

8th
Grade

English

WORKBOOK

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ENGLISH

for Eighth Graders

Workbook

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Al alumno

Este es tu segundo cuaderno de trabajo en idioma inglés. Cuídalo para que pueda servirte 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 y ampliar los conocimientos y habilidades necesarias.

Te sugerimos seguir las orientaciones de tu profesor en todo momento, pues 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

Unit 1 (One) Back to School

In this unit you will practice the contents studied in Grade 7th.

EXERCISE 1

It's September 1st!

Imagine you are a new student and this is your first day at school. What would you say to your new teacher? Work in pairs and act it out with your partner.

T: _____.

S: _____, teacher.

T: How are you today?

S: _____, thank you.

T: So, you are a new student. What's your name?

S: _____.

T: _____?

S: _____ years old.

T: Do you live _____ or _____ from the school?

S: _____.

T: Thank you and welcome to our school.

S: _____.

EXERCISE 2

Imagine you have a new classmate this course. He is a Jamaican student who is learning Spanish. You usually study together and help each other. It's your turn now to translate the following short dialogues into English. Act it out with your partner.

A: Hola. ¿Cómo estás?

B: Muy bien, gracias. Mira, esta es mi amiga Alice.

A: Mucho gusto, Alice. ¿De dónde eres?

C: Soy de Jamaica. Estoy muy contenta de estar en Cuba.

A: ¿Cuál es tu nombre?

B: William Hutchins.

A: ¿Qué edad tienes?

B: 13 años.

A: ¿Estás en el curso de Inglés?

B: No, estoy en el de Español.

A: Buena suerte.

EXERCISE 3

You are a new student and you should be registered in your new school. Work in pairs. One of you is the secretary and the other one is the new student. You should also include information about the parents.

STUDENT'S REGISTRATION CARD

First name:

Last name:

Age:

Address:

Phone number:

Nationality:

(you can play the role of a foreigner)

About your parents

Mother

Father

Full name:

Full name:

Age:

Age:

Address:

Address:

Phone number:

Phone number:

Nationality:

Nationality:

Occupation:

Occupation:

a) Now arrange all this information about your classmate in a paragraph. You can write sentences like these ones:

e.g.: X is my classmate/ My classmate's name is X.

She or He lives at.../Her or His address is...

Her or His mother's/father's name is.../X's mother's/father's name is...

They live at.../ Their address is... (in case the student doesn't live with his/her parents).

EXERCISE 4

You are talking to your new Jamaican friend about some famous Cuban people. Complete the conversation and act it out with your partner.

You: Javier Sotomayor is an Olympic champion.

J. student: Really? What does he look like?

You: He's _____.

You: Do you know Carlos Manuel? He's a popular salsa singer.

J. student: I'm not sure who he is. What _____?

You: _____.

You: How about Rosita Fornés? She's a famous Cuban vedette.

J. student: I don't think I know her. _____?

You: _____.

J. student: O.K., it's my turn now. I bet you don't know the most famous Jamaican reggae singer.

You: _____?

J. student: He's _____
_____.

You: Oh! He's Bob Marley.

EXERCISE 5

It's Monday morning and you are talking to a friend of yours on your way to school. He/She is telling you about a girl/boy he or she met at a party last Saturday night (the party was at the girl/boy's home). Work in pairs and ask and answer questions on the following information.

Name

Hometown

Address

Parents' names and jobs

Physical and personality traits

Home description

You can ask these questions:

Who does she/he live with? or Does she/he live with her/his parents?

Does she/he live in a house or in an apartment?

Is it big or small?

What is it like?

EXERCISE 6

Making a new friend in the classroom.

Answer these questions for you and then, find a partner among your classmates whom you don't know very well and interview him/her to have the following information:

	<i>You (name)</i>	<i>Your partner (name)</i>
Go to school		
Go to the school library		
Do the homework in class		
Practice sports		
Participate in school/classroom activities		
Read (any kind of book)		
Watch TV		
Listen to music		

	<i>You (name)</i>	<i>Your partner (name)</i>
Go to the movies		
Favorite color(s)		
Favorite actor/actress		
Favorite singer		
Favorite book		
(others...)		

You can ask:

How often do you...? or Do you (usually, sometimes,...)? or Do you... (every day)?

a) Now write a paragraph comparing yourself with your partner (use affirmative and negative sentences).

e.g.: X and I go to school every day. I always go to the school library in the afternoon, but my partner doesn't do that very often. I don't do the homework in class and X usually does it at home...

EXERCISE 7

The ideal friend.

Make a list with the characteristics (physical and those of the personality) that according to your opinion an ideal friend should meet (debe tener), besides a list of activities you think she/he should do. After that, go around the classroom and "find someone who..." meets at least five of the requirements.

e.g.: Someone who...
 is tall and...
 is honest and...
 goes to school every day.
 always...

EXERCISE 8

My friend.

Imagine you have a friend who lives in another country and you can only communicate with him/her by mail (letters). Write the first letter to your friend introducing yourself. You can do it like this:

Dear _____,

My name is _____ and I am _____ years old. I am from _____
 _____ and I live _____. I'm in _____ grade and I go to _____
 _____ school. My school is _____ and my classroom is _____
 _____.

What are your teachers like? Mine are _____ and _____.

I live with my _____ and my _____ in a _____
_____. There is/are _____ and _____.

There _____. What's your home like?

What do you usually do (during the week) on week-ends? I always _____
_____ and _____
_____.

Write soon and tell me about your life.

Your friend,

EXERCISE 9

Let's play the role of..

Work in pairs and act out the following situation (the teacher can create other situations):

Situation

A: You are a journalist and you want to write an article about a famous person. Interview him/her and ask personal questions about:

name age address and others...

B: You are a famous person and a journalist wants to write an article about your life. Be ready to answer questions about your:

name age address and others...

EXERCISE 10

Games:

Tic-tac-toe.

Divide the class into two teams. Assign letters O or X to each one and draw a grid like this on the board.

1	2	3
4	5	6
7	8	9

Each team chooses a number and the teacher reads the question. The speaker can consult with his/her team before answering the question.

Questions:

1. What's your name? Spell it.
2. Ask one of your classmates what he/she does in the evenings.
3. A person from Mexico is a Mexican. A person from Japan is _____.
4. How old are you?
5. What do you usually do on weekends?
6. Giovanni is from Rome. What's his nationality?
7. What's your address?
8. Where are you from?
9. Ask one of your classmates what his/her father's job is.
10. Describe your mother in two sentences.
11. Introduce a classmate to the teacher.
12. What do you do on Mondays?
13. What's your father like?
14. What's your phone number?
15. What do you never do on weekends?
16. What do you look like?

EXERCISE 11

20 Questions.

You may play it in groups of eight or ten, or with the whole class. The teacher or any student chooses a famous personality and the others must ask questions (no more than twenty) to guess who that person is. For example:

How old is she/he?

Is she/he Cuban/Mexican...?

Is she/he an actor/engineer...?

EXERCISE 12

Reading Corner

Before you read the text:

Give and ask for personal information.

name

place where you live

relatives' occupation

As you read the text:

Note the personal information given in the text.

My name is Georgina, but my friends call me Georgie. I live in an apartment in England and I'm a dental nurse. I work for a young Australian dentist. He's very nice and he's a very good dentist, but I don't like my job very much.

My sister is called Rosie. She's married with two children, a girl and a boy, and lives in a beautiful house near London, in a town called Enfield. She teaches in a big school in the north of London and she likes her job very much.

My parents live in Australia and they are both retired.

After you read the text:

1. Comprehension questions:

About Georgina

What do Georgina's friends call her?

Where does she live?

Does she live with her sister?

What does she do?

Does she like her job?

About the dentist

Is the dentist a man or a woman?

Does Georgina like him/her?

About her sister

What's her sister's name?

Is she married?

What's her job?

Where does she work?

Does she like her job?

Is she from England?

Does she live in an apartment or a house?

About her parents

Do they live in London?

What do they do?

2. Talk about Georgina and Rosie as if you were one of their parents.

3. Write a similar paragraph about a member of your family.

Before you read the text:

Brainstorm about the places you can visit on weekends and the things you can do in those places.

As you read the text:

Identify who tells the story and mark the sentence where you found that information.

The Álvarez family lives in Havana. The parents work as teachers in a secondary school in Marianao from Monday to Friday, and the children go to an elementary school in the same municipality. On Sundays, they go to Lenin Park. Read about how they spend their time.

On Sundays we get up early, have breakfast and go to Lenin Park. It is a big and beautiful park on the city outskirts.

First, we ride on horseback and then we sit under the trees and have our picnic lunch. After that, the children and all of us take a nap.

In the afternoon, the children ride their bicycles and I read a book, because I always read on Sunday afternoons. At about five o'clock, our parents buy candies or ice cream for us and then we catch the bus home.

In the evening, we have dinner at home and then the children go to bed. We usually go to bed early on Sundays.

After you read the text:

1. Correct these statements:

a) They get up late on Sundays. (No, they don't. They get up early.)

- b) They have breakfast in the park.
 - c) They go to The Zoo on Sundays.
 - d) The park is in the center of the city.
 - e) They have lunch on the lake.
 - f) The children sleep in the afternoon.
 - g) They buy candies and ice cream at 10 p.m.
 - h) They usually go to bed late.
2. Now you know what the Alvarez family does on Sundays. What about your family? Write about that.

EXERCISE 13

1. “People in my life”.
- Do a project about important people in your life. Think about these questions:
- a) Who is important to you?
 - b) What can you say about this person?

name	physical appearance
age	daily activities
job	address
country	likes and dislikes
 - c) Discuss your ideas with other students.
 - d) Write your text, or be ready to present it orally.
 - e) Illustrate it with photographs or drawings.
2. “My daily life”.
- Do a project about your daily life. Here are some possible ideas:
- Who are you?
 What’s your name?
 How old are you?
 Where do you study?
 When do you get up?
 What do you do in the morning, afternoon and evening?
 What do you do on week-ends?
 When do you...?

Learning Journal

¿Te acuerdas de esta sección en 7mo. grado? Esto te ayudará a reflexionar sobre tu propio aprendizaje.

Throughout the course, you will keep a learning journal that will help you and your teacher reflect on your strengths and weaknesses.

At the end of each unit, look back at your work and write down your thoughts about it in your learning journal. The questions in this section will help you. But you can consider other aspects if you need to.

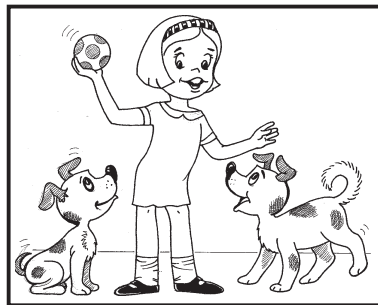
- What did you study in this unit?
- How confident were you using the different functions and structures?
- What do you still need to practice?
- What will you do to improve?

Unit 2 (Two) What Do You Like?

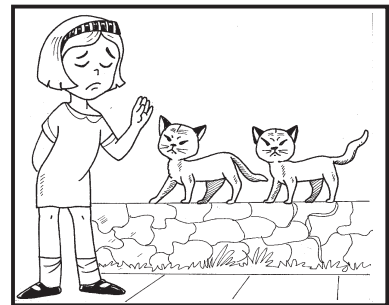
EXERCISE 1

Lucia is an 8th grade student like you. Do you think you two like the same things? Let's find it out.

a) Animals



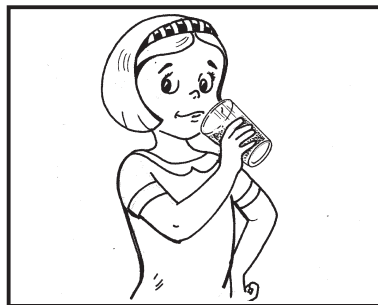
(dogs)



(cats)

Lucia likes dogs, but she doesn't like cats.

b) Drinks



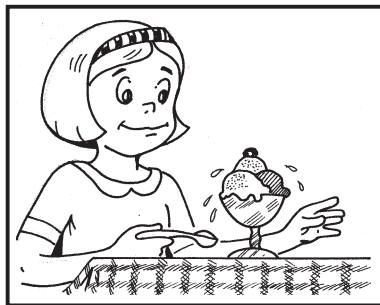
(softdrink)



(milk)

Lucia _____, but she _____.

c) Food



(ice cream)



(pizza)

d) Music

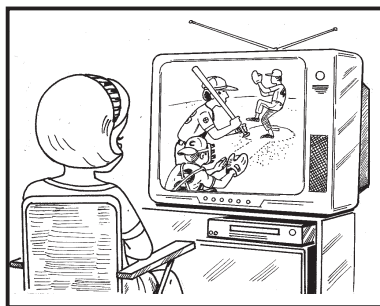


(rap)

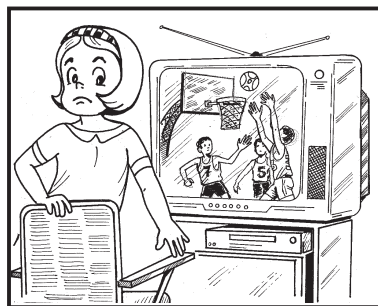


(rock and roll)

d) Sports



(baseball)



(basketball)

EXERCISE 2

Now it's your turn to talk about you. Write the questions and ask your partner about his/her likes and dislikes. (Look at Lucy's table exercise 1)

e.g.:

a) Do you like dogs?

Do you like cats?

b) _____?

_____?

10 (ten)

c) _____? _____?

d) _____? _____?

e) _____? _____?

Read this:

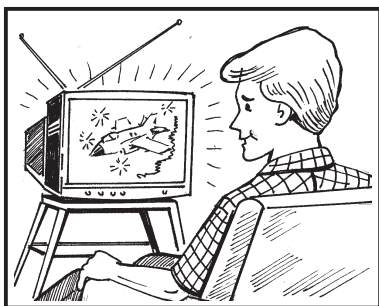
Another way to talk about likes and dislikes:

I like + (the action)

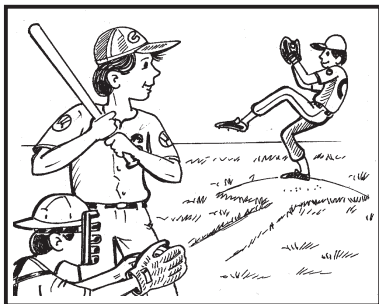
e.g.: I like to practice sports.

EXERCISE 3

Each of these people likes to do something different. Write about their likes.



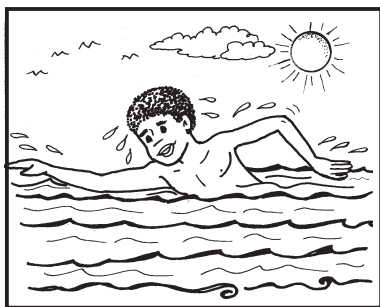
She likes to watch TV.



He likes _____.



_____.



_____.



_____.

EXERCISE 4

We know you like school but, what's your favorite subject, Mathematics or English? Select what you like and ask your partner.

<i>Activities</i>	<i>Favorites</i>	<i>You</i>	<i>Your partner</i>
Study	Geography Mathematics English	x	
Drink	soft drink milk shake fruit juice		
Listen to music	salsa rap rock		
Read	poetry novels short stories		
Practice sports	football baseball volleyball		

For your partner:

e.g.: Do you like to study?

What's your favorite subject? (subject)

Do you like _____?

What's your favorite _____? (drink)

_____? _____? (music)
_____? _____? (genre)
_____? _____? (sport)

Now report to your class on that information.

