

10<sup>th</sup>  
Grade

# English

## WORKBOOK

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# *English Workbook*

*10<sup>th</sup> Grade*

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# *Al alumno*

El cuaderno de trabajo para décimo grado ha sido diseñado con el objetivo de complementar las videoclases y facilitar la práctica del idioma inglés. Contiene un gran número de ejercicios, que junto a los de las videoclases y los elaborados por tu profesor/a facilitarán tu práctica individual.

Los contenidos se han organizado alrededor de temas (topics) que corresponden a las principales funciones comunicativas del grado y que se presentan en las videoclases. De esa manera, de acuerdo con lo que estés estudiando puedes identificar los ejercicios que mejor convengan para ejercitar lo que se presenta en las videoclases. Recuerda que la ayuda de tu profesor/a es muy importante.

El tema 1 te ayudará a repasar contenidos de grados anteriores y a expresarte acerca de ti y tus actividades.

El tema 2 te permitirá ofrecer sugerencias, y el tema 3 te preparará para contar anécdotas y memorias de tu niñez y adolescencia.

En cada tema encontrarás diferentes secciones, textos, explicaciones que favorecen el desarrollo de las habilidades comunicativas objetivos del grado.

En la sección “Breaking the Ice” se realizan actividades comunicativas iniciales que te acercan al contenido fundamental del tema.

La sección “Reflecting on Language” favorece la reflexión sobre las estructuras gramaticales objeto de estudio, sin ahondar en explicaciones gramaticales, estas las encontrarás en la sección “Language Summary”. Después de cada reflexión o explicación aparecen ejercicios o actividades relacionadas con la estructura en cuestión. Muchos de los ejercicios han sido tomados o adaptados del Curso de Inglés Universidad para Todos II y han sido debidamente identificados para que puedas reconocerlos.

En la sección “Communication Tips”, aparecen expresiones y otros elementos de la lengua que puedes necesitar para hablar sobre las diferentes temáticas.

Las secciones “Reading Tips” y “Writing Tips” te ofrecen estrategias para leer y escribir mejor.

Algunos textos de lectura no aparecen directamente en el desarrollo del tema, pues las actividades preparatorias para la lectura así lo han requerido. Cuando eso suceda debes remitirte a la sección “Reading Corner” donde encontrarás además otros textos que pue-

des leer individualmente como parte de tu estudio independiente. En esta sección también encontrarás algunos consejos para comprender mejor la información que lees.

Casi al finalizar el desarrollo de un tema tienes una nota cultural en la sección “Cultural Note” que te permite ampliar tu conocimiento.

Finalmente debes reflexionar acerca de tu desempeño en cada clase a lo largo de una unidad, con la ayuda de la sección “Self-Reflection”.

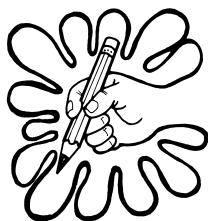
Esperamos que el cuaderno que se pone en tus manos te facilite el tránsito con éxito por la asignatura en décimo grado.

La autora

# *Topic 1 All about you*

In this topic you will practice:

- Giving personal information.
- Talking about present, past and future activities.



## *Breaking the Ice*

In this new term you are going to continue learning ways to communicate about your learning experiences, your preferences, and your feelings.

To start you are going to practice what you have learned in previous courses, so as to build your knowledge upon that and go further.

So, ready to begin the learning journey?

Since this is a new school, you will meet new people, and, of course, you will make new friends. Do the following task to get started.

## *Mini-task*

1. Work with your partner and find five things you have in common. Ask about:
  - a) Your secondary school.
  - b) Your family and home.
  - c) Your home and school address.
2. Now tell the rest of the class what you found in common.

Useful expressions here may be:

Both of us like... (hard rock)

Neither of us likes... (hard rock)

We both love...



## *Practice*

1. Your classmate Gilliam met a new friend on vacation. The conversation was recorded, but it is not clear in certain parts. Can you help us to complete the following conversation with the proper questions? (Tabloid Ex. 1)

Anne: Gilliam, I'd like you to meet my friend Mustafa.

Gilliam: Hello. My name is Gilliam.

Mustafa: Hello. I'm sorry, \_\_\_\_\_?

Gilliam: Gillian. G I double L I A N.

Mustafa: I'm Mustafa. \_\_\_\_\_?

Gilliam: I'm from England. \_\_\_\_\_?

Mustafa: I'm from Egypt.

Gilliam: Oh? Where \_\_\_\_\_?

Mustafa: Cairo.

Gilliam: It must be a beautiful city. \_\_\_\_\_?

Mustafa: Yes, I am married. And I have two children.

Gilliam: \_\_\_\_\_?

Mustafa: Said is 7 and Yussef is 5.

Anne: Well, Mustafa, Gilliam and I have to go now.

Mustafa: Bye, Gilliam. Bye, Anne.

2. Discuss in pairs what questions you would ask:

- a) to greet people
- b) to introduce oneself and others
- c) to ask for personal information
- d) to know about someone's nationality

- e) to know about someone's family
- f) to know about someone's likes and dislikes



## *Reflecting on Language 1*

How do you form questions in English?

For more details read Language Summary 1 in the Language Appendix.



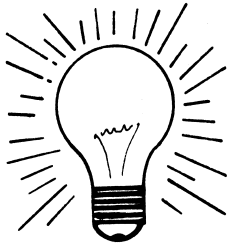
## *Practice*

6. Now read this list of questions and check your answers to the previous exercise. Then talk to a student in your class, whom you do not know very well and ask him/her the following questions. (Tabloid Ex. 3)
  - a) What's your name?
  - b) How old are you?
  - c) What's your address?
  - d) Where are you from?
  - e) What do you like to do in your free time?
  - f) Who do you live with?
  - g) Do you live in a house or in apartment?
2. Read the following paragraph. (Tabloid Ex. 6)

This is my friend **Megan**. She is **25** years old. She is from **Canada**. She lives in **Toronto**. She is **a doctor**. Megan is **married**. She has a **daughter** whose name is **Lillian**. Lillian is **3**. Megan loves her daughter. They live with **Robert**, Megan's husband.

  - a) Write the questions whose answers are the words in bold letters. For example:  
Who is she? **Megan**.  
What's her name? **Megan**.
  - b) Write a similar paragraph about a friend of yours.





## *Reflecting on Language 2*

1. Say which of the following statements are correct:

- a) We use the indefinite article **a** when it is followed by a word beginning with vowel.
- b) We use the indefinite article **an** when it is followed by a word beginning with vowel.
- c) We use the indefinite article **a** when it is followed by a word beginning with consonant.

For more details read Language Summary 2 in the Language Appendix.



## *Practice*

A cultural contest has been organized to see how much you know about different fields.

1. Complete the sentences on the right column. Draw a line between the question on the left and the corresponding answer on the right. Remember the correct use of a/an. (Tabloid Ex. 7)

- |                        |                                   |
|------------------------|-----------------------------------|
| a) What's Puerto Rico? | _____ It's _____ museum.          |
| b) What's the Sahara?  | _____ It's _____ clock in London. |
| c) What's Africa?      | _____ It's _____ river.           |
| d) What's Big Ben?     | _____ It's _____ island.          |
| e) What's the Louvre?  | _____ It's _____ continent.       |
| f) What's the Amazon?  | _____ It's _____ desert.          |

2. Complete the following sentences. (Tabloid Ex. 8)

- a) Gabriel García Márquez \_\_\_\_\_.
- b) Mother Teresa of Calcutta \_\_\_\_\_.
- c) Simón Bolívar and José Martí \_\_\_\_\_.
- d) Carlos J. Finlay \_\_\_\_\_.
- e) Conrado Benítez and Manuel Ascunce \_\_\_\_\_.

- f) Write sentences with the names of people you know and their professions or occupations. If you need a list of professions and occupations, consult the dictionary or ask your teacher. (Tabloid Ex. 9)



## *Reflecting on Language 3*

Different adjectives are used to describe people both physically and in terms of their personality. Check the meaning of the adjectives in the dictionary or with your teacher.



## *Practice*

1. Then group them in two columns.

Tall, medium height, short, thin, average weight, overweight, fat, slim, handsome, good-looking, pretty, beautiful, ugly, shy, outgoing, quiet, talkative, neat, messy, funny, serious, nervous, calm, quiet, intelligent, smart, noisy, stubborn, clumsy, etc.

<i>Physical traits</i>	<i>Personality traits</i>

2. Look at this example of a description of an ideal parent:

Patient

Always there

Reliable

Easygoing

Never unfair

Trusting

3. Now use the letters of the word TEENAGER to describe your idea of an ideal teenager, or, if you prefer, the worst kind of teenager!

4. Read what Mario tells his wife about their kids' activities.

Laura will stay at the office for a longer time today, so she phones her husband Mario to know about the kids. Mario explains that they are both in their bedrooms. He adds that German, as usual, is listening to very loud music and Monica is studying in the garden, also listening to that music he can't understand, while Alex is playing in the computer. "This is really crazy", he says.

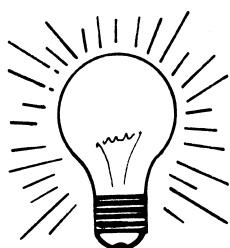
5. After reading the paragraph, complete the gaps in the conversation:

Mother: Hi, honey. It's Laura.

Mario: How are you doing? Are you about to come home?

Mother: Not exactly. I have to stay to finish a task, but I want to know about the kids.

Mario: Well, they are fine. German is listening to \_\_\_\_\_. Alex is \_\_\_\_\_ while Monica \_\_\_\_\_.



