

9th
Grade

English
WORKBOOK

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ENGLISH

for Ninth Graders

Workbook

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Contents

AL ALUMNO	V
Unit 1 (One) Summer Vacation	1
Unit 2 (Two) Travel Time	6
Unit 3 (Three) The News	12
Unit 4 (Four) Hobbies	19
Unit 5 (Five) Review	26
Unit 6 (Six) Pastime	32
Unit 7 (Seven) Important Personalities	37
Unit 8 (Eight) The Environment.....	47
Unit 9 (Nine) A Trip around the Country	56
Unit 10 (Ten) All in All (Review)	63

AL ALUMNO

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

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

Los autores

Unit 1 (One) Summer Vacation

EXERCISE 1

Open Dialogue:

Diana: Hello.

You: _____

Diana: What's your name?

You: _____

Diana: I'm Diana. And this is my friend, Paul.

Paul: _____

You: _____

Diana: We're Jamaican. We're from Kingston. Where are you from?

You: _____

Diana: Have a good day. Good-bye!

You: _____

EXERCISE 2

Work in pairs. Interview your partner and have your partner interview you. Then join another pair of students and introduce your partners. Give some information about the person you are introducing:

1. What is your name?
2. Where do you live?
3. Do you speak English?
4. What do you like to do on weekends?
5. What do you usually do after school?
6. What do you do in your free time?
7. What do you like or dislike about your city?

EXERCISE 3

Introduce yourself to your classmates by telling them four things about yourself. Tell them three things that are true and one thing that is not true.

1. _____
2. _____
3. _____
4. _____

The student who guesses the information which is not true then takes his or her turn, and so on. Make sure everyone has a chance to guess and introduce himself/herself.

EXERCISE 4

ROLEPLAY

- A. Working in groups of five: Choose to be one of these people:
 - Roberto from Mexico.
 - Joao and Lucia from Brazil.
 - Ann and Ruth from Britain.
- B. Your parents have gone to your school. Introduce them formally to your teacher.
- C. You are at a party. Introduce your classmate to your friends from the neighborhood.

EXERCISE 5

Describe leisure activities in present.

EXERCISE 6

A teacher is talking about his class and the activities they do. Underline them.

“Every day we have Free Activity Hour. The children can do what they like. They paint a lot. Some like standing up, some sit at tables and paint, some lie on the floor and paint! They read books, watch television... Some like listening to songs or stories on cassettes. Others do jigsaws, or play with toys. One or two write stories. All the children love the Free Activity Hour. And so do I. It’s a great fun!”

Della and Sandra talk about their weekly activities. Use the information to complete their diaries for a week.

Della: On Tuesday evening I go to a Computer Club. On Friday morning I practice sports in my Physical Education class. On Saturday I go swimming or visit some friends.

Sandra: On Monday evening I study at Sue’s house. On Wednesday morning I have my English lessons. On Saturday night my sister and I go out and see friends. On Sunday morning we visit our grandparents.

	DELLA		SANDRA		
a.m.		p.m.	a.m.		p.m.

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

When you speak about daily activities, you may also need to refer to the frequency of the activities. What adverbs do you use? What is the position of the adverb in the sentence?

EXERCISE 7

Make sentences. Put the words in the correct order.

1. the – I – use – look up – to – always – words – new – dictionary
2. English – songs – seldom – I – in – sing
3. usually – herself – Betty – talks – to – in – English
4. works – try – French – how – to understand – I – always
5. Mayra – class – comes – late – never – to
6. in – on time – class – always – are – Mark and Deborah

EXERCISE 8

Read the questions and answers. Circle the appropriate adverb of frequency:

Q: Do you ever use your hands when you speak English?

A: I (never/always) use my hands. My hands help me explain things.

Q: Do you ever guess the meanings of new words?

A: I (never/always) guess the meanings of new words. I use the dictionary all the time.

Q: Do you ever think in English?

A: I (never/usually) think in my native language first. Then I translate my words into English.

Q: Do you ever write letters in English?

A: I (rarely/sometimes) write letters in English to a friend I have in Barbados.

Q: Do you ever sing songs in English?

A: I (often/seldom) sing songs in English. I don't like to sing.

Q: Do you ever talk to yourself in English?

A: English is fun. I (usually/rarely) talk to myself in English.

EXERCISE 9

One of the most common ways of expressing difference is through the use of comparatives and superlatives. How do you express the different degrees of comparison?

Complete these sentences. Use a comparative form of the adjectives in parentheses.

e.g.: This jacket is small for me. I need a larger one. (large)

1. Mary's house is _____ Rose's. (big)
2. Now Aniel García runs _____ before. (fast)
3. Cubans speak _____ other Latin Americans. (rapidly)
4. Learning English _____ learning Japanese. (easy)
5. A computer is _____ a radio. (expensive)

EXERCISE 10

Complete the sentences using as... as:

e.g.: I'm tall but my son is taller. I'm not as tall as my son.

1. The weather is nice today. Yesterday it was nice too. Today the weather is _____ yesterday.
2. The washing machine costs \$ 200,00 and the TV set costs \$ 200,00. The TV set is _____ the washing machine.

3. My son is 14 years old and my nephew is 14 years old too. My son is _____ my nephew.
4. Jane's grandmother is 80 years old. My father is 80 years old too. My father is _____ Jane's grandmother.
5. I was a little nervous before the press interview but usually I'm a lot more nervous. I wasn't _____ usually.

EXERCISE 11

Practice the following conversation with your partner. Then act it out.

Margaret met Bob at the school library and asked him about his summer vacation.

Margaret: Hello, Bob.

Bob: Hello, Margaret.

Margaret: Did you have a nice summer vacation?

Bob: Oh, yes! It was marvelous! I swam in the beach, played games, visited some friends and rode bicycle. What about you? What did you do?

Margaret: I went to Villa Clara to visit my family and there I rode on horseback, swam in the river, ate delicious fruits, watched some interesting films, listened to music and read two adventure books. I spent lovely days there.

Bob: You certainly had a very good summer vacation.

EXERCISE 12

Work in pairs. Ask your partner about his/her summer vacation and be ready to report about it.

EXERCISE 13

Work in groups

Take turns talking about an interesting trip or vacation. Start like this:

I'd like to tell you about my trip to...

Other students ask questions like these:

How did you get there?

Who did you go with?

How long were you there?

Where did you stay?

Did you enjoy it?

Did you like the food?

Did you buy anything?

EXERCISE 14

Project Work

1. Prepare a poster showing the different activities you did on vacation.
2. Prepare a display of summer vacation photos.

Learning Journal

- 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) Travel Time

EXERCISE 1

A. Practice this dialogue with your partner:

Sarah: Ted, where is the *Museum of Fine Arts*? (1)

Ted: The Museum of Fine Arts? Oh, yes. It is across the *Granma Memorial* (2). When you get to Central Park, take Zulueta Street, walk 3 blocks until you get there. You can't miss it.

Sarah: What does it look like?

Ted: It's a real modern building.

Sarah: Is it far from Cathedral Square?

Ted: Not very far. It's walking distance.

B. Practice the previous dialogue again. But this time select new adjectives from the list to substitute the ones used in the dialogue. You should also substitute the places.

Possible places:

1. Granma Memorial
2. The Museum of the Revolution

LIST:

beautiful – interesting – marvelous – charming – glamorous – gorgeous – historical – famous – high – remarkable – colonial – ancient – majestic

EXERCISE 2

How will you describe these places? Select one of the adjectives given:

1. Eiffel Tower
2. National Hotel
3. The pyramids

You may need some of these prepositions if you want to indicate where the places are located.

by – beside – opposite – in front of – behind – next to – across from – through – along – around – through – past – from... to

EXERCISE 3

A. Look at the pictures. Try to describe each place in detail, with the help of your teacher.





EXERCISE 4

Complete the following conversations:

Jennifer: Excuse me. Can you help me, please?

Yadira: With pleasure.

Jennifer: _____?

Yadira: You walk three blocks straight ahead. The travel agency is in the building just on the corner. You can't miss it.

Jennifer: _____?

Yadira: It's not a modern construction. It's a colonial building from the 18th century. But it looks beautiful.

Jennifer: Thank you very much.

Yadira: You are welcome.

Carlos: Good afternoon. Do you need help?

Marlon: Yes, please. How _____?

Carlos: The city museum? You have to _____

Then _____.

Marlon: Thank you very much.

Carlos: Don't mention it.

EXERCISE 5

Work in Pairs:

Student A: You are new in town, therefore, you don't know where some places are.

1. Greet your partner. Ask for help.
2. Ask your partner how you can get to the post office in town.
3. Ask him what it looks like.
4. Thank him/her and say good-bye.

Student B: Your partner is new in town. He needs to get somewhere.

1. Agree to help. Ask how.
2. Tell him/her how he can get to the post office in town.
3. Describe what it looks like.
4. Reply the thanking expression and say good-bye.

EXERCISE 6

Make a secret list of well known places:

- A public building
- A town or city
- A street or road
- A country
- A monument

Then get together with another student and get him to guess the name of the place you are describing. Do not tell him/her the place it is, otherwise it will be too easy for him/her.

EXERCISE 7

Work in pairs:

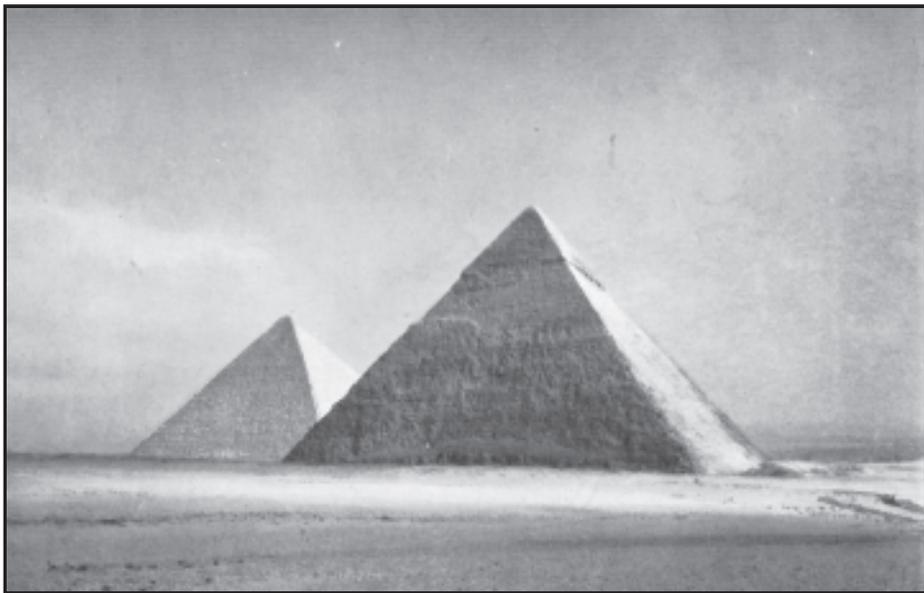
A. Describe your favourite place to your partner. Try to make it sound as attractive as possible.

EXERCISE 8

Reading Corner

Before you read the text:

Do these activities:



1. What does the word **Egypt** suggest to you?
2. Describe the picture.
3. Tell what you know and what you want to know about the pyramids.

Before reading the text:

I KNOW _____

I WANT TO KNOW _____

EXERCISE 9

As you read the text:

Answer the following questions.

1. What is the location of the pyramids?
2. What are the pyramids like?
3. When did the Egyptians construct the pyramids?

An unsolved mystery

The Egyptian pyramids are located on the west bank of the Nile river a few miles from the modern city of Cairo. The pyramids are one of the seven wonders of the ancient world. They are big, beautiful and important monuments. The Egyptians built the pyramids between 2700 BC and 1000 BC to serve as royal tombs because they believed in life after death. The pyramids stand as testaments to the engineering skills of ancient Egyptians. Even today architects don't know how the pyramids were built. That is an unsolved mystery.

EXERCISE 10

After you read the text:

1. Now I KNOW THAT...

2. What does BC stand for?

EXERCISE 11

Project Work

Travelling Guide.

Work in teams:

1. Make a list of important or interesting places or buildings in the world.
2. Plan a travelling guide to one of those places.
Write a short text describing the place you selected.
Put a picture or photograph beside the text.

Learning Journal

- How confident are you about using what you have learned in the unit?
- Is it easy or difficult for you to indicate the location of a place?
- What functions and structures can you use best?
- On what aspect do you feel you need more practice?

Unit 3 (Three) The News

The exercises in this unit will help you to ask and answer questions about current events. A conversation often depends on questions to keep it going. Sometimes you simply want a yes/no answer. But often you want information, so you ask questions introduced by Who, What, How, Where, When, Why.

EXERCISE 1

Read the following conversation. Notice the structure of the questions and their answers:

Jillian: **Why** are you so sad?

Tommy: **Because** there is a terrible news here.

Jillian: **What** are you reading?

Tommy: I'm reading **a piece of news** about a terrorist action in the US?

Jillian: **Where** was that? In what city?

Tommy: In **New York**.

Jillian: **When** did it happen?

Tommy: **Early this morning**.

Jillian: **How** did it happen?

Tommy: A plane crashed against the Twin Towers and destroyed them.

EXERCISE 2

1. Read the following news report and do what you are asked:

Harry Belafonte, a famous American actor, visited our country last December for the Latin American Movie Festival. He saw some interesting Latin American movies and met with some Cuban artists. He also visited some important places in our country and had an interview with President Fidel Castro.