You

I like to study and my favorite subject is English.

I _____

I don't like Mathematics.

I _____

Your partner

She/He likes to drink and her/his favorite is _____

She _____

She/He doesn't like _____

EXERCISE 5

Lucy was asked (le pidieron) to write a paragraph on her partner's likes, dislikes, and favorite things. This is what she wrote:

John likes to dance and read books very much, but he doesn't like to watch TV programs and eat salads. He loves music and sports, but his favorites are volleyball and baseball, and pop is the music he likes the most (la que más le gusta).

a) Why don't you do the same? Arrange all the information about your partner's likes, dislikes and favorites and write a paragraph.

EXERCISE 6

Find someone who likes...

to watch TV programs	to play games
to visit museums	to listen to music
to read	to study

You can add more activities:

And her/his favorites...

educational or sport programs

detective or science fiction stories

domino or checkers

classical or pop music

art museum or museum of natural history

Geography or Math

e.g.: John likes to watch TV programs but, he prefers sports shows (los de deporte).

(Write the answers and read them to your class)

EXERCISE 7

My pen friend.

Do you remember the first letter you wrote to your pen friend? (unit 1) Now it's time for you to write a second letter and tell your friend about your likes, dislikes and preferences. You can do it like this:

_____,

I received (recibí) your letter and I liked (me gustó) it a lot. I hope you and your family are fine. I'm so glad you're in _____ grade, too. I also go to a school _____
(near – far from)

my house. I study History, _____, _____ and _____. I
don't like _____, but I like _____, and my favorite school subject is
_____.

Do you like _____? I usually _____, but I never _____
_____.

What kind of _____ do you like? I _____
_____.

Do you _____? What's your favorite _____?
_____.

Tell me about your school and preferences.

Your friend,

_____.

Read this:

Now that you know your partner better, you can suggest activities and places to go.

How can you do that? Here are some expressions we use to suggest or make invitations.

Suggestions

Let's go to the movies.

Would you like to go to the movies?

Let's listen to some rap music.

Would you like to listen to some rap music?

Agree

Yes, that's a great idea.

I love...

That sounds good.

Sure!

Disagree and suggest

Oh, no. That's not a good idea

I don't like... (so much)

I hate...

EXERCISE 8

Imagine it's Saturday afternoon, and you're suggesting your friend things to do and places to go. Work in pairs. Agree and disagree.

e.g.: (the activity)

Let's...

Would you like to...?

watch a funny film

swim a little

play volleyball

dance disco

e.g.: (the place)

Let's go to...

Would you like to go to...?

the movies

the beach

the stadium

the disco

EXERCISE 9

Now make up a list of activities and places you would like to go this weekend and share it with your partner. Suggest and listen to some suggestions.

e.g.: 1. Let's go to Daniel's party/to dance reggae music.

2. I don't like (to dance) reggae music so much.

I hate it. Let's go to another place.

Yes, I love it.

Yes, that's a great idea.

EXERCISE 10

Let's play the role of...

Work in pairs. It's a hot Sunday in summer. Telephone your friend and plan the day and the evening out. Here are some guidelines for making up the conversation.

Remember!

When you talk on the phone, you should say: "This is Peter/It's Peter." That means, "I am Peter," and if you want to ask, you say: "Is this/it Peter?"

You

Answer the phone. Say your name.

Return greeting.

Disagree. Say what you would do instead.

Agree. Suggest time and place to meet.

Say good-bye.

Your friend

Greet your friend and say your name.

Suggest something to do in the afternoon.

Agree. Suggest something to do in the evening.

Confirm the details, and say good-bye

EXERCISE 11

Game:

Chinese Whispers

Think of a sentence about a student in the class.

e.g.: X likes...

X prefers...

Whisper it around the class or to your classmate.

When the teacher claps, someone has to write what he/she heard.

EXERCISE 12

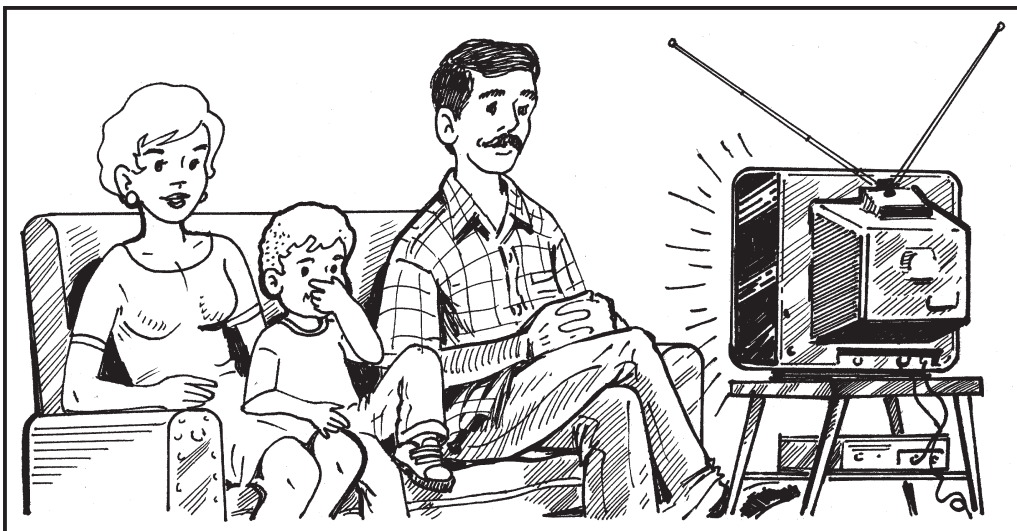
Reading Corner

Before you read the text:

Brainstorm about the students' favorite TV program.

As you read the text:

Find three news programs and three programs for children or adolescents.



Saturday television guide:

Channel 1

- 10:00 a.m. Elpidio Valdés cartoons
- 11:30 a.m. Sports
- 12:00 m. News from Cuba and the world
- 1:00 p.m. Brigada Central (The Spanish serial about gangsters and drugs)
- 2:00 p.m. Action Now (A report from the Amazon rainforest)

Channel 2

- 10:30 a.m. News
- 11:00 a.m. Spellbinders (Tom and Ernest team up to travel in the parallel world)
- 12:00 m. The Weather (Armando Lima looks at today's weather forecast)
- 12:30 p.m. News (Reports from around the world)

2:30 p.m. The Big Match (International baseball, Cuba vs Japan)
 4:30 p.m. Robert De Niro in an action movie about boxing
 6:00 p.m. In Concert (The London Philharmonic Orchestra plays Mozart)
 7:00 p.m. La Sombrilla Amarilla
 7:30 p.m. Los Pequeños Fugitivos
 8:00 p.m. TV News
 9:00 p.m. Volleyball match between Cuba and Russia
 11:00 p.m. News summary

1:30 p.m. Film: *La Bella del Alhambra*
 3:00 p.m. The Natural World (The life of African animals)
 4:00 p.m. Musical show (Mark Anthony and La India in concert)
 5:00 p.m. Cartoons (Elpidio Valdés and Filminutos)
 6:30 p.m. News for children and teenagers
 7:00 p.m. Sports.
 8:00 p.m. TV News
 9:00 p.m. Weekend Show (Entertainment for all the family in this lively variety show)
 10:00 p.m. Film: *Speed*

After you read the text:

Read the paragraph and:

1. Choose three programs from the TV guide for Joan. Take into account her likes, dislikes and preferences.
2. Work in pairs. Imagine you're going to interview Joan to prepare a TV guide for teenagers. Ask her about her likes and preferences. One of you is the journalist and the other one is Joan.

My name is Joan. I like sports, but my favorite is volleyball. I also like music and dancing, but I prefer musicals. I don't like serials or soap operas and I hate cartoons. I like some films, especially the ones starring Jorge Perugorría.

Project Work

Work in groups of four to create an ideal TV guide for teenagers.

Find out what programs your classmates like.

Use the TV guide as a model to write your own, use pictures if you like.

Show your guide to the rest of the class to choose the best (the one the group likes the most).

Learning Journal

How do you feel after the activities in this unit?

Have you learned the contents well?

What do you still need to learn or practice?

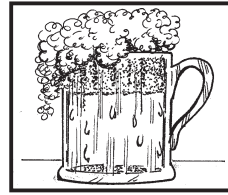
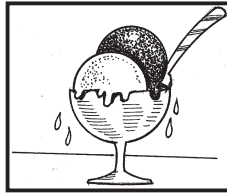
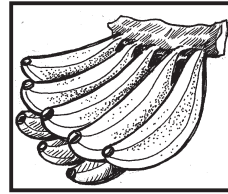
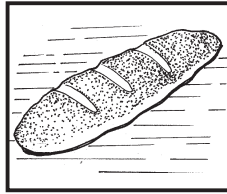
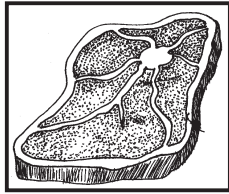
What did you like or dislike most about the unit?

Unit 3 (three): Let's Have a Party

In this unit you will do activities to practice countable and uncountable nouns to talk about food and recipes.

EXERCISE 1

You are going to have a party and you want to buy something to eat, but the products of the grocery are not labeled. Can you do it?



Read this:

Can you count everything? 1 book, 3 boys,... 5 **music**? NO, nouns can be countable or uncountable.

Countable nouns are things we **can count**. We can make them **plural**. You can say: a person **some** bananas **many** animals

Uncountable nouns are things we **cannot count**. They have **no plural**.

You cannot say: musics marmalades breads

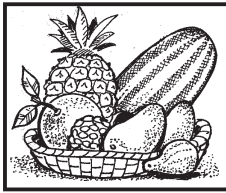
You can say: the music some marmalade much bread

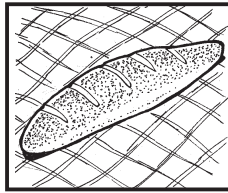
EXERCISE 2

You have classified everything you need for the party into groups of fruits, drinks, meat,..., but there is something that doesn't belong. Circle it.

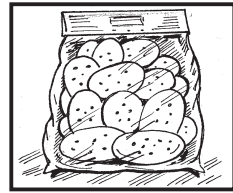
- a) beef pork chicken rice
- b) butter cheese fish milk
- c) potato banana mango orange
- d) wine salt water beer
- e) knife fork spoon oil

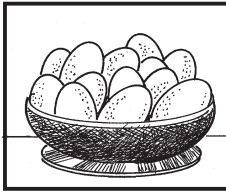
EXERCISE 3

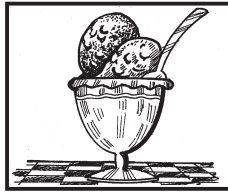


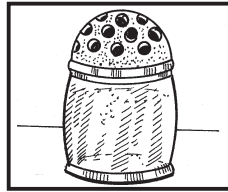


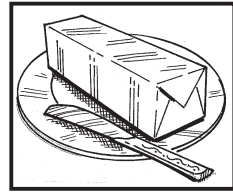












Can you label the pictures and say which of them are countable and uncountable?

Read this:

You can use **how many** and **how much** to ask about countable and uncountable nouns. You can ask like this:

How many apples are there? There are some apples/There are 10 apples/There are many apples/There aren't any apples

How much bread is there? There is some bread/There is much bread/There isn't any bread.

EXERCISE 4

Remember the party? You finally bought (compraste) the products, (exercise 3) but your grandma is asking questions about it. Could you help her? Act it out with your partner.

e.g.: How many fruits are there?
How much bread is there?

There are many fruits.
There is some bread.

1. How many _____?

2. How _____?

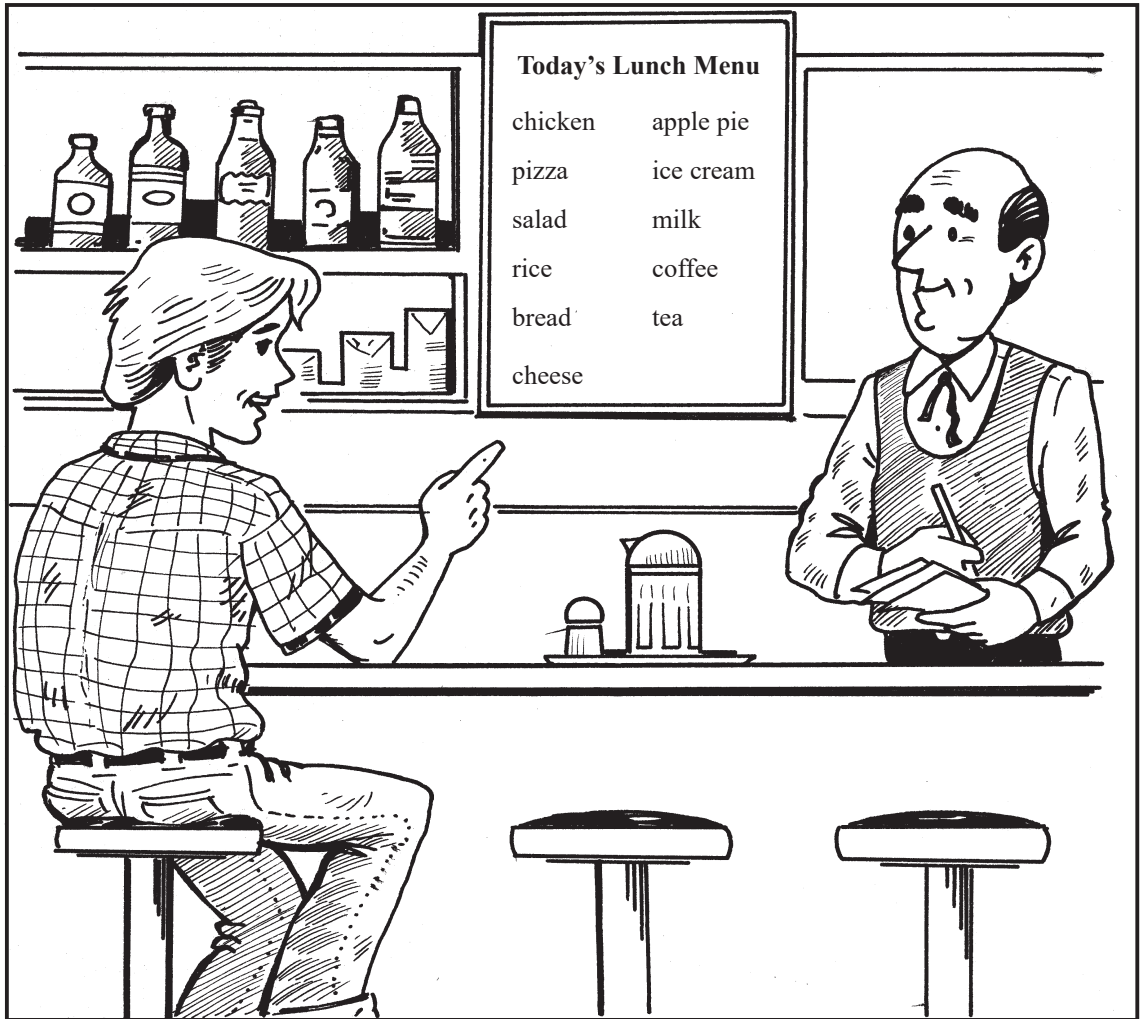
3. _____?

4. _____?