## *Reflecting on Language 4*

1. How are the simple present and present continuous formed? Underline all the examples above.



## *Practice*

1. Complete the following using either simple present or present progressive. Use the words in parentheses. The first one has been done for you. (Tabloid Ex. 11)

a) A: Ray! The phone is ringing (ring).

B: I can't get it. I \_\_\_\_\_ (wash) my hair.

b) A: Look at Juan. He \_\_\_\_\_ (smoke).

B: That's strange. He \_\_\_\_\_ (smoke + never)!

A: Maybe he is nervous about something.

c) A: Hey, Pam! What a surprise! What \_\_\_\_\_ you  
\_\_\_\_\_ (do) on campus?

B: I \_\_\_\_\_ (take) an art class this semester. It's  
great! I \_\_\_\_\_ (learn) a lot.

d) A: Please be quiet, we \_\_\_\_\_ (study) for a test!

B: What kind of test?

A: Math. We \_\_\_\_\_ (have + always) a math test on Mondays.

2. Complete the following sentences with information of your own. You can have several possibilities for the same sentence. Write as many as you can. (Tabloid Ex. 12)

a) Every morning I \_\_\_\_\_.

b) I always \_\_\_\_\_ at noon.

c) I seldom \_\_\_\_\_ on Sundays.

d) I usually \_\_\_\_\_ on Saturday nights.

e) I sometimes \_\_\_\_\_ in the evening.

f) I never \_\_\_\_\_ on week days.

g) I \_\_\_\_\_ every day at 6:00.

h) I frequently \_\_\_\_\_ on weekends.

Write the names of three important people in your life on a piece of paper.

Work in groups. Ask and explain what these people do/what they are doing at the moment, like this:





## *Reflecting on Language 5*

### *The use of pronouns*

- Perry is an excellent guitar player. He comes to see the Doctor because he sometimes sees spots before his eyes. (Sp. Ve manchas). Read the interview between the doctor and Perry. Fill in the correct subject and object pronoun. Before you do so, remember that the following relationships holds for subject and object pronouns in English. (Tabloid Ex. 16)

#### **Subject Pronoun**

I  
you  
she  
he  
it  
we  
you  
they

#### **Object Pronoun**

me  
you  
her  
him  
it  
us  
you  
them

#### **Reflexive Pronoun**

myself  
yourself  
herself  
himself  
itself  
ourselves  
yourselves  
themselves



### *Practice*

1. Doctor: How often do you see these spots before your eyes?

Perry: \_\_\_\_\_ see \_\_\_\_\_ every time I go  
outside.

2. Doctor: I have some drops here. \_\_\_\_\_ can put \_\_\_\_\_  
in your eyes.

Perry: No, \_\_\_\_\_ don't need \_\_\_\_\_. My  
eyes are fine when I'm inside.

3. Doctor: Hmmm. Do you want to try sunglasses?

Perry: No, \_\_\_\_\_ never wear sunglasses. \_\_\_\_\_  
don't like \_\_\_\_\_.

4. Doctor: Are you nervous about your job these days, Perry?

Perry: Of course not. I am not nervous about my job. \_\_\_\_\_  
love \_\_\_\_\_.

5. Doctor: Perry, are there any, uh, any problems between you and your wife?

Perry: No, doctor. My wife is wonderful. \_\_\_\_\_ adore  
\_\_\_\_\_.

6. Doctor: Does she know about the spots?

Perry: Yes, she does. \_\_\_\_\_ is worried about \_\_\_\_\_ too.  
But she is strong. \_\_\_\_\_ always tries to help  
\_\_\_\_\_.

7. Doctor: You're a lucky man, Perry. But this problem is serious.

\_\_\_\_\_ just don't understand \_\_\_\_\_. \_\_\_\_\_  
really puzzles \_\_\_\_\_.

Perry: So, doctor?

Doctor: Let me think. Here are some pills. I want you to take  
\_\_\_\_\_ tonight and call \_\_\_\_\_ in the morning!

Perry: O.K. doctor, but please, help \_\_\_\_\_. \_\_\_\_\_ am very concerned.



## ***Reflecting on Language 6***

*Simple Past*



## *Practice*

1. Complete these sentences using the correct form of the verbs in the past tense. When you finish completing, you will be able to read a story about Benny. (Tabloid Ex. 17)

Benny was an excellent student.

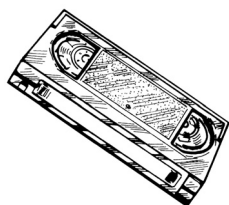
- a) Teachers always \_\_\_\_\_ (like) Benny.
  - b) He \_\_\_\_\_ (work) hard in school.
  - c) He always \_\_\_\_\_ (finish) his work first.
  - d) The teacher always \_\_\_\_\_ (call) on him.
  - e) He always \_\_\_\_\_ (answer) questions correctly.
  - f) He \_\_\_\_\_ (remember) all his lessons.
  - g) He never \_\_\_\_\_ (talk) out of turn.
  - h) The other students \_\_\_\_\_ (hate) Benny.
  - i) One day, they \_\_\_\_\_ (decide) to get back at him.
  - j) They \_\_\_\_\_ (roll) a piece of paper into a ball.
  - k) They \_\_\_\_\_ (wait) for the teacher to turn his back.
  - l) They threw the paper ball at the teacher. It \_\_\_\_\_ (land) on the teacher's head.
  - m) The teacher was really angry. He \_\_\_\_\_ (yell) at the class.
  - n) "Who did that?" he \_\_\_\_\_ (ask).
  - o) All the students \_\_\_\_\_ (point) to Benny.
  - p) But the teacher \_\_\_\_\_ (trust) Benny.
  - q) The students \_\_\_\_\_ (promise) to behave properly.
2. Complete the following sentences using the correct form of the irregular verbs in parentheses. (Tabloid Ex. 19)
- a) Loretta and Sheila \_\_\_\_\_ (have) a wonderful time in Havana.
  - b) They \_\_\_\_\_ (fly) to Havana on May 23rd.
  - c) They \_\_\_\_\_ (find) many interesting things to do in the city.
  - d) They \_\_\_\_\_ (eat) great Cuban food every day.

- e) They \_\_\_\_\_ (go) to the Museum of Fine Arts and the Capitol.
- f) They \_\_\_\_\_ (take) pictures of the city from the Castle of La Punta.
- g) They \_\_\_\_\_ (stand) at the top of the Morro Castle light house, and \_\_\_\_\_ (write) their names on its wall.
- h) They \_\_\_\_\_ (spend) an evening at the water front.
- i) They \_\_\_\_\_ (buy) copies of wonderful Cuban paintings, including the famous *El Rapto de las Mulatas*, painted by Carlos Enríquez.
- j) They \_\_\_\_\_ (see) well known dancer Lupe Guzman in Tropicana.
- k) They \_\_\_\_\_ (meet) wonderful people in the streets.
- l) They \_\_\_\_\_ (sit) beside John Lennon's statue in Vedado.
- m) They \_\_\_\_\_ (speak) English with a Cuban friend all afternoon.
- n) They \_\_\_\_\_ (get) tired after taking long walks around Old Havana.
- o) Loretta \_\_\_\_\_ (hurt) her left arm by accident and a nice young doctor assisted her. Loretta was surprised he could speak English so well.
- p) They \_\_\_\_\_ (think) Havana was a wonderful place to see.
- q) They \_\_\_\_\_ (leave) the city with strong wishes to come back.
- r) They really \_\_\_\_\_ (fall) in love with the city and its people.

### 3. Chain story.

Choose a word you have studied recently.

Your teacher will begin telling a story. Then, as the teacher goes round the class, each of the students has to add another brief segment to the story, and include the word chosen.



## *About the video-lessons*

### *The Case of the Missing Husband*

1. Discuss these questions with your partners:
  - a) Who are the main characters in this story?
  - b) Where does it take place?
  - c) Why is the husband missing?
  - d) What happened at the end?



2. With the help of your teacher you may ask some other questions.
3. After discussing the questions, give your teacher a written summary.

## ***Project Work***

*Task: Most common activities of class members*

1. Preparation for the task.
  - a) How do you spend your time? How do people in your family spend their time?
  - b) If necessary, check the meaning of the following words and phrases with your teacher. Decide which activities you associate with the people in your class.  
  
Working long hours  
Doing a course on...  
Watching/playing  
Going out in the evening  
Looking after children  
Studying hard  
Doing sports  
Doing the housework
  - c) Explain why you associate the activity with the person.
  - d) Associate the activities left out with some other people. Explain why.

## ***Task***

1. You are preparing a project about the most common activities in which the members of your class participate. So, you need to interview some people in order to prepare the report of your group. First spend a few minutes preparing for the interview. Think about:
  - a) The questions you will ask your partner to find out how he/she organizes her schedule to participate in most school activities.
  - b) Any special vocabulary you need to describe your interests. See the section Communication Tips if needed.

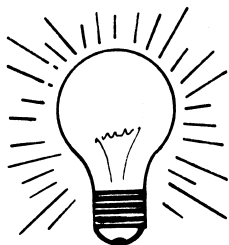
2. Walk around the class to ask three or four students. Take down notes of what they say and then sit with your partner to prepare your report.
3. You will have one minute to tell the rest of the class. Make sure you tell them about the most important things.
4. Listen as the other students are introduced. Note down one thing you have in common with each person.
5. How do you spend your time on weekends?
6. Match the phrase from Box A with an opposite phrase from Box B.

#### **BOX A**

- a) I love...
- b) I'm interested in...
- c) I really enjoy...
- d) I spend most of my time...
- e) I'm quite good at...