2. Match question words in Column A with their answers in Column B.

<u>A</u>	<u>B</u>
1. Who?	_____ Visited our country.
2. Where?	_____ To Cuba.
3. When?	_____ Harry Belafonte.
4. Why?	_____ Last December.
5. What?	_____ To participate in the Latin American Movie Festival.

EXERCISE 3

Read Tina's summary and answer the questions according to the information.

My favorite film of all time is Jurassic Park. It is a science fiction and adventure movie. It first appeared in 1993. The director was Steven Spielberg. I like the film because it is exciting and interesting. The special effects are amazing too, but I didn't like the violence in it.

1. What film does Tina like most?
2. When did it appear?
3. Who directs the film?
4. Why does she like this film?

EXERCISE 4

Order the words correctly to form questions and ask them to your partner:

1. does – go to – your – sister – the beach – when?
2. washes – your clothes – who?
3. Where – you – are – next weekend – going?
4. Do – you – why – feel – sad?
5. Does – your mother – what – do?
6. Do – come – to – school – you – how?

EXERCISE 5

Complete the questions on the left to fit the answers on the right:

1. _____? I teach English.
2. _____? Sue is studying French.
3. _____? Rose plays tennis.
4. _____? Peter plays the guitar beautifully.
5. _____? The students went to the country last month.
6. _____? The books are on the shelves.

The organization of information in a news story is different from that in most stories you might read. Most stories are built slowly and gradually with the climax near the end, but a news story gives the most important information first.

A news story tells the important facts about a current news event as briefly and accurately as possible. It gives the reader information about WHO, WHAT, WHEN, WHERE, HOW and WHY the event occurs.

Here is an example to examine:

English has become a very important language in today's world. It is the first language of 350 million people in 12 countries. 400 people from 33 countries use it as a second language and people from 56 countries study it as a foreign language.

WHO...? Millions of people.

WHAT...? Speak and study English.

WHERE...? In the world.

WHEN...? Today.

Why...? Because many people use it.

EXERCISE 6

Read the following news and do what you are asked:

1. A group of young people from the Caribbean are studying in Cuban universities. Some of them are in Santiago de Cuba. Others are in Matanzas, La Habana and Ciego de Ávila. They are studying medical science, economics, agricultural sciences and other specialties. Other groups of Caribbean scholarship students will come in the future.
2. On Sunday, November 18, 2001 Cuba's national team made up for losing the baseball title at the Sydney Olympics, a year earlier. In a tense game, the island achieved a 5-3 victory over the United States, at the 34th edition of the World Championship. Baseball fans all over the country set their alarm clocks for 3:00 a.m., in order to watch the game live from Chinese Taipei. Havana shortstop Mesa explained, "The Cuban people deserve this victory, and we went out on the field to give it to them."
Luis Ulacia was selected as batting leader and most valuable player in the tournament.

EXERCISE 7

Read the above news items and complete:

Who	What	Where	When	How	Why
-----	------	-------	------	-----	-----

News 1

News 2

EXERCISE 8

Work in pairs.

You are a newspaper reporter. Your partner is a well-known artist. Interview him/her using the following biographical details:

Date and place of birth. Academic studies. Place of work. Single or married.

The interviewer should work like this:

Introduce yourself and ask for permission to ask some questions; ask where the person was born; ask about person's parents; ask about early education; ask about later education; ask for permission to ask about person's private life; thank person.

EXERCISE 10

Imagine that you are a newspaper reporter. Think of a controversial event that has been in the news recently. Interview everyone from the other half of the class to find out how they feel about it.

Here are some possible topics, but use your own topic if you like it:

Protecting the environment from pollution.

The importance of the Olympic Games.

Useful expressions:

What do you think about...?

Do you believe that...?

EXERCISE 11

Look at this piece of news. What other details might you want to know? Write some questions.

They had a baby

When _____?

_____?

Where _____?

What _____?

_____?

EXERCISE 12

Game: Who am I?

1. Gather in groups of three.
2. Each player thinks of a well-known place or event.
3. The others have to guess who he/she is, but they are only allowed to ask one of each type of question. Who are you? is not permitted.

EXERCISE 13

Think of something that has been in the news this week. Summarize the story in two or three sentences.

EXERCISE 14

Write a sentence giving a piece of news about yourself or someone you know. Exchange sentences with your partner.

EXERCISE 15

Reading Corner

Impressive demonstration of support

Approximately 20 000 people from that city and many regions of Portugal and Spain filled Porto's main street. A massive crowd filled Porto's central João I Plaza, shouting slogans of solidarity with Cuba and welcoming Fidel's presence in Portugal, in an impressive 20 000 –strong demonstration of Spaniards and Portuguese.

The march left from Carlos Alberto Plaza, two kilometers away, and totally filled the route when the head of the demonstration reached its destination.

The coordinators of this protest against the United States' economic warfare against Cuba stated that buses and cars had arrived from Madrid, Asturias, Granada, Alicante, Lisbon, Setubal and Coimbra.

For those who had the privilege to witness the march and talk with its participants, it was an unforgettable sight. A radio colleague commented on his return, "To find another one like that, you'd have to be in Cuba".

EXERCISE 16

There are four paragraphs in the above newspaper article. Which paragraph expresses these ideas?

_____ If you want to see another march like this one, you have to visit Cuba.

_____ There was a strong demonstration in Portugal while Fidel was there.

_____ There were many vehicles in Portugal coming from different places.

_____ Beginning and end of the march.

Before you read

1. Brainstorm words you can associate to the word DISASTER and make a cluster.

Disaster

Los Angeles, CA. Early this morning, Los Angeles was hit by the city's worst earthquake for 150 years. At least 24 people were killed when buildings collapsed. Thousands of people were injured when houses and apartment blocks were wrecked by the quake. The earthquake was recorded at the California Institute of Technology in Pasadena. It was felt in Las Vegas over 275 miles away.

The center of the earthquake was the San Fernando Valley in the northern part of the city near Hollywood. In Hollywood and Beverly Hills over 50 buildings were destroyed. The houses of famous film actors were badly shaken. Streets were covered with glass as windows were smashed by the quake. In the suburb of Northridge, the ground floor of a building collapsed and 18 people are trapped.

Many buildings have been burnt down. Fires started when gas pipes were broken. There were huge fires on both sides of the Golden State freeway. Water pipes were also broken and many streets and buildings are now flooded. The famous LA freeways were bent and twisted by the earthquake. A police motorcyclist was killed when part of the Santa Monica freeway collapsed under him. The airport and the railways have been closed.

Today the people of LA are trying to get back to normal life. But it won't be easy. Many people's houses have been destroyed and thousand of buildings have no gas, water, telephone or electricity. Over 250 people have been taken to Sylmar hospital, but the buildings have no power. Services won't be fully restored for weeks. The freeways will be repaired quickly. LA is the city of the car and without the freeways the smaller roads will be blocked by millions of vehicles.

But these aren't the biggest problem of the city. A lot of earthquakes happen in California and a big earthquake was expected. The question in Los Angeles is: was this the Big One, and if not, when will it happen?

EXERCISE 17

As you read the text:

1. Answer true (T), false (F) or not said (NS) according to the text:

- _____ A lot of earthquakes occur in LA, but this time the city was hit by a hurricane.
- _____ Los Angeles main street collapsed.

- c) _____ A great many people are left homeless.
- d) _____ Only three helicopters could be used in the catastrophe.
- e) _____ Despite the magnitude of the catastrophe, services were not affected.
- f) _____ The remaining question is: is this the Big One?
- g) _____ There was no need to call the fire brigade.

2. Find and copy from the text:

- a) The synonym of enormous _____
- b) The antonym of build, construct _____
- c) A compound word that means: sp. caballito (policía motorizada) _____
- d) A shorter form to say: earthquake _____
- e) The name and the location of an institution _____
- f) A word that means: autopista _____

Explain the strategies you followed.

3. As you read draw a textual cardiogram.

4. Answer the following questions about the reading:

- a) What happened in California, specifically in Los Angeles?
- b) How many people were killed or injured?
- c) Was the issue felt in other cities? How far?
- d) Do you think the police officer had a tragic death? Why?
- e) Why do you think Los Angeles is known as the city of the cars?
- f) What is the biggest problem for the people of LA? Do you know why?
- g) What is the most common disaster that happens in Cuba? Do we take any safety measures? Which ones?

After you read

1. Share your textual cardiogram with your partner. Compare your textual cardiograms and give reasons for your choice. (You can do it in Spanish if you need to.)

2. Press conference.

Objectives: Speak about events

Ask and answer questions

- a) Gather in small groups of four (a moderator and three journalists).
- b) The moderator asks questions and gives the floor to the journalists.
- c) Each member of the team has to speak about an important aspect or detail of the event.

Project Work

Prepare a class newspaper:

1. With the help of your teacher determine the sections of the newspaper.
Possible sections: School activities, Sports, Culture, Curriculum Information, National and international events, etcetera.
2. Form the groups. Give each group a section.
3. Individual research to gather information.
3. Presentation of the final product orally and display of the newspaper in class.

Learning Journal

- What did you learn in this unit?
- Was it difficult? What was most difficult?
- What suggestions do you have?
- On what aspects do you need further practice?

Grammar Revision

ASKING WH-QUESTIONS

Main points:

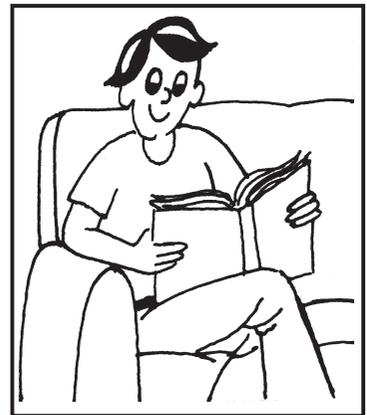
- The word order of WH-questions is: question-word + auxiliary + subject.
- What...? Asks about something, actions. What do you do? I study.
- Who...? Asks about the person(s) involved. Who is your teacher? Susana is my teacher.
- Where...? Asks about place. Where are you going? I'm going home.
- When...? Asks about time. When did it happen? It happened last week.
- Why...? Asks about reasons. Why are you here today? Because I need to do the homework.
- How...? Asks about manner, way, form. How does she play the piano? She plays well.

Unit 4 (Four) Hobbies

The exercises in this unit will help you to talk about likes, dislikes and preferences.

EXERCISE 1

Look at the photographs and tell the activities these people do in their free time.



EXERCISE 2

1. Read the following conversation between Arthur and Miriam:

Arthur: What do you often do in your spare time?

Miriam: I usually read books. I like reading books very much. I am not very fond of watching TV. What about you?

Arthur: I prefer watching TV and I sometimes read books, too. I'd rather read history books than adventure ones. Do you like history books, too?

Miriam: Yes, I like history and science books better than adventures ones. I learn very much.

Arthur: All my friend and I are crazy about those books. We enjoy learning about historical events. I think some of us are going to be History teachers.

2. Practice this conversation with your partner.

EXERCISE 3

1. Read the information about grammar to complete the sentences.

To express likes and dislikes we follow this structure:

Subject + like, dislike, hate, love, prefer, enjoy, can't stand, can't bear, etc. + verb in -ing.

Have a look at the following examples:

I like swimming better than taking photographs.

My friend William is crazy about fishing.

Vivian doesn't like watching TV. She prefers reading books.

I prefer stamp collecting.

Glenda and Bob would rather play volleyball than play tennis in their free time. They are fond of collective sports.

Useful terms

I enjoy...		I hate...	
I quite like...		I don't enjoy...	
I love...	+ ing	I dislike...	+ ing
I adore...		I detest...	
I'm keen on...		I'm not keen on...	
I feel like		I don't feel like...	
I'm fond of...		I can't stand...	
		I can't bear...	

I would prefer to...

I'd rather...

I'd love to...

2. Complete the sentences using the -ing form of the verb:

- Some people like _____ (smoke) in public places, and that is too bad.
- My son prefers _____ (drink) softdrinks to _____ (eat) bananas.
- Some women don't mind _____ (have) an abortion, but we all know it's not a contraceptive method.
- My father hates _____ (make) the bed after he gets up.
- Grandpa loves _____ (play) dominoes at night.
- Some teenagers get crazy about _____ (dance) at a disco.

EXERCISE 4

Complete the mini-conversations using prefer (something)... to (something else)

Example: I prefer driving to traveling by train.

A: I _____ (reading/writing).

B: Really!

C: My mother _____ (washing/cooking).

B: That's interesting.

D: I _____ (staying home/going out) on Saturday night.

E: That's uncommon.

F: I _____ (reading and writing/speaking).

G: You do? I'm glad to hear that.

EXERCISE 5

1. Answer the questions using I'd rather... Use the words in parentheses for your answers. Then work in pairs.

A: Would you like to go by car? (walk)

B: _____.

A: Would you like to play tennis? (go for a swim)

B: _____.

A: Do you want to watch television? (read a book)

B: _____.

A: Shall we leave now? (wait for a few minutes)

B: _____.

A: Would you like to go to a restaurant? (eat at home)

B: _____.

2. After completing the above mini-conversations practice them with your partner.
3. Produce similar conversations with your partner using the following information. Use I'd rather... than...

(go for a swim/play tennis)

(read a book/watch television)

(go to the theater/art gallery)

(study math/physics)

EXERCISE 6

Write what these people like or don't like, then write about yourself.

	Watch TV	Dance	Eat out	Sing	Cook	Paint
Albert	X		X	X		X
Ann		X	X	X		X
Jenny and Peter	X				X	X
You						

1. Albert _____.
2. Ann _____.
3. Jenny and Peter _____.
4. I _____.

EXERCISE 7

Read the text and then answer the questions.

