____ nineteen _____ five _____

three _____ twelve _____ eleven _____

EXERCISE 25

Write out the following numbers.

18 eighteen 15 _____

9 _____ 2 _____

19 _____ 1 _____

12 _____ 13 _____

EXERCISE 26

Ask your teacher how to read the following mathematical operations. Then figure them out.

$5 - 2 = \underline{\hspace{2cm}}$

$13 + 4 = \underline{\hspace{2cm}}$

$15 : 5 = \underline{\hspace{2cm}}$

$4 \cdot 4 = \underline{\hspace{2cm}}$

$8 : 4 = \underline{\hspace{2cm}}$

$12 : 3 = \underline{\hspace{2cm}}$

$20 - 5 = \underline{\hspace{2cm}}$

$1 + 2 = \underline{\hspace{2cm}}$

$19 - 11 = \underline{\hspace{2cm}}$

$3 \cdot 3 = \underline{\hspace{2cm}}$

EXERCISE 27

Complete the dialogues.

A: Francis was born in 1990. How old is she?

B: She is _____.

Susan: Tommy was born in 1995. What's his age?

John: _____.

EXERCISE 28

Select the correct expression for each intention:

1. To greet someone (Bye! – Hi! – O.K.)

2. To say your age. (It's 12 – He's 12 – I'm 12)

3. To introduce yourself. (I'm Tom Cruise – That's Mrs. Brown – This is Mrs. Brown)

4. To ask for personal information. (261-8473 – What's your phone number? – 72041753118)

EXERCISE 29

Answer the following questions about yourself. Then ask people in class.

1. What's your name? _____
2. How old are you? _____
3. How are you? _____
4. What's your teacher's name? _____
5. What's your phone number? _____
6. What's your I.D. number? _____
7. What's your house number? _____

EXERCISE 30

This is a PROJECT. Write as many questions as you can so far, in order to interview people on the street in your town.

Reading (LECTURA)

Before you read

EXERCISE 31

Interact in conversation with your teacher:

Is today Monday?

What day is today?

Are you at home now?

Where are you?

What's the name of your school?

Is it a primary or a secondary school?

What's the name of your history teacher?

How old is she / he?

EXERCISE 32

Look at the title of the text. What information do you expect to find in the text?

Tick (x) the items that you think you will find in the text.

_____ age

_____ introductions

_____ names

_____ occupations

_____ nationality

_____ personal characteristics

Read and do this

EXERCISE 33

Say True (T) or False (F):

1. Albert's last name is Smith. _____
2. He's a student. _____
3. His English teacher is old. _____

EXERCISE 34

Complete the chart:

<i>Information required</i>	<i>Information in the text</i>
Name of the school	
Name of the English teacher	
The teacher's age	
A characteristic of the teacher	

My new English teacher

My name is Albert. It's Monday morning. I am at "Abraham Lincoln" Secondary School. Jane Smith is the name of my English teacher. She is twenty years old. She is a nice person. The students are happy to meet her.

Now do this

EXERCISE 35

Analyze the following questions with your teacher and classmates:

- Why are the students happy to meet their English teacher?
- Why is "Abraham Lincoln" the name of a school in Cuba?

Journal

A partir de ahora se iniciará un diálogo entre tú y tu profesor con el objetivo de reflexionar cómo se te está enseñando inglés y cómo puedes mejorar tu aprendizaje.

Tu profesor te pedirá por escrito tus opiniones al final de cada unidad, o de determinadas clases, si así lo considera, y te responderá por escrito u oralmente de manera colectiva, según lo decida. De esa forma, y con tu colaboración, verás que tu aprendizaje será exitoso, así como las relaciones entre tú y tu profesor.

¡Buena suerte! (Good luck!)

- ¿Comprendes bien las clases de inglés?
- ¿Qué te facilitaría una mejor comprensión en las clases?
- ¿Qué te agrada de las clases de inglés?
- ¿Qué quisieras que cambiara en las clases de inglés?
- ¿Qué opinión tienes del trabajo en parejas?
- ¿Sientes temor de cometer errores en las clases?
- ¿Hablas inglés fuera del aula?

Las preguntas son una guía para la reflexión, por lo que no necesitas contestarlas una por una.

Unit 2 (Two) What is your town like?

La ejercitación de esta unidad te ayudará a pedir y ofrecer ayuda, a referirte a tu pueblo o ciudad de forma sencilla, a localizar diferentes lugares y a dar direcciones.

1. Requesting help

A: Excuse me. Where is Central Park? I'm lost.

B: That way, sir. (pointing)

A: I see. Thank you very much.

Other ways of asking for help:

- Can you help me? Where is the supermarket?
- I need some help, please. Can you tell me where the bank is?

EXERCISE 36

Practice asking for help to find these places in town. Work in pairs.

art gallery

museum

cafeteria

newsstand

car park

park

hospital

restaurant

Some other places:

bookshop

factory

post office

day-care center

junior high school

tore/shop

drugstore

library

elementary school

office

2. Locating a place

A: Excuse me. Where is the drugstore?

B: This way. It is **across from** the factory.

LOOK

Other words to express location:

around the corner

far from...

next to...

beside...
between... and...

in front of
near...

on the corner of...
past the...

EXERCISE 37

Say whether the following statements are *True*, *False*, or *I don't know* about your community. Then, correct the false statements.

1. The butcher's is **across from** the baker's. ____
2. The doctor's is **across from** the butcher's. ____
3. I am **far from** the baker's. ____
4. The butcher's is **near** the doctor's. ____

3. Asking where someone lives

Joyce: Hey, Jeff, do you live near school?

Jeff: No. I live quite far from school. What about you?

Joyce: I live on the corner of Fulton and Main.

EXERCISE 38

Practice the dialogue with your teacher and classmates.

EXERCISE 39

Ask three people in class a similar question, or you may ask them: *Where do you live?* Then report the answers back to your class.

4. Asking about someone's address

A: What's your address?

B: (I live at) 30 Paseo Street.

EXERCISE 40

Practice the dialogue with your teacher and classmates.

LOOK

The address:

En inglés la dirección de la casa tiene una característica especial que no debes olvidar:

El número de la casa se informa *antes* que el número o nombre de la calle:

Español: Galiano No. 310

Inglés: 310 Galiano Street

So:

I live at 5112 164 St.

I live at 16422 51 Ave.

¡NO! Las avenidas no son las calles anchas y bonitas. Al menos, no siempre. En los lugares donde se utiliza el sistema de numeración consecutiva las avenidas son calles paralelas al mar y llevan números impares, mientras que las calles son las que comienzan en el mar y, por tanto, son perpendiculares a este. Las calles llevan números pares.

OBSERVE

I live **in** Holguín.

I live **on** Neptuno Street.

I live **at** 310 Neptuno Street.

Se utiliza: **in** para decir el país, la ciudad, el pueblo, el municipio o el barrio;

on para decir la calle o la esquina;

at para decir la dirección exacta, o sea, número y calle.

EXERCISE 41

Do this activity with your teacher. Complete these sentences using IN, ON, AT:

1. Dr. Smith lives ____ 3214 Central Ave.
2. My teacher lives ____ Maceo St.
3. I live ____ Guanabacoa.
4. Mr. And Mrs. Hudson live ____ Ontario.
5. Peter lives ____ 5th Avenue, ____ Miramar.

EXERCISE 42

Find out these people's addresses:

1. Your English teacher's _____
2. Your Math teacher's _____
3. Your History teacher's _____
4. The school janitor's _____

EXERCISE 43

Report back to your teacher and classmates.

5. Asking about existence

A: Excuse me. **Is there** a bakery near here?

B: Sure. **There is** a bakery across from the library. **There is** another one in front of the theater.
There are two bakeries in town.

LOOK

You use **there + be** to express existence. Both **there is** and **there are** mean **hay**.

EXERCISE 44

Practice the dialogue with your teacher and classmates.

Some words you may use:

bus terminal	train station	parking lot
movie theater	hospital	coffee shop
museum	library	art gallery
night club	school	hotel

EXERCISE 45

In dialogue with your partner, mention the places that exist in your town or city.

EXERCISE 46

Think of some public buildings or institutions in your town, city, or neighborhood and tell the class. Begin like this:

There is...

There are...

EXERCISE 47

Answer the following questions about the place where you live:

1. Is there a train station in your place?
2. Are there two bakeries?
3. Is there a hospital?
4. How many hotels are there in your place?
5. How many schools are there?

LOOK

How many... significa ¿Cuántos(as)...?

EXERCISE 48

Answer the following questions about your community:

1. Is there a library in your school?
2. Is there a movie theater in front of the park?
3. Is there a bakery between the butcher's and the grocer's?
4. Are there car parks? How many?
5. Is there an art gallery next to the theater?
6. How many schools are there in your community?

EXERCISE 49

Work in pairs. Draw a map of an imaginary town. Follow these hints:

The theater is **on the corner of** Fulton and Lincoln, **next to** the art gallery.

The restaurant is **on the corner of** Rose and Main.

The shop is **on** Sunny Street, **between** the library and the supermarket.

The day-care center is **on** Main Street, **near** the shoe shop, **across from** the police station.

EXERCISE 50

Answer these questions about yourselves and your place of residence. Then ask your partner:

1. Where do you live?
2. Where is the bank?

3. What's behind the factory?
4. What's there beside the bookshop?
5. Where's the cafeteria?

EXERCISE 51

Work in pairs. Draw a map of another imaginary town and follow the hints:

The secondary school is on the corner of Poe and McMillan.

The amusement park is behind the school.

The coffee shop is next to the library.

The library is on the corner of Poe and Whitman.

EXERCISE 52

Project Work

1. Draw a map of your community.
2. Mark the most important places on the map, including your own house and your school.
3. Locate the important places in written form.

Reading

Before you read

EXERCISE 53

Look at the word *penfriend*. It is a compound word formed by *pen* and *friend*. What does it mean? Find it out.

EXERCISE 54

Talk to your teacher and classmates about penfriends. You may want to follow these questions that may help you:

1. What are penfriends good for?
2. Do you have a penfriend? Would you like to have one?

EXERCISE 55

Suppose you want to write to someone for the first time. What would you tell him/her?

Read and do this

EXERCISE 56

Look at this text and say what it is:

_____ a story

_____ a menu

_____ a telegram

_____ a letter
How do you know?

EXERCISE 57

What information about the sender is not present in the text? Look at the list below and cross out what you think is not in the text.

name	mother's name	favorite color
last name	telephone number	sister's age
age	address	father's occupation
occupation	nationality	

EXERCISE 58

Select the correct ending:

1. The text is a (postcard) (letter) (story).
2. The sender is a (baby) (girl) (boy).
3. Sabine is (Cuban) (French) (English).
4. Sabine lives in (Grenada) (France) (Portugal).
5. Sabine's favorite color is (orange) (blue) (yellow).

Dear penfriend,

I am Sabine. I'm thirteen. I am a Secondary School student. I am French. I live at 3423 Grand Street, Paris. My phone number is 719-429106. My city, Paris, is large and beautiful. I live near the Eiffel Tower. It is a magnificent construction. What about your place? Do you live in a town or in a city?

My favorite color is yellow and my favorite subject in school is English. Which are your favorites?

Yours,

Sabine

EXERCISE 59

Now, the teacher will give you several names and addresses. Write brief letters to make penfriends. Give as much personal information as possible. Hand the letters in to your teacher.

Journal

Una vez más te solicitamos tus opiniones y reflexiones sobre el aprendizaje a fin de ayudarte a tener éxito en el aprendizaje de la lengua extranjera. Esperamos tu colaboración.

- ¿Qué aprendiste en esta unidad?
- ¿Qué dificultades has tenido? ¿Cómo las has resuelto?
- ¿Consideras que existe cooperación en el grupo?
- ¿Qué actividades son las que más te han gustado?

Unit 3 (Three) What is your house like?

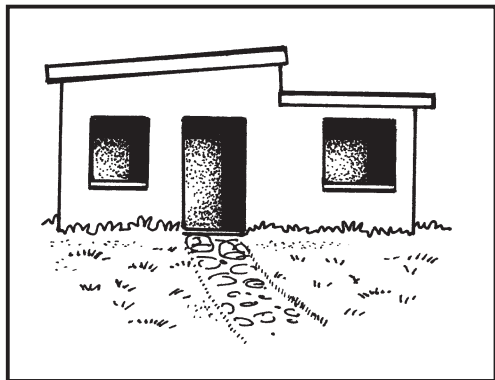
En esta unidad aprenderás a describir, de forma sencilla, tu vivienda, diciendo qué hay en ella. Además, aprenderás a preguntar acerca de la vivienda de otras personas. Al terminar la unidad también serás capaz de preguntar en qué habitación de la casa se encuentran diferentes personas.

EXERCISE 60 (Review)

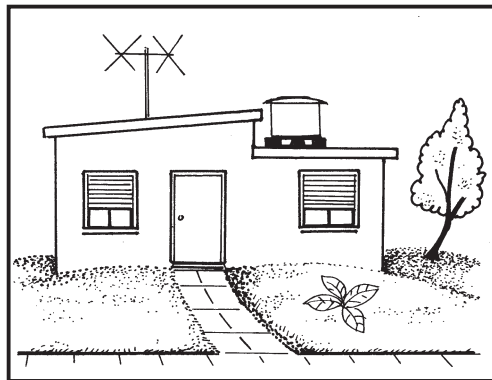
Answer the following questions:

1. What's your name?
2. Where do you live?
3. What's your address?
4. How many supermarkets are there in your community?
5. Is there a hospital in your town or city?

LOOK



This is a house.



This is a home.

House se refiere a la edificación destinada a vivienda (casa).

Home es la residencia de una familia y la unidad social que ella representa (hogar).

EXERCISE 61

Complete, using **house** or **home**, accordingly:

1. There is a _____ on the corner of 1st Avenue and Maceo Street.
2. My parents are at _____ in the evenings.
3. The company has a beautiful _____ across from the park.

LOOK

1	2	3
4	5	6

There are six rooms in this house.

The rooms

Number 1 is the **living room**.

Number 2 is a **bedroom**.

Number 3 is the **bathroom**.

Number 4 is the **dining room**.

Number 5 is the **kitchen**.

Number 6 is a **bedroom**.

There are two bedrooms in the house.

There is only one bathroom.

EXERCISE 62

Answer the following questions:

1. How many rooms are there in your house?
2. How many bedrooms are there in it?
3. How many bathrooms are there?
4. Is there a dining room in your house?

1. Asking about someone's house

A: What is your house like?

2. Giving information about one's house

B: There are eight rooms in my house. There are four bedrooms.

EXERCISE 63

Practice the dialogue with your teacher and classmates.

Other parts of the house:

backyard
car porch

front porch
garage

garden
hall

studio
yard

3. Ask how to say something in English

Student: Excuse me. How do you say *comedor* in English?

Teacher: Dining room.

EXERCISE 64

You can look up the meaning of these words in the bilingual dictionary, the glossary, or ask your teacher.

EXERCISE 65

Draw a plan of your house and name each room in it.

EXERCISE 66

Find out the meaning of the following words. Then, place each piece of furniture in the room where it belongs.

The furniture:

armchair
bed
bedside table
book shelf
picture
chair

coffee table
cooker (stove)
counter
cupboard
dressing table
refrigerator

shower
sink
table
toilet
TV set
wardrobe

Living room

Dining room

Kitchen

Bedroom

Bathroom

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

EXERCISE 67

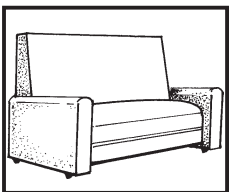
Tell your class about your house, the number of rooms in it, what there is in each room, etc. Ask your teacher to help you with the necessary words. She/he may want to tell you about her house first, and she/he may also want to bring pictures.