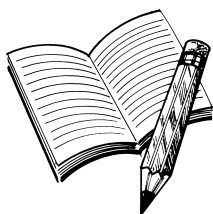
#### **BOX B**

- \_\_\_\_\_ I don't have enough time for...
- \_\_\_\_\_ I'm not very interested in...
- \_\_\_\_\_ I simply hate...
- \_\_\_\_\_ I'm not very good at...



### ***Reflecting on Language***

1. What verb form is used after all these expressions? Spend a few minutes checking with your teacher and memorizing the prepositions used in the phrases.
2. How do you spend your time? What do you like/dislike doing?



### ***Writing Time***

- Write about the most frequent activities of your school group or your neighborhood group on weekends.

## Writing Tips

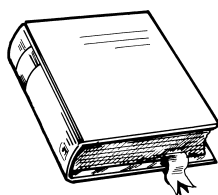
Introductory paragraph: Introduce your ideas describing the general characteristics of your group.

Paragraphs 2, 3...: Develop your ideas describing the most common activities you and your group generally do. Refer to the activities, when and why you do such activities.

To link the different ideas use connectors such as:

- and, besides for adding information
- because, since, as for giving reasons
- on the other hand
- but, on the contrary to express contrast.

Closing paragraph: State how you feel as a group and individual when you participate in the different activities together.



## *Reading Time*

Some years ago a teacher was doing a research about the reading habits of teenagers in her school. These are some of the opinions she got. Read them and react to each one of them. Then share your reactions with your partner and group as indicated by your teacher:

- “Reading is boring. I never read.”
- “I only read the sports section.”
- “ I love reading. It's relaxing.”
- “Reading? Oh, no.”
- “Reading is a waste of time. I prefer films.”
- “ I don't read because I can't stay focused, so I get bored.”

What is your conclusion?

Our reflection is that reading is a very important activity in life. But, as anything in life, you must have a reason for reading.

## Reading with a purpose

A reader's purpose affects everything about reading. It determines what's important in the text, what is remembered, and what comprehension strategy a reader uses to get the meaning of the text.

To make sense of what you read use the following strategies:

- **Marking text:** It is the use of writing codes to signal the reactions and reflections as you read. You and your teacher would agree on the code to use. For example:  
(?) = questions you have about the information in the text.  
(!)= for interesting, important information.
- **Underlining:** to highlight important information.

## *Reading Task*

1. Decide with your teacher the marking code to show your reactions as you read.
2. Look at these words. In pair, discuss which ones you would use to talk about a teenager and which you would use to talk about a parent.  
neat                      irresponsible                      complaining                      well-mannered  
ill-mannered                      contradicting                      nagging
3. Read the poem Teenagers are People. As you read mark your reactions, questions and comments.
4. After reading the poem answer these questions:
  - a) What opinions are being expressed?
  - b) What adjectives does the author use to describe teenagers and parents?
  - c) Do you think most teenagers and parents?
  - d) The poem was written long ago. Are teenagers different now?
  - e) What do you think are the real cause of conflict between parents and teenagers?

As you read the following text mark your reactions, questions and comments.

Teenagers are People

Teenagers are people  
They sing in high tones.  
They're always complaining  
And have great hopes.

They enjoy and like chatting,  
They usually want to dance.  
They like to go camping  
And hang out and have fun.

Well, I guess most are OK,  
Polite and not rude,  
And some aren't always in a terrible mood.

I don't really get it. I just don't know why.  
Some people don't understand them, but they should try.

I love my teenagers, my daughter and son  
It's really a fact that I was once one.



## *Cultural Note*

With the help of your teacher, your teacher of Spanish or a dictionary, complete this definition:

Proverbs are...

Read and analyze these proverbs in English:

1. It's no use crying over spilt milk.
2. Don't count your chickens before they're hatched.
3. Where there is a will there is a way.

Can you think of circumstances or stories which might illustrate the truth of one of the proverbs?

## *Self-Reflection*

*What have I learned?*

Give a mark out of 10 for each:

Skill	Mark	Reasons
Speaking		
Reading		
Listening		
Writing		
Grammar practice		
Vocabulary practice		
Homework		
Project work		
Add other things you think are important		
What the teacher might do to make the lessons better		
What you should do to make the lessons better		
What you, as a student, should do to progress		

(Adapted from *Five Minute Activities*, P. Ur. p. 18)

## *Topic 2 Do you have any suggestion?*

In this topic you will practice:

- Asking for and giving advice and suggestions.
- Expressing likes dislikes.



### *Breaking the Ice*

People are sometimes worried about their health. Some enjoy taking medicines that other people suggest, instead of visiting the doctor.

Common sense indicates that when feeling bad, it is advisable to see a doctor.

With your partner read the following situation.

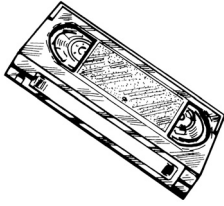
Mariam is a girl from Kenya. She is in a high school at the Isle of Youth. She needs to go to the doctor's because she is feeling bad. She knows very little Spanish, but the doctor can communicate in English fairly well because he worked in South Africa for five years.

Discuss with your partner:

- the sicknesses she might describe
- the questions the doctor might ask
- the instructions that the doctor might give her

After the discussion:

- gather in small groups
- share your answers with the class
- write them down



## *About the video-lessons*

As you observe the situations in the video-lessons, you will hear people giving advice. Listen carefully and take down three recommendations.



## *Refelecting on Language 1*

1. How were the recommendations constructed?
2. Which sentence below expresses:
  - a) a necessity
  - b) a good thing to do (a piece of advice)
    - Carmen should stop eating rich desserts.
    - Edward must lose some weight.

For further information consult the Language Appendix.



## *Practice*

1. Look at the list below, then complete the table that follows with the advantages and disadvantages of doing the following: exercising, eating vegetable, smoking, drinking alcohol.

*List:* relaxing – pleasant – helps you to keep slim – addictive – relieves stress – dangerous to others – hangover – risk of cancer – tasty



	<b>Advantages</b>	<b>Disadvantages</b>
Exercising	_____	_____
Eating Vegetables	light and fresh...	_____
Smoking	relaxing...	makes your breath smell
Drinking Alcohol	seems to relieve stress hangover...	_____

2. Use your note from the previous exercise and the expressions below to talk about the good and the bad things about exercising, eating vegetables, smoking and drinking alcohol.

*Example:*

Although sunbathing gives you a suntan and can help you relax, it has disadvantages. For example, sunbathing dries the skin and causes wrinkles. Sunbathing may possibly lead to an increased risk of skin cancer, although there are suntan oils available which provide protection for the skin.

### Communication Tips

Useful words and expressions:

can/could      leads to      ends up      contributes

might/may      results in      creates

should causes produces

must/have to

(...) has advantages and disadvantages

(..) causes.../ produces.../ creates.../ contributes to.../ leads to.../

(...) might end up in.../ result in...

3. Imagine you are a doctor and you want to give your patients some advice on what to do to keep healthy. Match the problem with the cause and the treatment, then tell him/her what he/she has to do. You may use your own ideas.

#### Cause

smoking

eating unhealthy food

strict diet

reading too many hours

#### Problem

overweight

fever

feel tired

bronchitis

eat larger meals

#### Treatment

stay in bed

give up smoking

must diet and exercise

wear glasses

*Example:*

Your problem is that you are overweight because you eat too much unhealthy food. You must go on a diet and take up exercise.

*Expressing likes, dislikes and preferences*

Every social group has its customs. So people would have their preferences as to what to do on holidays or in their free time.

- Let's read what these people answered to the question What do you like to do in your free time?

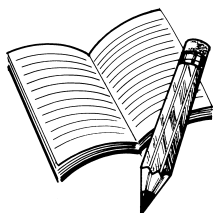
**Miguel** (Age: 15) I love painting. So, on weekends I like to sit under a tree to paint the landscape before me. I hate it when it rains.

**Lidia** (Age: 16) My favorite pastime is watching television. I enjoy soap operas and films. I don't like cartoons.

**Nathalie** (Age: 16) I must say I adore reading. That's really my favorite pastime. I dislike going camping.

**Joanna** (Age: 17) I really like practicing sports. Volleyball is my favorite.

**Viviana** (Age: 18) I enjoy doing things in the computer.



## *Writing Time*

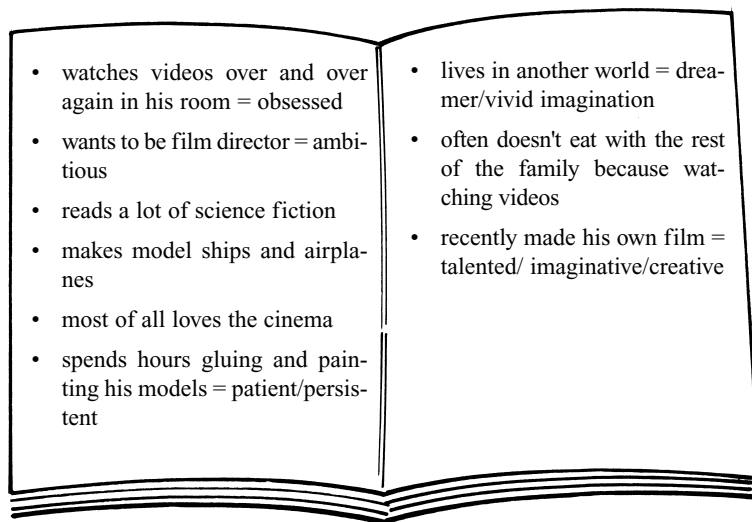
1. Write at least 4 sentences about each of the following people saying what they like or do not like to do and their reasons for likes and dislikes. Then share the information with your partners.