Hobbies

In the days when people did most of the work by hand there was not much free time. Even children sometimes worked fifteen or sixteen hours a day. For adults eight hours a day is now the ordinary work day. For boys and girls school lasts only six hours a day, and there is a long summer vacation. Much free time is now spent on hobbies.

A hobby is making or doing or learning something just for the fun of it. Making a collection is the commonest hobby. People collect all sorts or kinds of things. Coins, butterflies, stamps and glass bottles are few of them. Stamps are the most popular of them all; this hobby is called philately. Painting is the hobby of a great many people. Some other popular hobbies are raising flowers, mountain climbing, playing a musical instrument, doing puzzles, and the like.

Doctors tell us that being much interested in something helps our mind stay well.

A hobby sometimes stops from being an entertainment and becomes a person's work.

Answer the following questions:

1. What happened in the days when people did most of work by hand?
2. Did children work many hours at that time?
3. What is the ordinary work time at present?
4. Do teenagers study at school for many hours?
5. How do people spend their free time now?
6. What is a hobby?
7. Mention five hobbies.
8. Do hobbies make people feel well?

EXERCISE 8

Work in groups of four. Read this leisure activities in the order that they appeal to your group. Every one must agree. Describe any special abilities or materials/equipment people have to engage in each activity. Then choose someone from each group to write down the group's top five choices.

Report to the class. Be ready to answer questions about how your group prefers these activities over others.

stamp collecting	collecting tapes and CD's
coin collecting	travelling
hiking	dancing
mountain climbing	astronomy
surfing the internet	knitting
drawing	taking photographs
reading	gardening
sailing	fishing
swimming	hunting
bicycle riding	shopping
cooking	playing the piano

EXERCISE 9

Work in groups of four. Together choose four sports for each category below. List them in order (e.g.: No. 1 most dangerous, No. 2 second most dangerous, etc.). Then think of other ways to categorize these sports. The group with the most categories is the winner.

billiards	football	wrestling
auto racing	gymnastics	baseball
water skiing	windsurfing	bowling
canoeing	fishing	weightlifting
rollerblading	scuba diving	swimming
jogging	golf	aerobics
rappelling	soccer	basketball
volleyball	cycling	skating
Karate	sky diving	mountain climbing
boxing	surfing	judo
ping-pong	chess	dominoes
checker	skiing	

Categories: most dangerous, most exciting, most fun, most relaxing.

EXERCISE 10

1. Read the following information. Then do the exercises.

Expressing dislikes using **neither... nor** and **either...**

a) We use **either** in a negative sentence to mean **also not**

e.g.: I don't like football and my sister doesn't like it **either**.

b) We use **either of...** before a pronoun or a determiner (for example: the, my, these). The pronoun or noun is plural.

e.g.: I don't like **either of them**.

c) We use **neither... nor** to join two negative ideas.

e.g.: I like **neither** swimming **nor** fishing

2. Complete the following talk. Use either... or/neither... nor.

a) Ann: It's Sunday morning. We can go to the cinema or to the morning show.

Bob: I like _____ the cinema _____ the show.

b) Roy: I went to Parcy's restaurant and to Joyce's cafeteria.

I don't like Parcy's restaurant and _____.

c) Sue: Frank says he doesn't like science fiction films.

But he doesn't like drama _____.

d) Tom: Do you prefer jogging or running?

Jim: I don't like _____ them.

e) Carl: I guess everyone came to the party. They all enjoyed it.

Bev: No, _____ Tim _____ Ann came.

3. Use neither... nor/either/either of... where possible:

a) I can't play piano _____

b) I like chocolate very much _____

c) I don't like cold weather _____

d) I don't want soda. I don't want ice cream _____

e) My friend Tony didn't call. And he didn't come _____

EXERCISE 11

Ask and tell your classmate your likes and dislikes. Write down his opinions.

Now write down a few lines about your partner's likes and dislikes, a few lines about yourself mainly on your preference for: spare time activities, housework, jobs.

EXERCISE 12

Now write what you and your family like doing on vacation. Include two or three things you do not like doing on vacation.

EXERCISE 13

1. Work in pairs. Ask your partner about his/her likes and dislikes. Write down his/her answers.

Do you like...?

Cooking
Going for walks
Sightseeing
Swimming
Dancing
Reading

Do you mind...?

Writing letters
Washing up
Doing housework
Ironing
Going to work
Getting up early

Which do you prefer?

Cooking or washing up
Washing or ironing
Telephoning or writing letters
Swimming or diving
Sunbathing or sight seeing
Playing chess or dominoes

EXERCISE 14

1. Write a cross according to what you like, dislike or don't mind.

Facts

like

dislike

don't mind

Girls who smoke in the street.
Women who shout in public places.
People who show photos of their holidays.
People who telephone late at night.
People who complain in restaurants.
People who are always cheerful.
People who say exactly what they think.
People who get drunk at parties.
People who help the needed.

EXERCISE 15

Read the following dialogue and do what you are asked:

Rod is coming from Canada. He now lives in Great Britain and works as an engineer in an aeronautics company called: "Western Company". Barbara is Ron's friend's daughter.

They have met each other before and now they are in the street.

Barbara: Do you like working at Western, Rod?

Rod: Yes, very much. The job is interesting and the people there are lovely.

Barbara: And, do you mind living in a hostel?

Rod: Yes, I do. I prefer to live in a flat.

Barbara: I live in a flat somewhere in the other side of Bristol. What do you think of Bristol?

Rod: I like it. It's a beautiful city and the country side is lovely. How do you like Bristol?

Barbara: Well, it's my home town. I think it's a little depressing in winter, but it's nice in spring and autumn. Have you met many people yet?

Rod: Unfortunately not.

Barbara: Would you like to come and have lunch next Saturday?

Rod: That's a good idea. I see you like cooking.

Barbara: Not really. I prefer going to eat somewhere out to cooking. What about you?

Rod: Yes, I do like cooking.

Barbara: Well, see you.

Rod: Good-bye.

2. As you read answer true (T), false (F) or not said (N. S) according to the dialogue. Justify the false ones.
- _____ Rod is from North America.
 - _____ He works at a computer center.
 - _____ The weather in summer makes Bristol an unforgettable place.
 - _____ Rod has met a lot of people in Bristol.
 - _____ Barbara and Rod like both the countryside and old cities.
 - _____ They are having lunch next Saturday.

3. Complete the following chart:

<u>Characters</u>	<u>Likes</u>	<u>Dislikes</u>
Barbara		
Rod		

4. Find and copy from the text:

- A synonym for wonderful: _____.
- An antonym for boring: _____.
- The British way to say: apartment. _____.
- Three seasons of the year: _____, _____, _____.

5. Answer the following questions:

- Where does Rod work?
- Is he renting a house?
- Where exactly does Barbara live?
- Does she like cooking?
- What are they planning to do?

EXERCISE 16

Now that you have finished reading the text, imagine you are attending a meeting in Havana City, quite far from your town. Send a postcard to someone you love (mother, father, son, wife, husband) in which you describe the place and say the things you like and dislike.

EXERCISE 17

Project Work

Hobby Fair

Bring to class your collections to be displayed. You should also explain to your classmates why you have decided to collect such things, what you have learned, etcetera.

Learning Journal

- How well have you learned the functions of the unit?
- Do you have any difficulties with grammar?
- What exercises or activities would you substitute? Do you have any suggestions for the future?

Unit 5 (Five) Review

In this unit you will practice the contents from unit 2 to unit 4 and you will speak about the English language.

EXERCISE 1

1. Read this information and then read the text.

Learning foreign languages is very important. As part of your curriculum in secondary school you learn English. But what other language(s) would you like to study?

Why is English the first foreign language studied in many countries?

The following texts will give you some information about the English language in the world.

2. As you read find evidence to support these ideas:

- a) English is an international language.
- b) English has influenced other languages.
- c) English has received the influence of other languages.

TEXT A

English is spreading more and more each day. **Therefore**, it receives the influence of different languages and cultures. Over 70 countries in the world use English as the official or semi-official language. It is the main foreign language taught in most school systems.

Moreover, it is the language of much radio and television broadcasting. We also know English is very useful today for international communication through internet. **Besides**, English is the language of international business, the main language of airports, air traffic control and international shipping. It is the language of science, technology and medicine. It is one of the working languages of the United Nations.

TEXT B

Many linguists study the invasion of English in other languages. You can find such combinations as 'le weekend' or 'le sandwich' in French. In German we find 'der Babysitter', 'der teenager'. In Italian you can hear 'la pop art' and 'il popcorn'. In both Italian and Spanish you use 'jeans'. But the invasion is not one-sided. Many native speakers of English may think they are speaking 'pure' English when they speak about the alphabet, the traffic, a mosquito, a sofa, a garage, pyjamas or boss, but Greek, Italian, Spanish, Arabic, French, Hindi and Dutch speakers know better!

EXERCISE 2

1. About the text:

- a) Interpret the underlined sentences with the help of your teacher. Why does the author say so?

- b) What is the tone?
(puedes comentar estas preguntas en español)
- c) Can you think of any examples of English words that have become part of your language?
- d) In what way do the texts complement each other?
- e) Choose the most appropriate title for each one:
 - Learning English
 - Working with English
 - A World language
 - Language Influence

EXERCISE 3

Study the words in bold (en negritas) **therefore, moreover, besides**. Look up their meaning in the dictionary. Your teacher will help you.

EXERCISE 4

Read the question and select the procedure(s) you use to learn English. Share it with your classmates.

1. As English learners what do you do to help yourself learn English?
 - a) I like listening to songs and reading the words at the same time.
 - b) Going to class and doing the exercises is enough for me.
 - c) I make lists of vocabulary to learn every day and hang them on my wall.
 - d) I practice with my teacher.
 - e) I study outside school with my friends.
2. Select the procedure(s) you use. Share it with your classmates.
 To help you reinforce what you have learned so far do the following exercises as your teacher instructs.

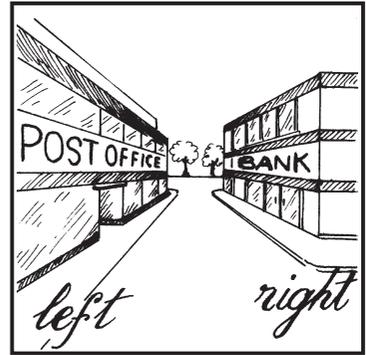
EXERCISE 5

In pairs, ask and answer these questions about your past life:

1. Where were you born?
2. Where did you grow up?
3. When did you first start school? Who was your favorite teacher?
4. Where was your school?
5. Where did you spend your childhood?
6. Can you remember some memories from your childhood?
 Where did you usually play?
 Which was your favorite toy, book, cartoon, game?
 Where did you like to go on holidays?

EXERCISE 6

Look at the pictures and ask and answer questions with your partner.



EXERCISE 7

Work in pairs. You are a newspaper reporter. Your partner is an English teacher. Interview him/her using the biographical details above. The interviewer should work like this:

Introduce yourself and ask permission to ask some questions.

Ask where the person was born.

Ask about person's parents.

Ask about early education.

Ask about early career.

EXERCISE 8

Walk around the class and talk to other students. Ask about their preferences. Write the names and the information in the blanks.

1. On weekends _____ would rather

2. On Saturday nights _____ would rather

3. On Sundays _____ likes to

4. In his/her free time _____ prefers to

5. At home _____ is fond of

sleep in

get up early

other _____.

go to parties

go to a museum

go to the movies

other _____.

go for walks

get together with family/friends

do the laundry

other _____.

go to movies

read magazines

talk on the phone

other _____.

watching TV

helping mother

taking out the garbage

other _____.

6. At home _____ avoids
 doing the housework
 making the beds
 taking out the garbage
 other _____.
7. In summer _____ prefers to
 go swimming
 sit in the sun
 work in the garden
 other _____.
8. After _____ enjoys
 going out with friends
 going downtown
 taking a nap
 other _____.
9. When he/she is on vacation _____ enjoys
 just relaxing
 going camping
 other _____.

EXERCISE 9

Oral activity. Ask the students in the class about their taste in clothes.

e.g.: Barbara: Do you like dresses or jeans?

Julia: Oh, I like wearing jeans.

Possible choices: T-shirts – blouses – trousers – jeans – shoes – tennis

EXERCISE 10

An important event is taking place in your town/province at the moment. You are a journalist and you have to write a brief news item for the local newspaper. Write down with your partner the questions that will help you prepare the news. You should hand it in to your teacher.

Questions:

Written News:

EXERCISE 11

Project Work

Identity card

attach photo

Personal album.