Example: There are two armchairs and a sofa in my living room.

EXERCISE 68

Furnishing our house.

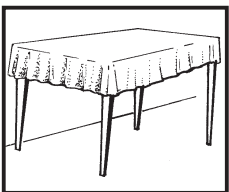
Now, go back to Exercise 65 and place the following objects in the corresponding room.



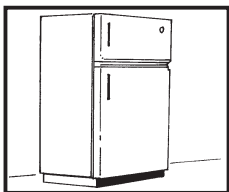
sofa



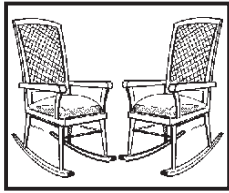
toilet



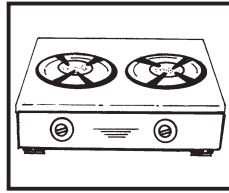
dining table



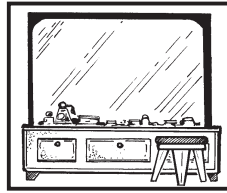
refrigerator



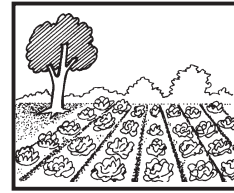
two rocking chairs



gas cooker



dressing table



tree and vegetables

EXERCISE 69

Your teacher is going to show you a picture of a place and then she is going to take it away. You are going to describe everything you can remember from the picture.

EXERCISE 70

Match each question with the corresponding answer.

A

1. Is that your bedroom?
2. Is your house big?
3. Is there an electric stove?
4. Where is the dining room?

B

- ___ Yes, it is. There are nine rooms in the house.
- ___ It's on the left, across the hall.
- ___ No. There is a gas stove.
- ___ It's here, next to the kitchen.
- ___ That's the bathroom.

EXERCISE 71

Guess the word:

1. You sleep on a _____.
9
2. We wash the dishes in the _____.
4
3. We keep our clothes in the _____.
3
4. I usually do the _____.
7
5. There is an old _____.
6 2
6. The gas _____ is in the kitchen.
8
7. Our _____ is in the dining room.
1 5

EXERCISE 72

Now, using the numbered letters, fill in the spaces to complete the following statement:

Betty's _____ is beautiful and comfortable.
1 2 3 4 5 6 7 8 9

EXERCISE 73

Draw a plan of a six-room house. Name each room. Give each room a number from one to six.

EXERCISE 74

Now, distribute the following furniture in the different rooms of the house. Write the number of the room next to each item:

___ armchairs
___ bathtub
___ cabinets
___ counter
___ cupboard
___ dining table
___ double bed
___ dressing table
___ gas cooker

___ refrigerator
___ shower
___ single beds
___ sink
___ TV set
___ wardrobe
___ bookshelf
___ coffee table

EXERCISE 75

The teacher will give you a number from 1 to 6. According to the distribution you made in exercise 73, draw the room that has the number your teacher assigned you.

EXERCISE 76

Draw all the furniture you placed in the room.

EXERCISE 77

Describe the room in your drawing. Be ready to do it in front of the class.

4. Describing the house

A: What is your house like?

B: My house is **large** and **comfortable**.

EXERCISE 78

Practice the dialogue with your teacher and classmates.

LOOK

More words to describe the house:

large = big/small

comfortable/uncomfortable

beautiful/ugly

EXERCISE 79

Complete the statement to describe your house:

My house is _____ and _____.

EXERCISE 80

Ask your partner about his/her house. Then, complete the following statement:

My friend's house is _____ and _____.

LOOK

On the left



On the right

EXERCISE 81

Complete these paragraphs using the expressions given:

LIST:

kitchen – rooms – TV set – house – table – comfortable – living room – dining room – chairs – refrigerator – bed.

This is my house here. It's big and _____. There are nine _____ in the house. The first room is the _____. There is a *Sanyo* _____. Then, on the right is the _____. There is a dining _____ there. Of course, the stove is in the _____. There are three _____ and a small table in front of the _____.

EXERCISE 82

Ask the following questions to three classmates. Then, report to your class:

1. How many rooms are there in your house?
2. What's there in your living room?
3. What's there in your kitchen?
4. What's there in your bedroom?
5. What is your house like?

5. Asking and saying where people are

Dad, **where** is Sue?

Oh, She's **in the bedroom**.

EXERCISE 83

This is the same house we saw at the beginning of the unit. Can you name the rooms again? If you can't, go to page 18. There is one member of the family in each room. Who are they? Where are they?

Where are they?

Dad 1	Sue 2	Mel 3
Rick 4	Mum 5	Tim and the baby 6

1. Mum is in the _____.
2. Rick is in the _____.
3. Mel is in the _____.
4. Dad is in the _____.
5. Tim and the baby are in the _____.

LOOK

I → am
You → are

We → are
You → are

He → is
She → is
It → is

They → are

He = Tom / Dad / Mr. Smith / the doctor / etc.

She = Mary / Mum / Mrs. Craine / the girl / etc.

It = the dog / the baby / the house / etc.

We = The teacher and I / Mother and I / You and I / etc.

EXERCISE 84

Complete the following statements using the correct form of **be**:

1. Mother ____ in the bedroom.
2. Father ____ in the backyard.
3. Nancy and the cat ____ in the garden.
4. The dog ____ in the living room.
5. My friend and I ____ in school.

LOOK

Negative forms:

Para negar con las formas del verbo **be** (am, is, are) solamente tenemos que añadir la partícula **not** a continuación del verbo. Ejemplo:

I am **not** at home.

She is **not** in the kitchen.

Las formas **is** y **are** se pueden contraer con la partícula negativa **not**.

You **aren't** Sue.

Mum **isn't** in the kitchen.

EXERCISE 85

Correct the following statements according to the information given in the diagram in Exercise 83.

Example: Mum is in the bathroom. No, she isn't in the bathroom. She is in the kitchen.

1. Dad is in the garden. _____.
2. Tim and the baby are in the living room. _____.
3. Mel is in the dining room. _____.
4. Rick is in the bedroom. _____.

Useful expression

Excuse me. How do you pronounce this word?

EXERCISE 86

Describe your house in written form:

EXERCISE 87

Answer these questions in writing:

- What's your name? _____
- What's your last name? _____
- Where do you live? _____
- What's your address? _____
- How old are you? _____
- What's your telephone number? _____
- What's your mother's name? _____
- What's your father's name? _____

Project Work

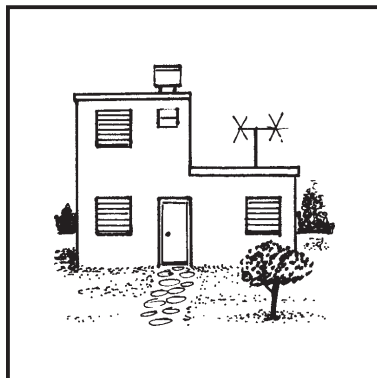
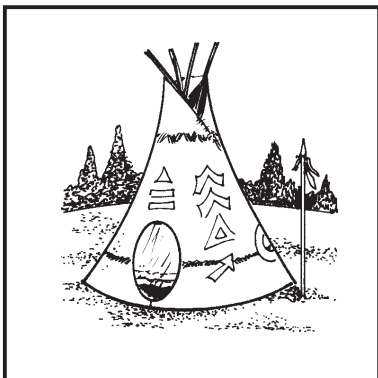
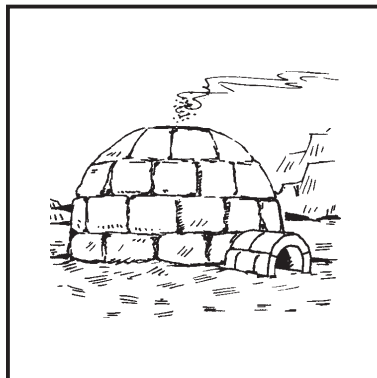
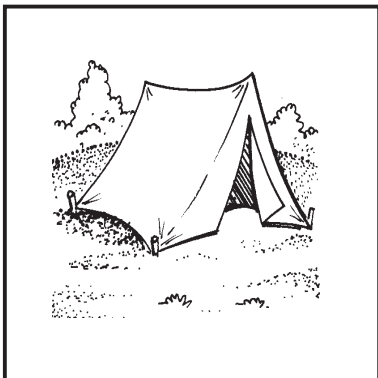
Sometimes we dream of a house we don't have. Now, dream of the house you would like to live in. Draw it and describe it.

Reading

Before you read

EXERCISE 88

Match each question with the possible answer.



Where do people normally live?

In large cities?

Indians?

In towns?

In the Arctic?

In the desert?

___ in tents.

___ in igloos.

___ in apartments.

___ in houses.

___ in tepees.

___ in trailers.

EXERCISE 89

What kind of house do you live in?

Talk with your teacher and your classmates about different kinds of houses.

Read and do this

EXERCISE 90

Say whether the following statements are true (T), false (F), or not said (NS) in the text:

1. Karen's grandparents live in London. ____
2. Brighton is on the coast. ____
3. There's a beautiful beach in Brighton. ____
4. Karen's grandparents' flat is large. ____

5. There are five rooms in the flat. ____
6. There are two bedrooms. ____
7. Karen and her brother don't like the apartment. ____
8. When they visit their grandparents, they sleep in the living room. ____

OBSERVE

Apartment (America) = Flat (Great Britain)

Karen's grandparents' home

Hello! My name is Karen. This is my grandparents' flat. They live in Brighton. Brighton is a large town in the South of England. It is on the South coast of England. My grandparents' flat is on the second floor. The flat is by the sea. It is small. There is a kitchen and a living room. There are two bedrooms and a small bathroom with a toilet. There isn't a garden or a garage, but there is a balcony. My brother and I like our grandparents' flat. We go there for our holidays. It's great!

(Open Doors 1, Oxford)

Now do this

EXERCISE 91

Describe your uncle's/grandmother's/aunt's home.

Journal

Hemos terminado ya tres unidades del programa de inglés.

Evalúa tu comportamiento en las clases de esta asignatura. Guíate por estos puntos:

- Asistencia y puntualidad.
- Disciplina.
- Laboriosidad.
- Cooperación con tus compañeros.

Unit 4 (Four) What is Mum doing?

En esta unidad los ejercicios te ayudarán a preguntar y expresar lo que ocurre en el momento en que se habla. Además, podrás expresarte acerca de los diferentes miembros de la familia.

1. Talking about your family

Are your **parents** at home?

Yes, they are. **Father** is in the backyard and **Mother** is in the kitchen.

EXERCISE 92

Practice the dialogue with your teacher and classmates.

OBSERVE

father + mother = parents

brother + sister = siblings

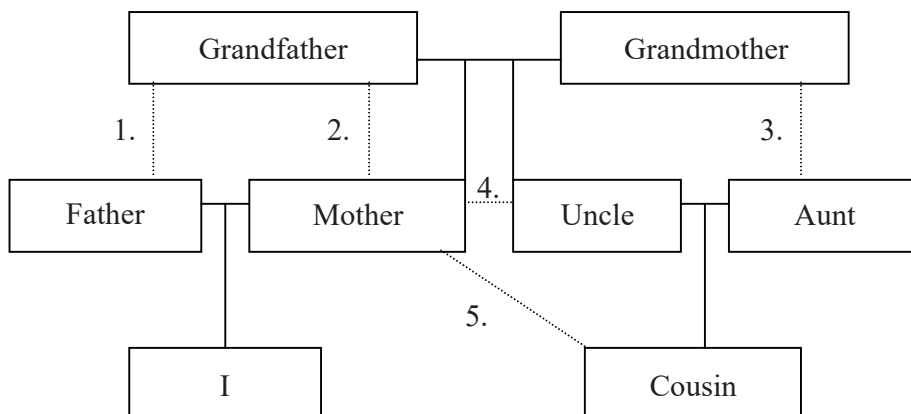
husband + wife = husband and wife

The members of the family

Words that name family members:

mother	father	brother	sister
daughter	aunt	uncle	niece
nephew	wife	cousin	son
husband	grandfather	grandmother	mother-in-law

This is my family:



EXERCISE 93

Form more family member words by using the particles *grand-*, *great-grand-*, and *-in-law*. Ask your teacher to help you.

EXERCISE 94

Using a bilingual dictionary and with the help of your teacher, find out the other family members marked () in the family tree above.

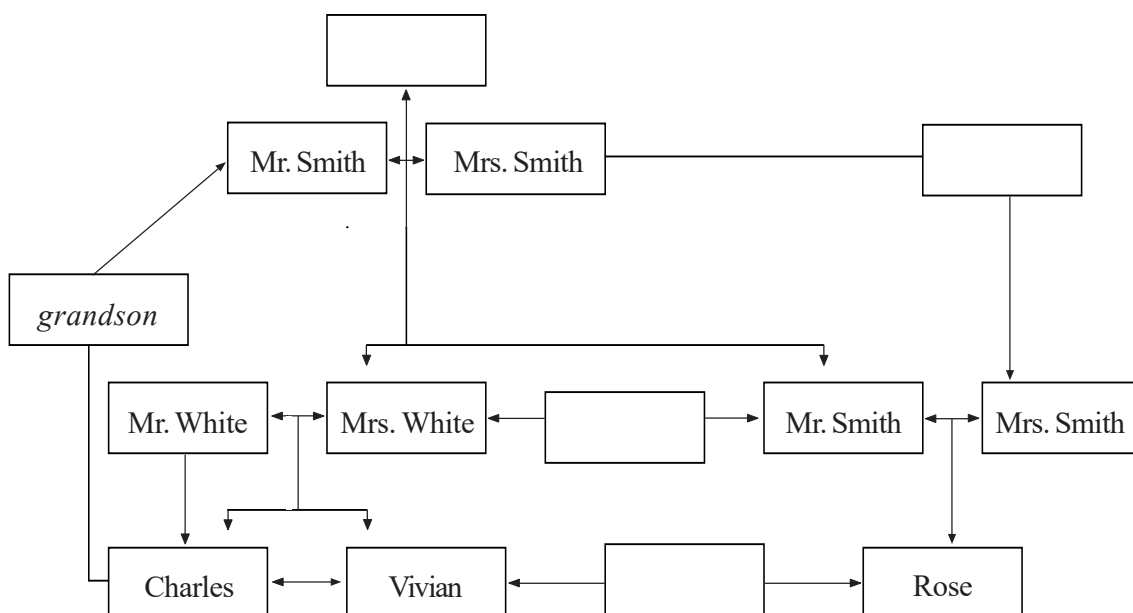
EXERCISE 95

Guess who...

1. Alice is my uncle's wife. (She is my _____.)
2. Robert is my mother's brother. (He is my _____.)
3. Bobby and Celine are my uncle's children. (They are my _____.)
4. Richard is my aunt's husband. (He's Grandma's _____.)

EXERCISE 96

Fill in the blank spaces in the following family tree. Follow the example.



EXERCISE 97

These are more difficult. Try to find out:

1. Grandfather is Father's _____.
2. He is Mother's _____.
3. Grandmother is Aunt's _____.
4. Mother is Uncle's _____.
5. Mother is my cousin's _____.

EXERCISE 98

Work with your teacher, and answer these questions:

1. What are your parents' names?
2. How old are they?

3. Do you have brothers and sisters?
4. How old are they?
5. How many uncles do you have?
6. What are their names?
7. How many aunts do you have? Mention some of them.