A worksheet template with a wavy bottom edge and two punch holes at the top. It contains the following prompts with lines for writing: "Your mother:", "Your father:", "Your brother:", "Your sister:", "Your best friend:", and "You:". There are also several blank lines at the bottom for additional writing.

2. Many people think that the clothes a person wears and the way that person talks and behaves tell us about what that person is like. I also think that the things people like doing in their free time give an idea of someone's personality. My brother, Peter, is a good example of how hobbies and pastimes can reflect personality.

The student who wrote this introduction had lots of ideas for the description of his brother. Read his notes, and observe the adjectives he uses to describe his brother's personality.

Since the composition was not completed, write your own version.



## ***Vocabulary***

Gluing = Sp. pegando

Obsessed = Sp. obsesionado

His own = Sp. su propio

Go to the section Reading Corner and read a version of the composition. Check whether your ideas are similar to those of its writer.



## ***Reflecting on Language 2***

1. One of his hobbies is making model ships and airplanes.
2. Another hobby my brother has is reading science fiction.

Analyze the above sentences and answer the questions:

- What phrases does the writer use to express Peter's likes?
- How is this expressions formed?

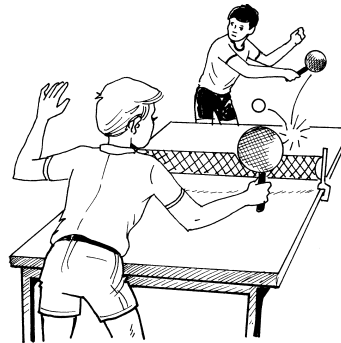
**Infinitive and “-ing forms”** are often used to express likes and dislikes.

For more details consult the Language Appendix.



## *Practice*

1. Look at the pictures and make sentences using the prompts as in the example.  
Example: They like going camping.



2. Read the short dialogues and complete the conversation. Use the verbs from the list.  
Then practice and act them out with your partner.

Verbs you need to use to complete the blanks:

win, take, do, arrive, build, take, sit, go

a) A: Henry should work with us. He's very good at \_\_\_\_\_ cases. Last year he won 10 out of 13. Have you tried to hire him?

B: No.

A: You haven't?

B: I haven't and I won't. I look forward to \_\_\_\_\_ Dennis instead.

b) A: Would you mind \_\_\_\_\_ the dog out for a while?

B: Not at all. I love \_\_\_\_\_ that. I have a dog too and that's my job at home.

A: Thank you. That's very kind of you.

c) A: Teacher, I apologize for \_\_\_\_\_ late. I overslept. I am really sorry.

B: It's ok this time, but I will not let you in next time.

d) A: We have lots of ideas for next year. To start with, we plan \_\_\_\_\_ another school and a cafeteria next to it.

B: That's terrific! When are you going to begin \_\_\_\_\_ it?

e) A: I enjoy \_\_\_\_\_ on picnics, how about you Sarah?

B: Oh, me too, and I love \_\_\_\_\_ by the sea when I am worried or stressed.

It is obvious that we very often give advice and suggestions about health. Nonetheless, recommendations are also very important when you travel. The project work that follows will help you to practice and use what you have learned so far.

## ***Project Work***

Task: Make a leaflet for foreign visitors to your city/town/village.

Preparation for the task:

1. Go to the school library or consult Encarta to find information about Phillipines:

- Location
- Language
- Capital city
- Climate
- Geography
- Costoms and traditions

## Reading Tip

To locate specific information you need to scan the text.

**Scanning** is moving your eyes over it very quickly in order to find something specific and easily recognizable (dates, names, places).

To scan:

- Go over the text very quickly.
- Identify the information you are looking for.

2. Read the following extract which gives 'tips' to foreign visitors about social behavior and customs. Read the extract and answer the following questions:

- a) Which social situations are mentioned?
- b) How different are Filipinos and Cubans?

### *Tips for Foreign Visitors to the Philippines*

Most visitors to the Philippines are surprised to find English is commonly spoken, and with time, they become used to the Filipino time. Filipinos are gregarious, happy and generous people. They usually accompany their messages with a smile.

Please find below some tips to avoid offending the Filipinos when you are in the Philippines.

- When trying to make an important point, or in a serious situation, a Filipino laughs, not meaning *he is enjoying himself* but a way to soften a difficult situation.
- If you invite a Filipino to your graduation party and he brings you a gift which you open immediately, he or she will feel embarrassed.
- If invited to a dinner or a party in a private house in the Philippines, you shouldn't arrive at the exact time, as you might find that *you are too early*.
- Someone whose face is familiar to you, raises his eyebrows when you are passing by means he or she is *greeting you*.
- It is *just an accepted norm* if two men are holding hands or with arms over each other's shoulders,
- Dating is common in the Philippines, and when paying, *men should pay*.
- In the Philippines you can hear a person saying "teacher Aquino", or "assistant secretary Aquino", "engineer Aquino" as titles before names is very *common*.

## Task

Imagine that you work for the advertising section of the tourist bureau of your town. You have been commissioned to prepare a leaflet for visitors, similar to the one about Philippines. Make a list of ideas under the following headings:

- Addressing people.
- Meeting and greetings.
- Concern about time.
- An invitation to someone's house.
- Music and dancing in public places.
- Interesting places to visit.
- Things people like doing.

Ask your teacher about any words or phrases you need. The phrases in the section Communication Tips may be useful.

### Communication Tips

#### *Useful language*

Describing places:

My city/town/village is famous for...

The city/town/village is well known for...

Most visitors are attracted by...

It is quite common/uncommon

It is unusual for people...

You will enjoy the visit.

Giving advice and recommending:

You should definitely visit...

You should never...

You should not expect people to...

You must wear... because of...

It is advisable to...

You may find it difficult to...

You must visit... because...

You should avoid...

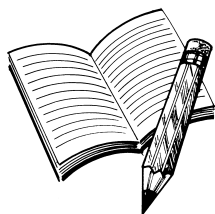
You must see...

“...is worth seeing.”

“...is worth a visit”

## Useful strategies

- Find information about your town in the local or school library.
- Ask your parents, relatives or neighbors who have lived in town for long.
- Read advertisements and leaflets already published.
- Select the phrases used to inform, to suggest, to invite that may be useful to your task.
- Study the layout, the illustrations and photographs used.
- Design your own layout.
- Work in pairs to make a list of possible tips.
- Ask another student/person to read the tips and give suggestions.
- Rewrite the tips according to suggestions.
- Read the information through to improve any weak point.
- Write the final version of the text.
- Create the leaflet.



## *Writing Time*

### Describing places

#### Introduction:

- State the name of the place and location.
- Short general description of the place.

#### Main Body:

- Talk about places to visit for its social, cultural or historical interest.

#### Conclusion:

- Closing statement giving an overall impression of the place (use adjectives to make the description more interesting).
- Invite people to visit the place.

Present tenses are generally used in this type of writing.





## ***Cultural Note***

Read and analyze the proverb:

When in Rome do as Romans do.

Can you think of circumstances or stories which might illustrate the truth of the proverb?

## ***Self-Reflection***

*What have I learned?*

Give a mark out of 10 for each:

Skill	Mark	Reasons
Speaking		
Reading		
Listening		
Writing		
Grammar practice		
Vocabulary practice		
Homeworks		
Project work		
Add other things you think are important		
What the teacher might do to make the lessons better		
What you should do to make the lessons better		
What you, as a student, should do to progress		

(Adapted from *Five Minute Activities*, P. Ur, p. 18)

# *Topic 3 Memories*

The activities of this topic will help you:

- To speak about past memories and experiences.

To do so, you will need to use the simple past and continuous tenses and other forms like used to and would.



## *Breaking the Ice*

### 1. Remembering and forgetting.

Work in groups. What kind of things are you good/bad at remembering? Think about:

- Names and faces.
- Birthdays.
- Fact and figures.
- Phone numbers.
- Lyrics of songs.
- Leading actors or actresses in films.
- Funny stories and jokes.
- Messages.
- Words in English.

## 2. Test your memory.

It is advisable to read first the text in the Reading Corner.

This is your new ID card number 3853204779. Try to memorize it by breaking the number into groups of three or numbers. Repeat them to yourself a few times. You have **thirty seconds**.

The following words and phrases are part of the vocabulary you have studied. Try to memorise them by putting them all into a very short story. You have a minute and a half.

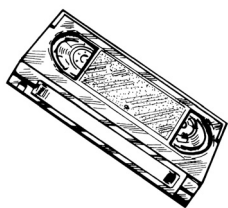
- medium height, father, average weight, good-looking, serious, smart, hardworking.

## *Mini-task*

### 1. Think about an important meeting in your life. It could be:

- The first time you met your girlfriend/boyfriend or another special person.
- A time when you met someone famous or important.

When did you meet? What was happening in your life at the time? What impressions did you have of the other person and how did you feel? Describe your meeting to other students. Ask your teacher for any words or phrases that you need.



## *About the video-lessons*

Listen to the stories presented on the video-lesson carefully and write down what the speakers were doing when the lights went out.