Name:

Last name:

Age:

Date of birth:

Place of birth:

Identity card

attach photo

Eye color:

Weight:

Signature:

My childhood

attach baby picture

Name of the hospital where I was born:

Birth weight:

Time of birth:

Day of the week:

My first words:

My nickname:

My favorite toy:

My best friend:

My education

Name of school

Location

Teacher

Kindergarten _____

Grade 1 _____

Grade 2 _____

Grade 3 _____

Grade 4 _____

Grade 5 _____

Grade 6 _____

Grade 7 _____

Grade 8 _____

Agricultural experience:

Year

Name of camp

Location

Principal agricultural
Activity

One word
opinion

My personal favorites

My favorite color: _____

My favorite food: _____

My favorite baseball team: _____

My favorite movie star: _____

My favorite musical instrument: _____

My favorite book: _____

My favorite author: _____

My favorite music: _____

My favorite ice cream flavor: _____

My favorite fruits: _____

My favorite school subjects: _____

My friends

This is my friend _____

She is _____

Her favorite hobbies are _____

We are similar because _____

We are deep friends because _____

Unit 6 (Six) Pastimes

In this unit you will practice different ways to give instructions and to talk about activities or habits in the past

EXERCISE 1

What are the most popular hobbies in your neighborhood/town/city/ and in our country?
Are your hobbies similar to those of other people your age, or do you have an unusual interest?
The hobbies or pastimes which are:

Most popular with children are _____

Most popular with young people are _____

Most popular with older people are _____

Most traditional are _____

Most up-to-date are _____

EXERCISE 2

Giving instructions

With the help of your teacher analyze the structure used to express each idea:

Ken: Um, Sue, could you tell me what to do to avoid a blurred picture?

Sue: Well. First, keep your arms against your body as you take the picture.

Ken: And then...?

Sue: Next, Squeeze the shutter button smoothly. If you snap it down, the camera may move.

You need to rest your arms on a flat, steady object such as a fence or a rock.

There is not much difference between telling someone how something works and instructing them how to do it themselves. More detail is needed and more repetition, though. When instructing, we often link the steps together like this:

First of all you...

The first thing you have to do is...

After you've done that, you...

The next thing you do is...

Oh, and by the way, don't forget to...

Oh, and be careful not to...

EXERCISE 3

Practice the presentation dialogue with your partner.

EXERCISE 4

Student A

Ask B how he/she can run a program in the computer.
Ask B what you need to do next.

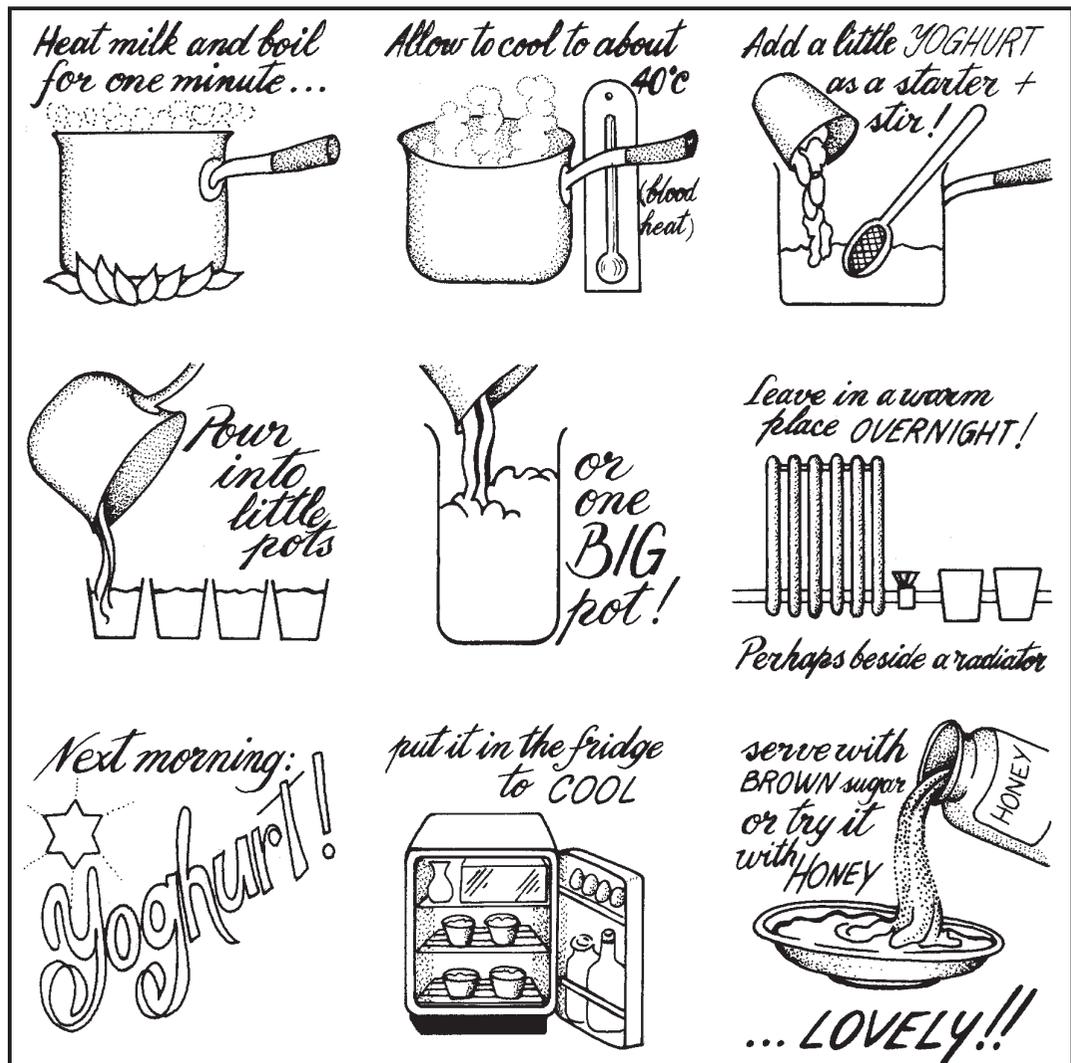
Student B

Explain that you first need to...
Explain that then you...
Tell her/him not to forget to...
Tell him/her that finally...

EXERCISE 5

Look at the following information and make up a conversation with your partner.

How to make your own yoghurt



EXERCISE 6

Get together with your partner and work out the best way of doing one of these things or others that your teacher may tell you:

1. How to make a kite.
2. How to dance salsa music.
3. How to play marbles.
4. How to polish your nails.

EXERCISE 7

Reading Corner

Before you read the text:

Share with your classmates and teacher these questions:

1. How do you like taking photos?
2. Do you like to collect photos of important moments in your life?

As you read the text:

Make a list of the instructions to take photographs.

Photography as a hobby

I'm here to give you some advice about my hobby: photography. Perhaps some of you already use a camera. But you can only call it your hobby if you do it all year, not just on holiday.

You don't need special training to take beautiful photos successfully. But you need to remember some simple rules. Don't aim the camera into the sun; keep the sun behind you. Make sure your subject fills the picture, otherwise it will disappear into the background. Finally hold the camera steady.

Not all pictures will be brilliant, but they will be unique. Of course, you may prefer to stick to pictures of holidays and your friends in embarrassing situations.

I usually take a lot of photos when we go to different places. I used to take color photos. But now I rather take black and white because for me they show the nature of people and things more accurate. My little sister also likes to take photographs. But she doesn't have her own camera yet. We share mine. She hopes to have hers in the future.

After you read the text:

Answer these questions:

1. Is her pastime collecting or taking photographs? Does she do it regularly?
2. What are the steps for taking photographs?
3. What did she regularly do in the past, but doesn't do any more?
4. Using the information from the presentation dialogue and the one from the text make an instruction guide to take photographs.

EXERCISE 8

Match each example sentence (1-2) with its correct description (a-b)

1. She takes a lot of photographs. _____
2. She used to take black and white photos. _____

- a) Something she does regularly in the present.
- b) Something she did regularly in the past, but doesn't do anymore.

EXERCISE 9

What structure is used to express each idea?
 Be used to and used to.

EXERCISE 10

Read the following information and then answer the exercises.

Used to expresses a state or habit in the past, as contrasted with the present, something that you do not do at present.

e.g.: He **used to** play tennis when he was younger. (But he has stopped doing it)

1. Fill in the blanks with forms of **used to** or **the simple past tense**

- a) We _____ (go) for long walks in the country when my father was alive.
- b) I _____ (take) a bath when you phoned me.
- c) My brother _____ (complain) about me when we were children. Now he doesn't.
- d) I _____ (go) to see the show last summer.
- e) In summer I _____ (go) to concerts every Sunday. Now it's quite difficult.
- f) My brothers and I _____ (to play) outside for long hours when we were kids. Now we can't do it because of our studies.

EXERCISE 11

In the Chart below, you will find some things that people used to believe. Working with a partner:

- a) Match each item in the first column with the correct answer in the second column.
- b) And make sentences.

People used to believe that:

<u>A</u>	<u>B</u>
Tomatoes were...	revolved around the earth
The earth was...	home
A woman's place was...	poisonous
The sun...	flat

EXERCISE 12

Work with your partner and make a list of things you used to believe when you were younger, but that you don't believe anymore.

EXERCISE 13

Share with your partner the activities you used to do when you were in elementary school.

EXERCISE 14

Project Work

Choose something you do and write a “how-to” text that tells someone else how to do it:

1. Decide on the theme.
2. Find your partners.
3. Prepare the presentation and the accompanying aids to illustrate your explanation.

Learning Journal

- How confident do you feel now speaking English?
- What was the most difficult content in this unit?
- What are your challenges for the next units?

Unit 7 (Seven) Important Personalities

In this unit you will do some activities to help you ask and give information about important personalities.

EXERCISE 1

Read the dialogue and then practice it with your partner:

A group of secondary school students from different parts of the world are in an international festival. They are speaking about their countries.

Edward: Hi! My name is Edward. What's your name?

Pedro: Nice to meet you. My name is Pedro. I'm from Cuba. Where are you from.

Edward: No, I'm from Canada.

Pedro: Is this your first visit to Cuba?

Edward: Oh, yes. But it's lovely, very peaceful. The people are friendly and nice.

Pedro: We, Cubans, are very proud of that. What's the people like in your country?

Edward: Well, we are also friendly but Cubans are fantastic. You love your history, your leaders. I've seen many pictures of Che Guevara. What was he like? I don't know much about him.

Pedro: He was an internationalist guerrilla fighter. He was very intelligent, brave and hardworking. He devoted all his life to fight on behalf of the poor. He is an example for the younger generation. If you want to know more, please, read the book *Guerrilla Warfare*.

Edward: Can I keep it long?

Pedro: Sure. It's a present for you.

Edward: Thanks a lot. I'll keep it as a treasure.

Pedro: Look, the instructors are asking to gather for the next activity. See you.

Edward: See you.

EXERCISE 2

Read the following information and then do the exercises.

Expressions related to describing people.

Remember that:

What does he look like? or **How does he look like?**, are questions we use to ask for the physical description of a person.

e.g.: What does Javier Sotomayor look like?

He is tall and very handsome.

These are adjectives to describe people physically:

General impression

attractive

good-looking

pretty
handsome
beautiful
ugly

People's skin

black
white
brunette
fair
dark

Talking about people's character:

In the list below there are some adjectives we use to describe people's character and personality.

1. Beside each adjective write the names of personalities, which could be described by using the adjective.

Warm and friendly	Strong
Kind	Sensitive
Nice, pleasant	Honest
Generous	Hardworking
Optimistic	Punctual
Cheerful (happy and smiling)	Reliable

2. Write the opposite of these adjectives:

Cold and unfriendly	Weak
Unkind, mean	Insensitive
Horrible, unpleasant, rude	Dishonest
Stingy	Lazy
Pessimistic	Not very punctual
Miserable	Unreliable
Tense	

EXERCISE 3

Put the words in the list into the appropriate categories:

Handsome, industrious, brave, ugly, tall, attractive, robust, strong, honest, optimistic, mysterious.

Physical characteristics:

Moral characteristics:

EXERCISE 4

Do you know these famous people? As you read their descriptions, provide the adjectives that would best describe them.

Louis Braille.

French (1809-1852)

Louis Braille became blind at the age of three. As an adult he was a teacher at the Institute of Blind Youth in Paris. Here he invented a system of reading for blind people, called the Braille system. This consists of embossed dots on a page so that blind people can “read” the letters by touch.

Sir Charles Chaplin.

English (1889-1977)

Sir Charles Chaplin, better known as Charlie Chaplin, has become the best known comic actor in the history of cinema. He went to America to live in 1914. There he invented his famous comic character for the cinema. He acted in many films, but the classics are: The Gold Rush, City Lights, and Modern Times.

Miguel de Cervantes y Saavedra.

Spanish (1547-1616)

Cervantes was a writer and dramatist. He was nearly sixty when he wrote the famous Don Quijote. After the bible, this is the most translated book in the world. The work of Cervantes influenced many later writers, including Dickens and the Russian writer, Dostoievski.

EXERCISE 5

The following descriptions correspond to different personalities. Read them carefully and decide who the personality is:

1. He is one of the best Cuban baseball players of all time. He is tall, strong. He already has three national records: slugging, runs scored, and battering average. One of his best qualities is being a really nice person, in and out of the baseball field.
2. Though he spent more than 15 years in prison, he was president of his country. He contributed a lot to the decline of APARTHEID in Africa and more specifically, in his homeland. He is a real friend of the Cuban people.
3. Originally she was from Germany, but she fought for the independence of other countries. During this time, she adopted pseudonyms (war names) such as: Tania, Tamara, Haydee. She died in Bolivia in 1967 together with other guerrilla men under the head of Che Guevara.
4. He is known as The King of Rock and Roll. He was born on January 8th, 1935 in Mississippi. People used to say he was a white boy with a black voice. Also became a movie star. Died of a heart attack due to abusive drug consumption.

EXERCISE 6

Try to describe the following people. Remember to include as much information as possible:

1. A: Felix Savon has been an Olympic Champion three times.
B: Really? What does _____?
A: _____.
2. A: Alberto Pujols is one of our best actors.
B: I am not sure who he is. What _____?
A: He is _____?