EXERCISE 99

Now, using the answers to the previous questions, you can write about your family.

EXERCISE 100

Work in pairs and ask each other the questions given above. Then report back to your class. Record on a chart the information you are going to collect. Ask your teacher to help you.

2. Asking about and saying what people are doing now

A: What are you doing now?

B: **I'm reading** a book. What are *you* doing?

A: Oh, **I'm listening** to good music.

EXERCISE 101

Practice the dialogue with your teacher and classmates.

LOOK

En inglés, para expresar acciones que se están realizando en el momento en que se habla se utiliza el tiempo verbal PRESENT CONTINUOUS o PROGRESSIVE.

Observa su forma:

- a) What **are** you **doing**?
What **is** your sister **doing**?
- b) **Are** you **working** now?
Is your brother **sleeping** now?
- c) **I'm** **studying** English now.
My sister **is** **reading** a book.
- d) **I'm** not **doing** anything now.
My father **is** not **doing** anything either.

EXERCISE 102

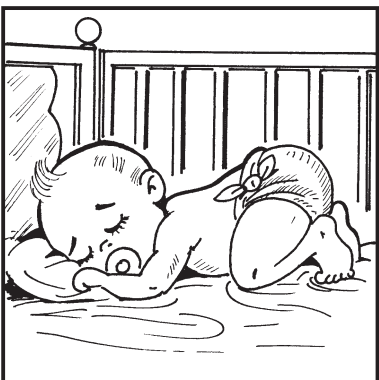
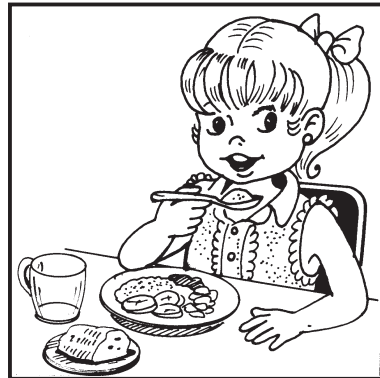
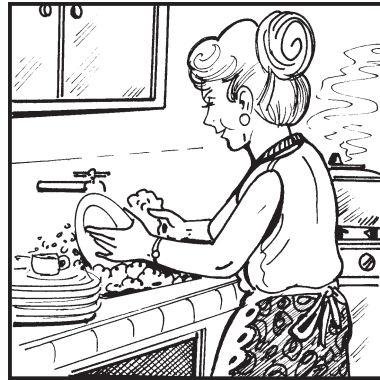
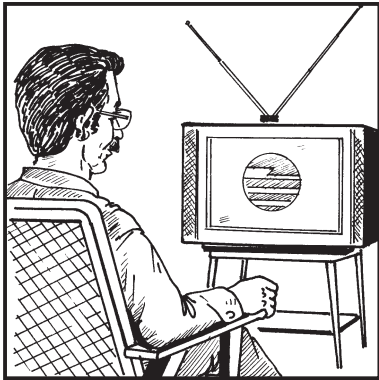
Analiza la sección **LOOK** del ejercicio anterior y contesta las siguientes preguntas:

1. En los incisos a) y b) encontramos:
 ____ oraciones afirmativas
 ____ oraciones negativas
 ____ oraciones interrogativas
2. ¿Qué posición ocupa el sujeto de la oración en las oraciones de esas secciones?
3. ¿Cuál es la forma de los verbos **do**, **work**, and **sleep**?
4. Las oraciones afirmativas están en el inciso ____.
5. En dicha sección observamos que el sujeto de cada oración está seguido por
 _____ y _____.

6. En el inciso d) vemos oraciones _____.
7. ¿Qué palabra encontramos entre la forma de **be** (am, is, are) y la del verbo de acción **doing** en el inciso mencionado?
8. ¿Qué significa el verbo **be** (**am, is, are**) en la estructura gramatical que estás analizando, ser o estar?
9. La terminación **-ing** del verbo que expresa la acción en esta estructura gramatical tiene sus equivalentes en español. ¿Cuáles son?

EXERCISE 103

This is the Smith family. They are back home from school and work. What is each of them doing? Observe the pictures.



Mr. Smith is watching TV
Mrs. Smith _____
Tony _____
Lucy _____
The baby _____
The dog and the cat _____

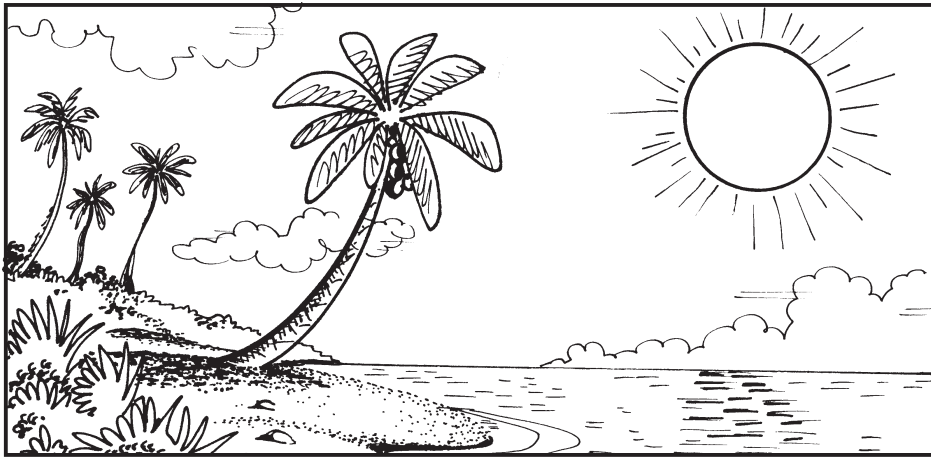
EXERCISE 104

Observe the picture and complete the description, using the words in the list:

Shine = (Sp.) Brillar

Rain = (Sp.) Llover

It is a _____ day. It _____ raining. The sun is _____.

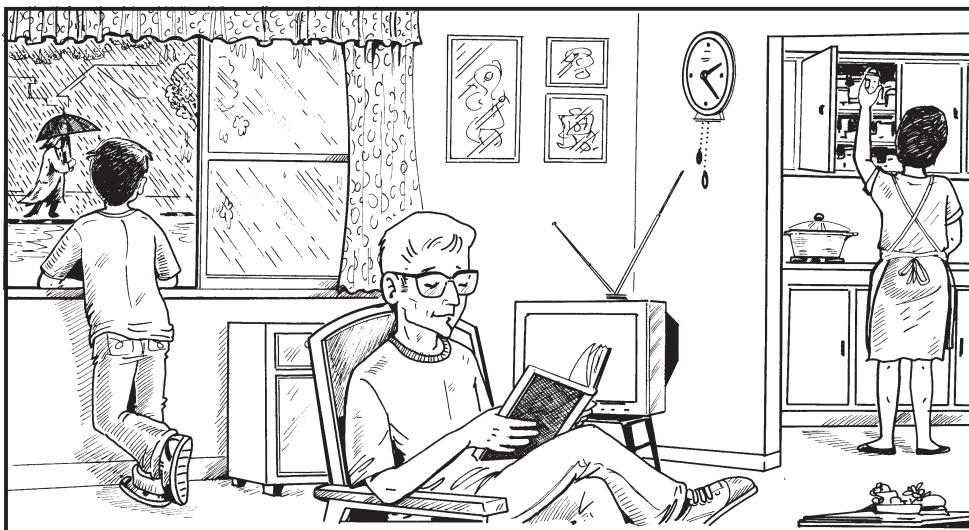


LIST:

is – are – isn't – aren't – beautiful – terrible – shining – singing

EXERCISE 105

Observe the picture and describe it:



EXERCISE 107

What about you? What are you doing? Draw and write your answer.



I _____.

Project Work

1. Bring some photographs of your family to the class.
2. In groups, ask and answer questions about your family photos.
Are these your grandparents? Yes, they are.
Who is this? He's my uncle.
3. Draw your family tree.
4. Write a description of the people in your family tree.
There are nine persons in my family, three children, and six adults. There are five men and four women. There are two doctors, three students...
5. Make posters to put on the wall.

Reading

Before you read

EXERCISE 107

Interact in conversation with your teacher.

EXERCISE 108

Do you know the meaning of the word *change*?

Can you think of different things you can change?

Does the expression *moving in* suggest you the idea of a change?

Read and do this

EXERCISE 109

The expression *moving in* means changing one specific thing. Read the text and find out what the Roiter family is changing.

Moving in

It is a beautiful day. The sun is shining for the Roiters today. They are very happy because they are moving into a new and comfortable house. They are really busy. The furniture is still on the sidewalk, in front of the house. Some neighbors are watching them going in and out, carrying their belongings; others are helping the just coming neighbors to put everything in. They hear on the radio that it isn't raining in the city. Everything is O.K. for the Roiters.

EXERCISE 110

Choose the correct ending, based on the text:

1. The Roiters are
____ sad.
____ happy.
____ intelligent.
2. They are moving into a new
____ building.
____ apartment.
____ house.
3. The house is
____ comfortable.
____ old.
____ pretty.
4. Some neighbors are helping the Roiters
____ to clean the house.
____ to paint the house.
____ to put everything inside the house.

EXERCISE 111

Find in the text:

1. The word that refers to the Roiters' chairs, tables, sofa, beds, refrigerator, TV set, etc.

2. A sentence expressing solidarity.

3. A sentence referring to a possible problem one may have on a moving in day.

EXERCISE 112

There are some new words in this text, but if you complete the following ideas you understand its essence. If necessary, consult the text:

1. In this moment, the Roiters _____.
2. Their belongings are _____.
3. Some good neighbors _____.

Now do this

EXERCISE 113

Put together the ideas in Exercise 112 to retell the text.

Journal

What are your preferences?

Ubica las asignaturas del grado en el orden de tus preferencias.

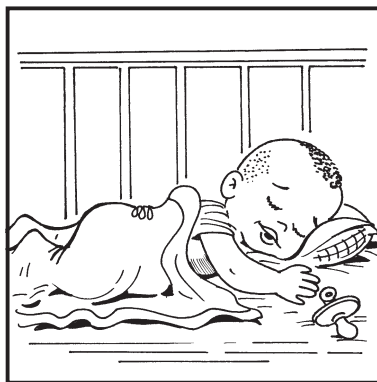
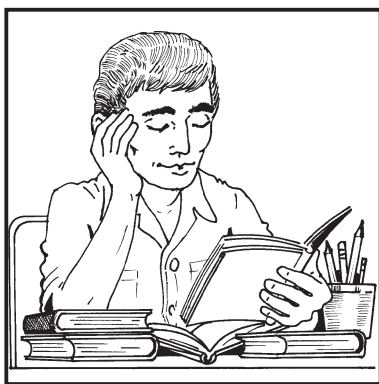
- ¿Por qué has ubicado a inglés en ese lugar?
- ¿Qué has aprendido hasta ahora?
- ¿Sientes confianza o temor cuando hablas inglés?
- ¿Qué le sugieres a tu profesor para la próxima unidad?
- ¿Qué te propones mejorar para la próxima etapa?

Unit 5 (Five) What's your friend doing?

En esta unidad continuarás practicando cómo expresar lo que las personas que te rodean hacen en el momento en que tú hablas. Además realizarás ejercicios para expresar pertenencia.

EXERCISE 114 (Review)

Say what these people are doing now:



Mr. Chapmann is _____.

Mrs. Chapmann _____.

Gus _____.

The baby _____.

EXERCISE 115

What are you doing now?

1. Talking about personal belongings

Mother: Are **you** eating **your** dinner, Sammy?

Sammy: No, Mum. **I**'m doing **my** homework.

EXERCISE 116

Practice the dialogue with your teacher and classmates.

LOOK

Possessive adjectives:

Los adjetivos posesivos, como bien indica su nombre, expresan posesión o dueño. Cada pronombre personal tiene su adjetivo posesivo.

<u>Singular</u>	<u>Plural</u>
I my	We our
You your	You your
He his	
She her	They their
It its	

Observa que todas estas formas posesivas van acompañadas del nombre de lo que se posee.

Example: I am cooking **my dinner** now.

Heather is reading **her book** at this moment.

EXERCISE 117

Find out the meaning of:

clean the room _____

do the homework _____

feed the baby _____

fix the car _____

paint the house _____

walk the dog _____

EXERCISE 118

Complete the following statements:

1. Merryll is watching _____ favorite TV program.

2. Father is fixing _____ car in the garage.

3. Grace is doing _____ homework.

4. Mrs. Lake is feeding _____ baby at the moment and Little Frank is walking _____ dog in the garden.

EXERCISE 119

Complete the following telephone conversation:

RRRRRRing...

Jill: Hello!

Dad: Is that Jill?

Jill: Yes, Dad. _____?
 Dad: I'm fine. _____?
 Jill: No, Dad, Mum is home. She is busy in the kitchen.
 Dad: _____?
 Jill: She is cooking.
 Dad: Really? _____?
 Jill: Guess what! Chicken!
 Dad: Great! What about the children? _____?
 Jill: They are playing in the park.
 Dad: Good! And you? _____?
 Jill: I'm helping Mum, of course. I'm cleaning the bathroom. _____?
 Dad: No, I finished my work. I'm on the way home. See you later!
 Jill: See you, Dad.

EXERCISE 120

Ten minutes later Mr. Harrison is trying to talk to Dr. Dixon. Complete the following telephone conversation using the expressions in the list below

LIST:

Is Dr. Dixon home? – What is he doing? – He's coming – Hello! – I'm calling back later
 RRRRRing...

Jill: _____.

Mr. Harrison: This is Mr. Harrison. _____.

Jill: No, he isn't. He is on his way home.

Mr. Harrison: Please, tell him I have a problem. _____.

Jill: Just a minute. Hold on. He _____ . Dad!

Dr. Dixon: Hello!

Mr. Harrison: _____.

LOOK

A: What are you **doing**?

B: We're **cleaning** now.

A: What are you **cleaning**?

B: I'm cleaning **my bathroom**.

A: What about Sue?

B: She's cleaning **her bedroom**.

EXERCISE 121

Practice the dialogue with your teacher and classmates.

EXERCISE 122

Read what is happening at the Millers'. Choose the word in parentheses that completes the ideas.

Mr. Miller is painting (his/her) car in the garage. Mrs. Miller is feeding (her/our) baby. The baby is eating all (your/its) food. Little Johnny Miller is walking (its/his) dog in the backyard. The dog is moving (its/his) tail. Both Mr. And Mrs. Miller are educating (its/their) children very well.

EXERCISE 123

Fill in the blanks expressing possession with the words in the chart and according to the situations:

1. I am the new teacher. _____ last name is Martínez.
2. You are a good student and _____ marks are excellent.
3. Albert is not at school today. _____ friend Helen is copying the lesson for him.
4. Helen is never late to school though _____ house is not near the school.
5. Albert and Helen are classmates. They are cleaning _____ classroom in this moment.
6. We are studying here. "Victoria de Girón" is not the name of _____ school. _____ name is "Félix Varela".

LOOK

En esta unidad estás aprendiendo las palabras *my, your, his, her, its, our, and their* para expresar posesión. Existe otra forma para referirse, exclusivamente, a la posesión de terceras personas. Por ejemplo:

Mary's mother is a nice lady. Her name is Helen. Mary is living at her **mother's** apartment.

A: **Whose** apartment is it?

B: It is **Helen's**.