## *Practice*

### 1. Choose the best forms to complete the gaps. Check your answers with the help of your partner and teacher.

When I first met/was meeting Thomas, it was probably nine or ten weeks after he had arrived from Harlem, New York, and he was feeling/felt very lonely. He could speak very little Spanish and it was difficult for him to go around town. He was studying/studied at the Latin American school of medicine and was living/lived in the students's residence. I met/was meeting him one day when my cousin Julia had/was having a party to welcome new students from other countries. I liked him immediately but it was difficult to have a conversation with him because he learned/was still learning Spanish and my English was very poor. I remember the first thing I did/was doing was to help him learn Spanish and he taught/was teaching me to speak English. As time has passed we have become good friends.



## ***Reflecting on Language 1***

### *Past simple and continuous*

1. Read the story again and find three examples of:
  - a) Irregular verbs in the Simple Past.
  - b) Regular verbs in the Simple Past.
  - c) The Past Continuous.
  - d) How are the Past Simple Verbs and Past Continuous formed?
2. Choose the correct alternative to complete the rules about the Past Simple and Continuous. Find at least one more example for each rule from the story.
  - a) The *Past Simple/Past Continuous* shows complete, simple actions in the story—usually the main verbs.
  - b) The *Past Simple/Past Continuous* shows actions in progress at a time in the past. They often start before and continue after the main event of the story.
  - c) The *Past Simple/Past Continuous* is normally used for verbs which describe states.

For more details consult the Language Appendix.



## *Practice*

1. Read Marlon's story and answer the following questions:
  - a) When did Marlon and his brother start to learn English?
  - b) What did their parents use to say?
  - c) What would their parents ask them every day?
  - d) What did their mother use to do?
  - e) What happened once?

Marlon:

My brother and I began to learn English when we were kids. My parents used to say that children learn English very easily. Every day they would ask us to say something in English. My mother used to be very strict when we were children. As an English teacher, my mother would always correct what we said. She used to make us repeat words and sentences over and over again. Once she was teaching me how to pronounce 'candy' correctly. She repeated the word several times —candy, candy, candy. After the third time I started to sing a popular song then: “Candito no seas travieso, no seas travieso Candito”. My mother only laughed at the funny incident.



## *Reflecting on Language 2*

1. Look at these rules on *used to* and *would* and choose the correct alternative.
  - a) We use *used to* and *would to talk* about habits, routines and states in the past/single events in the past.
  - b) Instead of *used to* and *would* we can always use the past continuous/past simple .

## *Project Work*

Task: Describe a childhood memory.

Preparation for task.

## Reading Tips

### *Making connections*

To make connections:

- Relate the information in the text to your own experience.
- Relate the information in the text to what you know.

You are going to read the narration of two people about an important childhood memory. The following words/phrases are important in one of the two stories. Mark them E (Ettu's story) or M (Marlon's).

- Candy
- Learn English
- Best friend

Ettu:

My brother Marlon has always been a very smart boy. When he was about four, and I was 9, my parents, who are English teachers, tried to teach us to learn English. He wanted his best friend to learn with him. My parents thought it was too late for Eddie to begin the English lessons, so they said: "It is not possible now because you started a month ago and it will be difficult for Eddie to catch up". Marlon listened and did not reply. Two weeks later, he came with Eddie and told my father: "He is ready, ask him, please". Eddie could answer all the questions because my brother had taught him. While Eddie was answering my mother was smiling with pleasure. Marlon was a good friend and a good teacher.



## *Practice*

1. Practice the following mini conversations:

- a) Take turns so that each one of you role play both speakers.
- b) After practicing create a similar conversations. You should change the places and the activities.

1

Tony: Where did you live when you were a child?

Maria: I used to live in Matanzas. I loved it there.

Rosa: Why did you move?

Maria: Because my father came to work in a new factory in this town.

## 2

Ray: Wake up!, Carmen. Where were you?

Carmen: I was thinking about my childhood.

Ray: That was long ago!

Carmen: Not that long, only 5 years ago. I enjoyed living by the sea. I used to go swimming every day.

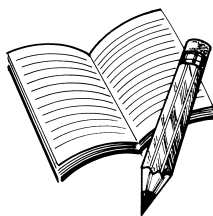
Ray: I see you really liked it! Didn't you?

Carmen: It was fantastic!

2. Work with your partner. Ask each other the following questions and then share the answer.
  - a) Where were you born?
  - b) Who did you live with?
  - c) Where did you go to play when you were a child?
  - d) Who did you play with?
  - e) What was your favourite game?
  - f) Did you have any hobbies?
  - g) What did you use to do as a child or adolescent?

## *Task*

1. Think of an incident that happened to you as a child or adolescent. It could be:
  - A time when you did something wrong.
  - A story about a pet or animal you had as a child.
  - A time when you met someone important.
2. Take some minutes to plan how you will tell your story. Make a note of the key words, ask your teacher about any words or phrases you need.
3. Work in small groups. The sentences/phrases in the section Communication Tips can be useful. Tell the story to the other students. They should listen and ask questions if they want to. When everyone has told their stories, choose an interesting story from the group to tell to the rest of the class.



## *Writing Time*

Write your story out for the teacher to read and correct.

### Introduction:

- Introduce your story with a general statement.
- Refer to the people in the story
- Time and place of the incident to be narrated.
- Brief reference to what happened.

### Main body:

- Narrate the details of the incident.
- What happened before the main event/ the main event itself
- Refer to how it happened and/or the persons involved.
- What each person involved did and how they felt.

### Conclusion:

- What happened in the end
- How people felt
- How the incident is remembered

### *Communication Tips for telling the story*

Beginning the story:

This all happened about... years ago...

When I was...

One day, when I was...

Once, when I was...

I remember when I was...

There was a time when...



Telling the story:

Suddenly...

After a while...

So,...

Then...

Ending the story

So, eventually...

In the end...

For showing interest on what is heard:

Really!

How funny/amazing/sad!

Oh no!

What did mom/dad/... say?

So, what happened?



## *Cultural Note*

1. Copy the song The Way we were by Barbra Streisand. What memories does she describe?
2. Analyze these proverbs with your classmates and teacher. Narrate an anecdote or personal experience in which the message of one of the proverbs has been proved. Find an equivalent in your mother tongue.

Experience is the best teacher.

Live and learn.

A friend in need is a friend indeed.

## ***Self-Reflection***

Give a mark out of 10 for each:

Skill	Mark	Reasons
Speaking		
Reading		
Listening		
Writing		
Grammar practice		
Vocabulary practice		
Homeworks		
Project work		
Add other things you think are important		
What the teacher might do to make the lessons better		
What you should do to make the lessons better		
What you, as a student, should do to progress		

(Adapted from *Five Minute Activities*, P. Ur, p. 18)

# Reading Corner

## Text 1

---

*Stating a purpose for reading*

1. Say whether the following statements are true or false.

\_\_\_\_\_ Music can improve the level of intelligence.

\_\_\_\_\_ Classical music stimulates human intellect.

\_\_\_\_\_ Listening to Mozart increases your IQ (coeficiente de inteligencia).

2. Read the following text. As you read:

a) Find evidence for your beliefs about the previous statements.

b) Mark how you make sense of it.

### Improving your Intellect

A team of researchers at the University of California claimed recently in a report that listening to classical music can actually improve one's level of intelligence. This surprising claim was made after groups of volunteers listened to three different tapes and completed IQ tests after listening to each one. The volunteers heard ten minutes of Mozart, a relaxation tape, and a recording of silence. When taking the test after listening to Mozart, the results were noticeably higher than after the other two.

Researchers believe that this kind of music opens neural networks which are used when performing intellectual tasks like puzzle and solving.

(Adapted from *Practice Text 2* by Virginia Evans and Jenny Dooley, page 76, Express Publishing, 1998)

3. After reading the text discuss with your partner the following questions:

a) What was the effect of music?

b) Do you think the music genre influenced for the result?

c) What kind of music do you use to relax/to study?

## Text 2

---

1. Before reading the text:

a) Do you like to be on fashion?

- b) What kind of clothes do you wear for:
    - A party.
    - A sport event.
    - A concert.
2. As you read the following text:
- a) Write down Peter's hobbies.
  - b) List Peter's personal characteristics.

### What do clothes say about you?

The clothes a person wears and the way that person behaves tell us a lot about what that person is like. Similarly, we can understand a lot about someone's personality from the way they talk, their interests and topics of conversation, and, of course, the things they like doing in their free time. A particularly good example of the way someone's leisure activities reflect their personality is my brother, Peter.

Peter likes to pursue interests which he considers 'constructive'. One of his hobbies is making model ships and airplanes, something which he takes very seriously. He often spends hours at his workbench gluing the parts together or painting models he has just finished. Not only does this require considerable patience and persistence, but it also clearly shows his desire to do things as carefully and conscientiously as he can. Another hobby my brother has is reading science fiction. He is a voracious reader of such novels. Maybe they are an outlet for his vivid imagination. His tendency to be a bit of a dreamer is certainly reflected in what he likes doing most in his free time-watching films on video or at the cinema.

Ever since he was a little boy, cinema has been the most important thing in Peter's life. So obsessed is he that he often spends hours locked in his room watching videos over and over again, even refusing to come down for meals with the rest of the family. He recently started making his own small-scale films. The result so far have been very impressive and prove that my brother possesses great talent and creativity.

Generally speaking, Peter's hobbies and interests reflect his tremendous energy and enthusiasm, and his unwillingness to waste time or do nothing. He is more than capable of fulfilling his ambition to become a famous film director. In fact, it would come as no surprise if he ended up like Spielberg one day.

(From Proficiency Gold by Richard Mann, page 31, Longman, 2000)

3. After reading the text answer these questions:
- a) What characteristics would you highlight in Peter's personality?
  - b) What characteristics do you share with Peter?
  - c) What characteristics does your brother or sister share with Peter?
  - d) What is the relation between the title of the text and the information it provides?  
Would you change the title? What title would you give it?