3. A: What does Cuban Judo champion Legna Verdecia look like?
B: She _____?
4. A: What does Cuban actress María de los Ángeles Santana _____?
B: _____?
5. A: What do you look like?
B: _____?

EXERCISE 7

Now, describe people's character or personality:

What is your brother like?

What are your classmates like?

What is your best friend like?

What is your teacher of English like?

What are your parents like?

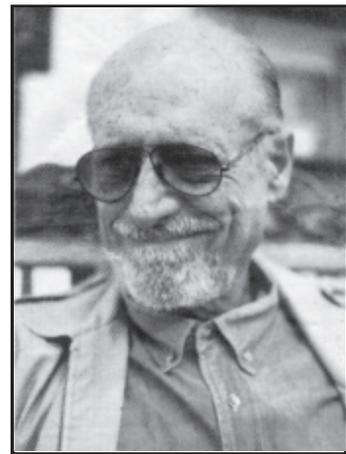
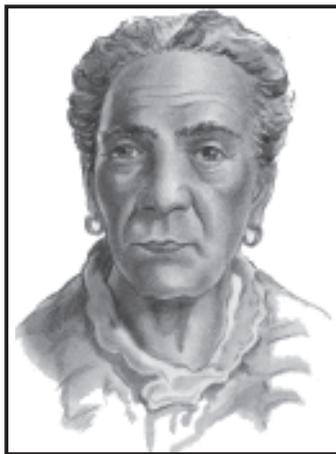
What was José Martí like?

What were Antonio Maceo and Máximo Gómez like?

EXERCISE 8

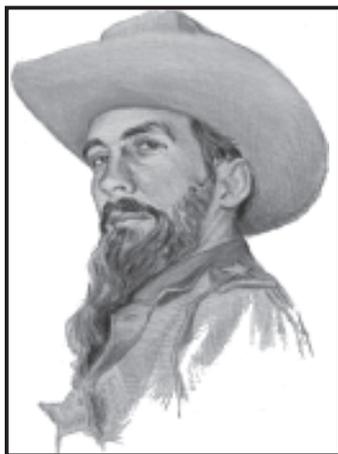
Do you know these people? Who is your favorite?

What words would you use to describe them?



EXERCISE 9

Can you describe the following personalities from the physical point of view?
Can you tell something interesting about his/her life?



1. Camilo Cienfuegos.
2. Celia Sánchez.
3. Alejo Carpentier.

EXERCISE 10

Interviewing famous people.

Work in groups. Take it in turns to be student A.

Student A: Imagine that you are a famous person (choose someone you know a lot about).
Answer the others' questions about your life. After the interview they will try to guess who you are.

Student B, C and D: Student A is a famous person. Interview him/her about his/her life.

Ask about:

1. his/her past life and career.
2. What he/she does.
3. What he/she is doing at the moment.

EXERCISE 11

With your teacher think of important personalities (Maradona, Nelson Mandela, Abraham Lincoln, Shakespeare, Guillén). Say what you know about them.
What do you know about these personalities

Talking about the past

Main points:

1. For actions, situations, or regular events in the past, you use the **simple past**. For example:
I studied English when I was 14.

2. For regular events in the past, you can also use **would** or **used to**. For example: I used to play tennis when I was a child. I would normally go to another province on holidays.
3. For events that happened before and after a time in the past, and for temporary situations, you use the **past continuous**.

EXERCISE 12

Order these words into sentences:

1. last night/ wonderful/ Brian/ watched/ a film.
2. visited/ grandparents/ his/ Alfred/ last month.
3. Marie/ to a concert/ yesterday/ went.
4. studied/ English and grammar/ Oscar/ for five years.
5. made/ the first telephone call/ in/ 1876/ Alexander Graham Bell.

EXERCISE 13

Complete the following paragraph with the appropriate form of the verb:

There were many students in Lucy's class yesterday. They _____ (do) many exercises. They _____ (read) and _____ (write) them in their notebooks. They _____ (speak) very much because they _____ (ask) and _____ (answer) many questions.

They _____ (sing) a beautiful English song at the end of the lesson. When the bell _____ (ring) they all _____ (go) to the History class. They _____ (have) an interesting English lesson.

EXERCISE 14

Complete the following paragraphs:

Simón Bolívar Palacios, el Libertador, was born in Caracas on July 24th, 1783 and _____ (die) in Santa Marta, Colombia, in 1830. His uncle, who _____ (take) care of Simón when he _____ (become) an orphan at the early age, _____ (send) him to Europe to complete his studies. Bolívar _____ (travel) through the European continent.

Bolívar, despite his short life, _____ (have) a brilliant military career. He _____ (participate) in the liberation of Venezuela, Colombia, Ecuador, Perú and Bolivia. In one of the most daring feats of History, he crossed the Andes and _____ (defeat) the Royalist troops in the battle of Boyacá. Simón Bolívar _____ (have) the political insight to refuse any offer of aid by the United States, which he always _____ (mistrust). He _____ (feel) that the men running that country should be treated as foreigners and that it would be neither useful nor intelligent to allow them to participate in Latin American affairs.

EXERCISE 15

Complete the conversation:

Did you _____?

No, I didn't, I _____.

A

eat in a restaurant
swim in the swimming pool
play baseball
drink much water
practice sports

B

at home
in the beach
volleyball
much lemonade
French

EXERCISE 16

Write sentences about what you did last vacation:

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

EXERCISE 17

Read the information about relative clauses (with who/that/which)

A relative clause tells us which person or thing the speaker means.

e.g.: This is the author **who wrote Cecilia Valdés**.

This is the book **which was written by Cirilo Villaverde**.

All the books **that the principal brought** are for the library.

We use **who** when we are talking about people. We use it instead of **he/she/they**.

We use **that** when we are talking about things. We use it instead of **it/they**.

We can also use **which for things** (but not for people).

1. Explain what these words mean. Look them up in the dictionary and then write a sentence with **who**. Ask your teacher for help if necessary:
 - a) An architect
 - b) A doctor
 - c) A photographer
 - d) A fashion designer
 - e) A writer

EXERCISE 18

Read the two sentences and then write one with the same meaning. Use a relative clause in your new sentence.

After you finish these sentences your teacher will give you some more.

1. A man answered the phone. He told me you were out.
The man _____
2. This is William Shakespeare. He wrote Romeo and Juliet.
This is the author _____
3. This is the book I told you to read. Mario Mencía wrote it.
This is the book _____

EXERCISE 19

The sentences in this list are not complete. Choose the most appropriate ending from the list and make it into a relative clause.

He invented the telephone

They are never on time

They used to hang on the wall

It gives you meanings of words

1. A dictionary is a book _____.
2. Alexander Bell was the man _____.
3. Where are the pictures _____.
4. I don't like people _____.

EXERCISE 20

Read this information about the passive voice.

Voice is the distinction in verbs that shows whether the subject acts or is acted upon. The active voice designates the subject as acting. The passive voice indicates that the subject is acted upon.

The structure of the passive voice is:

Verb BE + Past Participle of the main verb.

The form of BE changes according to the subject of the sentence.

Active Voice

1. John gave me this book.
2. Helen told us a story.

Passive Voice

1. This book was given to me by John.
2. We were told a story by Helen.

1. Complete the following sentences:

- a) Two young teachers _____ (kill) in the Escambray Mountains.
- b) Thousands of people _____ (teach) how to read and write in 1961.
- c) The Aboriginal inhabitants of Cuba _____ (massacre) and _____ (exterminate).
- d) Black people _____ (bring) from Africa and _____ (make) to work as slaves.
- e) The majority of the mercenaries that _____ (capture) in Playa Girón claimed to be cooks.
- f) They _____ (equip) and _____ (prepare) by the CIA.
- g) All of them _____ (try) and _____ (sentence).
- h) A Cuban aircraft _____ (blow up) in the coasts of Barbados and 73 people _____ (kill).
- i) Armando Tamayo _____ (train) in the former Soviet Union and he became the first Latin American cosmonaut.
- j) The Presidential Palace _____ (turn) into the Museum of the Revolution.

As a rule, for the sake of emphasis naturalness of expression, the action is preferable to be passive voice.

EXERCISE 21

Reading Corner

Before you read the text:

Answer this question:

Who was Ghandi?

What does he represent for India?

As you read the text:

Make a list of Ghandi's personality traits. Select evidence from the text and the film.

Gandhi was born in India at the time when the country was still in British rule. He wanted independence for his country, and he also wanted to stop violence between religious groups. To achieve these aims, he developed methods of peaceful protest which are still used today.

Mahatma Gandhi opposed all forms of injustice and oppression –his guiding principle was “non-violence”. He was a social reformer, a political leader, and an outstanding moral and religious teacher. He taught by example, as well as by speech and the written word; and he led a great nation to independence.

Gandhi's first campaign took place in South Africa, where he went in 1893. He directed his campaigns against laws that restricted the rights of people in the South African Indian community. He set to work, calling public meetings, organizing groups, arranging petitions and writing to press.

Gandhi developed a form of public protest involving non-violent acts of civil disobedience by large numbers of people. For deliberately breaking certain laws, he and many thousand others were frequently imprisoned, but eventually they succeeded in having most of these laws repealed. He called this form of protest Satyagraha, which means “love-force” or “truth-power” –“love” and “truth”, for Gandhi, being identified with God.

After returning to his native India in 1915, he became a leader in the movement for national self-rule, this meant not just a struggle for unity among the British authorities, but also a struggle for unity among the Indian people themselves. Gandhi toured the country, against the Hindu caste system, and in favor of equality for women.

The independence struggle involved many millions of people in countless courageous and disciplined acts of defiance, inspired by Gandhi who himself was imprisoned several times. At government conferences, he spoke for peace and justice for the Indian people. When violence between Muslims and Hindus broke out in India, he fasted in protest until it stopped. His home was a self-sufficient commune, an ashram-by choice, he owned almost nothing. His assassination, six months after independence, seemed to many people a blow against humanity.

After you read:

Give a title to the text.

1. Discuss it with your partner.
2. What did you learn about India's history in the text?
3. Why is Ghandi loved and admired by his people?

EXERCISE 22

Find information about two famous people in Cuba or in your community, and write about them.

EXERCISE 23

Describe someone in the class to your partner but don't say who he/she is. Your partner must guess.

EXERCISE 24

Project Work

Prepare one of the following project works:

1. An album of an important personality.
2. Write the biography of an important personality.
3. A poster or a short article about your favorite singer or group.

Learning Journal

- How do you feel about using the passive voice?
- What did you learn from the activities in this unit?
- Did you learn new information from the texts?
- Which activity (ies) in the unit helped you to reinforce the mastery of other subjects? How? Why?
- How comfortable did you feel preparing the project?
- What did you like about preparing this project?
- How did your teacher and classmates help you to overcome your difficulties in this unit?

UNIT 8 (Eight) The Environment

The exercises in this unit will help you to talk about the environment.

EXERCISE 1

Discuss with your classmates and teacher what these words suggest:

Environment pollution rainforest mother nature

EXERCISE 2

1. Read the following conversation and then practice in pairs.

A: What is your favorite animal?

B: My favorite animal is the dolphin?

A: Is it endangered?

B: Yes, it is.

A: What should men do to protect them?

B: They should not put them in captivity.

2. After the practice you have to substitute the underlined words with the words from the list.

LIST:

whale – tiger – leopard – elephant – lion – manatee – seal – hunt – kill – sell – their – skins

EXERCISE 3

In the map of the world locate in every continent an endangered animal and describe one of them. Then ask your partner about his/her animal.

EXERCISE 4

Study this:

1. **Can** is a modal auxiliary verb. We don't add –s when used in 3rd person singular.

e.g.: Correct: I can speak English.

Incorrect: I cans speak English.

2. The interrogative questions and the negative forms **do not admit** the auxiliary **do**.

e.g.: **Correct:** Can you swim?

Incorrect: Do you can swim?

I can't swim.

I don't can swim.

3. After **can** we use the infinitive without **to**.

e.g.: **Correct:** I can play the piano.

Incorrect: I can to play the guitar.

4. **Could** is the past form of **can**. But we can also use it to refer to the present or the future.

e.g.: Sandra could read when she was 4 years old.

Could you give a pen, please? (forma amable, cortés)

Could I see you tomorrow?

5. The negative form is **cannot** or **can't** and **could not** or **couldn't**.

Can and **could** are used to express different functions:

To ask for help.

To express possibility, probability and certainty.

To express ability.

To express permission.

CAN and **COULD** to ask for help:

We use: Can you...? or Could you...? when we ask people to help us or do things.

e.g.: **Can/could** you open the door, please?

Can/could you show me the way to the station, please?

We use: **Can I...?** when we ask if it is okay to do something:

(In a restaurant) **Can I take** your order? Yes, we're ready.

(On the phone) Hello, **Can I speak** to Pedro, please?

You can also say **May I...?**

We use: **Can I have ...?** to ask for something:

(In a store) **Can I have** these postcards, please?

We use: **Can I help you?** to offer help

You can also use: **May I help you?**

The use of **MAY/MIGHT**

Study this:

May is used to say that something is **possible**. It is probable to indistinctly use **may** or **might**. There is no important difference. You can say:

e.g.: He **may** be in his office.

He **might** be in his office.

To form the **negative** we just add **not**. In the case of **might** we could say **mightn't**.

e.g.: Jack **might not** be in his office. (= perhaps he isn't in his office)

I am not sure whether I can lend you any money. I **may not** have enough. (= perhaps I don't have enough).

The use of **MUST/SHOULD**

Study this:

We use **must** when we are sure that something is true. (deduction)

e.g.: John didn't come to class today. He **must** be sick.