Whose se utiliza para preguntar a quien pertenecen objetos, animales e, incluso, personas. Las respuestas pueden expresarse utilizando adjetivos posesivos o sustantivos comunes o propios más el apóstrofo (*apostrophe*).

EXERCISE 124

Complete the following dialogues (observe the names of the owners in parentheses):

1. C: _____ bedroom is it?
D: It is _____. (Martha)
2. X: _____ bicycles are they?
Y: They are _____ and _____. (Frank and Stella)
3. D: _____ dog is it?
H: It is _____ dog. (Charles)

LOOK

También puede expresarse posesión mediante la utilización de **'s** con sustantivos comunes. Si el sustantivo común es plural terminado en -s, solamente se añade el apóstrofo (').

Ejemplos: The **boy's** dog is barking.

Father is fixing the **boys'** bicycles.

EXERCISE 125

Write the possessive forms of the following words:

The girl _____	The cat _____
The girls _____	The teacher _____
The dogs _____	The baby _____

EXERCISE 126

Choose the answers that complete the dialogues:

1. A: Whose room is it?
B: It's in the room. – It's a room. – It's Terry's room.

2. Y: Whose beds are they?
Z: They aren't beds. – They are the children's. – There are beds.
3. F: Whose grandmother is she?
G: She's my grandmother. – She's a grandmother. – Yes, she's a grandmother.

EXERCISE 127

Complete the conversations:

A: Is it your car?

B: No, _____.

A: _____?

B: It is Allyson's car.

X: Are they your children?

Y: No, _____.

X: _____?

Y: They are my sister's.

EXERCISE 128

You need some information. Ask the corresponding questions:

1. A: _____?

B: No, my brother isn't home.

A: _____?

B: He's at work.

2. X: _____?

Y: No, it isn't my English book.

X: _____?

Y: It is the teacher's book.

3. C: _____?

D: No, they aren't in the schoolyard.

C: _____?

D: They are in their classroom.

4. A: _____?

F: No, it isn't my apartment.

A: _____?

F: It is my neighbor's.

EXERCISE 129

In pairs, practice showing and telling each other which your personal belongings are. You may use real objects or pictures of them.

Project Work

Phone five friends and ask them what they are doing. Note down their answers. Draw the information obtained and then, describe the pictures in written form. Hand in the pictures and their descriptions to your teacher.

Reading

Before you read

EXERCISE 130

Look at the title of the text. What information do you expect to find? Tick the items you think you will find in the text.

- | | |
|---------------------|----------------------------|
| _____ age | _____ family members |
| _____ occupation | _____ free time activities |
| _____ address | _____ other (Which?) |
| _____ place of work | |

Read and do this

EXERCISE 131

Check which of the items you marked in Exercise 131 are really mentioned in the text.

Charles's Present Life

My friend Charles is an electrician. He's working at "Las Américas" Hotel in Varadero, where he fixes electric equipment like refrigerators, radios, television sets, etc. He is studying at a technical university and his marks are very good.

Jane, his wife, is a computer programmer. She is not working at Varadero because there isn't a job for her there at the moment. They are missing each other a lot. He is coming to see her at the end of this month.

EXERCISE 132

Complete the ideas, based on information, explicit or implicit, in the text:

1. Charles and I are _____.
2. He is working and _____ at the same time.
3. Jane is _____.
4. They are not _____.

EXERCISE 133

Question the text, using the words and expressions given:

- | | |
|-----------|------------------|
| Who...? | Is he...? |
| What...? | Are they...? |
| Where...? | Is/Are there...? |

Now do this

EXERCISE 134

Discuss with your teacher and classmates:

1. The positive aspects you find in Charles's life.
2. The different situations you would prefer for him and for yourself.

EXERCISE 135

Write a short paragraph expressing your opinion. Look up any word you need in a bilingual dictionary.

Journal

Write a note to a friend in Spanish.

Escribe una nota a un amigo tuyo. Cuéntale sobre las clases de inglés. Refiérete, entre otras cosas, a la contribución que hace esta asignatura a la elevación de tu nivel cultural.

Las siguientes preguntas te pueden guiar:

- ¿Qué has aprendido?
- ¿Sobre qué temas ya puedes preguntar y responder?
- ¿Cómo te sientes realizando los trabajos prácticos? ¿Para qué te sirven estos?
- ¿Qué ayuda has recibido de tu profesor y de tus compañeros?

Unit 6 (Six) What do you remember? (Review)

En esta unidad practicarás de manera integrada los contenidos fundamentales de las unidades anteriores.

EXERCISE 136

The teacher will read five sentences. Tick (✓) the type of sentence each of them is.

<i>No.</i>	<i>Affirmative</i>	<i>Negative</i>	<i>Interrogative</i>	<i>Imperative</i>
1.				
2.				
3.				
4.				
5.				

EXERCISE 137

The teacher is going to give each of you a new name.

Then you will get a piece of paper with one of your classmates' new name. Your task is to find who the person is, by asking questions.

Example:

You receive a paper with the name *Terry*.

Since *Terry* may be the name of a boy or of a girl, walk about asking all your classmate questions such as:

Are you Terry? Who are you?

What's your name?

When you find the person you have been looking for, introduce yourself.

EXERCISE 138

Assume roles:

Student A

You are the principal, or the head of a department, or a teacher. This is the first day of the school year. You are in the schoolyard. Introduce yourself to individual students. Ask about their names. Ask them to spell their names and last names.

Student B

This is the first day at school. You are in the schoolyard. You meet the principal/head of a department/teacher. Respond to an introduction and answer his/her questions.

EXERCISE 139

Complete the following dialogue and then practice it in pairs:

Two foreigners are traveling on a bus.

Foreigner 1: Excuse me. I'm _____.

Foreigner 2: How do you do. My _____.

Foreigner 1: How do you do. (Keep the conversation going.)

EXERCISE 140

Work in pairs. Assume roles.

Student A

You are in the principal's office. The principal needs some information about you. Tell him or her your name, age, address, and so on.

Student B

You are the school principal. You are in your office talking to a student. Ask him or her some questions (name, age, address, etc.).

EXERCISE 141

Work in pairs and fill in your partner's family tree by asking questions. Then present it on a poster to your class.

EXERCISE 142

Complete the following conversation:

Two kids meet at the gym:

Kid A

Introduce yourself

_____.

Say today is your birthday.

_____.

Show B a picture of your family.

Kid B

_____.

Ask about school.

_____.

Ask how old A is.

_____.

EXERCISE 143

Supply A's words to complete the dialogue:

At the bus stop

A: _____

B: Good morning, Mr. Roberts. How are you?

A: _____

B: I'm very well, thank you. How's your wife?

A: _____

B: I'm in a hurry. Good-bye, Mr. Roberts.

A: _____

Telephone conversation

A: _____

B: I want to participate in your contest.

A: _____

B: My name's Phil Lewis.

A: _____

B: I am 15 years old.

A: _____

B: Yes. It's 260-9329.

A: _____

B: O.K., thank you.

A: _____

EXERCISE 144

Project Work

This is a cultural activity in which you could have people wearing typical clothes from other countries, dancing and playing music, and eating things .

This is supposed to be an International Festival of Youth and Students. There will be people from different countries attending, and they are going to parade with their flags. Then they will introduce themselves, and chat over the snack that they are having. Have a pleasant festival!

EXERCISE 145

Change the activities in the dialogue (LOOK, pg. 37). Here you have some suggestions:

You

Reading a novel

Playing chess

Cleaning the house

Your sister

Watching TV

Doing the dishes

Making her bed

EXERCISE 146

Write what your mother, father, sister, and brother are doing at the moment. Then work with a partner and compare your sentences.

EXERCISE 147

Your teacher is going to show you a picture very quickly and you are going to say what people in the picture are doing.

EXERCISE 148

Your teacher is going to show you part of a picture and you are going to guess what there is in the rest of the picture and what people in the picture are doing.

EXERCISE 149

You are going to work in pairs. Your teacher is going to give one of you a picture, which the other one is not supposed to see. The task is for one of you to describe the picture while the other one draws it.

EXERCISE 150

Work in pairs. Close your eyes for a while and think of a place that you like very much. Tell your partner what there is at this place and what people are doing there now. But don't tell them what place you are thinking of, let them guess. Then, take turns.

EXERCISE 151

You are having a party at home tonight, but your bedroom is a real mess. Read this description. Can you organize your room? Write another description of the same room after you tidy it:

My bedroom is a mess. My pants are on the bed. There are some books under the chair. The electric fan is in the wardrobe and there is a pair of shoes on the dressing table. There is a vase with old flowers on the bookshelf.

My bedroom is tidy. My pants are _____

EXERCISE 152

Cross out the word that does not belong to the group:

1. bathroom – living room – sofa – kitchen – bedroom
2. cupboard – home – chair – wardrobe – bed
3. history – English – kitchen – biology – Spanish
4. park – library – corner – theater – bank
5. mother – computer – car – bicycle – garage

EXERCISE 153

Say whether the following statements are true (T), false (F), or not said (NS) about the place where you live:

1. There are two secondary schools in my community. _____
2. There is a large supermarket. _____
3. There is only one hospital. _____
4. The hospital is across from the park. _____
5. I live on a corner. _____

Reading

Before you read

EXERCISE 154

Talk about interesting places you have visited. The following questions might help you.

What interesting places are there in your community? City? Country?

When can you visit them?

Which do you consider a symbol of your country?

Can you mention symbols of other countries?

Where can you find information about interesting places?

Read and do this

EXERCISE 155

Mention an important place in Cuba. Tick why you consider it important.

Some reasons:

_____ It's interesting.

- _____ It's beautiful.
- _____ It's a historical place.
- _____ It's a scientific institution.
- _____ It's colonial.
- _____ It's an artistic manifestation.
- _____ It's a cultural heritage.
- _____ It's unique.

EXERCISE 156

Report to your teacher and classmates.

Read and do this

EXERCISE 157

In the text find:

1. A compound word _____
2. A word derived from observe _____
3. The names of two places where you can buy presents _____
4. A line that is related to the time all over the world _____
5. The name of a celebration _____
6. A word that shows relation to the King _____
7. The name of a lake _____
8. The name of a river _____
9. The name of a bridge _____

EXERCISE 158

Say if the statements are true (T), false (F), or not said (NS) about Big Ben:

1. There is a restaurant in the tower. _____
2. Big Ben is the name of the bell. _____
3. The tower is open on Monday. _____

EXERCISE 159

Complete the ideas about Madame Tussauds:

1. Tourists can visit the waxwork exhibition _____.
2. It opens at _____ and closes at _____.
3. The models in Madame Tussauds are made of _____.

EXERCISE 160

Answer Yes or No about The Royal Observatory:

1. Is the Royal Observatory in the center of London? _____
2. Is it a scientific center? _____
3. Can you go there by boat? _____

EXERCISE 161

Answer the following question about Hyde Park:

What's there in Hyde Park? _____.

Things to see in London (*Brochure*)

Big Ben

At the north end of the Palace of Westminster is the famous clock tower, Big Ben. Big Ben is the name of the bell in the tower, not the clock. The tower is a symbol of London.

Open Tuesday-Sunday 10:00 a.m. to 6:00 p.m.

Hyde Park

Large and fashionable park, once a royal hunting forest. Restaurants and bars at each end of the lake. Swim or hire a boat on the Serpentine. (Open 24 hours)

Madame Tussauds

Marylebone Road

This famous waxworks has models of famous people from pop stars to prime ministers. Displays of battles and Chamber of Horrors. Gift shop.

Open every day 10:00 - 5:30, except Christmas Day.

The Royal Observatory, Greenwich

It's ten miles outside London on a hill above the River Thames. The observatory contains telescopes and displays about astronomy, including Halley's Comet and Black Holes. The international meridian line runs through the observatory. Video theatre. Souvenir shop. Take a river boat to Greenwich from Westminster Bridge. Open 10:30 to 5:30. Closed 25-28 December.

(Hotline, Oxford – adapted)

Now do this

EXERCISE 162

Prepare a brochure about the important place in Cuba you selected at the beginning of the lesson.

Journal

- ¿Qué has aprendido hasta ahora?
- ¿Ya puedes hablar de tu casa, tus muebles, tu familia?
- ¿Ya puedes decirle a alguien lo que estás haciendo? ¿Y lo que están haciendo otras personas?
- ¿Qué aplicación le has encontrado a lo que aprendes en la clase de inglés?
- ¿Hablas inglés fuera del aula? ¿Con quién?
- ¿Entiendes algo cuando escuchas canciones en la radio o cuando ves los animados y las películas?
- ¿Deseas leer textos en inglés, además de los asignados en clases?

Unit 7 (Seven) What is your friend like?

En esta unidad practicarás cómo describirte a ti mismo y a otras personas. También contarás del 20 al 100 y preguntará e informarás sobre la nacionalidad y el idioma que hablan las personas de distintos países.

EXERCISE 163 (Review)

Cross out the word that does not belong in each group:

1. sleep – cook – eat – drink – sandwich
2. games – always – never – sometimes – often
3. mother – friend – son – grandfather – wife
4. he – they – we – is – I
5. library – restaurant – hospital – school – living room

The numbers:

20 – twenty	$20 + 1 = 21$ (twenty-one)
30 – thirty	$30 + 2 = 32$ (thirty-two)
40 – forty	$40 + 3 = 43$ (forty-three)
50 – fifty	$50 + 4 = 54$ (fifty-four)
60 – sixty	$60 + 5 = 65$ (sixty-five)
70 – seventy	$70 + 6 = 76$ (seventy-six)
80 – eighty	$80 + 7 = 87$ (eighty-seven)
90 – ninety	$90 + 8 = 98$ (ninety-eight)
100 – one hundred	$100 + 9 = 109$ (one hundred nine)
	$100 + 25 = 125$ (one hundred twenty-five)

EXERCISE 164

Write the names of the following numbers:

27 _____	61 _____
49 _____	78 _____
55 _____	44 _____
96 _____	32 _____
23 _____	88 _____

EXERCISE 165

Write the numbers:

Sixty-six _____	Twenty-two _____
Forty-nine _____	Thirty-eight _____

Twenty-seven _____	Fifty-five _____
Seventy-three _____	Eighty-four _____
Ninety-one _____	Fifty-eight _____

EXERCISE 166

Figure out the following mathematical operations:

$32 - 12 =$ _____	$51 + 10 =$ _____
$27 + 15 =$ _____	$(15 + 5) - 10 =$ _____
$13 + 13 =$ _____	$15 \cdot 2 =$ _____
$95 - 12 =$ _____	$100 : 5 + 11 =$ _____

EXERCISE 167

Are you good at math? Then, solve these problems.

1. There are two rulers, three books, five notebooks, an eraser, two pencils, and a compass on the teacher's table. How many objects are there on the table?

2. There are fifteen books on the shelf: Three history books, two biology books, and five math books. The rest of them are English books. How many English books are there on the shelf?

3. There are 30 students in the class. The principal gave the teacher 95 pencils. How many pencils should she give each student? How many pencils must she return (or keep)?

Notes:

give: dar (gave: dio)

keep: guardar, conservar

shelf: estante

return: devolver, regresar

LOOK

¿Has observado que cuando la profesora escribe la fecha en la pizarra siempre pone unas letras pequeñas junto al número que indica el día del mes?

Tuesday, November 5th, 2001. Estas pequeñas letras expresan que ese número indica orden (número ordinal). En realidad, en inglés se dice: Hoy es el quinto día de noviembre.

¡Sí! Es cierto que las letras no son siempre las mismas, pero es muy sencillo aprenderse la regla:

Los números terminados en uno (1), excepto el 11, llevan **st**, porque 1st es first, 21st es twenty-first, 31st es thirty-first.