## Text 3

---

1. Before reading the text answer:
  - a) Have you ever had any embarrassing experience because you forgot any of these things?
  - b) Work with your partner. What methods do you use to remember things?
2. Read the following text about how memory works. It mentions six techniques for helping you remembering things. What are they? According to the text, which techniques are useful for:
  - a) Remembering things for a few seconds?
  - b) Remembering foreign words?
  - c) Remembering long numbers?

### About Memory

Many people complain that their memory is bad, particularly as they get older. Phone numbers, names, facts we studied only a few days ago —life would be so much easier if we could remember them all effortlessly. So how can we improve our memory?

Many people think that repeating things is the best way to remember them. While this undoubtedly helps short-term memory (remembering a telephone number for a few seconds, for example), psychologists doubt whether it can help you to remember things for very long. The British psychologist E.C. Stanford seemed to prove this point when he tested himself on five prayers that he had read aloud every morning for over 25 years. He found that he could remember no more than three words of some of them! More helpful, especially for remembering numbers, is grouping the information. The following numbers would be impossible for most of us to remember: 1492178919931848. But look at them in groups, and it becomes much easier: 1492 1798 1993 1848.

So what about ‘memory training’? We’ve heard of people who can memorise packs of cards by heart —how is this done and can anyone learn how to do it? According to experts, there are various ways of training your memory. Many of them involve forming a mental picture of the items to be memorised. One method, which may be useful in learning foreign languages, is to create a picture in your mind associated with a word you want to remember. For example, an Spanish speaker wishing to learn the English word ‘candy’ (caramelo), could associate it with the name Candi (sort form of the name Candida o Candido).

Another method could be to invent a story that includes all the things you want to remember. In experiments, people were asked to remember up to 120 words using this technique: when tested afterwards, on average, they were able to recall 90 per cent of them! Surprisingly, however, there is nothing new about these methods —they were around

even in ancient times. Apparently the Roman general Publius Scipio could recognise and name his entire army —35,000 men in total!

Some people use other methods to remember words in another language. For instance, they create rimes and raps with the words.

How about you? What method do you use?

(Adapted and re-elaborated from Cutting Edge, 1998, p. 18.)

3. After reading answer the last questions of the text and then share with your partner and teacher.

# Text 4

- 1. Before reading the text:
  - a) Do you find different words in the Spanish spoken in different parts of the country and in Latin America? Provide some examples.
  - b) What differences have you noticed between British and American English?
- 2. As you read the text:
  - a) Complete this chart.

Word	British meaning	American meaning

## How Different is American English from British English?

“A school which is private”.	<b>Public school</b>	“A school that is open to everyone”.
“Something that you wear under your trousers”.	<b>Pants</b>	“Something which you wear to cover your legs, over your underpants”.
“Long sticks of potato which you cook in deep oil and eat hot with a meal”.	<b>Chips</b>	“Very thin slices of fried potato which you eat cold before a meal or as a snack”.

Confused? American and British English have lots of words which look the same but have different meanings. Nobody ever gets into serious trouble if they make a mistake. But things can get complicated! Here are some British English words which the Americans don't use at all.

Chemist's: A store where you can buy medicine, beauty products and snacks.

High Street: The street in a town where all the stores are.

Zebra crossing: A place on the street which is marked by lines for people to cross.

Lift: A device which carries people from one floor to another in a building.

But most of the differences between American English and British English are minor and are only concerned with vocabulary, spelling and pronunciation. You can usually understand what words mean from the context.

3. After reading the text:

- a) How difficult is it for English native speakers to communicate among themselves?
- b) Do you consider the different varieties of English difficult for you as a language learner? Give reasons.
- c) Have you had any experienced with British English (with a tourist, in films, songs)? Has it been easy or difficult to understand?
- d) Find at least five more differences between British and American English.

# *Additional Texts*

## Wild and Beautiful

I saw my first tiger in a national park in India. It was a young male and he was drinking in a waterhole. He raised his head slowly and stared at us for a full minute. Then he turned his back on us and disappeared quickly in the jungle.

Twenty years ago, the tiger was in trouble. In India its numbers were about 1,800. Then the Indian government launched *Project Tiger*, which set up national parks all over the country. Poachers still hunt the animal illegally, but at least it's not longer in danger of extinction.

In Africa the most important species in danger is the elephant, the world largest land mammal. In 1979 there were 1,3 million elephants there. Ten years later, numbers were down to fewer than 600,000 and still falling. Conservationists warned that the species could be extinct by the end of the century.

But slowly the situation changed. In July 1989, Kenya's president Moi publicly burnt his country's stock of ivory, and towards the end of 1989 the world agreed to ban the ivory trade completely. Since then, the demand for ivory has fallen sharply, and elephant numbers in countries such as Kenya and Tanzania are increasing rapidly. In Kenya's vast Tsavo national park, breeding herds of elephants are a common sight, the new babies hurrying to keep up with their mothers.

Africa has lost 99 per cent of its black rhinos in the past twenty years. Ten years ago, there were only 11 rhinos in Kenya's Masai Mara national reserve. Today, numbers have tripled.

On the other side of the world, the great whales of Baja California nearly disappeared in the last century. Fortunately, the US Marine Mammals Protection Act of 1972 saved them. That same year Mexico created the world's first sanctuary on the west coast of the Baja. The gray whales recovered quickly. Today there are perhaps 20,000 and these gentle giants are worth far more alive than dead. The reason is whale-watching, and the American craze for tourists.

All over the world other rare species continue to receive protection; giant tortoises in the Galapagos, pink peacocks in Mauritius. In America you can listen to the song of the timber wolf, and see the mountain lion in the canyons and in the high forests.

Suddenly, wildlife is good for the tourist trade. And tourism —provided it takes only pictures and leaves only footprints— is good for the national parks. If wildlife can be seen to be paying its way, then its chance of survival will be much greater.

(Taken from *Reward*)



## Tennis Player

Dear Pedro,

Thanks for your letter. It's always nice to receive letters from real tennis enthusiasts and it's a pleasure for me to answer your questions.

First one... Yes, I train very hard. I get up early everyday, at about 6:30, and after a small breakfast I go swimming. I swim 4 km every morning. In the afternoon, I play tennis with my coach or go to the gymnasium to work out.

Your second question... No! I don't smoke or drink alcohol. Well, I drink wine occasionally or a bit of Champagne when I win a tournament.

Next... Mm, Yes, I do. I like eating sweet things. My coach doesn't like it when I eat chocolate, but I've got a sweet tooth. Normally I eat a variety of fish, meat and vegetables. My favorite food is sausage and chips.

Yes. I love listening to music. My favorite singer is Mc Hammer, I like dancing, too, but I don't go to many discos. Your last question is a difficult one to answer. Yes and no. I like playing tennis and meeting people who enjoy the game but being famous is difficult. When I go out to buy clothes, people recognize me and ask for photos and autographs. Sometimes this isn't very nice. I wear a disguise on holiday so people don't recognize me. I like my privacy, especially at home, or when there isn't a tennis tournament to play.

I hope that answers all your questions. Thanks for writing and good luck on your tennis career.

Yours,

Morris Mecker

(Taken from *Freeform. Student's Book 1*, page 112, Richmond Publishing)

## Weather Forecast

After yesterday's fine sunny weather in Wales, today will feel much more like a November day.

Very strong winds will bring rain to Scotland and most of northern England in the morning. These winds will die away during the afternoon to give a cold clear night and there may be ice on the roads in Scotland. The rest of England and Wales will have a dry day, and in the south-east temperatures will be higher than normal for the time of the year. The evening will be cold with fog in many places in the south-west, but temperatures will not be low enough for ice to form.

Tomorrow will be a windy day with rain everywhere till around noon. In the afternoon the rain will be clear from the south-west, bringing fine weather to all parts by the eve-

ning and there may be some sun in the south-east of England. But temperatures will be low and the winds may bring some snow anywhere in the north and west before morning.

(Taken from *Key English Test*. University of Cambridge)

### Always Young

My aunt Jennifer is an actress. She must be at least thirty-five years old. In spite of this, she often appears on the stage as a young girl. Jennifer will have to take part in a new play soon. This time, she will be a girl of seventeen. In the play, she must appear in a bright red dress and long black stockings. Last year in another play, she had to wear short socks and bright, orange colored-dress. If anyone ever asks her how old she is, she always answers: "My dear, it must be terrible to be a grown up!"

(Taken from *Practice and Progress*, page 45, L. G. Alexander)

# *Language Appendix*

In this section you will find a more detailed explanation of the language aspects practiced in the units and extra exercises if you need further practice.

## *Topic 1*

### *Language Summary 1*

#### *Questions*

In English we have two types of questions: yes/no questions and information or **wh-** questions.

To form questions in English you follow this pattern:

YES/NO Questions

Auxiliary + subject + verb + complement

E.g.: Do you go to school on Saturday?

Does she...?

Did you go to school last Saturday?

In the present

#### *Practice*

1. Who said what? (Tabloid Ex. 2)

Help your teacher reconstruct this conversation by matching the phrases. Number each phrase to make your work easier.

**A**

\* Hello. My name is Francis.

\* About a week. And you?

**B**

\* I'm from Canada.

\* Hello, Francis. Nice to meet you. I'm Jo.