EXERCISE 5

You want to have your party at home or at a restaurant. Look at the menu to see what the restaurant has and doesn't have.

e.g.: May I have some chicken and beans?
I'm sorry, but **there aren't any beans.**



May I have a pizza and some beer?
I'm sorry, but **there isn't any beer.**

1. May I have some yogurt and tea?
I'm sorry, but _____.
2. May I have a salad and some lemonade?
I'm sorry, but _____.
3. May I have some chicken and french fries?
I'm sorry, but _____.
4. May I have some cake and ice cream?
I'm sorry, but _____.
5. May I have some cookies and milk?
I'm sorry, but _____.
6. May I have some cheese and wine?
I'm sorry, but _____.

7. May I have some bread and jam?
I'm sorry, but _____.
8. May I have some cheese and crackers?
I'm sorry, but _____.

EXERCISE 6

The date of the party is getting closer (se está acercando) and you need to find out about your classmates' likes and dislikes regarding food (fruits, vegetables, drinks, dessert,...). Work in groups of five and take a survey (encuesta) of your team.

You may prepare an interview card like this:

Name: Likes: Dislikes: Favorites:

EXERCISE 7

Work in the same teams and elaborate the list of food for the party taking into consideration the likes and dislikes of your teammates. Then, share this information with the other teams.

Read this:

What else would you ask about food?

Do you like vegetables?

Not very much.

Would you like something to drink?

Yes, please.

Would you like a glass of juice?

No, thank you.

What would you like to drink?

Water, please.

Would you like something to eat?

No, thanks. I'm not hungry.

EXERCISE 8

You are going to be the host/hostess (anfitrión o anfitriona) of the party and you need some practice. Work in pairs and offer a choice of food.

e.g.: some salad/ (green) / (tomato)

A: I'd like **some salad**.

B: Would you like some **green** salad or some **tomato** salad?

A: Some green salad, please.

some meat/(beef)/(chicken)

some vegetables/(carrots)/(lettuce)

some wine/(white)/(red)

some fruits/(watermelon)/(mango)

EXERCISE 9

Imagine you are hungry and you go to a coffee shop. Look at the menu and ask and answer about what you want to eat and drink. Work in pairs.

Menu

Sandwiches: cheese
cheese and tomato (No)
eggs
beef

Drinks: milk
orange juice
mineral water (No)
tea
coffee

EXERCISE 10

Can you cook what you eat? If you want to bake (hornear) a chocolate cake, then look at the following ingredients and make a list of the ones you need (you may do it with your partner and consult the dictionary if necessary).

sugar	milk	cocoa powder	onions
bread	eggs	oil	butter
wheat flour	apples	beef	baking powder

EXERCISE 11

Your mother wrote (escribió) the instructions for cooking one of the foods mentioned below (debajo). Organize them and decide which food is described.

Foods: pizza – salad – cake – milkshake – omelet – fruit cocktail.

Instructions:

Add the milk, if needed.

Beat the eggs and **add** them, little by little, to the butter and sugar.

Cream the butter and the sugar together.

Bake it in a moderate oven for about 25 minutes.

Add the wheat flour, baking powder and cocoa powder and **mix** them well.

EXERCISE 12

Here you are (aquí tienes) more recipes, but they are incomplete. Look at the list of words and complete them.

Fruit cocktail

You need _____ apples and oranges, _____ pineapple, _____ or two bananas and some grapes. _____ the fruits and _____ some _____. I always finish with _____ but not too much, we don't want to get fat!

LIST:

cut – of – one – some – add – a – sugar – cream

Chocolate milkshake

You need _____ milk, cocoa powder and _____. First, you _____ the milk, the sugar and the _____ into the blender. After that, you _____ them, _____ some ice and _____ them again. Then, you _____ it to your friends.

LIST:

serve – sugar – mix – add – some – cocoa powder – beat

EXERCISE 13

Write what you usually drink and eat.

Choose a drink you can (saber) make. Write the ingredients you need and the recipe (you may consult the dictionary). Check it with your partner.

I usually drink some milk or orange juice. Also (también), I eat _____

_____.

I always _____

_____.

EXERCISE 14

Work in pairs. Take turns describing how to cook your favorite food. Follow the example:

A: What's your favorite food?

B: It's _____.

A: What ingredients do you need to make it?

B: I need _____.

A: How many...?/How much...?

B: How do you make it?

A: First, you _____. After that, _____.

Next, _____. Then, _____.

EXERCISE 15

Let's play the role of...

It's your birthday party and you want to be a good host/hostess. Work in groups of four. One of you is the host/hostess and the others are the guests.

The guests:

One of you is on a diet.

One of you is a vegetarian.

One of you is very hungry and thirsty.

One of you asks for a recipe.

EXERCISE 16

Games:

Bean Bag

The teacher will place food pictures face up on the floor, or copy the names on the board to help you remember the meals. She will begin by tossing the bean bag to a student while saying: I like/I don't like/Do you like...? (If she says: Do you like...? the student who catches the bean bag must reply before asking another student.)

EXERCISE 17

Describing Foods or Guess the Food

Spread food pictures, face up, in the center. Each student takes a turn describing one of the meals in terms of size, shape, and color. His/her classmates listen to the description and identify the food, for example: If the student says: "It's a drink, it's white," her/his classmate would say: "Milk!"

EXERCISE 18

Reading Corner

Before you read the text:

1. What words and ideas do you associate with PARTIES?
2. Brainstorm about the food you can prepare for parties.

As you read the text:

Find out if Diana and Paul like the same kind of food.

TEXT

Every year, Fred and his wife Liz invite some of their friends to their anniversary party. This time, Fred invited a young couple that works with him at the university. Read the dialogue:

Fred: Hello! Come in. This is my wife, Liz. Liz, these are the new teachers I talked to you about, Diana and Paul.

Liz: Hello. Nice to meet you. Do you live far from here?

Diana: No, we live just across from the park.

Paul: Do you work as a teacher, too?

Liz: Yes, I do. I work near here, and I often ride my bike to work.

Diana-Paul: Happy anniversary!

Fred: Oh, thank you very much. Come in and make yourself at home.

In the dining room

Diana: It all looks delicious!

Fred: Would you like chicken or beef, or both?

Diana: I'd like beef, please.

Fred: How about you, Paul?

Paul: The same for me, please.

Liz: Would you like some salad with it?

Paul-Diana: Yes, please.

Liz: What sort would you like?

Diana: I don't know. What is there?

Liz: There's potato salad, green salad and bean salad. Feel free to try them all.

Diana: O.K. I'd like some of each, please. Thanks.

Fred: And to drink? What would you like?

Paul: I'd like...

After you read the text:

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

Fred and Liz are going camping and they invited a young couple to go with them. _____

Fred and Liz live near the park. _____

Paul and Diana are going to celebrate Liz and Fred's anniversary eating and drinking. _____

Diana likes beef, but Paul prefers the chicken. _____

Liz offered Diana three kinds of salad. _____

There was a big cake for dessert. _____

Work in pairs. Practice the dialogue. Prepare a party where you invite people and offer food. Be ready to act it out (you may write it first).

EXERCISE 19

Project Work:

1. A class recipe book

Work in pairs. Make a list of meals you know how to cook.

Each pair chooses a different dish and makes a recipe card.

Put all the recipe cards together to make a class recipe book. Decorate the cover with pictures or drawings of the dishes inside.

2. Have your own party

In groups, make plans for a party in the classroom:

a) What are you going to celebrate? (decide when and where)

the end of the school year a surprise party a special event

b) Decide who you are going to invite and why.

other teachers students' relatives and friends

c) Choose and prepare the menu for the party (take into account your teammates' likes, dislikes and preferences).

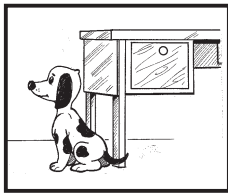
Learning Journal

- What have you learned in this unit?
- Have you learned the content well?
- Which food and recipes were the most difficult for you and why?
- Do you still need some practice?

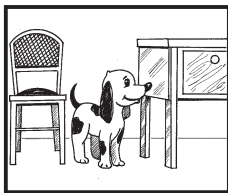
Unit 4 (Four) How Can I Get to...?

EXERCISE 1

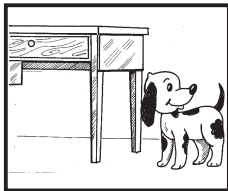
Work with your partner. Take turns asking and answering where the dog is. Look at the list: between, on the right, on the left, next to, in front of.



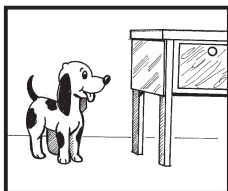
Where's the dog?
The dog's next to the desk.



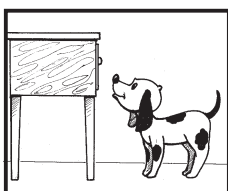
Where's the dog?
The dog's _____ the desk and the chair.



Where's the dog?
The dog's _____ .



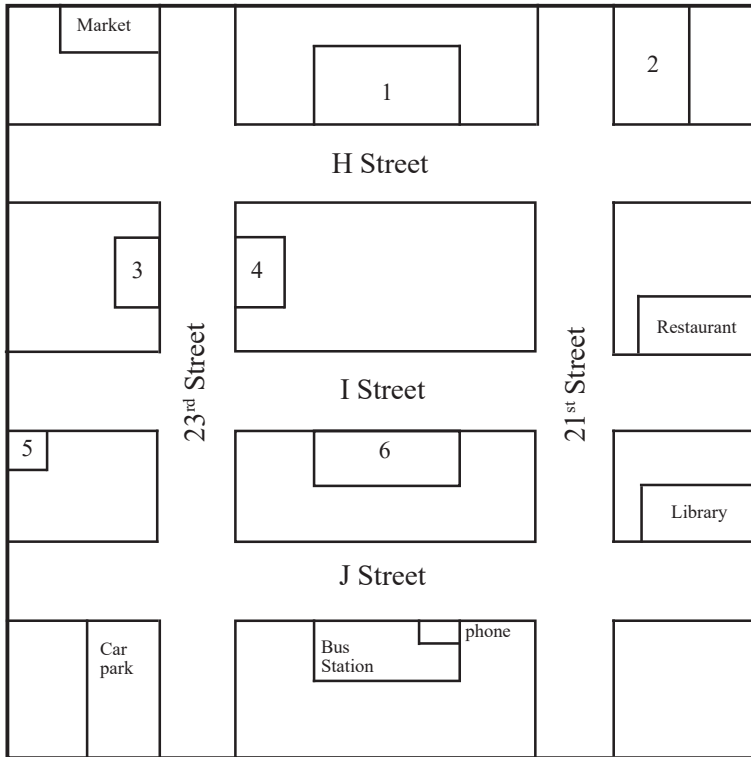
Where's the dog?
The dog's _____ the desk.



Where's the dog?
The dog's _____ .

EXERCISE 2

Imagine your Jamaican friend (from unit 1) is walking around Vedado, but there are some places he can't find on the map. He's at the bus station talking to you on the phone. Work in pairs, one of you has the instructions and the other one has the map (this is not a real map). Name the places and draw a line indicating the way to each place.



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

Instructions:

1. Turn left and then turn right on 23rd Street. Go along 23rd. The post office is on the right.
2. Turn left and then turn right. Go along 23rd Street and turn left. The coffee shop is on the left on 1st Street.
3. Turn right and then turn left on 21st Street. Keep walking for two blocks. The theater is on the right.
4. Turn right and then turn left. Walk to the corner and turn left. The pharmacy is on the left.
5. Turn right and then turn left. Walk straight ahead for two blocks and then turn left. The bookstore is on the right.
6. Turn left and then turn right. Go along 23rd Street. The bank is on the left.

EXERCISE 3

Look at the map again and write one sentence about each place.

e.g.: The bus station is **near** the car park.

Read this:

Where is...?

How can I get to...?

Here you have more questions you can use for the same purpose:

Can you tell me where...?

Can/Could you tell me how to get to...?

Can you show me the way to...?

Where can I find...?

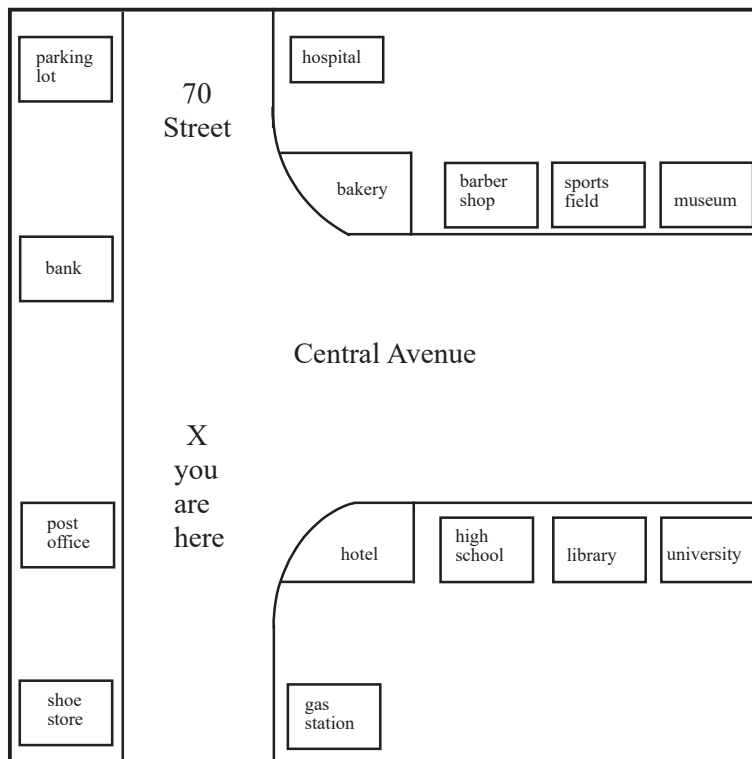
You can also ask questions about places to go:

Where can I buy local handicrafts (artesanía)?

Where can I find out about local history?

EXERCISE 4

Now imagine you are lost (te perdiste) in another city and you are asking for help. Look at the map, complete the sentences and act it out with your partner.



across from
between
next to
on the left
on the right
walk along
walk down
walk up

e.g.: A: Excuse me. Could you please tell me how to get to the library from here?

B: **Walk along** Central Avenue and you will see the library **on the right, across from** the sports field.

1. A: Excuse me. Could you please tell me how to get to the museum from here?

B: _____ Central Avenue and you will see the museum _____,
across from the _____.

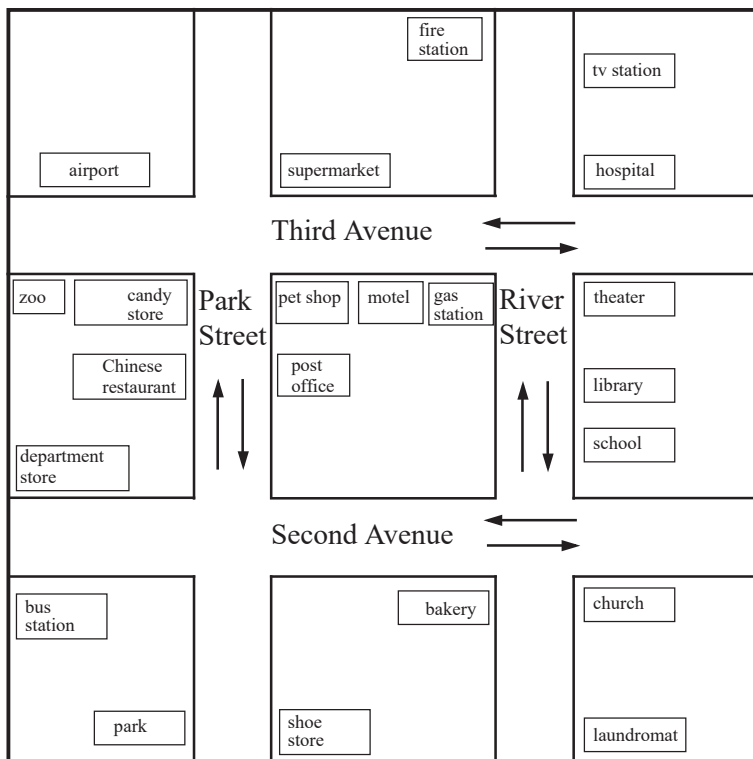
2. A: Excuse me. Could you please tell me how to get to the parking lot from here?