Los números terminados en dos (2), excepto el 12, llevan **nd**, porque 2nd es second, 22nd es twenty-second.

Los números terminados en tres (3), excepto el 13, llevan **rd**, porque 3rd es third, 23rd es twenty-third. Todos los demás, incluyendo el 11, el 12 y el 13 llevan **th**, porque 4th es fourth, 11th es eleventh, etcétera.

1. Asking and telling where someone is from

You meet two foreigners on the street. They are speaking English.

A: Excuse me. Are you Canadians, by any chance?

B: No.

A: I'm sorry. Where are you from?

B: Ah, we're from New Zealand.

A: Oh, I see. Thank you.

EXERCISE 168

Practice the dialogue with your teacher and classmates.

EXERCISE 169

With your teacher, look at the countries, nationality words, and languages on the list below. Group the countries according to the continent they belong to; say what you call the people who come from each of the countries, and say what language they speak. You may want to guide yourselves by these questions:

In what continent is...?

What do you call the people from...?

What language do they speak in...?

Some countries, nationalities, and languages:

<u>COUNTRY</u>	<u>NATIONALITY</u>	<u>LANGUAGE</u>
Argentina	Argentinean	Spanish
Australia	Australian	English
Austria	Austrian	German
Brazil	Brazilian	Portuguese
Canada	Canadian	English / French
Cuba	Cuban	Spanish
France	French	French
Germany	German	German
Greece	Greek	Greek
Italy	Italian	Italian
Jamaica	Jamaican	English
Mexico	Mexican	Spanish
Poland	Polish	Polish
Russia	Russian	Russian
Spain	Spanish	Spanish

Spelling rule (Reglas ortográficas)

Los gentilicios (nacionalidades, idiomas), los días de la semana y los meses del año se escriben con letra inicial mayúscula (capital letter) en inglés, pero recuerda que en español no es así. Ejemplos:

cubano → Cuban

viernes → Friday

enero → January

EXERCISE 170

Complete the following information about yourself, and about other people:

Hi!

I'm from _____. I'm Cuban. I speak _____.

This is Luis, from Mexico. He is _____. He speaks _____.

And this is Francoise. She is from Canada. She is _____. She speaks French and English.

EXERCISE 171

Write about these people. Use the information given:

Guadalupe – Mexico

Vladimir – Russia

Lola – Spain

Mark – Germany

Owen – Jamaica

LOOK

Where are you from? = What nationality are you?

EXERCISE 172

Find out the following information about these personalities and write short paragraphs about them:

their nationalities

the language each speaks

the places where they live

1. Gabriel García Márquez
2. Paul McCartney
3. Diego Armando Maradona
4. Vladimir Putin
5. Hugo Chávez

EXERCISE 173

Practice this dialogue with your partner.

Two strangers are sitting next to each other on a train.

A: Hello. My name is Lucy.

B: Where are you from, Lucy?

A: _____.

B: _____.

EXERCISE 174

Hangman

This is a game. You are going to draw a line for each of the letters in the name of a country. Your partner will try to guess the right letter in the word. If she/he can't guess the right letters you will start drawing a hanged man. Every time your partner misses a letter, you will draw one of the parts of his/her body (head, limbs, etc.), the tree and the rope to hang him/her with. Then, change

roles. After you have finished, write the names of the countries in columns according to the language they speak. For example:

	<u>S</u>	<u>P</u>	<u>A</u>	<u>I</u>	<u>N</u>	
Spanish	English	French	Portuguese	German	Russian	
<i>Spain</i>						

EXERCISE 175

Work in pairs and prepare a presentation about someone you consider your hero or heroine. You may follow these hints:

name
address
age
birthday
birthplace

2. Describing people according to their personality traits

What **is** your friend **like**?

Oh, she's **great**! She is **honest** and **intelligent**.

EXERCISE 176

Practice the dialogue with your teacher and classmates.

LOOK

You ask: "**What is she like?**" to ask about **personality traits**.

Some words to describe someone's personality:

benevolent	friendly	intelligent	rude
calm	funny	lazy	selfish
cheerful	generous	loving	self-conceited
courageous	gentle	mean	self-sufficient
delicate	gossipy	optimistic	stingy
demanding	greedy	peaceful	straight
easy-going	hard-working	pessimistic	strict
dishonest	honest	polite	tender
energetic	humble	reflective	weak
enthusiastic	immature	revolutionary	

EXERCISE 177

1. Which of these words express positive characteristics?
2. Which of them have negative meanings?

EXERCISE 178

From the list above, form as many pairs of synonyms and antonyms as possible.

OBSERVE

In English, the adjective doesn't change. It is invariable. It has no singular or plural. It has no feminine or masculine.

LOOK

Susan is **honest**.

Susan and Mary are **honest**.

Peter is **honest**.

Peter and Frank are **honest**.

EXERCISE 179

Use words in the list above to complete the following statements, according to the situations given:

1. “Poné a Francella” is a _____ TV program from Argentina.
2. My mother is always happy. She is an _____ person but my father is very _____.
3. Cubans are very _____.
4. Young people are _____.
5. We love the Cuban Revolution because it is _____.
6. My neighbor is always collecting money and other material things. She is _____.
7. My brother is a _____ man. He is at work Monday through Saturday from morning to evening.

EXERCISE 180

Here are some names of well-known personalities. Try to describe each with just one word:

José Martí _____

Antonio Maceo _____

Mariana Grajales _____

Nicolás Guillén _____

José Raúl Capablanca _____

EXERCISE 181

Practice in pairs. Ask your partner to describe someone’s personality.

3. Describing things and animals

Frank: Rick, what is your house like?

Rick: It’s large and comfortable

Observe that we use the same question for moral description and for physical description of objects.

EXERCISE 182

Practice the dialogue with your teacher and classmates.

Some words to describe things and animals:

beautiful	magnificent	important	easy	difficult	cheap	expensive
ugly	great	noisy	quiet	nice	old	heavy
big	long	small	short	thin	fat	funny

Observe that some of these words may describe persons, animals, and things.

EXERCISE 183

Make a list of those words that can be used to describe persons and things or persons and animals.

EXERCISE 184

Give your opinion about these subjects. For example: English is important.

1. Math is _____.
2. History is _____.
3. Biology is _____.
4. Computer science is _____.
5. Geography is _____.
6. Spanish is _____.
7. Music is _____.

EXERCISE 185

Complete the following short dialogues:

- A: _____?
- B: The hospital is large and comfortable.
- C: _____ school _____?
- D: _____.
- E: What _____ dogs _____?
- F: _____.
- G: What are your parents like?
- H: _____.

EXERCISE 186

Complete the following description of a city. Use the adjectives in the list below:

The city where I live isn't very _____. Its population is 100 000 inhabitants.
It is very _____. It was founded in 1645. There is a _____ market in
front of a _____ statue of Ignacio Agramonte. The park is _____ but
very _____.

LIST:

old – small – large – expensive – magnificent – beautiful – noisy

4. Describing people physically

A: What **does** your girlfriend **look like**?

B: Ah, she's **tall** and **thin**. What about yours?

EXERCISE 187

Practice the dialogue with your teacher and classmates.

LOOK

You use the question **What + auxiliary + noun + look like** to ask about **physical description of persons**.

Some words to describe people physically:

fat	ugly	attractive	strong	thin	tall	short
old	young	slender	pretty	handsome	good-looking	

EXERCISE 188

Form as many pairs of antonyms as possible, using the words in the list above.

EXERCISE 189

Ask your partner to describe someone close to him or her, physically.

LOOK

You say:

My wife is **pretty** short. (muy pequeña)

Pretty = Very (Spanish: muy)

EXERCISE 190

Read the words to describe people physically and use them to complete the following ideas:

1. My cousin is very _____. She is seventeen years old.
2. My grandmother isn't young. She is _____. She is 75 years old.
3. Ada is my neighbor. She is not attractive. She is very _____ and _____.
4. Helen's son is not ugly either. He is very _____.
5. Susan and her sister are tall and rather thin. They are both _____.
6. For men, women are always _____. Women are never ugly.

EXERCISE 191

Describe your hero's (or heroine's) personality, and describe him or her, physically. Work in pairs.

EXERCISE 192

Project Work

Supón que próximamente tendrás el honor de participar en diversas actividades en el Campamento Internacional de Pioneros, donde deberás relacionarte con niños y jóvenes de distintos países. Cada uno de tus compañeros de aula y tú recibirán de su profesor un nombre imaginario y nacionalidad o país de origen. Cada estudiante recibirá un listado de los jóvenes con quienes convivirá y compartirá en el campamento.

Tus tareas:

1. Encuentra a los compañeros relacionados en tu listado.
2. Según los vayas encontrando, entérvíalos y obtén de ellos el máximo de información personal.
3. Confecciona un cuadro donde aparezca toda la información obtenida.
Recuerda que todas las entrevistas deben realizarse en inglés. Cuanta más información contenga tu cuadro, mejor será tu evaluación.

Reading

Before you read

EXERCISE 193

Did you find the meaning of the words assigned? (enjoy, speak, jump, party, ball) If you did, you can complete the following sentences:

1. We _____ Spanish, but we are studying English.
2. The children are _____ the cartoons.
3. There is a _____ at Jimmy's house now. Let's go!
4. There is a _____ on the table.

A Birthday Party

Today there is a party in the Ryder's garden. It is the last day of the school year and it is also Mrs. Ryder's birthday. It is a very good party. There are many of her students in the garden and they are all enjoying the party.

There is a group of girls playing volleyball, and a group of boys playing baseball. The dog is also playing. It is jumping after the ball.

Miss Watson is at the party, too. She is there with a friend from Jamaica. They are speaking English and some of Miss Watson's students are listening to them. They can't understand all the words, but they can understand some English now.

Read and do this

EXERCISE 194

In the text find the paragraph that expresses:

- _____ the kind of party they are having.
- _____ what the girls are doing.
- _____ what the dog is doing
- _____ what Miss Watson and her Jamaican friend are doing.

EXERCISE 195

Say true (T), false (F), or not said (NS):

- _____ They are celebrating the end of the school year.
- _____ Some boys and girls are playing.
- _____ The dog is playing with the cat.
- _____ The dog is playing with the boys' ball.
- _____ Mrs. Ryder and Miss Watson are teachers.

EXERCISE 196

Answer the following questions about the text:

1. Which month is it, January, April, or July?
2. What are the students and their teacher celebrating?
3. Is it day or night?
4. Do Mrs. Ryder's students like sports? Which?

Now do this

EXERCISE 197

What do you think about the students who are listening to Mrs. Ryder's conversation with her friend? Are their manners good?

EXERCISE 198

Prepare a list of three things you must do and three things you must not do in public and discuss your lists with your teacher and classmates.

Journal

- ¿Qué aplicación le has encontrado a lo que aprendes en la clase de inglés?
- ¿Hablas inglés fuera del aula?
- ¿Entiendes algo cuando escuchas canciones en la radio, ves dibujos animados o películas en inglés?
- ¿Deseas leer textos en inglés además de los asignados en clases?

Unit 8 (Eight) What's the weather like?

La práctica en esta unidad será para describir el estado del tiempo, hablar sobre lo que te gusta y lo que no te gusta, y hablar sobre algunas actividades que se realizan en el tiempo libre.

1. Describing the weather

A: What's the weather like in your country?

B: It's usually very **cold**.

EXERCISE 199

Practice the dialogue with your teacher and classmates.

Some words you may use to describe the weather:

cloudy	low
cold	rainy
cool	sunny
dry	temperature
high	warm
hot	windy

The seasons

summer _____	June – July – August
fall _____	September – October – November
winter _____	December – January – February
spring _____	March – April – May

The months of the year

LOOK

We use **on** before words like sunny, windy, rainy, etc.

We use **on** before the days of the week.

We use **in** before words like summer, spring, etc.

We use **in** before the months of the year.

LOOK

In English we use capital letters for the days of the week and the months of the year.

EXERCISE 200

Complete, based on your personal experience:

There are four seasons, but in Cuba _____ and _____ predominate.
We are usually at the beach in _____. Some friends prefer winter because the

weather is _____ and _____ and some others prefer summer because the weather is _____ and _____. When there is a cyclone, the weather is _____ and _____.

EXERCISE 201

Let's play in teams!

Represent the following weather conditions. You may use pantomime, drawings, or meaningful sentences:

A cloudy day	A cold day
A sunny day	A cyclone
A rainy day	Low temperature
High temperature	Dry weather

EXERCISE 202

Complete the ideas based on Cuban cultural and geographical characteristics. Ask your teacher to help you:

- _____ is the season of flowers.
- Even in _____ European tourists in Cuba are at the beach.
- _____ is the month of giving and receiving presents.
- Since 1959 in Cuba, _____ is not only the beginning of the new year. It also marks the establishment of peace and justice.
- Students are always on vacation in _____ and _____.
- We like to wear new clothes and shoes in _____.

EXERCISE 203

Discuss with your teacher and classmates about the kind of weather that you like.

EXERCISE 204

Work in pairs. **What's the weather like in...?**

Perú, Brazil, Alaska, Angola, Greece, Japan, South Africa, Jamaica

Ask your geography teacher in case you don't know.

EXERCISE 205

Write the names of the months of the year in their natural order.

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

EXERCISE 206

Say the date on which we commemorate the following events:

May Day _____

St. Valentine's _____

Maceo's death _____

Declaration of the Socialist character of the Cuban Revolution _____

International Students' Day _____

Anniversary of the FMC _____

Che's and Maceo's birth dates _____

International Women's Day _____

EXERCISE 207

Now, organize each date under the corresponding season. (You may use numbers to write the dates.)

Spring

Summer

Fall

Winter

EXERCISE 208

What do you wear when it is rainy? sunny? cold? windy? hot?

Ask your partner.

EXERCISE 209

Look at your geography textbook and find out the main weather characteristics in these places:

1. England _____

2. Jamaica _____

3. Chile _____

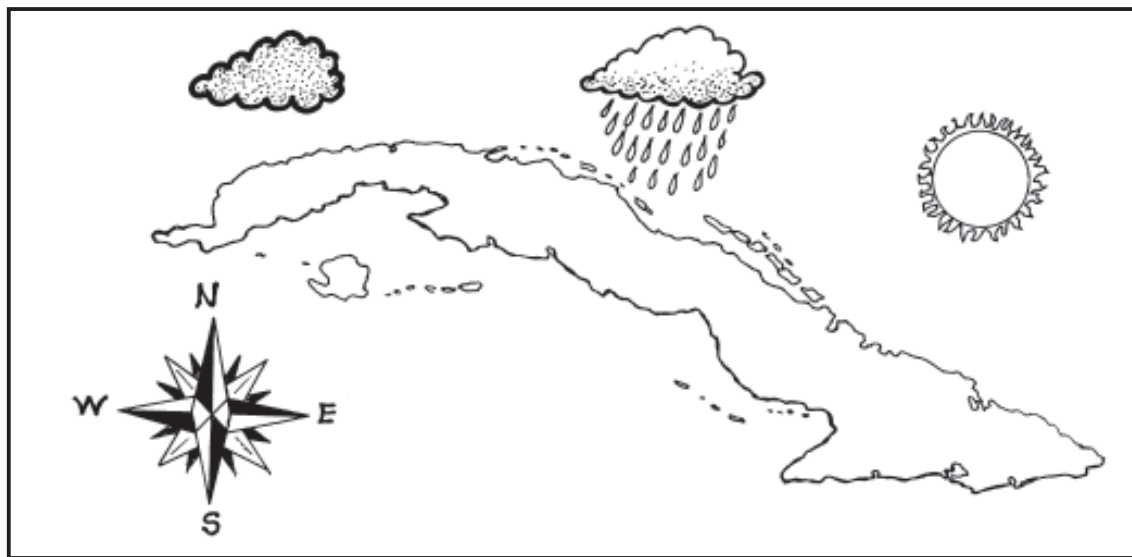
4. Russia _____

5. Alaska _____

Report back to your teacher and classmates.