- |  |  |
|--|--|
| * Where are you from?  | * About three weeks. I'm here on business.           |
| * I like running.  | * I work for a bank. Are you with your family?       |
| * No, but I have heard it's a lovely place.                  | * I'm alone too. I'm single.                         |
| * Where exactly in Canada?                                   | * I play tennis and I like swimming. What about you? |
| * I'm here on business too. I'm an engineer. What do you do? | * Montreal. Have you been there?                     |
| * No, I'm here alone. And you?                               | * Yes, it is. How long have you been here?           |
| * What are you interested in?                                | * I prefer walking!                                  |

2. Choose two questions from the above exercise or think of another question of your own to ask each student in the class. Walk around the class and ask each student a different question. Then tell your teacher and classmates what you discovered.

## *Language Summary 2*

### *The use of **a** and **an***

We use **a** before a consonant sound. But we use **a** before u when we pronounce it with a y sound as in **a uniform**.

We use **an** before a vowel sound.

### *Practice*

1. Complete the sentences on the right column. Draw a line between the question on the left and the corresponding answer on the right. Remember the correct use of **a/an**. (Tabloid Ex. 7)

- |                         |                        |
|-------------------------|------------------------|
| a) What's Poland?       | It's _____ university. |
| b) What's the Atlantic? | It's _____ car.        |
| c) What's Havana?       | It's _____ city.       |
| d) What's the Concorde? | It's _____ hour.       |
| e) What's Harvard?      | It's _____ ocean.      |

- f) What's 60 minutes? It's \_\_\_\_\_ airplane.  
g) What's a Mercedes? It's \_\_\_\_\_ country.

2. Complete the following sentences. (Tabloid Ex. 8)

- a) Albert Einstein \_\_\_\_\_.  
b) Bette Davis and Marilyn Monroe \_\_\_\_\_.  
c) Orestes Kindelán and Omar Linares \_\_\_\_\_.  
d) Mariah Carey \_\_\_\_\_.  
e) Amelia Peláez \_\_\_\_\_.  
f) William Shakespeare and Miguel de Cervantes \_\_\_\_\_.  
g) Steven Spielberg \_\_\_\_\_.  
h) Sherlock Holmes \_\_\_\_\_.  
i) Dustin Hoffman \_\_\_\_\_.  
j) Frank Fernández \_\_\_\_\_.

## ***Language Summary 3***

### *The use of adjectives*

Adjectives are used to describe people or things. They are used before nouns and they do not take the plural.

### ***Practice***

1. Take a picture of someone you know. Describe **him/her** using some of the adjectives above. You may of course use some other adjectives not listed here.
2. Describe yourself. You may also use negative statements like:  
“I am not very talkative.”

## ***Language Summary 4***

### *The Simple Present and Present Progressive*

We use simple present for permanent states or habitual actions, for repeated actions and daily routines.

Time expressions: every day, every morning, every year  
in the afternoon, in the evening, at night  
always, usually, often, never, rarely, sometimes

We use the present continuous for temporary actions happening at or around the moment of speaking.

Time expressions: now, at the moment, at present

## *Practice*

1. Complete the following conversation. (Tabloid Ex. 9)

a) (The phone rings.)

A: Hi, Dad \_\_\_\_\_ you \_\_\_\_\_ (feel) better today?

B: Bob! What a coincidence! I was about to send you an e-mail.

A: You're Kidding. Something wrong?

b) A: What's the matter?

B: It \_\_\_\_\_ (rain) and I \_\_\_\_\_  
(have + not) an umbrella.

c) A: Why \_\_\_\_\_ Brian \_\_\_\_\_  
(wear) a suit today?

B: It's Tuesday. He \_\_\_\_\_ (go + always) to  
lunch with his boss on Tuesdays.

d) A: I have to find a different roommate.

B: Why?

A: Because my current roommate and I have completely  
different life-styles. For example, she \_\_\_\_\_ (get up)  
early, but I \_\_\_\_\_ (sleep) late. We \_\_\_\_\_  
(like + not) the same food; she \_\_\_\_\_ (eat + not)  
meat or fish or eggs. It's really hard sharing an apartment.

B: Why don't you two get together right now and talk the problem over? What  
\_\_\_\_\_ she \_\_\_\_\_ (do) at the moment?

A: She \_\_\_\_\_ (sleep). She \_\_\_\_\_  
(go + always) to bed at 8:00.

2. Complete the following with simple present or present progressive, using the verbs in parentheses.

Today, more and more people \_\_\_\_\_ (discover) the joys of riding a bicycle. In fact, mountain biking \_\_\_\_\_ (become) one of the most popular recreational activities. The bicycle business \_\_\_\_\_ (grow) fast, and every year it \_\_\_\_\_ (produce) hundreds of new-model bicycles. In general, bike shops \_\_\_\_\_ (sell) not only bicycles but also a full range of accessories and equipment.

Paul Brownstein \_\_\_\_\_ (manage) a popular bike shop in Toronto. Many of his customers \_\_\_\_\_ (be) avid cyclists. These people usually \_\_\_\_\_ (ride) several times a week for pleasure, although according to Paul, more and more people these days \_\_\_\_\_ (ride) their bicycles to work too, because they \_\_\_\_\_ (believe) that bicycles \_\_\_\_\_ (provide) an alternative to the automobile. Paul \_\_\_\_\_ (sell) all kinds of bikes, but these days he \_\_\_\_\_ (sell) a lot of bicycle clothing as well. In fact, one of his customers regularly \_\_\_\_\_ (come) into the shop and \_\_\_\_\_ (buy) clothes, even though she \_\_\_\_\_ (not + own) a bicycle. She \_\_\_\_\_ (like) the clothes, but \_\_\_\_\_ (hate) the sport!

3. Complete these sentences with information about people in your family or friends. Look at the example. (Tabloid Ex. 13)

a) Every morning my wife makes breakfast for the whole family.

b) \_\_\_\_\_ always \_\_\_\_\_ at noon.

c) \_\_\_\_\_ seldom \_\_\_\_\_ on Sundays.

d) \_\_\_\_\_ usually \_\_\_\_\_ on Saturday nights.

e) \_\_\_\_\_ sometimes \_\_\_\_\_ in the evening.

f) \_\_\_\_\_ never \_\_\_\_\_ on week days.

g) \_\_\_\_\_ every day at 6:00.

h) \_\_\_\_\_ frequently \_\_\_\_\_ on weekends.

4. Read the following description. (Tabloid Ex. 6.1/6.2)

This is my friend Brandy. Brandy is actually his nickname. He is 34 years old. He is medium height and average weight. He is good-looking. His hair is dark but he's got some gray hair too. He often wears a beard, which he trims every other day. There is some gray hair in his beard too. Brandy is very intelligent and outgoing. He enjoys talking to his friends, and we enjoy listening to him. He is sincere and trust-worthy. He is extremely confident. I love him very much. We always have fun when we hang around together.

Carlos is 37 years old. He is rather short and a little overweight. He's got green eyes and short hair. He is actually balding. He is always clean-shaven. Carlos is not very outgoing. He does not talk much. I don't think he is very intelligent. People say he is not someone to trust, that's probably the reason why he is always alone.

- a) Do you know someone like Carlos?
- b) How can you change these descriptions to make them fit some people you know?

5. Put the verbs into the present progressive or the present simple:

- a) "Where's Sally?" "She is speaking (speak) to Paul."
- b) What time \_\_\_\_\_ (you/go) to school?
- c) "Steve is in the bathroom." "\_\_\_\_\_ (he/have) a shower?"
- d) That book \_\_\_\_\_ (belong) to my brother.
- e) She \_\_\_\_\_ (like) listening to music. She \_\_\_\_\_ (have) a lot of cassettes.
- f) You can turn off the television. I \_\_\_\_\_ (not/watch) it.
- g) I have a motorbike but I \_\_\_\_\_ (not/usually/ride) it to work.
- h) \_\_\_\_\_ (you/want) to come to Julie's party with me?
- i) Please be quiet. I \_\_\_\_\_ (try) to do my homework.
- j) Drive carefully. It \_\_\_\_\_ (rain).
- k) He \_\_\_\_\_ (need) to buy a new pair of shoes.
- l) Sarah never \_\_\_\_\_ (forget) people's names.

6. Put the verbs in brackets into the present simple or progressive.

Dear Donna,

I'm writing (write) to you from the Mar Azul Hotel. I am here with Sandy and Pat.

The hotel \_\_\_\_\_ (belong) to Gran Caribe.

The place is very nice and I \_\_\_\_\_ (think) all the people at the hotel \_\_\_\_\_ (have) a nice time. We \_\_\_\_\_ (swim) and \_\_\_\_\_ (go windsurfing) every morning. At noon we \_\_\_\_\_ (have) lunch and at the evening we \_\_\_\_\_ (go) for walks.



Today it \_\_\_\_\_ (rain) so we can't go out. I \_\_\_\_\_ (hate) this weather! At the moment Sandy and Pat \_\_\_\_\_ (have lunch). They \_\_\_\_\_ (eat) fish today and it \_\_\_\_\_ (smell) very good.

\_\_\_\_\_ (you/have) a good time at home? Write soon and tell me all your news.

Love,

Jessy

## ***Language Summary 5***

### *Pronouns*

Pronouns are used in place of nouns in sentences.

Subject pronouns: I, you, he, she, it, we, you, they

Object pronouns: me, you, him, her, it, us, you, them

Reflexive pronouns are used when the subject and object are the same.

Example: We enjoyed ourselves very much.

Do it yourself.

They are: myself, yourself, himself, herself, ourselves, yourselves, themselves.