B: _____ 70 Street and you will see the parking lot _____,
_____ the hospital.

3. A: Excuse me. Could you please tell me how to get to the shoe store from here?
 B: _____ 70 Street and you will see the shoe store _____,
 _____ the post office.
4. A: Excuse me. Could you please tell me how to get to the university from here?
 B: _____ Central Avenue and you will see the university _____,
 _____.
5. A: Excuse me. Could you please tell me how to get to the sports field from here?
 B: _____ Central Avenue and you will see the sports field _____,
 _____ the _____ and the _____.

EXERCISE 5

Mrs. Brown is very busy today. She has to go to (tiene que ir a.) several (muchos) places, but she doesn't know the city very well. She needs your help.



e.g.: She's at the post office and she wants to go to the bakery to buy some bread. Tell her how to get there.

Walk down Park Street to Second Avenue and **turn right**.

Walk along Second Avenue and you will see the bakery **on the right, across from** the church.

1. She's at the bakery and she's hungry now. She wants to go to the Chinese restaurant. Tell her how to get there.

_____ Second Avenue to Park Street and _____.

 Park Street and you will see the Chinese restaurant _____,
 _____ the candy store.

3. She's at the Chinese restaurant and she wants to go to the library to get a book. Tell her how to get there.

_____ Park Street to Second Avenue and _____. _____
Second Avenue to River Street and _____. _____ River Street and
you will see the library _____, _____ the _____ and
the _____.

4. She's at the library and she wants to go to the shoe store to buy a comfortable pair of shoes. Tell her how to get there.

_____.

5. She's at the shoe store and she wants to go to the hospital to visit a friend. Tell her how to get there.

_____.

6. Mrs. Brown is very tired and she wants to sit in the park and rest before she goes home. Tell her how to get there.

_____.

Read this:

When you want to ask or answer about the distance and time it takes to get to some place, you can do it like this:

How far is it from here to the hospital?

It's very far/not so far/near here/5 kilometers.

How long does it take to get from Havana to Matanzas by bus?

It takes a long time/just a few hours/30 minutes.

EXERCISE 6

Imagine you and your Jamaican friend want to visit an important city or place which is very far from your hometown (toma como referencia donde realmente vives). Work in pairs and act it out.

You are at a travel agency:

X: Good morning. May I help you?

You: Yes, please. How far is it from here to _____?

X: It's _____.

You: How long does it take to get there by _____?

X: It takes _____. You should go by _____.

You: Thank you very much.

Some time later... (ya están en el lugar que querían ir)

You: Excuse me, can you tell us where _____ is?

X: Yes, of course. It's _____ (the address).

You: We don't live here. Can you tell us how to get there?

X: Sure. _____
_____.

You: Thanks a lot.

X: You're welcome.

Read this:

How can you ask for a description of a place?

Tell me about Havana.

What is Havana **like**?

How can you describe a place? You can use:

There is/are and the verb **to have**

e.g.: My city **has** a lot of hotels and some stadiums. **There is** a zoo and two aquariums. It **has** an international airport and excellent restaurants.

EXERCISE 7

Can you describe your city or neighborhood? Check it with your partner.

EXERCISE 8

Helping a stranger:

Work in pairs. One student is a visitor to Havana and he's asking for information about some places; the other one is a travel agent. Take turns asking and answering these questions. Use the map of your city.

A: Good morning. May I help you?

B: Yes, please. I'm on vacation here. Is there any _____?

A: _____.

B: How can I get there?

A: _____
_____.

B: Thanks. I need to go to _____, too. Is there any around here?

A: _____.

B: How about _____? Are there any good ones in the neighborhood?

A: _____.

EXERCISE 9

Play the role of...

Work in pairs and act it out.

Student A: After seeing a film at Yara Movie Theater, you need to visit a friend in Calixto García Hospital. Ask someone at Coppelia how to get there. Show you understand by repeating the directions.

Student B: While waiting in line for ice cream at Coppelia, someone approaches you to ask for help.

EXERCISE 10

Games:

Blindman's Buff

Work in groups of five or with the whole group.

Idea A:

Choose an object in the classroom. Blindfold a student and give him/her directions to help him/her find the object.

Idea B:

Disorganize the classroom and blindfold a student. Another student gives directions to help him/her walk from one side of the classroom to the other.

e.g.: turn right, keep walking, turn left, etcetera.

EXERCISE 11

Guess Where:

Work in pairs. One of the students says the location of a building on the map and the other one has to guess what that place is.

EXERCISE 12

Reading Corner

Before you read the text:

What places do you suggest tourists should visit in Old Havana?

Why do you suggest those places?

What adjectives would you use to describe such places?

TEXT 1

At a tourist office on the Isle of Youth, some tourists are asking for directions and information about important places in the country.

A: May I help you?

B: Yes, please. I'm on vacation and I'd like to visit some Cuban provinces and important places, but I'm really interested in Havana. Could you tell me how I can get there?

A: Yes, of course. You can get there by boat or by plane, but I suggest the plane.

B: Yes? How long does it take to get there by plane?

A: About 45 minutes.

B: And what are the most important places in Havana?

A: Well, there are lots of interesting places to visit in the capital of Cuba. There is a National Aquarium, a National Zoo and a Botanical Garden. It also has many museums in the center of the city, such as the Palace of the Captains-General, one of Cuba's most majestic buildings and La Fuerza Castle, the oldest colonial fortress in the Americas. Besides, it has excellent theaters and movie houses all over the city. There's a very good theater in Centro Habana called the Grand Theater of Havana. It's the oldest operating theater in the Western Hemisphere.

B: Is there any good hotel around the center of the city?

A: Certainly. The Inglaterra Hotel is Havana's oldest functioning hotel, located on the corner of San Rafael and Prado Streets and opposite the Central Park.

B: Thank you very much for your help.

A: You're welcome.

As you read the text:

Find the oldest places mentioned in the reading.

1. Answer these questions:

Is the tourist talking to a friend?

What place does he want to visit?

Does the travel agent talk about places in Matanzas?

Is there any majestic building in the capital of Cuba?

Is the tourist interested in any hotel around Miramar?

After you read the text:

2. Work in pairs. Imagine you are a tourist in Havana and you want to visit another place (in Havana) or another province (the province where you live). Perform a similar dialogue.

Before you read the text:

Talk with the students about different countries and the ones they would like to visit.

As you read the text:

Find two elements about the city that are similar to Havana.

TEXT 2

Happy days in South America!
Come visit Lima!
It has something for every tourist

Peru is a beautiful country located in South America. Its capital, Lima, is a city of eight million people who work to recapture the look of its glorious past. The old colonial heart of the city is being restored.

There are comfortable hotels and excellent seafood restaurants. It has a 140-year-old Chinese commercial district called Barrio Chino, where you can find clothes and food. It also has museums, but there are two of them that fall into the must-see-category: the National Museum, in the suburb of San Borja, which gives an overview of 10 000 years of Peruvian history, and the Gold Museum, which has a collection of pre-Columbian objects made from precious metals.

After you read the text:

Answer the following questions:

Do you think Lima is an old city? Why?

What is the place in Lima where you can find cheap clothes and food?

How many museums you must visit if you go to Lima?

What information can you give about Lima after reading the text?

Describe your city in one or two paragraphs.

EXERCISE 13

Project Work

Create your own brochure. Work in pairs (or three). Here are some hints that can help you with this task:

1. Choose a city, a neighborhood, or a place you like and include the following information:
 - location
 - short description
 - places to visit
2. Illustrate it with pictures, photographs or drawings.

Learning Journal

- What have you learned in this unit?
- Is it difficult to describe your city and help people find specific places?
- What did you find interesting in this unit?
- What suggestions do you have?
- What was the most difficult aspect to understand or learn?
- What helped you to learn the contents of this unit?

Unit 5 (Five) A Visit to a Museum

Read this:

So far you have learned how to talk about actions in simple present tense. How about if want to talk about yesterday, last week or some historical personalities? You need to use the past tense:

Verb to be

e.g.: She/he was a very brave person. / She/he was at school yesterday afternoon.
They were very intelligent. / They were in Cuba last month.

Affirmative sentences

(regular verbs)

e.g.: I **cleaned** my house yesterday morning.
She **watched** an interesting film last weekend.

(irregular verbs)

e.g.: I **went** to the movies last Saturday.
(go)
He **did** the H.W his yesterday night.
(do)

Negative sentences

e.g.: I **didn't** clean my house yesterday morning.
I **didn't** go to the movies last Saturday.

Yes/no questions

e.g.: **Did** you clean your house yesterday morning? Yes, I did/No, I didn't

Information questions

e.g.: What did you do yesterday morning? I cleaned my house.

EXERCISE 1

What's the past form?

<u>Base form</u>	<u>Simple past</u>	<u>Base form</u>	<u>Past form</u>
Be	_____	Watch	_____
Study	_____	Read	_____
Do	_____	Wash	_____
Play	_____	Die	_____
Go	_____	Attack	_____
Write	_____	Triumph	_____
Celebrate	_____	Help	_____

EXERCISE 2

Imagine you went to Cienfuegos to visit your cousins Lucia and Daniel, but they were not at home because they're international flight attendants. Read about their busy week and answer the questions. Act it out with your partner.

DANIEL

Monday London
 Tuesday Paris
 Wednesday Barcelona
 Thursday Madrid
 Friday Rome
 Saturday London

LUCIA

Monday Manchester
 Tuesday Paris
 Wednesday London
 Thursday Rome
 Friday Athens
 Saturday London

Complete and answer the questions:

e.g.: **Was** Lucia in London on Monday?

Yes, he was/ No, he wasn't.

Were Daniel and Lucia in Rome on Wednesday?

No, they weren't/ Yes, they were.

- a) _____ Daniel and Lucia in Paris on Tuesday? _____.
- b) _____ Lucia in London on Friday? _____.
- c) _____ Daniel in Madrid on Thursday? _____.
- d) _____ Daniel and Lucia in London on Saturday? _____.

Now you give the information:

e.g.: Where **was** Daniel on Thursday?

He was in...

Where **were** Daniel and Lucia on Saturday?

They were in...

- a) Where _____ Daniel on Wednesday? _____.
- b) Where _____ Lucia on Monday? _____.
- c) Where _____ Daniel and Lucia on Tuesday? _____.
- d) Where _____ Daniel on Friday? _____.

EXERCISE 3

How about you?

Was your week busy, too?

Where were you on/last...? (school, home, park'...)

Complete the calendar and write the sentences.

<i>Days of the week</i>	<i>You</i>
Monday	
Tuesday	
Wednesday	
Thursday	

Friday	
Saturday	
Sunday	

I was at school on Monday.

I _____ last Tuesday.

Now find out about your partner's week. Ask yes/no and information questions. Write about that.

<i>Days of the week</i>	<i>Your partner</i>
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

X was _____

EXERCISE 4

Here are the activities Sue wanted to do last weekend. She didn't do all of them.

<u>Weekend</u>	<u>Things to do</u>	<u>Done</u>
Saturday	1. help her mother	X
	2. wash her hair	
	3. clean the bedroom	X
	4. watch TV	
Sunday	5. go to the movies	X
	6. do the homework	
	7. stay in bed	X
	8. go to her friend's house	

Ask and answer if Sue did or didn't do all these activities. Act it out with your partner.

e.g.: Did Sue help her mother on Saturday/ last Saturday?

Yes, she did.

1. Did she _____? _____
2. _____? _____
3. _____? _____
4. _____? _____
5. _____? _____
6. _____? _____
7. _____? _____

EXERCISE 5

Look at the following information about what your friends Mike, Sue, Linda and Darren did last week. Say if it is true (T) or false (F) and correct the information.

	<i>Mike</i>	<i>Sue</i>	<i>Linda and Darren</i>
Friday	wash his hair	watch TV	play tennis
Saturday	play football	wash her hair	watch TV
Sunday	watch TV	play tennis	play football

True or false?

e.g.: Mike washed his hair last Friday. (T)

Sue washed her hair last Sunday. (F)

She played tennis last Sunday.

1. Mike played football last Saturday.
2. Sue played tennis last Saturday.
3. Linda and Darren played football last Friday.
4. Linda and Darren watched TV last Saturday.
5. Mike played tennis last Sunday.

EXERCISE 6

It's your turn. What did you do last weekend? Copy and complete your diary. Then, practice it with your partner and report on that.

e.g: What did you do last weekend? Did you go to the beach?

<i>Week-end</i>	<i>You</i>	<i>Your partner</i>
Saturday morning		
Saturday afternoon		
Sunday morning		
Sunday afternoon		

e.g.: X went/did/played _____ last Saturday morning.

EXERCISE 7

Imagine one of the places you visited last weekend was a museum. Let's talk about some important people you learned about.

Do you know who these people were? Select from the following list:

LIST:

leader – poet – architect – cosmonaut – scientist – lawyer

Yury Gagarin was a _____.

Carlos J. Finlay _____.

Lord Byron, Oscar Wilde and José Martí _____.

Abraham Lincoln _____.

Lázaro Peña _____.

EXERCISE 8

Imagine your friend didn't go to the museum and he's confused about some personalities. Tell him who they really were.

e.g.: Ernest Hemingway (scientist, writer)

Ernest Hemingway wasn't a scientist. He was a writer.

1. Salvador Allende and George Washington (writers, presidents)
2. Alejo Carpentier (cosmonaut, writer)
3. Charles Chaplin (poet, actor)
4. Albert Einstein (lawyer, scientist)

EXERCISE 9

Did you also learn about historical dates? Change the numbers into words and write the sentences.

e.g.: 1492: Christopher Columbus lands in America

That was in fourteen ninety-two.

1564: The birth of William Shakespeare

1789: The French Revolution

1868: The beginning of the Cuban Independence War

1895: The death of José Martí

EXERCISE 10

At the museum you also learned a lot of things about the history of Cuba, but it was in Spanish. Can you translate the following sentences into English?

Martí escribió una crónica (article) sobre un niño en prisión (in prison).

La Revolución Cubana triunfó en 1959.

Antonio Maceo murió el 7 de diciembre de 1896.

Los ingleses atacaron La Habana en 1762.

EXERCISE 11

Work in pairs. Interview your friend about what he/she did last (week-end/vacation). You may use these questions:

What did you do...?

Where did you...?

Did you visit...?

Were you in...?

Did you...?

Write down the information and read it to your classmates.

EXERCISE 12

Game 1:

Guess who this person is

First, write the description of an important personality. Then group into teams to play this game.

One student reads the description and the other one, looking at the pictures, says the name of the personality that corresponds with the description.

EXERCISE 13

Game 2:

20 Questions

Divide the class into groups or play it with the whole group. The teacher or the student assigned for this task chooses a very famous person and the others ask a maximum of 20 questions about that person, to guess who he/she is.

e.g.: When was he/she born?

Where is he/she from?

Was he/she...?