You have been travelling all day. You **must** be tired.

We form the negative just adding **not**.

e.g.: Nancy is not in this party. She **must not** or **mustn't** know about this.

We use **must** in terms of **obligation** or **necessity**.

e.g.: You **must** go to school every day. (obligation)

You **must** learn how to work with computer if you want to succeed. (necessity)

Need you leave so soon, sir? No, I needn't. Or: Yes, I **must**.

Notice that here the **modal verb need** in its affirmative form changes to **must**.

We use **should** when we think it is a **good thing to do**.

e.g.: Governments **should** do something to avoid environmental pollution.

Should we invite Susan to the party? Yes, I think we **should**.

Notice that in these examples **should** is not as strong as **must**.

e.g.: You **should** stop smoking. (= It would be **a good idea**)

You **must** stop smoking. (= It is **necessary** that you stop)

Should is often used when we ask for or give **an opinion about something**. It is many times accompanied with **think, believe**.

e.g.: I **think (believe)** the government **should** do something about the economy.

We use **should** when something is not “right”.

e.g.: The children **shouldn't** be playing. They **should** be at school.

That motorcyclist **should** be wearing a crash helmet.

Some other times we use **should** when **something will probably happen**.

e.g.: Mother: Do you think you will be home late at night?

Daughter: I don't think so. I **should** be home at 10:00 p.m.

EXERCISE 5

Complete the sentences using **could...**

1. He can't play tennis very well now but he _____ quite well when he was younger.
2. She can't run very fast now but when she was a school she _____ faster than anyone else.
3. I can't swim very far these days but ten years ago I _____ from one side of the lake to the other.
4. Johnny can't pitch right now but he _____ pretty well in his twenty's.

EXERCISE 6

Fill in the blanks using **could, couldn't, can, or can't**.

1. I _____ even breathe when I saw the accident.
2. Every time I see her I get so nervous that I _____ say a word.
3. Come on! You have to concentrate on the game. You _____ do it.
4. When I was younger I _____ really run long distances, but it's impossible for me right now.
5. Jenny, we are having a party tonight. _____ I pick you up at 8:00?
6. I tried to come early to the class, but I _____ take the bus this morning.
7. _____ you please play that song again, I definitely love it.
8. He _____ love you anymore than I do.

EXERCISE 7

Make sentences with **may** or **might**.

e.g.: Do you know if Ann likes ice-cream? I am not sure. She might like ice-cream.

1. Do you know if they are married? _____.
2. Do you know if she wants to go? _____.
3. Do you know if he is telling the truth? _____.
4. Do you know if she has a car? _____.

Now, use **may not** or **might not**.

e.g.: Is Jack in his office? I am not sure. He might not be in his office.

1. Does she want to go? _____.
2. Are they ready? _____.
3. Does he work? _____.

EXERCISE 8

Complete these sentences with **must** or **have to**. Sometimes it is possible to use either; sometimes only **have to** is possible.

e.g.: Well, it's 10 o'clock. I **must** (or have to) go now.

1. You really _____ work harder if you want to pass the examination.
2. Many children in Britain _____ wear uniform when they go to school.
3. Last night Don suddenly became ill. We _____ call the doctor.
4. Ann has _____ wear glasses since she was eight years old.
5. I am afraid I can't come tomorrow. _____ work late.
6. I am sorry I couldn't come yesterday. I _____ work late.
7. Tom may _____ go away next week.
8. We couldn't repair the car ourselves. We _____ take it to a garage.
9. When you come to London again, _____ come and see us.

EXERCISE 9

Make questions using **have to**.

e.g.: Tom has to go to the police station. Where does Tom **have to** go?

You must do your homework. What do I **have to** do?

1. Ann has to leave tomorrow. What time exactly _____?
2. We had to answer a lot of questions in the examination. How many questions _____
_____?
3. George had to pay a parking fine. How much _____?
4. I have to get up early tomorrow. Why _____?

EXERCISE 10

Complete these sentences with **mustn't** or **don't/doesn't have to**.

e.g.: I don't want anyone to know. You **mustn't** tell anyone what I said.

I **don't have to** wear a suit to work but I usually do.

1. I can stay in bed tomorrow morning because I _____ to work.
2. Whatever you do, you _____ touch that switch. It's very dangerous.
3. You _____ forget what I told you. It's very important.
4. She _____ get up so early. She gets up early because she prefers to.
5. We _____ leave yet. We've got plenty of time.

EXERCISE 11

You are giving advice to a friend. Use **should** or **shouldn't**.

e.g.: Your friend is always coughing because he smokes too much. Give him some advice.

You **should** stop smoking.

1. Your friend has a bad toothache. Give him some advice. _____.
2. Your friend rides bicycle at night with no lights. You think it's dangerous. Give him some advice. _____.
3. Your friend is going to visit Greece. Give him some advice about learning a few Greek words. _____.
4. A friend of yours mistreat plants and animals. You don't think it's right. Give him some advice. _____.
5. Your classmate does not study for the final examinations. Give him some advice. _____.
6. Your friend, who lives in an apartment, listens to loud music all the time. You think it's wrong. Give him some advice. _____.
7. You know your father drives his car at 80 miles per hour. Give him some advice. _____.
8. One of your classmates always laughs at disabled people. You definitely don't think it is right. Give him some advice. _____.

EXERCISE 12

Use **should** or **shouldn't** to say that you think something **will** or **won't happen**.

e.g.: A: Do you think Margaret will pass the examination?

B: Well, she **should** pass the examination. She has studied too hard.

1. A: Do you think Ted will get the job he applied for?
B: Well, _____. He's got the necessary qualifications.
2. A: Do you think Industriales will defeat Pinar in the National Baseball Series semifinals?
B: Well, _____. Pinar is a much better team than Industriales.
3. A: Do you think \$10,00 will be enough to do the shopping?
B: Well, _____. But take a bit more in case it isn't.
4. A: Do you think the planet will be safe from atmospheric problems by the year 2050?
B: Well, _____. Many chemical and car industries are growing all over the world.

EXERCISE 13

Work in pairs.

Look at the list of modal auxiliary verbs. How many can you fit naturally into each gap? Discuss with your partner the differences in meaning.

Can can't could must might should

1. _____ you help me with the laundry, please?
2. You _____ see the doctor right now.
3. _____ we go out for a meal tonight?

- I _____ stop smoking?
- I _____ learn to speak English.

EXERCISE 14

Write some examples of things that people **should** or **shouldn't** do.

Organize your ideas in reference to the places given:

In other people's homes.

At school.

In the street.

In a movie theater or restaurant.

At a friend's party.

People should _____

People shouldn't _____

EXERCISE 15

Write sentences containing a modal auxiliary according to the situation given.

e.g.: Suppose that you look up at the sky and it is cloudy.

It **must** rain today.

1. Suppose that a student is talking in class while the professor is explaining the lesson.

2. Suppose that your friend will have an exam next week.

3. Nancy was a very good dancer several years ago.

4. Suppose that you have permission to go to the beach next Sunday.

5. Your friend Robert sometimes has accidents when he drives.

EXERCISE 16

Write five things you couldn't do 10 years ago, and can do now.

1. _____

2. _____

3. _____

4. _____

5. _____

EXERCISE 17

Inside-outside circle

The teacher will invite you to organize yourselves into concentric circles. When she/he says “walk” you should walk in opposite direction. When she says “stop” you turn and face each other. The person each student is facing will be his or her partner. The students belonging to the inside circle will be biology teachers and the others journalists. The journalists will interview the teachers about environmental problems and ways to protect the environment.

EXERCISE 18

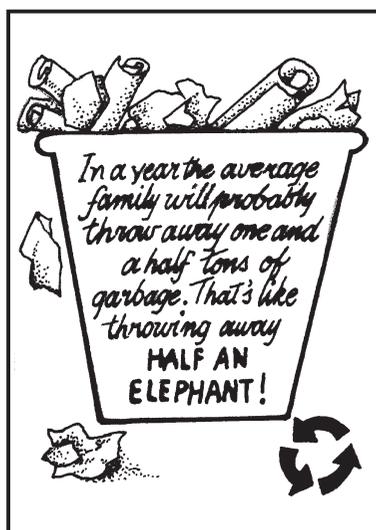
Reading Corner

Before you read the text:

Discuss the title of the text with your classmates

As you read the text:

List the facts that are affecting Mother Nature.



Save energy and save the Earth

Music Now is a “green” festival. What does that mean? We ask Rob Townsend, the festival organizer.

“Think of the earth as a spaceship”, Rob says. “A spaceship only has a fixed amount of energy and resources. So we must be careful with them.

A ‘green’ festival doesn’t pollute the environment. ‘Green’ means that we use energy carefully, and recycle our garbage. Recycling papers and bottles means that we can use them again, and save energy.”

Amazing facts! So, what should we do about energy and garbage? Here are some questions and answers:

- Should we do nothing?
- We’ll soon use up all our coal and oil. We must do something.

- OK, so should we build nuclear power stations?
- What about nuclear accidents?
- All right, so should we use energy from the sun?
- What about when it rains?
- So, what is the answer?
- Everyone should use LESS energy. We should walk, and not use cars and buses. We should turn off all lights when we leave a room. People should turn down the heat or the air-conditioning at home or at public places.
- And what about garbage?
- We shouldn't throw everything away. We should save glass bottle and recycle them. We should also recycle cans and paper. Everyone should recycle.

Why we must save the environment

In the next three seconds:

We will cut down 799 trees.

The world's population will increase by nine.

American will throw away 3,000 drink cans.

Four new cars will drive out of factories.

In the next three minutes:

People will eat the weight of 100 blue whales-that's 13,000 tons of food!

A wild elephant will be killed in central Africa.

Fishermen will kill 25 dolphins and Americans will eat four and a half cows as hamburgers.

In the next three hours:

Seventeen species will disappear from the tropical rainforest.

Over 3,000 wild animals will die on Europe's roads.

Americans will use paper made from 375,000 trees and throw away 160 kms of plastic pens.

Europeans will buy over a million music cassettes and CDs, and British cats and dogs will eat 1,2 million cans of pet food.

After you read the text:

Do the following tasks:

Multiply the items in sections 1 and 2 by ten.

Multiply the items in section 3 by four.

Share with your teacher and classmates how the environment is affected as a result of these actions and what we can and must do to save it.

Think of what you will do in a certain period of time.

Decide with your partner the period of time.

EXERCISE 19

Project Work

Environmental Contest:

You are going to create a poem, a poster, album, brochure, etc., in which you are sending an environmental message to the world.

In class the group will select the best.

Learning Journal

- What did you enjoy most in this unit?
- What content was easiest or most difficult? Why?
- What would you like to be different next time?
- What would you suggest?

Unit 9 (Nine) A Trip around the Country

The activities in this unit will help you to:

Give and ask about basic information about Cuba

Ask for and offer help

Describe cities from the country and other countries

Before you read the text:

1. Discuss with your classmates the places you would like to visit in the country and why.
2. Work in a small group and decide on a plan for a visit around the country.
3. With the help of your teacher or a dictionary find the meaning of the underlined words and expressions. Share this information with your partner.
 - a) Many people like **to stroll** along the park or the Malecón early in the evening **to chat** and feel the fresh air.
 - b) All the spectators **were delighted** by the performance of the musicians.
 - c) The visitors **toured** the city to learn about its history.
 - d) There are many beautiful and **exciting** places **all along the country**.

As you read the text:

1. Try to provide the meaning of the underlined words and expressions.
2. Complete the chart below

<i>Day</i>	<i>Activities</i>

Travelling around Cuba

A group of ninth graders, three of their teachers and some parents decided to make a trip around the country. This is the diary of one of them.

July 21. The trip to the Isle of Youth was very exciting. For my classmates and me it was our first trip by ship. The isle is beautiful. The black sand at Bibijagua Beach is really wonderful. There are many schools all along the island. The visit to the Presidio Modelo was very interesting.

It is curious the people from the Isle of Youth are called ‘pineros’. My mother told me that this is so because the island’s name was Isle of Pines.