## ***Practice***

1. Underline the correct pronoun:

- a) Look at they/them.
- b) I/Me am swimming.
- c) Her/She has got a blue dress.
- d) Give that ball to me/I.
- e) Where is her/she?
- f) Do you want to play with we/us?
- g) He/Him isn't coming to the party.
- h) I/Me have got a cool backpack.
- i) Listen to he/him.
- j) Do you know she/her?

2. Replace each word in bold with a subject or object pronoun as in the example:
- Emily** likes **cream cakes**. **She** likes **them**.
  - John** is afraid of **mice**.
  - Caroline** is coming with **Bill and me**.
  - This present** is for **my father**.
  - My brother** is talking to **those people**.
  - My sister and I** live near **you and Tom**.
  - Those flowers** belong to **Helen**.
  - Is **this book** for **you and Matthew**?
3. Fill in the correct subject or object pronoun.
- "Do you know that girl?" "Yes, I live next door to her."
  - I can't find my shoes. Where are \_\_\_\_\_?
  - Come here, John! I need to talk to \_\_\_\_\_.
  - We are playing cards. Do you want to join \_\_\_\_\_?
  - I think we are lost. Where are \_\_\_\_\_?
  - I can't find my glasses. I don't remember where I put \_\_\_\_\_.
  - I like Mrs. Baker. \_\_\_\_\_ is very kind.
  - My uncle has a new house. \_\_\_\_\_ built it himself.

## *Language Summary 6*

### *The Simple Past*

We use the simple past:

- For actions which happened at a definite or stated time in the past; that is we know when they happened.
- For actions which happened repeatedly in the past but don't happen any more. In this case we can use adverbs of frequency (always, often, usually, et cetera).
- For actions which happened immediately one after the other in the past.
- To talk about people who are no longer alive.

Time expressions:

Yesterday, last night/week/month/year/Monday

Two days/weeks/years ago

Remember that there are three possible pronunciations for the endings of regular verbs in the past in English. /t/ /d/ /id/

/Id/ when the verb ends in a /t/ or /d/ sound.

E.g.: wanted, landed

/t/ when the verb ends in a /k/, /s/, /f/, /p/ sound and the and the sounds of ch, sh.

E.g.: cooked, kissed, laughed, stopped, watched, washed

/d/ when the verb ends in any other sound.

E.g.: arrived, prepared, showed

# Practice

1. Write the simple past of the following verbs under the corresponding column depending on the way their past tense endings are pronounced.

*List:* study, walk, plan, open, close, look, carry, love, live, cry, dance, copy, step, drop, phone, add, clean, finish, accept, persuade, help

/t/	/d/	/id/
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## Irregular verbs must be learned

<u>Present</u>	<u>Past</u>	<u>Meaning</u>
Bet	Bet	Apostar
Cut	Cut	Cortar
Hit	Hit	Golpear
Hurt	Hurt	Herir
Let	Let	Dejar
Put	Put	Poner
Shut	Shut	Cerrar

Bring	Brought	Traer
Build	Built	Construir
Buy	Bought	Comprar
Find	Found	Encontrar
Fight	Fought	Luchar
Fall	Fell	Caerse
Get	Got	Obtener
Go	Went	Ir
Have	Had	Tener
Hear	Heard	Oír
Keep	Kept	Guardar
Lend	Lent	Prestar
Leave	Left	Dejar
Lose	Lost	Perder
Make	Made	Hacer
Meet	Met	Conocer
Pay	Paid	Pagar
Read	Read	Leer
Say	Said	Decir
See	Saw	Ver
Sell	Sold	Vender
Sleep	Slept	Dormir
Sit	Sat	Sentarse
Speak	Spoke	Hablar
Spend	Spent	Gastar
Stand	Stood	Pararse
Take	Took	Coger
Teach	Taught	Enseñar
Think	Though	Pensar
Win	Won	Ganar
Write	Wrote	Escribir
Fly	Flew	Volar
Eat	Ate	Comer

## ***Language Summary 7***

### *The simple future*

To talk about the future we can use *will...* and *be going to*.

We generally use *will*:

1. For future actions which may or may not happen.
2. For predictions about the future.
3. For threats or warnings (advertencias o amenazas).
4. For promises or on-the-spot decisions (decisiones en el momento).
5. With the verbs *hope*, *think*, *believe*, *expect*, etc., the expressions *I'm sure*, *I'm afraid*, etc., and the adverbs *probably*, *perhaps*, et cetera.  
E.g.: *I think he will support me.*

We generally use *going to*:

1. For plans and intentions we have about the near future.
2. When there is an evidence that something is going to happen in the near future.

Time expressions: *tomorrow*, *next week/ month/ year/weekend*  
*tonight*, *the day after tomorrow*

*Nota:* Aunque existe esta diferencia, en la comunicación se pueden usar ambas formas y se comprenderá que se refiere a actividades futuras.

## ***Topic 2***

## ***Language Summary 1***

### *Modals*

1. We often use **must**, **have to** and **have got to** in place of each other, but sometimes not.
2. We tend to prefer **must**:
  - a) When we refer to ourselves. E.g. *I really **must** go to the doctor.*
  - b) With **you** to express urgency. *You **must** phone home at once.*
  - c) In public notices, etc. *Cyclists **must** dismount.*
  - d) Pressing invitations or advice: *You **must** come and see us.*

3. We often use **have to (or have got to)** to refer to outside authority: I **have (got) to** pay the fine before the end of the month.

**Should** is weaker than **must** or **have to**. It is often used to give advice, suggestions and opinions because it sounds more polite. We use **should** to say that something is a good idea, a good advice or it is correct.

## Practice

1. Complete the sentences. Use the words in parentheses. Use **has/have to**. (Tabloid Ex. 20)

a) A: (Sue/leave for) What time \_\_\_\_\_ the airport?

B: She \_\_\_\_\_ (be) there at 6:15.

b) A: (Kate/stay) \_\_\_\_\_ home tonight.

B: Why?

A: Because she \_\_\_\_\_ (study) for a test.

c) A: (Steve/go) \_\_\_\_\_ downtown this afternoon.

B: Why?

A: He \_\_\_\_\_ (buy) summer clothes.

2. Complete these sentences. Use **must**. Use some of the expressions from the list:

*List:* study harder – have a library card – speak English outside of class everyday/listen to the radio/watch television/read newspapers, and talk to myself in English – take one pill every six hours – close the door behind you

a) My doctor gave me a prescription. According to the directions on the bottle, I \_\_\_\_\_.

b) If you want to check a book out of the library, you \_\_\_\_\_.

c) I failed my last two tests in Biology. According to my professor, I \_\_\_\_\_.

d) It's cold outside. When you come inside, you \_\_\_\_\_.

e) I want to improve my English. According to my teacher, I \_\_\_\_\_.

## Practice

1. Complete the sentences. Use **you should**. Use the expressions in the list. (Tabloid Ex. 21)

*List:* Go on a diet – Go to the post office – Go to bed and take a nap – See a dentist

a) A: I want to mail a letter for my friend.

B: \_\_\_\_\_.

b) A: I'm sleepy.

B: \_\_\_\_\_.

c) A: I have a toothache.

B: \_\_\_\_\_.

d) A: I'm gaining weight. My old clothes are too small for me.

B: \_\_\_\_\_.

## ***Language Summary 2***

### *Infinitive and -ing form*

We use the -ing form:

1. As a noun. E.g.: Exercising is good for your health.
2. After the verbs like, dislike, love, hate, enjoy, et cetera.  
E.g.: Dorothy loves writing poems.
3. After prepositions. E.g.: Katia is good at playing tennis.
4. After the verb go when we talk about activities. E.g.: The couple went camping.

The infinitive can also be used to express likes and dislikes and there is not much difference in meaning.

Like/love plus -ing form means that something is general.

E.g.: I love reading. (Means I love reading in general.)

Like to/love has a more exact and specific meaning.

E.g.: I love to read when I am bored. (Means I like to read especially in certain situations.)

## ***Topic 3***

## ***Language Summary 1***

### *Past Continuous*

There are five uses of the past progressive tense. We use it for:

1. Temporary actions in progress in the past: I was living in Villa Clara in 1976.  
We often use it to emphasize continuity (all day, all summer): It was raining all night.

2. Actions which were in progress when something else happened:

Just as/When I was leaving, the phone rang.

These are often introduced by conjunctions like when, as, just as and while, but the shorter action can be introduced by when: We were having supper when the bell rang.

We use the past continuous and the simple past together to say that something happened in the middle of something else.

3. Actions in progress at the same time: While I was reading, Joan was playing the piano.
4. Repeated actions with e.g.: always: When I worked here, I was always making mistakes.
5. Polite inquiries: I was wondering if you could give me a lift.

## ***Language Summary 2***

### *Would and used to*

We use would when we look back on the past and remember things that often happened. It expresses past repeated actions and routines. When we were children, we lived by the sea. In summer if the weather was nice, every Sunday, we would all get up early and go for a swim.

Used to is also possible in this sentence. It is used to say that something regularly happened in the past but no longer happens. It expresses past habits or states. It forms its negative and interrogative with did and is the same for all persons:

**I used to smoke a lot when I was younger, but I stopped five years ago.**

**Did you use to smoke when you were younger?**

Used to + base form of the verb is always past. There is no present.

Past: He used to play tennis

Present: He plays tennis

Be careful not to confuse I **used to do** and I **am used to doing**. The structures and meanings are different.

I am used to doing means that something isn't strange for me: I am used to playing tennis. I play every Saturday.

(Would y used to + la forma simple del verbo se usan para hablar sobre acciones que ocurrieron en el pasado y ya no ocurren. I am used to doing se usa para referirse a acciones que se acostumbran a realizar en el presente.)



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