EXERCISE 210

Observe the map and match the weather conditions in Column A with the region in Column B:



A

B

1. Cloudy _____ Eastern region

2. Dry _____

3. Hot _____ Central region

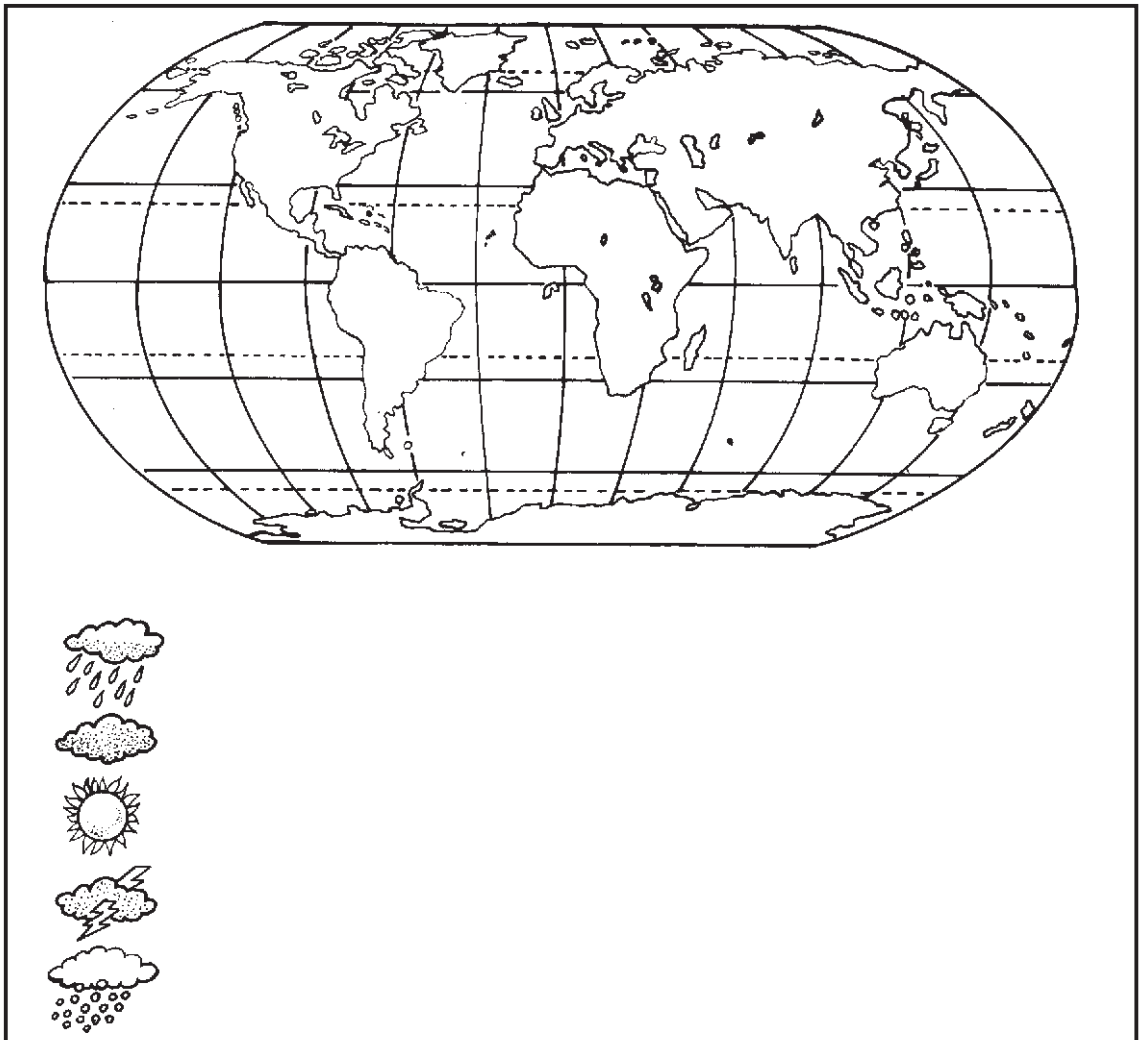
4. Rainy
5. Windy _____ Western region
6. Sunny
7. Cold

EXERCISE 211

Observe the map and the information in Exercise 211 and complete the following weather report:
 Today it is _____ in the western region, while it is _____ in the Central Provinces.
 The eastern part of Cuba, as usual, is _____ and _____ .

EXERCISE 212

Project Work



Select a season of the year in Cuba. Then, determine what the weather is like in different parts of the world and the season it is there. Place the symbols on the corresponding regions on the map and describe the weather in each place.

Reading

Before you read

EXERCISE 213

Match the animal with the way it moves from one place to another.
How do they travel?

- | | |
|------------------------|------------|
| 1. Four-legged mammals | _____ swim |
| 2. Fish | _____ fly |
| 3. Birds | _____ walk |

EXERCISE 214

What's the meaning of the word MIGRATE?

The prefix IN (I) means INSIDE

The prefix E means OUTSIDE

What's the meaning of IMMIGRATE? EMIGRATE?

EXERCISE 215

Do you know of any animal that moves from one place to another depending on the weather and the seasons? Tell your teacher and classmates.

Read and do this

EXERCISE 216

"A long way to travel for your dinner" is the title for the reading selection.

Speculate about this title. What can the text be about? The teacher will write all your answers on the board.

EXERCISE 217

After you take a rapid look at the text, check your speculations.

EXERCISE 218

Complete these ideas:

1. The text is about
____ means of transportation.
____ a bird.
____ a person.
2. The arctic tern is
____ big.
____ small.
____ enormous.
3. In winter the tern travels
____ from north to south.
____ from south to north.
____ across the Pacific.
4. The tern starts its migration to the south in
____ spring
____ summer

- ___ autumn
- and to the north in
- ___ spring.
- ___ winter.
- ___ autumn.

EXERCISE 220

In the reading find four words that refer to celestial bodies and draw them.

LOOK

Compass es una palabra análoga que significa *compás*. Pero esta palabra tiene otros significados y este es el caso del texto que estás leyendo, en el cual no significa *compás*. Se trata, por tanto, de una análoga parcial. Oriéntate por las palabras que la rodean y ¡adivina!

EXERCISE 220

Complete this paragraph to summarize the content of the text:

“A long way to travel for your dinner” is about _____ called *arctic tern*. This bird _____ from _____ to _____ every year to escape from severe _____. It then returns _____ when winter arrives in the _____ Pole. It travels for about _____ every year and during its lifetime it travels as far as the _____ and back.

A long way to travel for your dinner

The arctic tern is not a big bird. It is only about 16 centimeters long from its bright red beak to its tail. But it flies from one end of the earth to the other—a journey of about 18 000 kilometers.

The tern is in the arctic in the summer but not in the winter. It is too cold and there is no food. But when it is winter in the northern hemisphere, it is summer in the southern hemisphere. In the fall the arctic tern leaves the North Pole and flies south across the equator to the South Pole. When spring comes again in the northern hemisphere, the tern will return to the arctic.

How do these small birds make this incredible journey? We don’t know. Perhaps they use the sun, the moon, and the stars as a compass. If it is cloudy or foggy, the birds don’t migrate. In its life, an arctic tern travels as far as the moon and back. That’s a long way to travel for your dinner.

Now do this

EXERCISE 221

Discuss these questions with a partner:

1. Do Cuban endemic birds migrate?
2. What are some migratory birds that we can see in Cuba some time during the year?

Ask you teachers of geography and biology.

Journal

- ¿Qué haces para comprender las ideas generales de lo que escuchas o lees?
- ¿Cómo resuelves la dificultad que se presenta al hablar cuando desconoces la palabra precisa para el tema del que estás hablando?
- ¿Qué tácticas sigues para mantener la comunicación fluida en la clase de inglés?
- ¿Consideras que se habla mucho inglés/español en la clase de inglés? Explica.

Unit 9 (Nine) What are they wearing?

En esta unidad las actividades te ayudarán a decir y preguntar cómo están vestidas las personas y el color de esas prendas de vestir para describirlas.

EXERCISE 222

Look outside the window and answer the following question:

What's the weather like today?

1. Talking about clothes

Telephone conversation:

Miriam: Are you at the party, Pete? **What are you wearing?**

Pete: I'm wearing blue **jeans** and a white **T-shirt**.

Miriam: Oh, that's nice. I'm wearing jeans, too.

EXERCISE 223

Practice the dialogue with your teacher and classmates

LOOK

We wear clothes. Some clothes are different for men and women. Some are the same:

<u>Men's clothes</u>	<u>Women's clothes</u>	<u>For both</u>
Trousers	Dress	Pants/slacks
Shirt	Blouse	Shorts
Tank top	Skirt	Shoes
Trunks	Panty hose	Socks
Suit	Panty	Underwear
Tie	Bra	Pullover
Belt	High heel shoes	T-shirt
Suspenders	Stockings	Swimsuit
Under pants		Tights
		Hat
		Gloves
		Uniform

EXERCISE 224

Complete the following information:

1. I am wearing _____ now.
2. The teacher is wearing _____.
3. The principal _____ today.

2. Talking about colors

Jan: **What color is** your new dress, Pat?

Pat: It is **blue** and **white**.

EXERCISE 225

Practice the dialogue with your teacher and classmates.

The colors:

beige	gray
red	orange
black	pink
blue	yellow
green	purple (violet)
brown	white

EXERCISE 226

Color the spaces according to the indications. Let the colors mix in the middle and, then, say and write the new colors you have obtained:

Blue		Yellow
------	--	--------

Red		Yellow
-----	--	--------

Blue		Red
------	--	-----

OBSERVE

The colors are words that describe. These words are called adjectives. Remember they do not change.

Examples: The **pencil** is **red**.

The **pencils** are **red**.

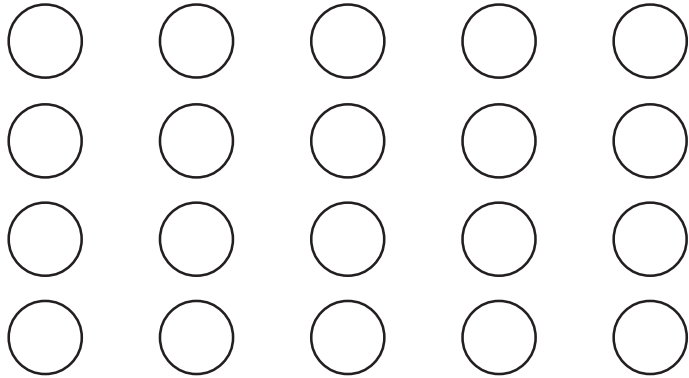
EXERCISE 227

Complete the following sentences, using the colors:

1. Trees are _____.
2. The sky is _____.
3. Clouds are _____ or _____.
4. The secondary school uniform is _____ and _____.
5. The primary school uniforms are _____ and _____.

EXERCISE 228

Listen to the song and color the circles.



LOOK

Demonstrative Pronouns:

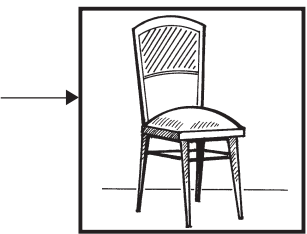
Los pronombres demostrativos se utilizan para mostrar algo o a alguien, y en inglés son solo cuatro:
THIS – THAT – THESE – THOSE

¿Cómo se utilizan? Observa este recuadro:

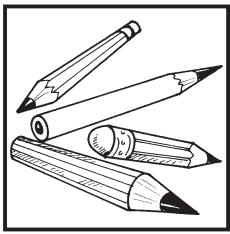
El que habla:	Singular	Plural
Cerca (near)	This	These
Lejos (far)	That	Those

EXERCISE 229

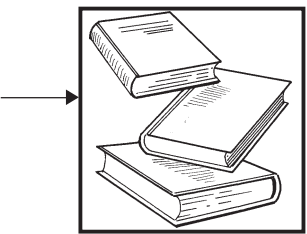
Use this – that – these – those. Observe the arrows:



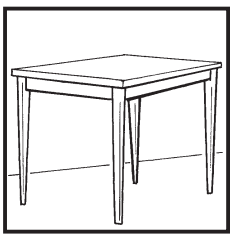
_____ is a chair.



_____ are pencils.



_____ are books.



_____ is a table.

EXERCISE 230

Read the dialogue between the tourist and the guide. Choose the correct word:

Tourist: What is (this – these) building?

Guide: (That – Those) is an important hotel.

Tourist: Are (these – this) buildings hotels too?

Guide: No, they aren't. (That – those) are historical museums.

EXERCISE 231

You absolutely disagree with the statements about the objects or persons located a little far from you. Find in the dictionary any word you need and rewrite the statements. Express your disagreement.

Example: A: This is not your blouse.

B: Yes, that's my blouse.

1. A: This girl isn't your classmate.

B: _____.

2. A: These shoes are expensive.

B: _____.

3. A: This isn't your book.

B: _____.

4. A: These classrooms are quiet.

B: _____.

LOOK

The indefinite article (*a/an*):

Esta palabra tan corta se utiliza siempre antes de un nombre **común** y **singular**, al mencionarlo por primera vez.

Cuando ese nombre común comienza con sonido de vocal, se utiliza **an**. Cuando la palabra que sigue comienza con consonante, se utiliza **a**.

Ejemplos: **a** chair **a** book **an** apple

EXERCISE 232

Use **a** or **an** when necessary:

___ airplane ___ books ___ dog ___ student

___ armchair ___ cars ___ houses ___ word

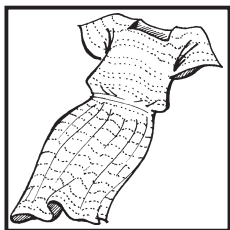
___ baby ___ country ___ problem ___ teacher

OBSERVE

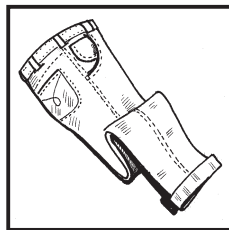
Cuando el adjetivo modifica a un sustantivo, su posición, invariablemente, es antes del sustantivo. Si el sustantivo es singular y necesita del artículo **a/an**, este precederá al adjetivo y no al sustantivo.

EXERCISE 233

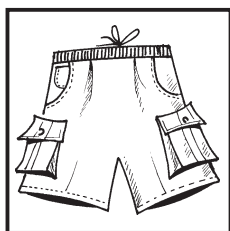
Complete the ideas according to the illustrations:



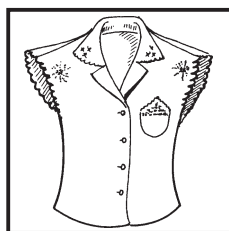
This is _____.



These are _____.