- July 22. From the Isle of Youth we went to Pinar del Río. We were delighted by the green landscape, Soroa, Viñales and the tobacco plantations.
- July 24. After a long trip we arrived in Baracoa. I knew from my history lessons that this was the first Spanish settlement in Cuba, founded in December in 1512. But I did not know that Baracoa is an Indian word meaning “elevated land”. It was good to taste the nice chocolate desserts and cucuruchos.
- July 25. On the way to Santiago, we had a stopover in Guantánamo, mostly famous for the illegal US naval base near Caimanera, 21 km south of the city of Guantánamo. We went to the Mirador de Melones to have a whole view of the base and had a nice time and chat with our brave young soldiers there, in our first antimperialist trench. Late at night we entered Santiago, which is Cuba’s second city, the birthplace of the revolution. Carnival was on and we enjoyed dancing behind Los Hoyos Conga, then we danced in Trocha and then moved to Rex Hotel, the same hotel where some of the Centenary young people who assaulted the Moncada Garrison in 1953 stayed. It is 11.20 p.m.
- July 26. It is 4.20 a.m. We are up and ready to go to the former Moncada Garrison to watch the symbolic assault that primary and secondary school students perform to honor this important date in Cuban history. Late that day, we went to the Baconao tourist resort area, we walked down Heredia cultural street, Padre Pico stair-street and the Céspedes Park.
- July 27. We continued our trip back to Havana, passing by Bayamo that was one of the first seven villas founded by Diego Velázquez. In fact, the second Cuba town after Baracoa. Here we paid homage to Perucho Figueredo who wrote our Cuban National Anthem, known as La Bayamesa. Then we went to Holguín, a pleasant and prosperous place, to visit Birán, the hometown of Fidel Castro. On our way to Camagüey we passed by Las Tunas, best known for the poet Juan Cristóbal Nápoles, El Cucalambé. Coming from a mountainous area, it was surprising to see the plains and flat lands in Camagüey, previously known as Puerto Príncipe. Camagüey is also known as the city of tinajones, for the large amount of clay pots kept in many gardens. We toured Ignacio Agramonte’s house and Nicolás Guillén’s, birth place.
- July 28. We then left for Cienfuegos, passing by Ciego de Ávila, a city founded in 1840. Next we arrived in Sancti Spíritus Province. We stayed in Trinidad, our most colonial town at present, which was declared a World Heritage Site by UNESCO in 1988. Everyone enjoyed strolling Plaza Mayor and the live traditional music that was presented at several places that evening.
- July 29. Our group arrived in Cienfuegos. This city sits on the lovely Cienfuegos Bay which opens into the Caribbean Sea. In 1819 French refugees founded it. As most visitors, we started our tour in José Martí Park, then we went down Paseo del Prado, and later visited Tomas Terry Theater where famous people such as Caruso, Anna Pavlova, Sarah Bernhart, etc., performed. Finally, we had a nice paella at Covadonga Restaurant.
- July 30. Today is the Revolutionary Martyr’s Day. A long trip was ahead of us. We firstly went to Santa Clara to visit the Che Guevara Memorial, where the remains “El Che” and most revolutionaries who fought in Bolivia are.

Later we left for Matanzas to visit Playa Girón, also known as Bay of Pigs, where the US imperialists suffered the first defeat in Latin America.

Tired but happy, we continued to Havana City, the last stop of our tour around Cuba.

July 31. Now we are back home. To enjoy the rest of our holidays, some want to go to museums or galleries like Hemingway Museum or Amelia Peláez Art Gallery in Lenin Park. Others want to go to the beach or parties.

But we all agreed to meet at Coppelia Ice Cream Parlor one day before classes start again.

After-you read the text:

1. Draw a map of Cuba and locate the different places the group visited.
How well do you know your city?
2. In pairs ask and answer questions about your city. Make notes of the answers in your notebooks under the different headings.

Name of city/town/village	_____
Geographical location	Is it situated in the north/south/east/west or middle of your country? Is it on a river/by the coast/in a mountain?
Historical interest	Is it important in our history? Why? Can you mention an important personality or event connected with your city?
Sightseeing	What are they famous for? Can you name: Museums or galleries, government buildings, famous streets, interesting places for visitors (parks, gardens,etc.)
Cuisine	Is your city famous for a particular kind of food?
Economy	Name any good restaurant. What are the main productions?

3. In the text you have some information about your province. Enrich the text by adding more details and new elements.

EXERCISE 1

The hidden verb

Find the past tense of verbs within the grid.

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

EXERCISE 2

Write the past tense of these verbs:

appear	_____	marry	_____
create	_____	move	_____
die	_____	play	_____

learn _____
live _____
compose _____

start _____
work _____
finish _____

EXERCISE 3

Add -ed to the verbs, put them in the correct column and read them out.

Arrive – close – help – want – look – watch – clean – cook – visit – sharpen – start – live – wait – like – travel – smile – laugh – open – kiss – finish – change

/id/

/t/

/d/

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

EXERCISE 4

Complete these sentences with the verb in the negative.

1. I saw the mountains, but I didn't see the new towers.
2. They traveled on Monday, but they _____ on Tuesday.
3. We went to the Isle of Youth, but we _____ to Manzanillo.
4. She wrote a diary during the trip, but her friends _____ any paper.

EXERCISE 5

You are asking somebody questions. Write questions with **Did...?**

1. I went to the Botanic Garden yesterday. How about you? Did you go to the Botanic Garden too?
2. I had a wonderful time there. How about you? _____
_____?
3. I bought some postcards of the place. How about you? _____
_____?
4. I took some beautiful photographs of plants and flowers. How about you? _____
_____?

EXERCISE 6

Use the given verbs to complete the statements in the past tense. Check your spelling!

1. Mrs. Smith _____ (enjoy) his tour to Santiago the Cuba.
2. She _____ (use) different videotapes about Cuban historical places in her classes.

3. She _____ (help) her students understand the tapes.
4. Her students _____ (study) new vocabulary.
5. They _____ (learn) about life in different parts of Cuba.
6. They _____ (discuss) the tapes in class.
7. Many students _____ (register) for her class.
8. The students _____ (like) her.

EXERCISE 7

In this exercise you have to write questions. A friend has just come back from holiday and you are asking him about it.

e.g.: where/go? Where did you go?

Food/good? Was the food good?

1. how long / stay there? _____.
2. Stay in a hotel? _____.
3. Go alone? _____.
4. How / travel? _____.
5. The weather / fine? _____.
6. What / do in the evenings? _____.
7. Meet any interesting people? _____.

EXERCISE 8

This time you have to put the verb into the correct form. All the sentences are past.

e.g.: I didn't go (not/go) to work yesterday because I wasn't (not/be) very well.

1. Tom _____ (not/shave) this morning because he _____ (not/have) time.
2. We _____ (not/eat) anything because we _____ (not/be) hungry.
3. I _____ (not/rush) because I _____ (not/be) in a hurry.
4. She _____ (not/be) interested in the book because she _____ (not/understand) it.

EXERCISE 9

Complete the following with the suggested verbs in the past tense. Circle the correct pronunciation of the -ed ending. Read each sentence aloud.

1. Ann always _____ (like) her hometown. (/t/ /d/ /id/)
2. She never _____ (want) to move out. (/t/ /d/ /id/)
3. When she got married, her husband _____ (move) in with her. (/t/ /d/ /id/)
4. Ann's husband _____ (work) near their house. (/t/ /d/ /id/)
5. He _____ (love) Ann very much. (/t/ /d/ /id/)
6. They _____ (talk) about their jobs every evening. (/t/ /d/ /id/)
7. Ann's mother-in-law _____ (visit) them very often. (/t/ /d/ /id/)
8. She even _____ (stay) with them two or three days each time. (/t/ /d/ /id/)

9. She _____ (help) Ann with the house chores. (/t/ /d/ /id/)
10. Ann _____ (appreciate) her mother-in-law's help a lot. (/t/ /d/ /id/)

EXERCISE 10

Work with your partner:

Student A: Ask B about the activities when he/she was seven years old.

Student B: Answer A's questions.

e.g.: A: What programs did you use to watch when you were a child?

B: I used to watch a lot of cartoons.

1. Go to bed early.
2. Play marbles.
3. Play with dolls.
4. Do the homework in the afternoon.
5. Read stories.

EXERCISE 11

Oral activity: Piling up events.

Procedure: Work in groups of 5 to 10 students. A student is given a verb in the past tense. He/she starts a simple chain of events in a sentence. Then the next student continues repeating the first sentence but adding another clause or sentence including his/her verb and so on until other students have contributed or when the chain is impossible to remember.

e.g.: student 1: Yesterday I went to the beach and...

student 2: Yesterday I went to the beach and swam for about two hours when... and so on.

EXERCISE 12

Write sentences about what you did yesterday:

1. _____
2. _____
3. _____
4. _____

EXERCISE 13

Study the following information:

THE USE OF THE PASSIVE VOICE

Main points:

1. You use the passive voice to focus on the person or thing affected by an action.
2. You also use the passive voice when you do not need to know who does the action.
3. You form the passive by using a form of 'be' and a past participle of a main verb.

ACTIVE

Christopher Columbus discovered
Cuba in 1492.

PASSIVE

Cuba was discovered in 1492.

1. Change the active sentences into the passive:

- a) Many persons visit La Bodeguita del Medio in Old Havana.
- b) Its location is 207 Empedrado Street.
- c) The visitor can see photographs and the autographs of important personalities on the walls.
- d) The staff say they serve the best roast sucking pig (lechón asado).
- e) Ernest Hemingway visited La Bodeguita very often.
- f) Hemingway also visited El Floridita to drink 'daiquirí'.
- g) In El Floridita they created Papa Hemingway Special in his honor.

EXERCISE 14

Supply passive forms where necessary:

1. Cuba, the 'Pearl of the Antilles' (lies) _____ in the Caribbean Sea. It (situate) _____ south of the Tropic of Cancer at the mouth of the Gulf of Mexico. The Atlantic Ocean is to the North. Cuba (discover) _____ in 1492 by Columbus. Spanish is the official language (speak) _____ by the whole population. Havana is the capital city of the country. It (found) _____ in 1519. It is one of the oldest cities in America. The richness (riqueza) of Cuban culture and history (reflect) _____ in museums and art galleries.

EXERCISE 15

Project Work

1. Form a small group of four students.
2. Decide on a city or place in your province or country that you would like to describe.
3. Prepare an album or a poster to present the information graphically.

Practice with your partner

Student A makes one statement and Student B agrees or disagrees or corrects possible mistakes.

Student A

Varadero Beach is in Matanzas.

Ernesto Guevara Memorial is in Cienfuegos.

The National Library is besides the Revolution Square in Havana.

Is the Cauto River in Santiago de Cuba?

Is the Butterfly Jasmine the national flower of Cuba?

Is the hummingbird the national bird of Cuba?

Student B

You are right.

Exactly.

That's right.

Not exactly.

You are wrong, it is...

UNIT 10 (Ten) All in All (Review)

In this unit you will:

Give basic information about your secondary school life.
Ask and give information about future plans and activities.
Practice the functions and content from the course.

EXERCISE 1

Read the biography. Use the headings to make notes about this famous person:

Marie Sklodowska was born in 1867, in Poland. She married professor Pierre Currie, who was a French man. She lived and worked in Paris. She was a great scientist. She discovered the chemical element radium, and she helped to discover X-rays. She was the Nobel Prize winner twice: in 1903, for Physics; and in 1911, for Chemistry. She died in 1934.

Headings:

Notes:

Name _____

Dates (birth, death) _____

Nationality _____

Work _____

Achievement _____

EXERCISE 2

Each sentence describes a different country. Identify all six countries:

1. It is the home of spaghetti. _____.
2. The official language of this Latin American country is Portuguese. _____.
3. In this country you can see the so famous pyramids. _____.
4. The capital of this country is Canberra, not Sydney. _____.
5. Montreal and Lake Winnipeg are in this country. _____.
6. This country elected Nelson Mandela as its first black president in 1994. _____.

EXERCISE 3

Tim and his friends wrote a letter about their summer vacation. Arrange the sentences in the correct order.

_____ We really spent very nice days.

_____ Finally, we rested at Las Caletas camping site.

_____ Next, we went to Varadero Beach.

- _____ First, we were in the Isle of Youth.
- _____ My friends and I love swimming very much. We swam a lot.
- _____ Last summer, my friends and I had a wonderful vacation.

EXERCISE 4

Make questions for the following sentences:

1. Who _____? John came late last night.
2. Where _____? Fish live in the water.
3. Who _____? Robert is going to telephone next week.
4. When _____? We practiced sports yesterday.
5. What _____? I will send her some flowers
6. Which of you _____? All of us wanted to help.
7. How _____ to Havana? They will travel by bus.

EXERCISE 5

Complete the following paragraphs with the correct form of verbs in parentheses:

Alexis _____ (live) in London now because he _____ (study) at the university. He _____ (become) a lawyer. He usually _____ (have) classes in the morning and in the afternoon. He always _____ (get) some exercises after classes. At night he _____ (study) very much.

He sometimes _____ (visit) some other cities on weekends. Last weekend he _____ (be) in Stratford-on-Avon and _____ (visit) William Shakespeare's birthplace. He _____ (talk) to some people there and _____ (learn) interesting things about Shakespeare's life. He _____ probably _____ (travel) to Cambridge next month because he wants to meet some Japanese friends who are studying there. Cambridge _____ (be) not as big as London, but it is very interesting.

EXERCISE 6

A London reporter is interviewing Alexis. Make the questions that correspond to Alexis's answers:

Reporter: _____? And _____?

Alexis: My name is Alexis Ramírez and I am from Spain.

Reporter: _____?

Alexis: Because I am having classes at the university.

Reporter: Are you going to be a scientist?

Alexis: _____.

Reporter: What do you usually do during the day?

Alexis: _____

Reporter: _____?

Alexis: I visit some other cities. I was in Stratford-on-Avon last weekend.

Reporter: What city are you going to visit next weekend?

Alexis: _____ probably _____. I am not sure.
Cambridge is a beautiful city.

EXERCISE 7

Complete the reporter's interview with Susan Star's secretary:

Reporter: What time does Susan wake up?

Secretary: Susan wakes up at 9 o'clock.

Reporter: _____?

Secretary: She has breakfast in bed.

Reporter: _____?

Secretary: She starts work at 11 o'clock.

Reporter: _____?

Secretary: No, she goes to work by taxi.

Reporter: _____?

Secretary: Yes, she works in Hollywood.

Reporter: _____?

Secretary: Yes, she usually goes to bed late.

Reporter: _____?

Secretary: She lives with her mother.

Reporter: _____?

Secretary: No she isn't married.

Reporter: _____?

Secretary: Two sisters and one brother.

Reporter: _____?

Secretary: Their names are Helen, Mary and John.

EXERCISE 8

Read the following information:

To express future action we follow three different structures, they are:

Subject + verb BE in its simple form + going to + main verb.