Did he/she...?

EXERCISE 14

Reading Corner

Before you read the text:

Talk with your classmates about the most important museums in Havana and specifically about the ones where important personalities lived.

As you read the text:

Find three objects that belonged to Ernest Hemingway.

Infer the meaning of: hilltop, outskirts

TEXT

The Ernest Hemingway Memorial Museum

On December 27, 1939, Ernest Hemingway moved into the hilltop house at La Vigía, in San Francisco de Paula, on the outskirts of Havana. This remained his permanent residence for the rest of his life in Cuba.

After his death, his house became a memorial museum, so that Hemingway's admirers could see how he lived and worked in Cuba.

On the second floor of the mansion's tower, Hemingway wrote *The Old Man and the Sea*. In the room, you can see a typewriter and other materials he used while writing the novel for which he has awarded the Nobel Prize for Literature in 1954.

Once Hemingway found a pleasant, typically Cuban restaurant which became his second home in Cuba: El Floridita. Nearly every afternoon, the U.S. writer would go there where the daiquiri, his favorite drink, was served to him as Papa's Special, with a double shot of rum.

La Vigía looks just as it did when the writer lived there, with the books he liked to read, souvenirs of his adventures in Africa and mementos from the expeditions in the Gulf of Mexico. There you can also see his trophies, guns, belongings, and the family furniture. The decorations show Hemingway's preferences in art, which go from a ceramic piece by Picasso to colorful posters of the Spanish bullfights he loved.

As a memorial museum, La Vigía pays homage to the universally recognized literature that is Ernest Hemingway's legacy, as well as to the man who was always Cuba's good friend.

After you read the text:

Answer these questions:

1. Who was Ernest Hemingway?
2. Where did he write *The Old Man and the Sea*?
3. Why was this novel so important to his literary career?
4. What were some of Hemingway's hobbies in Cuba and in other places?
5. In one or two paragraphs, summarize the description of Hemingway's house.

EXERCISE 15

Project Work

Famous men and women (from our country)

List some famous men and women in your country's history.

Divide into groups of five. Each group will do a project about a famous man or woman in your country's history.

Make headings and notes about the famous person:

name

dates (birth and death)

nationality (country)

job

achievements (logros)

Write a biography of your famous person. Include drawings, photos or pictures and other useful information, if necessary.

Learning Journal

- What have you learned in this unit?
- Is it difficult to use the past tense in English?
- What were the most difficult verbs for you?

Unit 6 (Six) Getting to know more about...

The exercise in this unit will help you to:

Ask and answer questions about personalities, events and places.

Exchange opinions and give simple reasons.

A conversation often depends on questions to keep it going. To do so you ask and answer questions, but you also use some expressions to keep the flow of conversation.

EXERCISE 1

Read the conversation. Then practice with your partner:



Anna: Who is the person in the picture?

Jessica: He is Antonio Maceo. A brave patriot in Cuban history.

Anna: **What else can you tell me about him?** In my country I've never read about him.

Jessica: Sure. He participated in the War of Independence in the 19th Century. He defended the continuation of the struggle in a historical event, we know by the name of Protes-
ta de Baraguá.

Anna: **How can I learn more about him?**

Jessica: Well, you can read his biography in my History book. But I invite you to visit his memorial in Cacahual. Do you want to go?

Anna: Sure. Tomorrow is Saturday. Let's go tomorrow.

Jessica: O.K. See you, then.

Anna: See you.

1. Practice this conversation.
2. Act out the conversation.
3. Then substitute the expressions in bold (en negritas).

EXERCISE 2

Study the following information to use it in the next exercises.

Exchanging opinions and giving simple reasons

When you are sharing opinions in a conversation you need to use some expressions to explain your thinking:

In my opinion...	I don't think so
I think...	I also think...
I believe...	

EXERCISE 3

Practice this conversation. Then act it out.

Robert: We have to prepare a project work about Hemingway. What can we do?

Susan: I think we should divide the team.

Robert: Why should we split?

Susan: Very simple. Two students go to the library to find information in books, magazines, etc. And the others go to Hemingway Museum.

Robert: In my opinion, Nelly and Katia should go to the library because they usually take very good notes.

Susan: And you and me can go to the museum because we can take only one bus to get there.

EXERCISE 4

Go around the class and ask your classmates' opinions about the following topics or others given by your teacher or your classmates.

1. The importance of the French revolution
2. The students' participation in school activities

Instructions:

Use simple sentences to give your opinions. Your teacher will help you.

EXERCISE 5

Use the simple present tense to talk about habitual action (permanent situation).

e.g.: Jessica Miller **goes** to school everyday.

Her students **prepare** their project works.

Read the following sentences and decide whether the verbs in these sentences are right(R) or wrong(W).

1. The Earth goes around the Sun. _____
2. Manuel García Valdés painted many feminine faces. _____
3. Did Ernest Hemingway came to Cuba on December 27, 1939? _____
4. José Martí wrote The Golden Age. _____
5. The journalist will write about the next summit. _____
6. Does the children get up early in the morning? _____
7. Rose are going to watch the TV lessons. _____
8. My friends don't understand when the teacher speaks quickly. _____
9. Peter is sick. The doctor will find out what his problem is. _____

10. We are going to remembered Ernesto Che Guevara for ever. _____
 11. His brother work hard at the hospital. _____
 12. Alicia Alonso found the National Ballet of Cuba. _____

EXERCISE 6

Analyze the sentences you decide are wrong in exercise 5. Then complete the following chart by pointing out the reason.

Wrong sentences (write number)	Incorrect form of the principal verb	Incorrect form of the auxiliary	Omission of the: verb auxiliary
3	X		

EXERCISE 7

Check up exercise 6 with your classmate and teacher. Very good! Now you are ready to correct the wrong sentences.

e.g.: Did Ernest Hemingway **come** to Cuba on December 27, 1939?

EXERCISE 8

Work in pairs. Ask your partner what he or she does every morning. Perform a short conversation with this information.

EXERCISE 9

Read this passage that refers to someone’s routine. Put each verb into the correct form.

Every morning Jessica Miller _____ (wake up) and _____ (turn) off the electric fan. While she _____ (take) a shower she’s thinking over the clothes she is going to wear. Generally her mother _____ (call) her up and she always _____ (say): “Good morning. I _____ (be) in a hurry, please call me back in the evening. O.K. good-bye”. She _____ (hang) up the phone quickly and _____ (go) out.

Reread the passage. It refers to:

1. Jessica’s mother activities.
2. Jessica’s activities.
3. Jessica’s routine before going out.
4. Jessica’s routine after going out.

EXERCISE 10

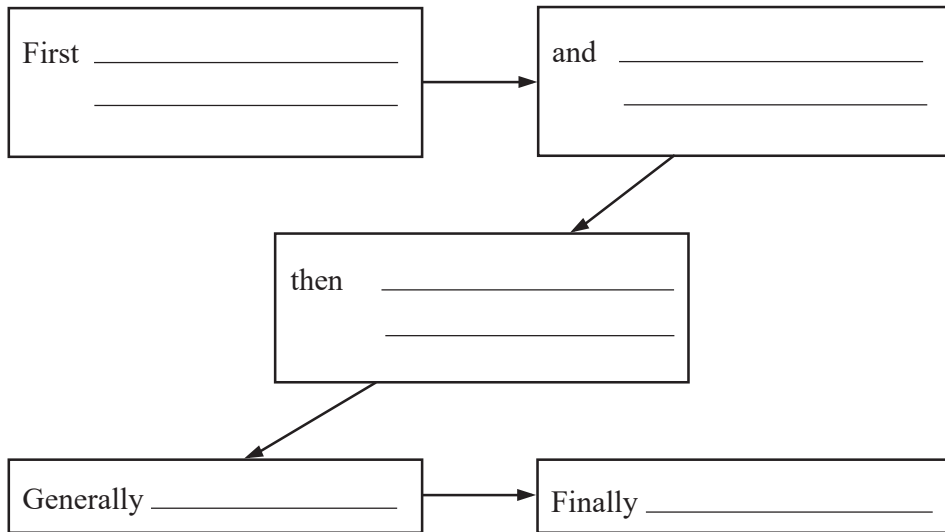
According to the reading tell if the sentences are true (T), false (F) or I don’t know (?).

1. Jessica doesn’t have an air conditioning unit. _____
2. She is going to wear a blue skirt. _____
3. Her mother calls her up every morning. _____

4. Her telephone is out of order. _____
 5. Jessica will call her mother back in the evening. _____

EXERCISE 11

What does Jessica Miller do every morning?
 Exchange your answer with your partner/classmates.
 Complete the boxes with the habits and routines.



EXERCISE 12

Ask one or more people to know about his/her/their daily activities.
 (e.g.: sleep, food, clothes, work, housework, etc.). Exchange questions and answers.

- | | |
|----------------------------------|------------------------------|
| e.g.: What do you usually do...? | I usually... |
| When does he/she wake up? | She/He wakes up at 6:30 a.m. |
| When do they have breakfast? | They have breakfast... |

EXERCISE 13

Organize the information and present it to your classmates.

EXERCISE 14

Read the following information:

Regular verbs in the past

To form the simple past of regular verbs, add **-ed** to the base form of the verbs.

- e.g.: Jessica Miller enjoyed teaching.
 She used different videotapes in her classes.

Irregular verbs in the past

The past form of irregular verbs cannot be predicted. We distinguish three types of irregular verbs.

- Verbs in which all three parts (the base, the past, and the past participle) are identical.
e.g.: **cut – cut – cut** .
- Verbs in which two of the three parts are identical.
e.g.: **lend – lent – lent**
come – came – come
- Verbs in which all three parts are different.
e.g.: **write – wrote – written**
eat – ate – eaten
see – saw – seen

Simple past negative and questions

The negative of regular and irregular verbs is formed with **did not** and the infinitive.

- e.g.: I **did not receive** my English booklet.
Ann **did not see** your message yesterday.
They **did not know** the news.

We use **did** for both singular and plural nouns.
The interrogative of regular and irregular verb is formed with:

Did + subject + infinitive.

- e.g.: **Did you receive** your Geography tabloid?
When **did Ann see** your message?

EXERCISE 15

- A. Work in pairs:
1. Copy the squares.

Like	Open	Be
Help	Go	Get
Paint	See	Write

Buy	Win	Have
Love	Sleep	Reply
Draw	Read	Watch

Listen	Eat	Spend
Teach	Tell	Drink
Play	Put	Speak

- Choose to play O's or X'.
 - O' start. Choose a square and write a sentence in the past with a word from that square.
e.g.: (visit) I visited the Revolution Museum last weekend.
 - If your partner agrees that your sentence is correct, draw a circle in the square. If your sentence is wrong, it is X's turn.
 - You win the game if you make a line of O's or X's across, down or diagonally.
- B. Ask one or more people where he/she/they went last..., what he/she/they did last...,when he/she/they... Prepare a dialogue and practice it with your partner.

EXERCISE 16

Complete the interviewer's questions. Use the correct form of the verbs in simple past.

Q1: When _____ you first _____ (become) interested in music?

A: I _____ (become) interested when I _____ (be) five.

Q2: _____ you _____ (practice) on your own at that age?

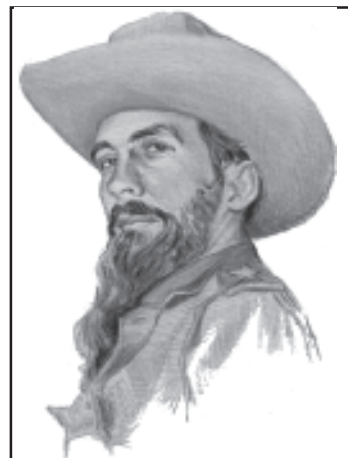
A: No, I _____. I _____ (begin) practicing at eight.

Q3: _____ you _____ (realize) then that you _____ (have) a special talent for music?

A: Well, I _____ (not-realize) it.

EXERCISE 17

Speak about the personalities in the pictures.



EXERCISE 18

1. Now your teacher will give cards with some information about other important personalities.
2. Work with a partner. One of you is an interviewer. The other is a famous personality (musician, sportsman, writer, etc.). Ask and answer questions to know about him/her.
3. Arrange the information about the famous personality you interviewed. Present to your classmate.

EXERCISE 19

Reading Corner

Before you read the text:

Work in pairs. Make a list of 5 cities you studied in Geography or History. Express in simple sentences where they are.

Now let's read:

There is a beautiful city on the north of England. It is very old. Centuries ago it was Jorvick. Today it is called York.

York is a very historic city. It was built by the Romans, conquered by the Anglo Saxons and loved by the Victorians.

Everywhere you go, you are surrounded by history. Medieval walls and castles, ancient narrow streets, old houses, beautiful churches and shops fill the city. There is also the beautiful Gothic Cathedral, York Minster, which is famous for its stained glass windows.

The 100 000 inhabitants of York love their city and welcome over 3,5 millions visitors every year. The facilities for these tourists are very good.

Tourists can stay in comfortable hotels and spend happy days visiting museums and famous places such as Micklegate Bar, the traditional point of entry into the city.

In the evening the tourists can visit friendly pubs. And every summer there is a festival of music and the arts to enjoy.

1. Answer the questions in one sentence:

- a) Is York a town or a city?
- b) Is it new or old?

2. Complete the following information about York:

Location: _____

Names: _____

Short history: _____

Places to visit: _____

Facilities: _____

Customs: _____

3. Prepare an oral presentation about York.

EXERCISE 20

Project Work

1. Find out information about a historical place in our country. Include the following information:

- Location
- Name
- Short history. Mention historic events
- Places to visit
- Facilities
- Local characteristics
- Photographs or drawings

2. Display your work.

Learning Journal

Here you have a great opportunity to see how well you are learning to learn English. The best way to do this is by thinking about the steps and things you have followed to study and practice the English language.

- Fill in the following self-evaluation section.

<i>Aspects</i>	<i>Almost Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
1. I can identify the strategies I use to communicate in English. 2. I can use the strategies that help me: a) Speak with a partner. b) Understand someone orally. c) Comprehend a written text. d) Write simple ideas in English. 3. I can do the following activities successfully a) Use the contents from the grammar focus. b) Use the vocabulary studied. c) Pronounce the new words to be understood.					

- Answer the following questions:

1. Which activities from the English lesson do you prefer? Why?
2. Mention those things you don't like. Say why?
3. Mention the lesson contents you have not learned yet. Make a plan of the possible tasks to improve your skills in English. Consult your teacher if needed.

Unit 7 (Seven) Planning a Weekend Trip

In this unit the exercises will help you to speak about future activities.

EXERCISE 1

Act out the following dialogue with a partner.

Jessica is talking to her friend Sue in the street when she had an accident...

Jessica: ...well, excuse me, I will quickly go home now. Bye, I will see you later.

Sue: Watch out! You're going to fall down that hole.

Jessica: Help! I'm going to faint.

Sue: Don't worry! I'll call an ambulance.

A. Underline the language forms used to talk about the future. Can you notice the difference between the use of **will** and **be + going to**. The following grammar focus will help you.

Read the following information:

We use **will** and **be + going to** talk about the future, but they have different language uses. Notice their difference.

Will is used:

1. To express on-the-spot decisions decided.
e.g.: It's cold. I'll close the window tomorrow.
2. To express predictions, promises, etc.
e.g., It'll rain tomorrow.
3. When it is not certain that something **will** happen, but it is just a prediction.
If he comes early, he **will** go to the movies.