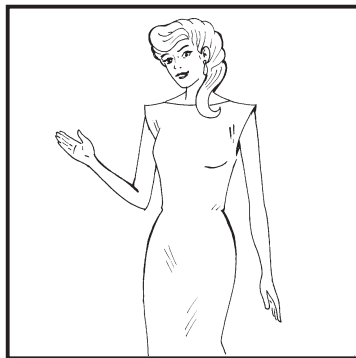
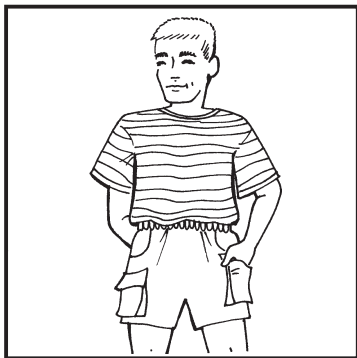
This is _____.



These are _____.

EXERCISE 234

Hello! I am Gwen. Today is my birthday. I am at *Coppelia* with a group of friends. Here is our picture. Can you color our clothes? Can you say who is who? Read the hints:



Hints:

- Dale isn't wearing slacks.
- Abby isn't wearing a dress.

EXERCISE 235

Can you answer the following questions about the characters in Exercise 235:

Is Dale a boy or a girl?

What is Dale wearing?

Is Abby a boy or a girl?
What is Abby wearing?
Is Gwen a boy or a girl?
What is Gwen wearing?
What color are their clothes?

EXERCISE 236

What do you wear when it is rainy? sunny? cold? windy? hot?
Ask your partner. Then, report to your class.

EXERCISE 237

Project Work

Work in teams. Prepare a fashion show in the classroom. Each student, in his (her) turn must describe what his (her) classmate is wearing.

Reading

Before you read

EXERCISE 238

Look up in the bilingual dictionary the meaning of the following words:

star	sequins	stage
song	silver	snake
world	hand	sheep
dancing	gold	

EXERCISE 239

Answer the following questions:

1. Do you like music?
2. What kind of music do you prefer?
3. Can you mention a Cuban music star?
4. Can you mention a music star from an English speaking country?
5. Is he/she a composer, a musician, a singer, or a dancer?

(Composer: Adolfo Guzmán)

(Musician: Zenaida Romeu)

(Singer: Polo Montañés)

(Dancer: Tony Menéndez)

Read and do this

The super-super-super star

His name is Michael Jackson –super-super-super star! Do you have any Michael Jackson songs? Perhaps you have one of his hit albums or videos. Millions of people all over the world like Michael Jackson.

Michael has three sisters and five brothers. The boys were all in the band called *The Jackson Five*, but Michael is the international superstar. People like his music, his songs, and his dancing. They even like his clothes: his boots covered with sequins, the silver glove on his left hand, and his blue and gold sequined jacket and black trousers.

On stage, Michael is a star, but at home he is quiet and shy. He lives in a very big house in Encino, California, with his mother, Katherine, and two of his sisters, Janet and La Toya. He loves

animals. He has a lot of animals in his private zoo, including an eight-foot long boa constrictor snake called “Muscles” and a sheep called “Mr. Tibbs”.

EXERCISE 240

Match the following words that appear in the text with their corresponding synonyms or definitions:

- | | |
|-------------|--|
| 1. song | _____ one or more records or tape recordings |
| 2. hit | _____ group of musicians |
| 3. album | _____ calm |
| 4. band | _____ musical composition |
| 5. on stage | _____ successful |
| 6. quiet | _____ timid |
| 7. shy | _____ play |
| 8. a lot of | _____ acting |

EXERCISE 241

Say whether the following statements are true (T), false (F), or not said (NS):

1. People like Michael Jackson only for his songs. _____
2. Michael’s father is a musician. _____
3. On stage, Michael wears a pair of silver gloves. _____
4. Michael is a timid man at home. _____
5. He has two sisters, Janet and La Toya. _____
6. Katherine had nine children. _____
7. Michael owns a zoo. _____
8. “Mr. Tibbs” is a boa constrictor. _____

Now do this

EXERCISE 242

Answer the following questions in paragraph form. At the end you will have a paragraph:

1. Do you like Michael Jackson?
2. What do you like: his songs, his music, his dancing, or his clothes?
3. Why do you think he is considered a star?
4. What do you think about his way of life?

Discuss your answers with your teacher and classmates.

Journal

We are now coming close to the end of the seventh grade English course.

Can you do this part of the unit in English?

Can you understand these questions so that you can answer them in Spanish?

How well can you speak English now? _____ very well _____ well _____ not so well _____

How well can you write?

How well can you read?

What are you good at in English?

What are you not so good at?

Unit 10 (Ten) What do you do at school in the morning?

En esta unidad realizarás ejercicios para que puedas pedir y ofrecer información acerca de las actividades que tú y tus compañeros realizan a diario, fundamentalmente en la escuela. También practicarás diferentes formas para preguntar y decir la hora. Además podrás referirte a las distintas ocupaciones de tus familiares y otras personas conocidas.

EXERCISE 243 (Review)

Answer the following questions about yourself:

1. Where are you now?
2. What are you wearing?
3. What color is it?
4. Do you wear it every day?

1. Asking and telling the time

Two strangers, a man and a woman:

Woman: Excuse me. **What's the time**, please?

Man: It's **nine o'clock**.

Woman: Thank you.

EXERCISE 244

Practice the dialogue with your teacher and classmates.

The time:

What time is it?
What's the time?



It is nine o'clock.

EXERCISE 245

Write the time.

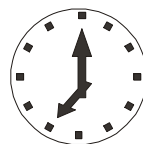
What time is it?



It's _____ o'clock.



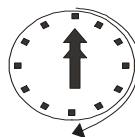
It's _____.



_____.

OBSERVE:

minutes...
...past/after



EXERCISE 246

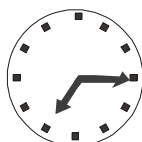
So, what time is it?



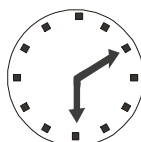
It's five minutes past twelve.



It's twenty past ten.



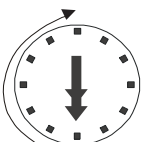
It's fifteen past seven.



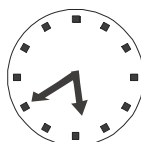
It's ten after six.

OBSERVE:

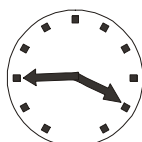
Minutes... to...
What's the time now?



It's five minutes to two.



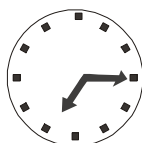
It's twenty to six.



It's fifteen to four.
Fifteen minutes = **a quarter**

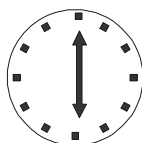


It's ten to twelve.



It's fifteen (minutes) past seven.
It's a quarter past seven.

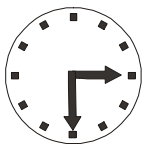
What's the time?



It's twelve thirty.
But in England they say:
It's half-past twelve.

EXERCISE 247

What time is it?

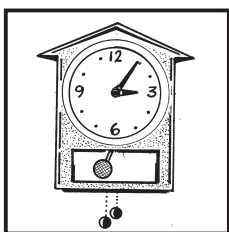


It's _____

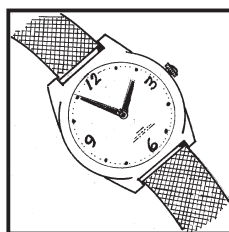




LOOK



IT IS THREE
O'CLOCK



This **clock** is **fast**.

This **watch** is **slow**.

LOOK

Actualmente hay una forma de decir la hora que resulta más sencilla. Simplemente se dice el número que representa las horas, seguido del número que representa los minutos. Ejemplos:

3:15 = three fifteen

8:45 = eight forty five

6:12 = six twelve

10:59 = ten fifty nine

Pero:

1:05 = one oh five

7:09 = seven oh nine

A joke:

What's the time? (Use the traditional form.)

That's right! Though it sounds like a machine gun!

(¡Aunque suene como una ametralladora!)

74 (Seventy-four)



EXERCISE 248

Practice with your teacher, asking and telling the time. Then do it in pairs.

EXERCISE 249

Unscramble the following words and draw the objects they represent:

1. kobo
2. searer
3. lkahc
4. blcsahoago
5. rhaic
6. lreur
7. ksde
8. npe
9. clienp

EXERCISE 250

Write the plural forms of these nouns:

ruler _____	pencil _____
chair _____	desk _____
table _____	schoolbag _____
chalkboard _____	school _____
classroom _____	pen _____
compass _____	notebook _____

EXERCISE 251

Use **a** or **an** when necessary:

___ table	___ notebooks	___ elephant
___ compasses	___ pens	___ student
___ sentence	___ word	___ books
___ desk	___ eraser	___ school

EXERCISE 252

Here are some rules for school life. Tick the five rules that are incorrect. Discuss the answers with your teacher and classmates:

1. ___ Pay attention to your teacher.
2. ___ Talk to your classmates when the teacher is explaining the lesson.
3. ___ Ask the teacher for permission to stand up.
4. ___ Walk about the room.
5. ___ Do your homework.
6. ___ Arrive late.
7. ___ Argue with your desk partner.
8. ___ Eat your snack in the classroom.
9. ___ If you need to talk, do it in a low voice.
10. ___ Be respectful to everyone.

EXERCISE 253

Rewrite the incorrect ones, adding the negative auxiliary **DON'T** before the verb. Now they are correct and you have ten rules.

EXERCISE 254

Mark (×) the activities you do at school:

1. ____ Listen to your teacher and classmates.
2. ____ Answer questions.
3. ____ Write sentences.
4. ____ Do exercises.
5. ____ Copy from dictation.
6. ____ Repeat after the teacher.
7. ____ Sleep.
8. ____ Read texts, poems, stories, etc.
9. ____ Speak.
10. ____ Ask questions.

EXERCISE 255

Choose one of the actions listed above and represent it through mimics in front of the class. Your classmates will try to guess the action.

2. Talking about routines

A: **What do you do** in school on Monday morning, Jane?

B: Ah, we **have** physical education and... Uh... That's it, nothing else. What about you?

EXERCISE 256

Practice the dialogue with your teacher and classmates.

LOOK

You use the present simple to talk about habitual actions.

Questions

What *do* you **do** on Tuesday afternoon?

Where *do* you **have** your physical education?

When *do* you **do** agricultural work?

Affirmative

I usually **go** to the school library.

We often **have** our physical education at the gym, near school.

I do agricultural work every Wednesday morning.

Some time expressions for the present:

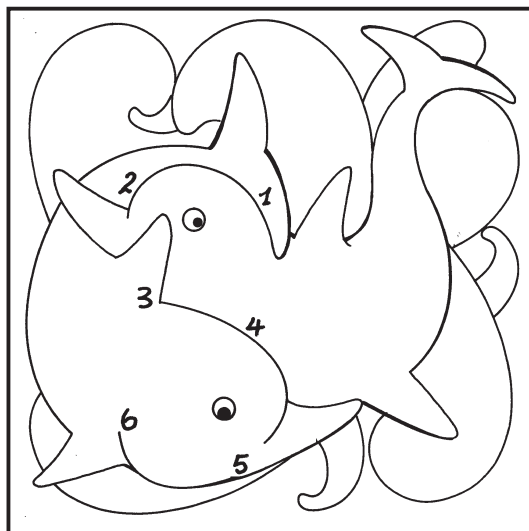
In the morning	on Sunday	in July	every day	every other day
in the afternoon	on Monday	in June	every year	every other year
in the evening	on Tuesday	in August	every month	every other month

EXERCISE 257

With your teacher, ask similar questions about other people (e.g., Mary, John). Notice the use of the auxiliary **does** and the ending of the verb for the third person singular.

EXERCISE 258

En los cambios analizados hay una letra involucrada, tanto en las preguntas como en las respuestas. ¿Cuál es? Sigue los puntos con tu lápiz y la encontrarás:



¡Ahora que la encontraste, cuidala!

EXERCISE 259

Work in pairs. Answer the following questions about yourself:

1. What do you do at 7:45 a.m.?
2. What do you do in your English class?
3. What do you do when the teacher speaks?
4. What do you do at 12:45 p.m.?
5. What do you do at 5:30 pm.?
6. What do you do at 8:30 p.m.?

EXERCISE 260

Report back the answers to your teacher and classmates.

EXERCISE 261

With your teacher's help try to say what you do at school on Monday morning and Monday afternoon.

EXERCISE 262

Complete this text using the words from the list below:

My brother and I _____ at "José Martí" Secondary School. Peter is in 9th _____ and I am in 7th _____. We _____ to school in the morning.

My classroom _____ large and comfortable. There are fifteen _____ and thirty _____ in the room, because we are thirty _____ in the group. We _____

English, math, history, Spanish, and other subjects.

My English _____ is very young. She is twenty _____ old. I _____ all the exercises and _____ the words she says. I _____ to my teacher when she speaks.

LIST:

teacher – students – chairs – is – tables – study – go – repeat – do – years – listen

EXERCISE 263

Choose the correct form to complete the sentences:

My classmates and I (repeat – repeats) the sentences the teacher (say – says). She (write – writes) the sentences on the board and we (copy – copies) them in our notebooks. Our books are very interesting. We (read – reads) them every day. Our teacher (love – loves) us and we (love – loves) her, too.

EXERCISE 264

Alice is not very good to her family. She never shares the housework. Use the word given in parentheses, saying who does the chores for her.

Example: Alice doesn't clean the house. (Her mother) Her mother cleans the house.

1. Alice doesn't do the laundry. (Her sister) _____
2. Alice doesn't take out the garbage. (Her brother) _____
3. Alice doesn't do the shopping. (Her father) _____
4. Alice doesn't do the dishes. (Her mother and her sister) _____
5. Alice doesn't water the plants. (Her father and her brother) _____

EXERCISE 265

Write a check mark (✓) next to the activities you do in your free time. Be ready to report to the class, both what you do and what you don't do:

- _____ play any game or practice sports.
- _____ watch TV
- _____ go to the movies or theater.
- _____ read an interesting book.
- _____ visit my friends.
- _____ go to parties.
- _____ collect stamps / butterflies / coins, etc.
- _____ ride bicycle.
- _____ listen to music.
- _____ swim at the beach.

EXERCISE 266

Choose the correct form in parentheses to complete a logical text:

Jane and Bob Smith are students. They (work – don't work) at "Abraham Lincoln" Secondary School. They (study – don't study) there Monday through Friday. They (have – don't have) English lessons at school. Jane (understands – doesn't understand) English very well, but it is difficult for Bob. He (speaks – doesn't speak) English correctly.

EXERCISE 267

Answer true or false according to the text above:

1. Jane and Bob are primary school students. _____
2. They don't study English. _____
3. Bob doesn't communicate in English very well. _____

EXERCISE 268

Answer the following questions based on the text about Jane and Bob:

1. Are Jane and Bob teachers?
2. What are they?

3. What do they do Monday through Friday?
4. Do they study in “Sergio Restano” School?
5. Where do they study?
6. Do they go to school on weekends?
7. When do they go to school?

3. Expressing the frequency of the actions

Work with your teacher and say how often you do some things in your life. For example:

A: **How often** do you go to the beach?

B: I **usually** go in summer / every year, for a week.

EXERCISE 269

Practice the dialogue with your teacher and classmates.

LOOK

The following graphic will help you understand the meaning of some frequency words:

<i>Word</i>	<i>Frequency expressed</i>				
Always					
Often					
Frequently					
Sometimes					
Rarely					
Hardly ever					
Never					

OBSERVE

The position of the word that expresses frequency: BEFORE action verbs and AFTER the verb to be.

Examples: I **always** go to school in the morning.

I **am always** in school in the morning.