Subject + will + main verb.

Subject + verb BE in its simple form + main verb in -ing.

e.g.: Mary is going to visit her grandparents next summer.

I will play a song for you, mother.

She is visiting Santiago de Cuba tomorrow.

But there is a clear difference between the use of **will** and that of **going to**.

Study the following example situation:

Helen's bicycle has a flat tyre. She tells her father:

Helen: "My bicycle has a flat tyre."

Father: "Okay, but I can't do it right now.

I'll repair it tomorrow."

Will: We use **will** when we decide to do something at the time of speaking. The speaker has not decided it before. Before Helen told her father, he didn't know about the flat tyre.

Later, Helen's mother speaks to her husband:

Mother: "Can you repair Helen's bicycle?
It has a flat tyre."

Father: "Yes, I know. She told me.
I am going to repair it tomorrow."

Going to: We use **going to** when we have already decided to do something: Helen's father had already decided to repair the bicycle before his wife spoke to him.

1. Underline the correct verb according to the information given:

- We (will go – are going) to the theater tonight. We have tickets.
- What (will you do – are going to do) tomorrow evening? Nothing, I'm free.
- I (will travel – am going to travel) to Cienfuegos tomorrow morning. My train leaves at 8:40 am.
- Lucy (will have – is going to have) a baby. She is pregnant.
- Bob's father (will buy – is going to buy) a new guitar for his son's music lesson. (Bob hasn't told his father yet.)

2. Complete the sentences below with the appropriate form of the verbs from the list. Use **going to** or **will**:

- It _____ today. There aren't black clouds.
- My parents _____ me tonight. They promised to do so last week.
- I _____ probably _____ my relatives next month.
- Lucy's hair is dirty. She _____ it tonight.
- Phillips and Arthur _____ the pudding tomorrow. Now they are very busy.

3. Put the verb into the correct forms using **will** or **going to**.

e.g.: A: Why are you turning on the television?

B: I am going to watch (watch) the news report.

- A: Why are your parents so elegant?
B: They _____ (eat) at a restaurant.
- A: Did you post that letter for me?
B: Oh, I'm sorry. I completely forgot. I _____ (do) it now.
- A: We need some bread for lunch.
B: Oh, do we? I _____ (go) to the shop and get some.
- A: Where are you going? Are you going shopping?
B: Yes, I _____ (buy) something for dinner.
- A: What shall we have for dinner? Come on, make a decision!
B: Okay then. We _____ (have) chicken.

EXERCISE 9

Cross out the word that does not belong to the word subgroup. Justify in each case. Make a sentence with one of the remaining words of each subgroup:

- Beach, swimming, sun, study, summer.
- Nature, big city, camping, river, mountain.

3. Bicycle, train, bus, airplane, car.
4. Hot, summer, snow, sun, sweat.
5. Vacation, July, movies, recreation, school.

EXERCISE 10

Helen is going on a tour around Cuba next month. Look at her plans. Where will she be? What is she going to do on these days?

<u>Day</u>	<u>Place</u>	<u>Activities</u>
6- 9	Matanzas	visit some friends.
9-12	Isle of Youth	do some research work.
13-15	Varadero	swim in the beach.
16-20	Santiago de Cuba	enjoy the carnivals.

1. (8th) _____.
2. (10th) _____.
3. (14th) _____.
4. (18th) _____.

EXERCISE 11

Plan your weekend activities and complete your diary:

<u>Saturday</u>	<u>Activities</u>
Morning	_____
Afternoon	_____
Evening	I am going to dance at a disco.
<u>Sunday</u>	<u>Activities</u>
Morning	_____
Afternoon	I am going to read an interesting book.
Evening	_____

We use the following **question patterns** to ask with **going to**.

Remember that to ask yes/no questions, we follow this structure:

Verb BE + subject + going to + main verb + complements.

e.g.: Is Jacqueline going to dance salsa tonight? Yes, she is. Or No, she isn't.

Are you going to become a teacher of English? Yes, I am. Or No, I am not.

For general information questions we follow this structure:

Wh question word + verb Be + subject + going to + main verb + complements.

e.g.: What are we going to do next Sunday morning? Clean the house.

Where is he going to work? In a computer center.

We use the following **question patterns** to ask with **will**.

Remember that to ask yes-no questions, we follow this structure:

Will + subject + main verb + complements.

e.g.: Will you go to the stadium tonight? Yes, I will. Or No, I will not.
Will the teacher go to the party with us? Yes, he will. Or No, he won't.

For general information questions we follow this structure:

Wh-question word + will + subject + main verb + complements.

e.g.: Where will you study English next year? In Havana.
When will she leave? Tomorrow.

EXERCISE 12

Choose the correct item:

1. Do you think it _____ tomorrow?
a) rained b) has rained c) will rain.
2. Andy _____ his horse three times a week.
a) is riding b) has ridden c) rides.
3. What an awful noise! What _____ upstairs?
a) have they done b) are they doing c) will they do.
4. Take your umbrella or you _____ wet.
a) gets b) got c) will get.
5. Look! It _____ now!
a) rained b) is raining c) has rained.
6. _____ you help with the dishes?
a) will b) shall c) have.
7. She _____ to us last week.
a) didn't write b) hasn't written c) doesn't write.
8. He seldom _____ his hair.
a) washes b) wash c) has washed.
9. Yesterday we _____ a big cake and ate it all.
a) have bought b) will buy c) bought.
10. _____ Sheila at the party next Saturday night?
a) Will you see b) Did you see c) Have you seen.
11. Dad _____ to London at the moment.
a) drove b) has driven c) is driving.
12. They _____ their homework an hour ago.
a) will finish b) are finishing c) finished.

EXERCISE 13

Future plans are activities that we are going to do or will do in the future. These are some people's future plans:

1. Mr. Smith is going to travel to Asia.
2. Miriam is going to have a party for her and all her friends.
3. My grandparents are going to retire.
4. Paul's sisters will buy a new TV set for their house.
5. I will study at the university.

1. Answer the questions about yourself:

Are you going to study a foreign language? _____.

If so, what foreign language are you going to study? _____.

Where are you going to study it? _____.

Why are you going to learn it? _____.

Other people's future plans:

a) My name is Frank and I am from Ontario, Canada. I am going to be an architect. I will design beautiful cities.

b) I'm Carlos Martínez. I'm from José Martí Secondary School. I am going to continue studying in a pre-university school.

c) My name is Sarah García. I am going to study medicine when I finish high school.

d) I am Kep and I am from Kingston, Jamaica. I am going to be a Geography teacher and I will love my students very much.

e) I am Dorothy and I live in Liverpool, Great Britain. I play the guitar and I like music very much. I am going to be a musician. I will compose beautiful songs.

2. Write a similar paragraph about yourself. Don't forget to answer the following questions:

a) What's your name?

b) Where are you from?

c) What are you going to be?

d) What are you going to do in your future profession or occupation?

EXERCISE 14

A group of secondary school graduates are talking about their future plans with their English teacher during their graduation party.

Teacher: "Arthur, what are you going to do next school course?"

Arthur: "I am going to study at the Pedagogical Pre-university school in Guira de Melena. I want to become a Mathematics teacher."

Teacher: "What about you, Sandra?"

Sandra: "I want to be a teacher of arts, that's why I am entering the School of Arts in Havana next course. I like music and painting very much."

Teacher: "What about you Alexis? Are you going to be a teacher, too?"

Alexis: "No. I want to be a medical doctor. I will study at a pre-university in the countryside. I am going to study very hard to obtain excellent grades. My sister Vivian is planning to become a computer programmer. She is going to study at a technical school."

Teacher: "Congratulations to you all. You have been very good students. I wish you had a wonderful summer vacation and that your future plans came true."

1. Complete the chart using information from the dialogue.

*Ninth Grade
Graduates*

*Going to have
Classes*

Likes

Wants to be

Alexis

Computer science

Teacher

Arts school

2. Find and copy from the dialogue:
 - a) A sentence expressing **preference** _____.
 - b) A structure expressing **intention** _____.
 - c) A sentence expressing **desire** _____.

EXERCISE 15

Work in pairs. Your partner is going on holiday. He/she plans to spend three weeks in a small hotel in Varadero. Talk to your partner about his/her holiday.

<u>You</u>	<u>Your friend</u>
1. Ask where she/he is going.	Say where
2. Respond and ask when she/he is going.	Say when
3. Ask how long he/she is going to stay.	Say how long
4. Respond and ask where she/he is going to stay.	Say where
5. Say you hope your friend has a nice holiday.	Thank and say good-bye

Notice that:

The future is also used to make predictions.

e.g.: I think Barbara	will be very successful. will study medicine.
I am not sure she	will go to her grandparents' house in Santiago.
I am sure she	will like her new home.
I don't think she	will make a lot of new friends in the new school.

EXERCISE 16

In pairs, talk about the people in your class. Make positive and negative predictions and make comments on them as you think, like this:

Positive: A: I think Marie will come soon.

B: Well, maybe she will.

Negative: A: I don't think Marie will come soon.

B: No, I am sure she won't.

EXERCISE 17

Group work. A group of Canadian students are visiting your school for two weeks, as part of an exchange program. They want to know the people and learn the language. First, plan all the arrangements for them. Use their agenda below and make notes of your decisions.

- | | |
|---------------------------------------|----------------------------------|
| 1. Meeting and arrival. | We will meet them at _____ |
| 2. Transport to their accommodations. | A bus will _____ |
| 3. Accommodation. | They will stay at... with _____ |
| 4. Language classes. | They will go to classes at _____ |
| 5. Free time activities. | They will do... or go _____ |

EXERCISE 18

Write a letter to the leader of the group giving details of the arrangement. Use your notes from the discussion. Start like this:

Dear Miss Smith,

Here are the arrangements for the group which is coming to stay in July for two weeks...

EXERCISE 19

Write what you will be doing in twenty years' time. How old will you be? What will you be? Where will you be? Will you be married? etcetera.

EXERCISE 20

Oral activity. The teacher divides the class into two teams and writes cues on the board. Then the teacher invites his/her students to say what they will do or won't do when they are parents. Each correct sentence gets 1 point. The team with the most points is the winner.

e.g.: Cues: go to parties, drink wine/beer, buy them presents, take them to the cinema, have had friends, hit them,
Help them with their school work, go to bed late, watch TV, shout at them, make them cry, etcetera.

Teacher: When I am a parent I will love my children.

Team A student 1: When I am a parent I won't let my children go to parties.

Team B student 1: When I am a parent I (no answer), etcetera.

Team A gets one point but team B doesn't get a point.

EXERCISE 21

Oral activity. The teacher divides the class into two teams and chooses a leader. The teacher gives the leader a piece of paper containing what he/she is going to do tomorrow. The teams ask questions in turn until they find out what the leader is going to do. Each correct guess gets one (1) point. The team with the most points is the winner.

e.g.: Leader's list: do the shopping, watch TV, do homework, stay up late, visit grandparents, play tennis, etcetera.

Team A student 1: Are you going to play golf?

Leader: No I'm not.

Team B student 1: Are you going to play tennis?

Leader: Yes, I am.

Team A student 2: Are you going to watch TV?

Leader: Yes, I am.

Team B student 2: Are you going to write a letter?

Leader: No, I'm not. Etcetera.

EXERCISE 22

Reading Corner

Before you read the text:

Do this:

1. Write down three predictions for the year 2010.

2. What do you think will happen in the future? Say what you think about these different topics.
 - a) Life style
 - Everyone will live in cities.
 - People will live on the moon.
 - Homes and factories will use solar energy.
 - b) Education
 - Technology will replace teachers.
 - c) Work
 - Robots will take over most jobs.
 - Everyone in the world will have a job.

As you read the text:

Look at the predictions and write down:

Those that have
already come true

Those that have
partially come true

Those that have not
come true yet

In the year 2001

In the home, electronic cookers will appear and you will be able to cook a complete meal very rapidly. Videophones will bring pictures as well as sound to telephone conversations. Machines will control temperature lighting entertainment, security alarms, laundry and gardening.

At work robots will take over most jobs in the industry. Holidays will get longer. Men and women will retire at the same age.

Our leisure will be different, too. The home will become the center of entertainment through TV and electronic games.

People will eat a wider variety of food. New synthetic foods will form a regular part of people's diets.

Foreign travel will increase; winter holidays will become more popular than summer ones.

After you read the text:

1. When do you think this text was written?
2. Is the author a realistic person? Why?
3. Is he optimistic? Why?
4. What prediction can we make today?

EXERCISE 23

Project Work

Prepare a class newspaper. It may have the following sections:

Secondary school's memories. (You may refer to the most important moments of your life as a student in your secondary school.)

Future plans. (You may include vacations, future studies, personal expectations.)

Humorous or funny experiences.

Activities as member of (OPJM).

Useful contents or subjects.

Learning Journal

You have come to the end of this school year, but it's not the end of learning English:

- What did you learn in this school year?
- How do you feel about the things that you have learned?
- How confident do you feel now speaking, reading, understanding and writing English?

Write down:

1. Three things you really enjoyed.
2. Three things you are still not sure about.
3. Three things you know well.
4. Three things you didn't like much.

Fill in the chart according to your expectation for the future in these categories

<u>You</u>	<u>In 2 years</u>	<u>In 5 years</u>
School	_____	_____
Family	_____	_____
Work	_____	_____
Your classmates	_____	_____

Then interview three students from your class. Ask them the questions that will help you complete the chart.



Editorial
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