Be + going to is used:

1. To express things already in the near future.
e.g.: He's **going to** fly to Rome.
2. To express intention.
e.g.: He likes acting. He's **going to** be an actor.
3. When there is evidence that happen.
e.g.: Watch out! You **are going to** fall.

EXERCISE 2

Select the rules that better explain the use of **will** and **be + going to** in the previous conversation between Jessica and Sue.

EXERCISE 3

Work with a partner. Match the expressions of Column A to the corresponding ones from Column B. Use either **be + going to** or **will**.

A

What do you want to do after senior high school?
There is a blackout. I (will/am going to)

B

I'm not sure about that. I think I (am going to/will) visit Soroa.
I decided that already. I (will/going to)

go to bed early.
What do you intend to do on vacation?

How do you feel today?
Look! The bottle is falling down the table.

What about the weather for tomorrow?

be a teacher.
You know I can't sleep now. I (will/am going to) do the homework.
It (is going to/will) rain tomorrow.
I have a fever. I (will/ am going to) have a terrible cold.
It (will/is going to) break into pieces.

EXERCISE 4

Work with a partner. Use **will** or **be + going to** where necessary.

1. A: What do you want to do when you leave school?
B: I _____ be a dancer.
2. A: I think the house is on fire!
B: I _____ phone the fire brigade.
3. A: I'll get the sugar from the cupboard.
B: Be careful! You _____ hit your head on the door.
4. A: Did you finish those letters?
B: No, I didn't. I _____ stay late and finish them.
5. A: _____ you have another cake?
B: No thank you, I had two.
6. A: Do you want to go to the park this afternoon?
B: I can't. I _____ visit my grandparents.
7. A: This box is very heavy!
B: I _____ carry it for you.
8. A: _____ you open the window, please?
B: No, it's too cold in here.
9. A: Did you buy a birthday present for Sally?
B: Yes. I _____ give her a box of chocolates.
10. A: I lost my pen.
B: I _____ give you one of mine.
11. A: Did you see Sue today?
B: No, but I expect she _____ telephone me tonight.
12. A: Put your money in your pocket or you _____ lose it.
B: It's O.K. It's safer in my bag.
13. A: Did you decide what to study at university?
B: Yes, I _____ study Biology.
14. A: Do you want to borrow my bike?
B: Thanks. I _____ bring it back tonight.
15. A: The house is very dirty!
B: I know. I _____ clean it this afternoon.

EXERCISE 5

Try to understand the letter that Bill received from his friend Beth. Provide the correct language form with that purpose. Use **will** or **be + going to** .

Dear Bill,

Guess what! I _____ come to Cuba for a couple of days next week.

My plane _____ arrive in Havana at 16.30 next Wednesday. I _____ stay at The National Hotel . Our friend Jessica _____ meet me at the airport. We _____ eat with some of her friends in the evening. While in Cuba, I _____ visit as many of the sights as possible. If you are free, we _____ go all together next Friday.

Give me a ring at the hotel.

Best wishes,

Beth.

EXERCISE 6

Read Beth's previous letter to Bill again, then act out the following conversation with one of your partners.

Situation: Bill meets his friend Jessica in the street and says...

Bill: Do you know I received a letter from Beth last week?

Jessica: Oh! Please tell me something new about her.

Bill: _____ next week.

Jessica: Yes, I know, but where _____?

Bill: At The National Hotel. Did you receive any e-mail from her recently?

Jessica: No so recently. I only know she _____ next Wednesday. After that we _____ join us?

Bill: I think I wont. I _____ next Wednesday evening.

Jessica: What else _____ in Cuba.

Bill: She _____.

Jessica: Okay, Bill, I _____ next Wednesday. See you later!

Bill: Bye, Jessica!

EXERCISE 7

Work with a partner and act out the following situations orally.

Student A: You have a list of activities you intend to do next week. You want to determine the best options to invite your friend Beth . Then you need your classmates' opinions. Refer to your plan for next week. You may use the following information:

<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
Trip to Varadero Beach	Baseball game in the Olympic Stadium	Lunch at La Roca Restaurant	Dancing at The Comodoro Disco	Watching Jaws at Yara Movies	Reading <i>The Old Man and the Sea</i>	Barbecue at the Botanical Garden

Student B: Your friend needs your point of view about his plan of leisure activities for next week. Give your own opinion about each of them. You may use the following expressions and reasons:

Expressions

I really don't like that...
I think/ believe/ feel...

Simple reasons

It's too boring/ awful/ bad/ far/etc.
It's fine/ wonderful/ terrific/ etc.

EXERCISE 8

Study the following information:

Remember that **can** and **may** are modal auxiliary verbs. We never add "s" to them in 3rd person singular (present tense).

e.g.: She can speak French.
She may go home now.

Interrogative questions and negative forms do not admit the auxiliary **do** (did) . After **can** and **may** we use the infinitive without **to**.

e.g.: I can play the piano.
You may come in.

Could is the past form of **can**. (Although we can use it in present or future tenses).

EXERCISE 9

1. Practice the following conversation with a partner:

A: Can you work with the computer? (**ability**)

B: No, I can't; but I can type. (**ability**)

A: May (or could) I use it? (**permission**)

B: No, you may (or can) not; but you could (or may) use my typewriter if it is okay.
(**prohibition and possibility**)

A: I won't stay for long. It may rain this afternoon. (**possibility**)

2. Can you sum up the uses of **can**, **could** and **may**? Do it using your own words.

EXERCISE 10

1. Act out the following conversation with a partner. He/ she will play the roles of Mum or Dad.

Nick: Can I go to a party on Saturday?

Mum: es _____.

Nick: _____ at the party until midnight?

Dad: No, you can't.

2. Now ask and answer as in the previous exercise. Your partner will be in the position either of Mum or Dad. Refer to the following activities:

Stay in bed until eleven o'clock.

Go to the beach with my friends.

Watch the football match on television.

Go to the movies.

Dance till midnight in the disco, etc. You choose!

EXERCISE 11

1. Ask and answer questions about the persons given. Use the following chart. Work with a partner.

<i>Persons</i>	<i>Use a computer</i>	<i>Cook</i>	<i>Type</i>	<i>Ride on a horse back</i>
George	X		X	
Jenny		X		X
Laura and Emma	X	X	X	
You				X

Student A

Student B

George:

Can George use a computer ?

_____ cook?

No, he can't/can not.

_____ type?

Yes, _____

_____ ride on a horseback?

Jenny:

Laura and Emma:

You:

2. Sum up the previous persons' abilities in the written form.

George _____ use a computer and _____, but he _____ cook or ride on a horseback.

Jenny... etc. _____

EXERCISE 12

Please read Beth's letter to Bill again. Now tell Jessica your opinion about the possible activities Beth may do in Cuba. Work with a partner.

EXERCISE 13

Game:

Guess What

A. Answer the questions. Do not let other students see what you write.

1. What are you going to do when the class finishes?
2. What is the first thing you are going to do when you get home?
3. What are you going to watch on TV tonight?
4. What are you going to eat tonight?
5. What will you do if it rains.

Work in groups.

B. In turns, guess what other people are going to do for each of the questions. You win 5 points for each correct guess.

e.g.: I think you are going to play football when the class finishes.

EXERCISE 14

Bill decided to write a letter to his English friend, Beth, in order to tell her some good news. Answer the questions.

287 Obispo Street
Old Havana
Havana, Cuba
Saturday, June 3rd, 2001

Dear Beth,

Good news! The university is going to send me and Jessica to England. We are going to fly to London on Sunday, July 15, and we are arriving the next day at 3 p.m.

First, I'm going to spend two weeks at the Science Museum in London. Jessica and her friend Lily are going to visit Oxford University. Then, we are all going to spend a week with some scientists in Brighton. In the second week of August, we are going to drive to Scotland. We are going to visit a research center. In September, I'm going to travel around some European universities by car.

Are you going to be in London in July? Can we stay with you? I hope so!

See you soon,

Bill

P.S.

How are Nick and Tracy? Can we take them to Scotland?

- A. Say Right, Wrong, or I don't know:
1. Bill is going to England alone. _____
 2. Jessica, Bill and Lily are tourists. _____
 3. Bill, Jessica and Lily are going to visit the same places in England. _____
 4. Bill and Jessica are going to meet Beth in England. _____
 5. Bill is going to visit Oxford University. _____
 6. They are going to travel to England by plane. _____

B. Answer the following questions about the text.

1. When are Jessica, Lily and Bill going to go to the U.K.?
2. What for is Bill going to England?
3. How many places are Bill, Jessica and Lily going to visit in England?
4. How many months is Bill going to stay in England?
5. Can any of the three Cubans drive a car? How do you know that?
6. Why did Bill decide to send this letter to Beth in June?

EXERCISE 15

Project Work

Fill in the diary page with your own plans for next summer vacation. Gather some information about different important historical and natural resorts. Be ready to discuss that in class.

Summer vacation diary.

<i>Month</i>	<i>Week</i>	<i>Activities to do</i>	<i>Places to visit</i>
July	1 st		
	2 nd		
	3 rd		
	4 th		
August	1 st		
	2 nd		
	3 rd		
	4 th		

Note: The following information may be helpful. You can also find some other information in the school library.

The Escambray Mountains

The Escambray Mountains are full of their own life. Placed in Sancti Spiritus Province, 377 kilometers from Havana, this resort allows you to do different activities and visit a lot of some other beautiful places. Everywhere in these wooded hills, people walk, ride horses, cultivate coffee plantations and tend the great forests so that the trees will grow more robust. There are plenty of rivers and water resorts where you can swim, fish or simply take photographs.

Places to visit:

- Caburní River and Waterfall. Spectacular sight. Natural surroundings make it appropriate for excursions and camping.
- Charco Azul. Wooded region with abundant streams and waterfalls.
- Pico Potrerillo. Highest peak in the Escambray at 931 meters above sea level. Endemic flora.
- Casa del Alfarero. Local ceramics.
- Hacienda Codina. Orchid garden. Wooded paths. Visit to a cave. Country barbecue.
- Hacienda El Cubano. Hike through the countryside. Typical meal of catfish from the local lake.

Other nearby destinations:

- Trinidad, the museum city of the Caribbean.
- Ancón Beach.
- Valle de los Ingenios. The ruins of sugar plantations and mill factories.
- Cienfuegos, the bay city of the south coast.

EXERCISE 16

What are you gonna do today? (SONG)

Chorus

1. What are you gonna do today?
2. Oh, what are you gonna do?
3. Sometimes I work, and sometimes I play.
4. Oh, what are you gonna do today?

Verse 1

5. I'll wake up and have a coffee,
6. Then make some scrambled eggs.
7. And when I finished eating
8. I'll get up and stretch my legs.

(Repeat Chorus)

Verse 2

9. I'll do some grocery shopping
10. (he fridge at home is bare).
11. And then I'll go and buy some clothes;
12. I haven't a thing to wear.

(Repeat Chorus)

Verse 3

13. Tonight I may go dancing
14. Or see a movie instead.
15. Then I might watch television
16. Before I go to bed.

(Repeat Chorus twice)

Learning Journal

What can you do to improve your English? Reflect on this by answering these questions.

- How did you feel about your participation in your classes?
- What did you learn from this unit?
- How confident are you about your ability to speak and make yourself understood when you are:
 - giving reasons.
 - exchanging opinions.
 - talking about leisure activities in the future?
- What activities are most enjoyable for you? Why?

UNIT 8 (Eight) Preparing for the Olympic Games

In this unit the exercises will help you to:

- describe sports,
- ask about personal preferences and give simple reasons.
- give and ask for information about outstanding athletes.

EXERCISE 1

Look at these pictures and give the English name of each sports. Share this activity with your partner.



EXERCISE 2

CROSSWORD

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

Find eight (8) sports in this wordsquare. You can read them horizontally or vertically.
You have to find:

- one (1) word with 5 letters,
- two (2) words with 6 letters,
- three (3) words with 8 letters, and
- two (2) words with 10 letters.

EXERCISE 3

In groups of three decide what we use to play... Give or ask for information.
e.g.: What equipment do you use to play tennis?

I use a racket.

Equipments: racket–oval ball–net–table–goals

Sports: tennis – squash – soccer – waterpolo – badminton – volleyball – dominoes – billiards
– archery – rugby – cricket

EXERCISE 4

Practice the conversation in small groups. Then act it out.

Eduardo: Sarah, what's your favorite sport?

Sarah: Gymnastics. I really like it.

Joanna: Do you like football, Eduardo?

Eduardo: Yes, I love playing football. But I prefer baseball. That's my favorite.

Joanna: And you, Viviana?

Viviana: I like archery, as my father and grandfather.

Sarah: Do you like sports, Marlon?

Marlon: I do. But I prefer music. I love listening to music.
I enjoy it.

EXERCISE 5

Substitute the sports in the above conversation. Use the ones you personally like.

EXERCISE 6

Let's work in pairs:

Ask each other about what sport or game you prefer.

Ask for information about the sport or game you prefer.

e.g.:

A: What sport or game do you prefer?

B: I prefer volleyball.

A: What equipment do you use to play volleyball?

B: A round ball.

A: Can you give examples of outstanding players?

B: Yes, I can. Regla Torres, Lily Izquierdo, Mireya Luis.

e.g.:

A: Would you rather play baseball or volleyball?

B: I play baseball.

A: What's the name of your school team?

B: Tigers.

A: Where do you practice?

B: At the sport field near the school.

A: Who is the best player?

B: Me!

EXERCISE 7

Now, Play to win.

1. Imagine you are playing baseball for the first time, or if you know baseball, you have to give some information about the game.
2. Draw a baseball field. Add players and umpires.

3. Give some details of the game. (How many players, positions of the players, what equipments you use to play).
4. Make sure your ideas are in a logical order. (Consult your team and teacher.)
5. The following Sports Vocabulary helps you to fulfill the task and TO WIN!

Sports Vocabulary

Bat	ball	glove	out
strike	pitcher	catcher	hitter
umpire	catcher's mask	short coach	pit
innings	batter	catcher's milt	base
hit	run	pitcher's mound	dugout
batboy	out-fielder	left-fielder	in-fielder
right-fielder	batting helmet	center fielder	home plate

EXERCISE 8

Use your drawing to describe the baseball field. You may begin saying:

This is a picture of a baseball... There are 4 bases...

EXERCISE 9

Reading Corner

Before you read the text:

Work in groups of three. Try to remember names of sports in English and names of outstanding athletes. The group that has more names will win. (Your teacher will help you).

1. Answer these questions:
 - a) Why do we say that sports make all people friends?
 - b) Why are there people who are against sports?
2. Study these expressions:
 - a) to be on the threshold of becoming a champion for life.
 - b) To be singled out for homage.

As you read the text:

1. Identify the athlete the author is writing about.
2. Select the elements from the texts that help you to guess who the person is.
3. What do these expressions mean?
 - a) Three-times world champion.
 - b) Some claim he would be among the favorite if he came back.
 - c) More than anyone else.
 - d) Undefeatable human nature.

TEXT A:

Who is he/she?

Years after his official retirement from the Olympics in 1986, the only three-times world and Olympic heavyweight champion is vice president of the Cuban Boxing Federation. His legend in the boxing world is alive and some claim that he would still be among the favorites

if he came back into the ring. He was the only Latin American and Caribbean among the twenty-five athletes the Organizing Committee of the Atlanta Games of 1996 singled out for homage on the centenary anniversary of the Olympics.