EXERCISE 270

Say how often the actions take place according to these situations:

1. John is an excellent student. He (never – always – sometimes) gets good marks.
2. He is (always – never – usually) late to school.
3. His mother is a housewife. She is (seldom – never – usually) at home in the morning.

4. She (seldom – never – sometimes) participates in the school meetings.
5. John's father is (always – rarely – usually) at home because he works in another province.

Another way of asking about frequency:

Do you ever do your homework in class?

No, I **never** do that because I **seldom** have time.

EXERCISE 271

Practice, asking one another similar questions. You may use the following clues:

go to bed late	have ice cream at Coppelia	sleep late
visit Lenin Park	ride on horseback	play chess

EXERCISE 272

Ask questions about the following statements. Use **How often...?** or **Do you ever...?**

1. Helen's father always reads Granma Newspaper.
2. His daughter sometimes does the homework at school.
3. Some students never arrive late at school.
4. They usually participate in the school activities.

EXERCISE 273

Talk about your parents' daily activities, specifying:

1. What they do or each of them does.
2. What time.
3. How often.

4. Talking about someone's job

A: What's your father's job?

B: He's a teacher. What about yours?

EXERCISE 274

Practice the dialogue with your teacher and classmates.

EXERCISE 275

Guess the occupation:

photographer _____	electrician _____
barber _____	dentist _____
pilot _____	technician _____
carpenter _____	secretary _____

LOOK

Las terminaciones -er, -or añadidas a los nombres de ciertas acciones forman nuevas palabras que designan a la persona, animal o cosa que lleva a cabo esa acción. Ejemplo:

TEACH + ER = TEACHER (persona que enseña), por tanto, TEACH = ENSEÑAR.

En el siguiente ejercicio, aplica esta regla y trata de adivinar el verbo.

EXERCISE 276

Guess the actions these people perform:

1. welder = soldador, soldar = _____
2. singer = cantante, cantar = _____
3. actor = actor, actuar = _____

EXERCISE 277

From the following actions you may guess the occupations. As the actions end in **-e**, you only need to add **-r**. Example: DRIVE + R = *driver* (chofer)

1. write = escribir, escritor (a) = _____
2. dance = bailar, bailarín (a) = _____
3. make = hacer, persona que hace algo = _____

EXERCISE 278

Guess what the following objects do:

1. cooker = cocina, aparato que sirve para cocinar, COOK = *cocinar* _____
2. cleaner = limpiador, CLEAN _____
3. reader = libro de lectura, READ _____
4. maker = que hace algo, MAKE _____
5. dryer = secador, DRY _____
6. eraser = borrador, ERASE _____

LOOK

Some other jobs you may want to learn:

farmer	nurse	engineer	steward (ess)
policeman (woman)	welder	plumber	actress
sanitation worker	registrar	janitor	waiter (waitress)
porter	barman	shoe maker	teller
postman	manager	doorman (woman)	accountant

EXERCISE 279

Guess the occupation:

1. Rick works at a studio. He takes photos. He is a _____.
2. Helen works at a hospital. She works with the doctors. She _____.
3. Tommy and Gus work at an electricity company. _____.
4. Dr. Kent takes care of my teeth. _____.
5. Mr. Ross plans houses, bridges, etc. _____.
6. Johnny makes nice furniture. _____.

EXERCISE 280

Interact in conversation with your teacher and classmates about your relatives' and friends' jobs. You may use the following questions as a guide:

1. What's your father's job?
2. What about your mother's?

3. Are there any teachers in your family?
4. Do you have an aunt who is a doctor?
5. Is there an artist in your family?

Project Work

1. Write down a weekly schedule of your life.
2. Then, mark the activities you consider interesting.
3. Now, mark the ones you consider boring.
4. Write down the description of “your” week.
5. Discuss with your teachers and classmates how to make the boring activities more interesting.

Reading

Before you read

EXERCISE 281

Talk with your teacher and classmates about your parents’ daily routine. Do you think it is boring?

EXERCISE 282

Discuss with your teacher how to make a daily schedule of your family routine.

EXERCISE 283

Is the word *routine* equivalent to the Spanish *rutina*? Do they both **always** express the same idea? Analyze with your teacher and classmates.

Read and do this

EXERCISE 284

Cross out the ideas that are not in the text:

1. Ana’s mother is not in Cuba now.
2. Ana and her father think their routine is very boring.
3. Ana is a student.
4. Ana and her father help each other with the housework.
5. Ana and her father live in a large and beautiful house.

EXERCISE 285

Read this text and make a diagram of Ana’s and her father’s main daily activities. Work in teams.

Ana and her Father

Ana is living with her father alone because her mother is in Haiti, working as an internationalist doctor.

Ana’s father gets up at 7:30 every day, he takes a shower and has breakfast at 8:00. He likes to have coffee, cereal and some fruit. At 8:30 he catches the bus to work. He works in an office as a computer consultant. He stops for lunch at 2:00 and he goes to the cafeteria with his colleagues. At 6:30 he finishes work and gets a ride home with a friend. Then he likes to watch TV and relax before supper at 8:30. He usually goes to bed at about 11:00.

Ana does the cooking and the dishes when she returns from school. On weekends, both father and daughter clean the house and prepare their clothes for the following week. She also does her homework before Monday.

Now do this

EXERCISE 286

What do you think of their routine?

What do you suggest to make their life more interesting?

Journal

We have finished the content of 7th grade. Unit 11 is a Review Unit.

- Which content do you really need to review?
- Do you have questions to ask?
- Which have been your favorite topics during the school year?
- Do you have any suggestion for next year?

Unit 11 (Eleven) Can you do it on your own?

(Review)

En esta unidad consolidarás los conocimientos adquiridos en las unidades 7, 8, 9 y 10.

EXERCISE 287

Use your imagination to create a new friend. He/she is going to be as you want him/her to be. Answer all the questions with the information that comes to your mind:

1. What's his/her name?
2. Where is he/she from?
3. What language does he/she speak?
4. Where does he/she live?
5. What's his/her address?
6. What's his/her telephone number?
7. What's he/she like?
8. What's his/her school name?
9. What's his/her favorite color?

You may give any other information you wish.

Introduce him/her to your class.

Write all the information in paragraph form. Then hand it in to your teacher. (Entrégalo a tu profesor.)

EXERCISE 288

Translate:

1. Nací en abril.
2. Tom habla inglés.
3. Nina es rusa.
4. Voy a la escuela de lunes a viernes.
5. Hoy es jueves, 7 de diciembre.

Notes:

Nací = I was born

De... a... = through (de lunes a miércoles = Monday through Wednesday)

EXERCISE 289

Solve the mystery

The students who were at the International Camp left a message, but it's hidden. Can you find it?

1. Unscramble the words and write them on the line on the right (derecha).
2. Move the numbered letters to their corresponding places on the final line. What's the message?
3. Work with the adjectives on Page seventy (70).

1. T G E N E C I R E _ _ _ _ _

8

2. O E B T E N V E N L _ _ _ _ _

13 4 6

4. Are there animals in your house?
5. How are you helping to eliminate mosquitoes in your community?
6. Mention some professions or occupations that may help preserve our planet.

EXERCISE 294

Three students, Ben, Mary, and Tom are receiving a present for winning a contest. The present is a book and a T-shirt for each. There are three books: History, biology, and English; and three T-shirts. One T-shirt is blue, another one is red, and the other one is yellow. It is your task to decide what to give each. Here are some clues:

The girl likes English very much and her favorite color is not yellow.

The boy who likes blue doesn't like biology.

Tom likes plants and animals but he doesn't like blue.

<i>Name</i>	<i>Book</i>	<i>T-shirt</i>
Ben		
Mary		
Tom		

EXERCISE 295

Complete the paragraph, using the words from the list:

My house is small but nice. I have a single _____ where I _____ at night. Sometimes, in the afternoon, I take a nap in the _____. There are some mango and avocado _____ there. There are many flowers in the _____. We always water the _____ early in the morning or late in the evening. We love to sit in the _____ in the front porch and look at our beautiful flowers.

LIST:

trees – flowers – sleep – bedroom – backyard – garden – rocking chairs

EXERCISE 296

In the class **find someone who** likes to...

1. walk on rainy days _____
2. swim in winter _____
3. study in summer _____
4. have ice cream in winter _____
5. bike on windy days _____
6. go shopping on sunny days _____
7. take cold showers in December _____
8. sleep when it is rainy _____
9. get up early in the morning in August. _____
10. swim in the ocean in October _____

Here is an example:

Do you like to walk on rainy days?

Be ready to report the information back.

EXERCISE 297

Complete the following statements about yourself using LIKE or DON'T LIKE:

1. I _____ to read.
2. I _____ to drink coffee.
3. I _____ to go to bed late at night.
4. I _____ to watch television.
5. I _____ to eat chocolate.
6. I _____ vacations.

Work in pairs and ask your partner questions based on the items given above.

EXERCISE 298

In your group **find someone who...**

1. doesn't like chocolate
2. likes winter very much
3. travels on vacations
4. loves animals
5. enjoys music
6. plays volleyball
7. has a baby sister
8. does the homework at school
9. likes to live in the countryside

Then report back to your teacher and classmates, orally. Hand in some of the information on a written chart.

EXERCISE 299

You must know many of the following words to talk about camping. Look up in the dictionary the ones you don't know:

backpack	ground
blanket	knapsack
camper	knots
campfire	outdoors
camp site	sleeping bag
canned food	tent

Some activities:

bike	observe nature
camp	play
chat	sleep outdoors
cook outdoors	swim
fish	talk
hunt	

EXERCISE 300

Discuss these statements with your partner:

1. Your favorite activity when camping.
2. The best season for camping.

EXERCISE 301

Work in pairs. Describe a Cuban camp site you have visited. Talk about what you do when you go camping.

EXERCISE 302

Complete this paragraph using words from the list:

“Las Terrazas” is a camp _____ in Western Havana. You may rent a cabana or take your own _____. During the day you can _____, swim, bike, or just sit on the _____ and observe the marvels of Nature. At night, you can dance around a _____, play games, or simply _____ to the new friends you will make. Cubans enjoy _____ a lot.

LIST:

campfire – tent – camping – nature – ground – knapsack – talk – fish – site – hunt – observe

EXERCISE 303

Here you have a list of rules for campers, but five of them are wrong. They must become prohibitions. Write DON'T at the beginning of the wrong rules to make them negative:

1. ____ Fish at night.
2. ____ Collect the garbage you produce.
3. ____ Kill the animals you see.
4. ____ Carve names on the trees.
5. ____ Put off the fire before you go to sleep.
6. ____ Keep the place clean.
7. ____ Throw the empty bottles and cans into the river.
8. ____ Enjoy Nature.
9. ____ Be helpful to your neighbors.
10. ____ Cook inside the tent.

EXERCISE 304

Among the activities listed above, choose the one you consider VERY DANGEROUS for Nature. Why is it so dangerous? Discuss it with a partner.

EXERCISE 305

Look up the meaning of the words KNOT and ROPE. Mark the activities for which they can be useful. Be ready to explain your reasons.

- | | | |
|--------------------|-----------------------|-------------------------|
| ____ cooking | ____ setting the tent | ____ fishing |
| ____ playing games | ____ group biking | ____ horseback riding |
| ____ telling jokes | ____ lighting a fire | ____ collecting garbage |

EXERCISE 306

When you go camping, keep this slogan in mind:

Leave nothing but footprints.

What's the meaning of this phrase?

Do you agree with it?

Why do you agree/don't agree?



EXERCISE 307

We have a Ministry that cares about all the problems of the environment. Can you mention its name?

What's the name of its Minister?

EXERCISE 308

Work in pairs.

Two friends are chatting at home.

A

Tell your friend about you and your family: your father has a new job, your parents have a new house, etcetera.

B

Ask your friend about his or her girlfriend or boyfriend. Ask about his or her free time activities, etcetera.

EXERCISE 309

Work in pairs.

Two tourists are lost in your province. Can you help them? Act out this conversation.

Tourists

Decide where you want to go, and what you want to do there. Ask for information about Cuba.

You

Decide where you are. Be polite to these foreigners. Show you're willing to help.

EXERCISE 310

Work in pairs. This is a conversation between a student and a teacher. It is recess or lunch time.

Student

You need your teacher's help. Decide what you want to ask him or her.

Teacher

You are free now. Here is a student who asks you for help. Show interest.

EXERCISE 311

This is a contest on knowledge of the world between two teams.
Form teams and choose a country. Proceed like this:

Preparation for the contest

The teams are going to plan questions to ask the other teams. For example:

Where is Rome? What language do Romans speak? What is Italy like? How far is it from Cuba?
Which countries are near Italy? What's the weather like there? What time is it in Italy now? etc.

The contest

The teams take turns to ask and answer questions. Five points will be granted for each correct answer. The winner is the team that scores more points.

EXERCISE 312

Work in pairs. Listen and draw. One of you is going to describe a place or someone and the other one is going to draw it. Take turns. You could do this activity as a competition.

EXERCISE 313

Project Work

1. What else can we do to protect the environment?
2. Fidel told Frei Betto what he used to do in this sense when he was young. Consult the book *Fidel and Religion* and find out. Write a list of the activities that Fidel mentions.
3. The Cuban government is very much concerned about the preservation of the environment. How do we know about this?
4. Draw an environmental poster to show your concern for the preservation of the environment.

Reading

Before you read

EXERCISE 314

In the previous lesson you were assigned to look up the meaning of the following words:

clear	rainforest	current
burn	flooding	timber
save	drought	

EXERCISE 315

Match the words on the left with the definitions on the right. Use a dictionary if necessary:

- | | |
|----------|-------------------|
| 1. Clear | ___ set on fire |
| 2. crops | ___ at the moment |
| 3. burn | ___ cut down |

4. currently ___ wood used for making things
5. timber ___ plants grown for food
 ___ a period of ten years

EXERCISE 316

In the text, underline all the cognate words. There are 21. It must be very easy for you to understand the reading material and fulfill the tasks.

Read and do this

EXERCISE 317

Read the title: "Why we must fight the destruction"

Is this title a question? What do you expect to read? Analyze in class with the teacher and your classmates.

EXERCISE 318

Choose the correct phrase to complete the ideas:

1. The text is about (pollution / devastation of forests / endangered animal species).
2. Paragraph 1 is about (the consequences of the destruction of rainforests / the ways of preserving the environment / the reasons for the destruction of rainforests).
3. Paragraph 2 is about a call to save the (fauna / flora / rainforests).

EXERCISE 319

In the text you can see how one event generates another one. Arrange the following events according to the information given in the reading selection:

- ___ devastation of woods
- ___ climatic changes
- ___ natural disasters
- ___ excessive carbon dioxide in the atmosphere
- ___ extinction of species

Why we must fight the destruction

When people clear and burn rainforests millions of tonnes of carbon dioxide go to the atmosphere and they affect the climatic conditions and threaten us all with severe flooding, drought, and crop failure. The rainforests contain at least half the Earth's species. At the current rate of devastation, around 50 species become extinct every day. If this destruction continues only nine of the 33 countries currently exporting rainforest timber will have any left by the end of the decade.

Please, help us save the tropical rainforests now, before it's too late.

Now do this

EXERCISE 320

Draw a map of our country and mark the places where we can find rainforests. Then, analyze with the teacher and your classmates the situation of rainforests in Cuba and what our Revolution does for their preservation.

Journal

This is the end of English in seventh grade:

- How do you feel about your English now?
- Do you like this subject?
- Why?
- What do you expect to learn in English in eighth grade?



Editorial
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