TEXT B

When Cuban President Fidel Castro presented her with a medal signifying the dignity of the nation, he also recognized her extraordinary efforts to compete in the Atlanta Olympics of 1996. More than anyone else, this runner from the Antilles defended a legend. But her case was a triumph of human possibilities in the face of destiny imponderable. While she was training for the 800 metre run in the Atlanta Olympics of 1996, she was on the threshold of becoming a champion for life.

In January 1993, she had a household accident that burned forty per cent of her body and required prolonged intensive care. She had twenty-one operations and an equal number of blood and plasma transfusions.

The Cuban runner, who won the world title in 800 meters at Gothenburg, Sweden in 1995, resumed the most worthy and pure sport and became an emblem of undefeatable human nature.

After reading the text:

Answer the following questions:

1. For most people these athletes are an example for the youth? Do you agree? Why?
2. Why is one of the athletes an emblem of undefeatable human nature?
3. With your partner bring more information about these athlete. Then add it to the text. If you need help, please ask your teacher.

EXERCISE 10

In this unit you talked about sports. Now you are going to analyze the following idea

CUBA AND THE OLYMPICS: FROM BEGGAR TO PRINCE.

The word beggar means: mendigo.

Read the sentence and tell what you understand.

Give a Spanish equivalent.

EXERCISE 11

Project Work

Work in groups of three.

1. Make a list of sports events that take place in Cuba.
2. Make a list of outstanding Cuban athletes.
3. Each member of the group select one athlete.
4. Search information about the personality.
5. Prepare a poster or an album.

6. If an athlete lives in your community you can interview him/her to get information. (Your physical education teacher can help).
7. Prepare an oral presentation.

Tips for the oral presentation.

1. Everything must be ready before the presentations start. Practice your presentation in your group first. Check your pronunciation and grammar with your teacher.
2. Speak loudly and clearly.
3. Be brief. Long presentations are boring.
4. Don't talk while other people are presenting.

Learning Journal

Hello, how are you improving in your classes? The following questions can help you to reflect on it.

- How comfortable were you speaking English?
- How confident are you about your ability to:

Describe leisure activities in the present.

Ask about personal preferences.

Give simple reasons.

Give and ask for information about outstanding athletes.

- How well do you think you've done?
- Which activity or part of an activity has helped you to reinforce your mastery of other subjects? How? Why?

UNIT 9 (Nine) At the Hospital

In this unit the exercises will help you to:

Compare expressing differences and similarities.

Ask and answer about how one feels.

Ask for and give advice.

EXERCISE 1

Beth doesn't feel good. She saw the doctor at the hospital. Listen to the telephone conversation. Then answer these questions:

1. Where was Beth yesterday?
2. What did she do?
3. Did she receive advice/instructions?
4. Who gave her instructions?
5. What did she buy at the drugstore?
6. How much did she spend?

(RIIING!)

Beth: Hello.

Jean: Hi, Beth. This is Jean. Did you go to the hospital yesterday?

Beth: Oh, Yes, I did. I saw Dr. Brown. He gave me the results of my blood tests.

Jean: **What should you do?**

Beth: **I should eat** less fat and salt and more fruits and vegetables and take some pills, drops and vitamins twice a day. **I shouldn't lift anything heavy.**

Jean: Did you get the medicines from the drugstore?

Beth: Yes, I did.

Jean: Were they cheap?

Beth: Although **pills were cheaper than drops**, vitamins were the cheapest of all.

Jean: When are you going to see the doctor again?

Beth: Next month.

Jean: I'll call you tomorrow morning. Bye.

Beth: O.K. Bye.

EXERCISE 2

Substitute the underlined expressions in the above dialogue with the help of your teacher (he/ she will suggest some other expressions to give advice)

You should...

Why don't you (take some new pills)

You'd better

EXERCISE 3

Beth bought some medicine. Work in pair and guess the prices. Ask each other.

Match Column A with Column B and decide the prices.

<u>A</u>	<u>B</u>
1. pills	_____ \$ 30,00
2. drops	_____ \$ 2,50
3. vitamins	_____ \$ 10,00
	_____ \$ 8,00
	_____ \$ 5,00

EXERCISE 4

Compare your matching with another pair. Who has the correct answer?

Then complete these sentences:

Pills cost _____.

Drops cost _____.

Vitamins cost _____.

Now you are ready to practice this conversation:

A: How much do pills cost?

B: They cost _____ and what about vitamins?

A: They cost _____.

B: How much do drops cost?

A: They cost _____.

Now let's compare. Read these sentences:

Pills were **cheaper** than drops.

Vitamins were **the cheapest** of all.

EXERCISE 5

Study the following information:

One of the most common ways of expressing differences and similarities is through the use of comparatives.

e.g.: Beth weighs 80 kgs. She is five feet (5') tall.

Jean weighs 63 kgs. She is six feet (6') tall.

Beth is **fatter than** Jean.

Jean is **taller than** Beth.

To express comparison we add **-er than** to short adjectives (those that have 1 or 2 syllables).

Adjectives:

short pretty fat

large small fast
long easy quick
cheap hard

We use **more... than** with adjectives of more than 2 syllables.

e.g.: A computer is **more expensive** than a radio.

Adjectives:

important difficult comfortable expensive

To express similarities we use **as... as**.

e.g.: Water is **as** important **as** food.

Robert runs **as** fast **as** Alex.

EXERCISE 6

Choose two of your friends or members of your family. Think about five differences or similarities. Express them to the class.

e.g.: John is nicer than Carl.

EXERCISE 7

Work in pairs. Share the information with your partner or classmates. Look at this example:

A. John is nicer than Carl, isn't it?

B. Yes, that's true.

A: And Carl is more intelligent than John.

B: Yes, I agree / No, I don't agree. I think John is...

C: ...

EXERCISE 8

Complete these sentences. Use a comparative form. Use the adjective between parenthesis.

1. This dress is small for me. I need a _____ one. (large)

2. Mary's house is _____ Rose's. (big)

3. Aniel García now runs _____ before. (fast)

4. A big car is _____ a small car. (comfortable)

5. Learning English is _____ learning Japanese. (easy)

6. Alfred is 80 years old. My father is 75 years old. My father is _____ Alfred. (young)

EXERCISE 9

Let's express some similarities in simple sentences. Work in pairs.

Remember to use **as... as**:

e.g.: Mathematics is as interesting as Physics.

My schoolbag is as new as yours.

EXERCISE 10

Analyze these sentences:

John is 10 years old.

Peter is 10 years old.

Robert is 15 years old.

John is as old as Peter but Robert is the oldest of the three.

To express a comparison among one person, animal or thing and all the others, we use **the superlative** form of adjectives.

We use **the + -est** for short adjectives and use **the most** for longer adjectives. (Similar rules as for the comparatives).

e.g.: fast – the fastest big – the biggest
famous – the most famous

Cauto River is **the longest river** in Cuba.

Baseball is **the most famous** of all sports.

EXERCISE 11

There are some patients waiting for the doctor at the hospital. Read this dialogue:

Tony: Industriales is a **good** baseball team.

Johnny: Yes, but Pinar del Río is **better than** Industriales.

Tony: O.K., O.K., you're right. But remember Santiago de Cuba is the best of all.

Johnny: Look! The doctor is coming. Let's ask him what he thinks about.

EXERCISE 12

Study the following information:

Some adjectives have irregular comparative forms. Read carefully.

<u>Adjective</u>	<u>Comparative</u>	<u>Superlative</u>
good	better	the best
bad	worse	the worst
many	more	the most
little	less	the least

EXERCISE 13

Practice the dialogue between Tony and John. Afterwards make other comparisons. You may use:

Chocolate – vanilla – strawberry (ice cream)

Baseball – football – basketball (game)

Carlos Manuel – Paulito F.G. – Issac Delgado (singer)

EXERCISE 14

Learn the following AMAZING FACTS

Read carefully and use a bilingual dictionary to find out the meaning of new words.

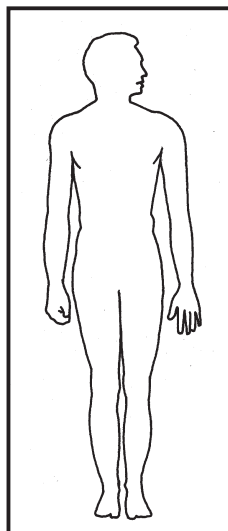
1. The human ear can tell difference between more than 1,500 different musical sounds.
2. Your hair grows faster in the morning than it does at night.
3. The smallest bone in your body is in your ear. It is called the stirrup and is only about the size of a pea!
4. When you sneeze, you force air out of your lungs at a speed of up to 165 km per hour. This is faster than a hurricane!
5. Did you know that you have as many bones in your neck as a giraffe? Seven!
6. Did you know that your bones are not made of the strongest material in your body? The covering on your teeth is stronger.

EXERCISE 15

Read the facts again. And complete the following chart.

<u>Fact</u>	<u>Comparison</u>	<u>Parts of the body</u>
1	_____	ear
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Parts of the body



EXERCISE 16

In pairs, practice the conversation:

Dr.: Good morning Mr. Hill. How do you feel today?

Mr. Hill: Not too good, I'm afraid.

Dr.: Oh!, I am sorry. What's the matter?

Mr. Hill: I don't know, but I have a backache and a temperature. What should I do?

Dr.: You should take an x-ray and some tests.

EXERCISE 17

Practice the dialogue choosing different illnesses and ideas.

LOOK

- | | | |
|---------------|-------------|-------------|
| a headache | sore arm | I feel sick |
| a toothache | sore throat | ill |
| a stomachache | sore leg | awful |
| a bad cold | sore eye | |
| a cough | sore foot | |
| a temperature | | |
| an earache | | |

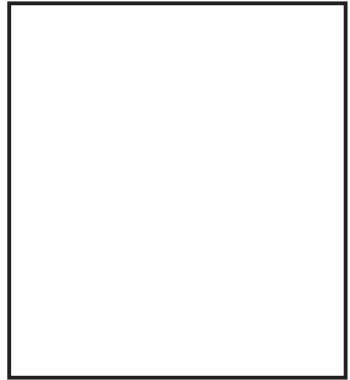
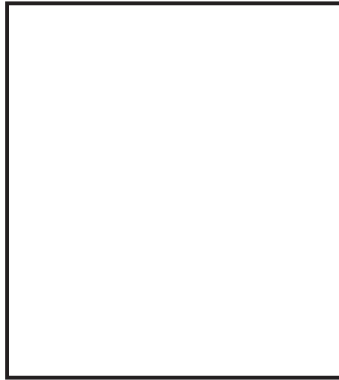
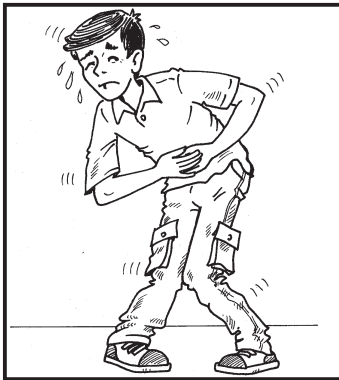
EXERCISE 18

Draw a picture to show each of the following illnesses. Write a sentence under the picture to tell about it. The first one is done for you:

Stomachache

Toothache

Sore arm



He has a stomachache.

Ear ache

Sore throat

Sore eye

headache

Sore foot

Sore leg

EXERCISE 19

Work in pairs. Prepare a doctor-patient interview.
You may use the following information.

Illnesses

flu
cold
sore throat
high blood pressure
toothache
stomachache

Symptoms and parts of the body affected

fever, headache, breathing difficulties
backache, sore throat, exhausted
cannot swallow, cannot open the mouth
strong headache, heart disease
headache, nervous
indigestion

You may use the following information:

I feel... (a little better, awful, much better, terrible, bad, good, fine, tired, all right, exhausted, okay, faint, great, bad).

Doctor

1. **Ask** What's the matter?
How do you feel?
2. **Ask** What are the symptoms?
3. **Say** I see. You should...
4. **Say** Come and see me
again tomorrow

Patient

- Answer
- Answer
- Say** thank you.
- Say** Good-bye

EXERCISE 20

Reading Corner

Before you read the text:

Answer the following questions:

1. What symptoms do you have when you have these illnesses?
an allergy a cold flu food poisoning
2. Match each of these illnesses with one of the four sets of symptoms here.
 - a) You've got a temperature and a headache. Your stomach hurts and you are being sick.
 - b) You're sneezing. Your eyes are itching and watery. You've got a rash.
 - c) You're sneezing. You've got a sore throat, a runny nose and a cough.
 - d) You've got a temperature and a headache. You feel cold but you're sweating. Your back, arms and legs are aching.

As you read the text:

Complete the following tasks:

Which pieces of advice are appropriate for each illness? Do you think it is good advice?

Everyone enjoys giving advice to other people, but the suggestions are not always very good. Here are some pieces of advice about treating the flu, a cold, an allergy and food poisoning.

1. Make sure you have plenty of warm drinks.
2. You'd better take your temperature every hour.
3. You really should stay away from other people.
4. Why don't you go and see a doctor.
5. Try drinking tea.
6. It's best not to eat anything for a couple of days.
7. I suggest you eat small amounts of plain food.
8. If you find out what you're allergic to, you'll be able to avoid it.
9. What about drinking hot lemon juice and honey?
10. It's better not to eat anything for a couple of days.
11. Have you tried consulting an acupuncturist?
12. You should go to bed for a week.
13. You should live in a dust-free place.

After you read the text:

Answer these questions:

1. Which is the strongest advice?
2. Which piece of advice would you eliminate?
3. What piece of advice would you give?

4. Do this in groups of three.
Student A has broken his or her leg.
Student B and C give advice about the best way to continue everyday life in this situation.

EXERCISE 21

Project Work

1. Cuban Outstanding doctors:
Carlos J. Finlay
Tomás Romay
Rodrigo Álvarez Cambras
Eduardo Bernabé Ordaz
Orfilio Peláez
Concepción Campa
 - a) Search information about one of these outstanding personalities.
 - b) Write a report.
 - c) Include photos or drawings.
 - d) Display your work.
2. Search information about internationalist doctors who live in your neighbourhood. You may visit your Polyclinic or any other source of information.
Try to answer the following questions:
 - a) How many internationalist doctors live in the neighbourhood?
 - b) Where [is/are] [he/she/they] working? (Refer to the country, town, village)
 - c) What type of doctor...?
 - d) Find out name, age, likes, dislikes, sports, languages, etc.

Make an oral presentation.

What do you do when you feel ill? (Song)

Verse 1

1. What do you do when you feel ill?
2. Drink mint tea? Take a pill?
3. Go to bed for twenty-four hours?
4. Or wait for friends to bring you flowers?

Chorus

5. Some people say "I'm hurt."
6. Others hide their pain.
7. Some go a little crazy.
8. Others act quite sane.
9. Some get well fast.
10. Some get well slow.
11. How do you act when you're sick?
12. Does it show?

Verse 2

13. When I get sick, I go to bed,
14. Close my eyes and prop my head.
15. I take a nap for an hour or two.

16. Soon I'm back to work, feeling good as new. What do you do?

Verse 3

17. When I get sick, I hate the world.

18. My hair is straight, but it gets all curled.

19. I feel like heck, and I look no better.

20. I get hot, then cold, but can't find a sweater.

(Repeat chorus)

Glossary

Mint tea: a hot drink made from water and mint leaves.

Crazy: not rational or able to think clearly.

Sane: rational, reasonable.

Prop: put something under something, for example, putting a pillow under your head.

Nap: a short sleep.

Good as new: as if I'd never been sick.

Curled: opposite of straight.

Heck: (slang) "not good" – a more polite version of "hell"

Learning Journal

How are you improving in your classes?

The following questions help you to reflect on it.

- What skills (speaking, writing, reading and listening) were taught in the unit? How well did you learn them?
- What problems did you have? How did you solve them?
- In this unit, what did you learn about using English that you want to remember for next time?
- What are some ways that you can help yourself practicing English?

UNIT 10 (Ten) A Letter from a Friend

In this unit you will share information, interests and preferences and work with others to complete a task.

You are going to see letters from different persons and places. Let's learn through letters.

EXERCISE 1

Gisela Hanz wrote a letter to Jean. Let's read it!

	10 Trafalgar Road Birmingham. 10 th March 2001.
Dear Jean,	
Hello! I'm seventeen years old. I'm German and I'm a student. I study in Birmingham. I like reading, writing letters and going to the cinema, but I don't like cooking! I speak English, German and a little French. I like sports very much, too. I love windsurfing in the summer. Can you windsurf? It's great fun!	
	Write soon. Gisela.
P.S. I don't smoke. Do you?	

EXERCISE 2

Fill in the details about Gisela:

Full name: _____

Age: _____

Nationality: _____

Likes: _____

Dislikes: _____

Sports: _____

Languages: _____

EXERCISE 3

Now you are ready to give oral information about Gisela.

e.g.: My friend's name is Gisela...

EXERCISE 4

Work in pairs. Ask for the same information about your partner.

You may ask: What's your name?

How old are you?, etcetera.

EXERCISE 5

Organize the information and present your partner to the class.

EXERCISE 6

Find out the same information about your partner's friend. Share information about your friends and present them to the group.

EXERCISE 7

Wanted Penfriends.

The word **Penfriend** is formed by two words: Pen – Friend.

Do you know the meaning of these words?

How do you say them in Spanish?

Pen _____ Friend _____.

Now try to infer the meaning of PENFRIEND and give a possible definition of it to your classmate (orally).

VERY GOOD! So Penfriend is _____.

Now let's read the following letter from a penfriend.

	14 Vic Street Köln December 3 rd .
Hi, penfriend,	
How are you? My name is Olga. I'm a German student. I'm fourteen. How old are you? I like pop music. I also like going to disco. My favourite singer is Ricky Martin. He's great.	
I don't like staying at home especially on Saturdays. I like going to parties with my friends.	
	What do you like? Please write soon.
	Olga.

EXERCISE 8

Read the questions. Find the answers in the letter. If you don't have the information, ask your partner. Do not look at his/her answers.

1. What does Olga do? _____
2. Is she British? _____

3. Where does she usually go on Saturday? _____

4. What does she like? _____

5. Would you like to be Olga's penfriend? _____

YES! Then, let's go on working.

EXERCISE 9

If you want to answer Olga's letter or to have any other penfriend give details about yourself orally. Begin with your name or full name.

EXERCISE 10

Send a postcard to Olga or a classmate you do not know very well and ask him/her to write you soon.

EXERCISE 11

Imagine you receive a letter from a friend who likes sports. He wants to know about the Cuban baseball teams and players.

Work in group of four. Fill in the details about baseball.

<i>Name of Cuban Baseball team</i>	<i>Location</i>	<i>Famous player (Position he plays)</i>	<i>Colours of the uniform</i>	<i>Team emblem (Draw it)</i>

EXERCISE 12

Share the information gathered with your classmates by using comparative and superlative forms.

e.g.: Omar Linares is as good as Orestes Kindelán.

EXERCISE 13

Write a response with the information about baseball.

EXERCISE 14

Read the next letter and answer the questions orally.

50 Highfield Avenue
Canterbury
Kent CT4
6 July.

Dear María,

At last! Hooray! We have finished all our exams. The last one was yesterday. It was History. I think History is really difficult because I can't remember all the facts and the dates.

So this is the end of year 8, my second year at secondary school. I did seven subjects. The worst were Mathematics and History. I found them very difficult.

The best subject this year was Geography, but we only had it twice a week. Our Geography teacher, Mr. Gilmore, is great. We did some projects with him about different countries.

We aren't going abroad this summer because two months ago my dad lost his job. So he hasn't got much money, and we can't afford a big holiday. We're going to see my granddad.

Please write and tell me about your year at school. What was it like? Were your exams easy? Where are you going this summer?

Bye for now

Peter.

Answer (orally):

1. Why is Peter Happy? (Because...)
2. Why was History exam difficult for him? (Because...)
3. What was his favourite subject?
4. Why can't he have a holiday abroad this year? (Because...)
5. What does he invite María to do?

EXERCISE 15

Answering your friend letter.

Write a response to Peter. Read the following SUGGESTIONS!

1. Plan your letter.
2. First make notes. Use the below chart to help you organize the information.

3. Then discuss your topics and points with your classmates orally and write sentences and paragraphs.
4. Finally, check your vocabulary, spelling, grammar and punctuation. Consult your teacher and classmates.

<u>Topic</u>	<u>Points to put in my letter</u>
Greetings	_____
School year	_____
Different subjects and exams	_____
News in the family	_____
Plan for the summer	_____
Closing	_____

EXERCISE 16

You are ending your 8th grade so you must be studying very hard to get good marks. Besides you must think about the way to celebrate the last party of the course. Reflect on the following details: date, place, food, music, guests, family, friends (penfriends), clothes, etc. (Use a chart to organize the details.)

EXERCISE 17

Analyze with your partner how you are going to celebrate the last party. Then give and ask for suggestions to the group. Use all the structures studied. Finally, decide the way of celebrating your party.

EXERCISE 18

Project work

Write a letter to your friend. Explain him/her your future plans for the summer and invite him/her to the school party.

Additional reading

This is an interesting letter. Read and enjoy it.

Dear Jessica:

Thank you for showing me such a good time when I was visiting you in Cuba. I hope you and your family are all well. Please write and let me know how everybody is feeling. My brother has the flu right now. He went to the doctor, but the doctor said he should stay home and get a lot of rest.

My family and friends enjoyed hearing about my visit to Cuba. They all want to visit Cuba now. Unfortunately I do not remember all the names of the places we visited.

When you write could you remind me of some of the names of the places and museums that we visited? Then I can tell people where they should be sure to visit and why the places are important.

What sports are you playing now?

Do you and your friends still have a lot of parties and go to the disco or beach? Let me know what you have been doing for fun.

Write as soon as you can with all your news. Greetings to all my friends in Cuba.

Your friend,

Lorna

Learning journal

Here you have a great opportunity to see how well you are learning to learn English. The best way to do this is by thinking about the steps and things you have followed to study and practice the English language.

Fill in the following self-evaluation section.

<i>Aspects</i>	<i>Almost Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
1. I can identify the strategies I use to communicate in English.					
2. I can use the strategies that help me:					
a) Speak with a partner.					
b) Understand someone orally.					
c) Comprehend a written text.					
d) Write simple ideas in English.					
3. I can do the following activities successfully					
a) Use the contents from the grammar focus.					
b) Use the vocabulary studied.					
c) Pronounce the new words to be understood.					

Answer the following questions:

1. Which activities from the English lesson do you prefer? Why?
2. Mention those things you don't like. Say why?
3. Mention the lesson contents you have not learned yet. Make a plan of the possible tasks to improve your skills in English. Consult your teacher if needed.

CONVERSATION GAME

<p>START</p> <p>FINISH</p>	<p>HOBBIES What's your hobby?</p>	<p>EXPLAIN Give your partners a recipe</p>	<p>INTRODUCTIONS Introduce yourself to the group.</p> <p>FREE SPACE Say "I'm lucky"</p>																																																																						
<p>SCHOOL What did you do during the course?</p>	<p>Let's speak English!</p> <p>Play in groups of 3. Put a small marker for each player on START</p> <p>Close your eyes and touch a number with your pencil. Then move your marker</p> <table border="1" data-bbox="496 883 884 1153"> <tr><td>2</td><td>5</td><td>2</td><td>3</td><td>3</td><td>3</td><td>4</td><td>3</td><td>4</td><td>3</td></tr> <tr><td>4</td><td>3</td><td>3</td><td>1</td><td>3</td><td>4</td><td>3</td><td>2</td><td>3</td><td>3</td></tr> <tr><td>1</td><td>4</td><td>2</td><td>4</td><td>3</td><td>1</td><td>3</td><td>2</td><td>4</td><td>2</td></tr> <tr><td>3</td><td>2</td><td>4</td><td>1</td><td>2</td><td>3</td><td>5</td><td>1</td><td>1</td><td>3</td></tr> <tr><td>5</td><td>4</td><td>1</td><td>3</td><td>3</td><td>5</td><td>3</td><td>2</td><td>1</td><td>2</td></tr> <tr><td>2</td><td>3</td><td>5</td><td>2</td><td>1</td><td>2</td><td>4</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>4</td><td>2</td><td>1</td><td>1</td><td>4</td><td>1</td><td>2</td><td>2</td><td>3</td><td>1</td></tr> </table> <p>When you land on a space, read the information aloud. If you answer correctly, move 1 extra space. If you cannot answer correctly, go back one space</p> <p>A player who doesn't use English must go back 3 spaces.</p> <p>The winner is the first person to pass FINISH</p>		2	5	2	3	3	3	4	3	4	3	4	3	3	1	3	4	3	2	3	3	1	4	2	4	3	1	3	2	4	2	3	2	4	1	2	3	5	1	1	3	5	4	1	3	3	5	3	2	1	2	2	3	5	2	1	2	4	3	4	5	4	2	1	1	4	1	2	2	3	1	<p>FUTURE PLANS What are you going to do on vacation?</p>
2			5	2	3	3	3	4	3	4	3																																																														
4			3	3	1	3	4	3	2	3	3																																																														
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4	2	1	1	4	1	2	2	3	1																																																																
<p>SPELLING Someone will ask you how to spell a word</p>	<p>WOMEN Who is a famous woman? Why is she famous?</p>																																																																								
<p>MEN Who is a famous man? Why is he famous?</p>	<p>SPORTS Mention 3 sports you like playing. Give the rules</p>																																																																								
<p>PEOPLE What is your brother (or sister) like?</p>	<p>DIFFERENCES Compare your sister and your brother.</p>																																																																								
<p>HOBBIES Ask the other players about their hobbies</p>	<p>LAST NAMES Say 4 last names in English.</p>	<p>JOBS Ask everyone what they do for a living.</p>	<p>INTRODUCTIONS Introduce the other players to each other</p> <p>Sorry, bad luck! Go back 3 spaces</p>																																																																						
		<p>HEALTH Mention the parts of the body and some illnesses.</p>																																																																							

List of irregular verbs

1. The put group

Base	Past	Past Participle
Bet	Bet	Bet
Burst	Burst	Burst
Cast	Cast	Cast
Cost	Cost	Cost
Cut	Cut	Cut
Hit	Hit	Hit
Hurt	Hurt	Hurt
Knit	Knit	Knit
Let	Let	Let
Put	Put	Put
Set	Set	Set
Shut	Shut	Shut
Split	Split	Split
Spread	Spread	Spread

2. A The learn – group

Base	Past	Past Participle
Burn	Burned/Burnt	Burned/Burnt
Learn	Learned/Learnt	Learned/Learnt
Smell	Smelled/Smelt	Smelled/Smelt
Spell	Spelled/Spelt	Spelled/Spelt
Spill	Spilled/Spilt	Spilled/Spilt
Spoil	Spoiled/Spoilt	Spoiled/Spoilt

B The spend – group

Base	Past	Past Participle
Bend	Bent	Bent
Built	Buit	Built
lend	Lent	Lent
Send	Sent	Sent
Spend	Spent	Spent

C The read – group

Base	Past	Past Participle
Bleed	Bled	Bled
Breed	Bred	Bred
Feed	Fed	Fed
Flee	Fled	Fled

Base	Past	Past Participle
Hold	Held	Held
Lead	Led	Led
Read/rid	Read/red	Read/red

D The sleep – group

Base	Past	Past Participle
Deal	Dealt	Dealt
Dream	Dream/Dreamed	Dream/Dreamed
Feel	Felt	Felt
Keep	Kept	Kept
Lean	Leant/Leaned	Leant/Leaned
Leave	Left	Left
Mean	Meant	Meant
Meet	Met	Met
Sleep	Slept	Slept
Sweep	Swept	Swept
Weep	Wept	Wept

E The Strike – group

Base	Past	Past Participle
Dig	Dug	Dug
Hang	Hung	Hung
Stick	Stuck	Stuck
Sting	Stung	Stung
Strike	Struck	Struck
Win	Won	Won

F The bring – group

Base	Past	Past Participle
Bring	Brought	Brought
Buy	Bought	Bought
Fight	Fought	Fought
Seek	Sought	Sought
Think	Thought	Thought
Catch	Caught	Caught
Teach	Taught	Taught

G The find – group

Base	Past	Past Participle
Bind	Bound	Bound
Find	Found	Found
Grind	Ground	Ground

H The get – group

Base	Past	Past Participle
Get	Got	Got/Gotten
Lose	Lost	Lost

Shine	Shone	Shone
Shoot	Shot	Shot

I The sell – group

Base	Past	Past Participle
Sell	Sold	Sold
Tell	Told	Told

J The come – group

Base	Past	Past Participle
Become	Became	Become
Come	Came	Come
Run	Ran	Run

K Other verbs with two forms identical

Base	Past	Past Participle
Beat	Beat	Beaten
Hear	Heard	Heard
Light	Lit/lighted	Lit/lighted
Make	Made	Made
Say	Said	Said
Sit	Sat	Sat
Stand	Stood	Stood
Lay	Laid	Laid
Pay	Paid	Paid

3. A The Show – group

The past participle can be regular or irregular

Base	Past	Past Participle
Mow	Mowed	Mown/Mowed
Saw	Sawed	Sawn/Sawed
Show	Showed	Shown/Showed
Swell	Swelled	Swollen/Swelled

B The speak – group

Base	Past	Past Participle
Break	Broke	Broken
Choose	Chose	Chosen
Freeze	Froze	Frozen
Speak	Spoke	Spoken
Steal	Stole	Stolen
Wake	Woke	Woken
Weave	Wove	Woven

C The wear – group

Base	Past	Past Participle
Bear	Blew	Blown

Base	Past	Past Participle
Swear	Swore	Sworn
Tear	Tore	Torn
Wear	Wore	Worn

D The know – group

Base	Past	Past Participle
Blow	Blew	Blown
Grow	Grew	Grown
Know	Knew	Known
Throw	Threw	Thrown

E The bite – group

Base	Past	Past Participle
Bite	Bit	Bitten
Hide	Hide	Hidden/Hid

F The take – group

Base	Past	Past Participle
Shake	Shook	Shaken
Take	Took	Taken

G The write – group

Base	Past	Past Participle
Drive	Drove	Driven
Ride	Rode	Ridden
Rise	Rose	Risen
Write	Wrote	Written

H The drink – group

Base	Past	Past Participle
Begin	Began	Begun
Drink	Drank	Drunk
Ring	Rang	Rung
Shrink	Shrank	Shrunk
Sing	Sang	Sung
Sink	Sank	Sunk
Spring	Sprang	Sprung
Stink	Stank	Stunk
Swim	Swam	Swum

I Others verbs with all three parts different

Base	Past	Past Participle
Eat	Ate	Eaten
Fall	Fell	Fallen
Do	Did	Done

Draw
Drive
Fly
Forget
Give
Go
Lie
See

Drew
Drove
Flew
Forgot
Gave
Went
Lay
Saw

Drawn
Driven
Flown
Forgotten
Given
Gone
Lain
Seen



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