

11th
Grade

English

WORKBOOK

English Workbook

11th Grade

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Al alumno

El cuaderno de trabajo para oncenno 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.

Los temas 1 y 2 te ayudarán a narrar experiencias, historias interesantes y anécdotas utilizando las estructuras del pasado simple, el copretérito y el antepretérito.

El tema 3 te permitirá ejercitar los contenidos que te ayudarán a expresarte sobre tus planes para el futuro para lo cual necesitas las diferentes formas del futuro estudiadas en este grado y en grados anteriores.

El tema 4 retoma de forma más profunda un tema estudiado en octavo para que puedas dar instrucciones para elaborar una receta, hacer funcionar un equipo o para enseñar a bailar, entre otras. Las formas del imperativo, la voz pasiva y el estilo indirecto son las estructuras gramaticales más significativas para expresarte acerca de este tema.

El tema 5 te acerca al mundo de las profesiones y las ocupaciones. Las actividades te ayudarán a definir y describir con mayor precisión algunas profesiones y carreras, mediante la utilización de oraciones subordinadas y otras formas que expresan habilidades.

En cada tema encontrarás diferentes secciones, textos, explicaciones que favorecen el desarrollo de las habilidades comunicativas objetivo 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” and “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 puedes 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 tus conocimientos.

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

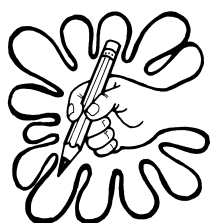
Esperamos que el cuaderno que se pone en tus manos te facilite el tránsito con éxito por la asignatura en oncenno grado.

Las autoras

Topic 1 What Have I Done?

In this unit you will practice:

- Narrating life stories.
- The use of the perfect tenses.



Breaking the Ice

1. The words and phrases below all describe important life experiences. Think about when these things happen in a person's life and put them under the appropriate heading.

start school	become a member of a children's organization
start to work	begin secondary education
get married	become a CDR/FMC member
go to university	raise children
get engaged	learn how to read
get a driving license	fall in love
get a degree	leave school
fall in love	have an affair
retire	

- | | | |
|--------------------|-----------------|----------------------|
| • As a child | • As a Teenager | • As a mature person |
| • As a young adult | • As an adult | |

2. Look at the phrases again and find four things which you:
- a) have done already, or are doing at the moment.
 - b) would like to do one day.
 - c) would not like to do.
 - d) could do at any time in your life.

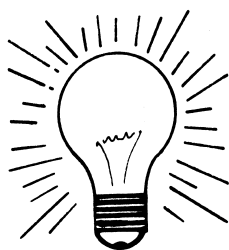
Share answers with your partner. Then with the group.

3. Find someone who...
- a) has learned another language.
 - b) has practiced sports all his/her life.
 - c) has never had a love affair.
 - d) has moved into a new house recently.
 - e) has just started music lessons.
 - f) has already decided what to study at the end of high school.
 - g) has always liked pets.
 - h) has owned a dog.
 - i) has lived in the same house all his/her life.

Write a report of your findings and share it with your classmates.

E.g.: There are two students in this class who have lived in the same house all their lives.

Carmen has never practiced sports because she is sick.



Reflecting on Language 1

1. We use the Present Perfect when a past action is related to the present rather than a time in the past. Choose the correct alternative to complete the sentences below about the use of the Present Perfect Simple and Simple Past.
- a) If we say exactly when the action happened (or if this is clear from the context), we must use the Present Perfect/Simple Past.
 - b) If an action began in the past and continues in the present we use the Present Perfect/Simple Past/Simple Present.
 - c) If the action happens in a period of time which isn't finished, we use the Present Perfect/Simple Past.

Find examples of each rule from the sentences in exercise 3.

For more details see Language Summary 1.



Practice

1. The sentences below are all about famous people. Make sure you know them all. Complete the ideas using one of the structures according to the event you refer to.

E.g.: Di Caprio has starred (ha sido actor principal) in many films./He starred in *Titanic*.

- a) Steven Spielberg has directed.../directed...
- b) Leonardo Di Caprio has starred in.../starred in...
- c) Maradona has played.../played...
- d) Iván Pedroso has won.../won...
- e) Ana Fidelia Quirot has been.../was...
- f) Juan Formell has composed.../composed...
- g) Gabriel García Márquez has written.../wrote...

2. Put the verbs in brackets into the Present Perfect or the Simple Past.

Amanda: Hello, Billy. I _____ (not/see) you for a long time.

Billy: Yes, I _____ (be) very busy recently.

A: Really? Tell me what you _____ (do) since we last _____ (meet).

B: Well, since then I _____ (do) many things. I _____ (move) to a new house. I _____ (get) my degree last month, so I _____ (have) to study very hard.

A: Oh, I see. I'm sure it _____ (take) you a lot of time.

B: What _____ (do) for a living now?

A: I _____ (finish) my studies yet. So I am always very busy.

B: It's been great to see you.

A: For me too.

3. Read the notes about Leonardo Di Caprio. Make sentences using the prompts given as in the example.

E.g.: Di Caprio was born in 1974.

- born/1974
- happy boy/child
- child/like/playing/having fun
- already perform/several films
- leading character/Romeo and Juliet/Titanic/so far
- young girls/admire/since his start

4. Now go to the section “Reading Corner” and check your notes in the text Leo’s Rise to Fame.
5. After reading the text answer this question: What has Leonardo Di Caprio done as an actor?

Project Work

Set a local Hall of Fame.

Preparation for the task

1. Work in groups. The people in the list below are all internationally famous. Where do they come from and what are they famous for? Go to the school library or to Encarta to find more information on these people if necessary.

List: Gabriel García Márquez – Nelson Mandela – Bill Gates – Princess Diana – Iván Pedrosa – Ronaldo – Leonardo D’Caprio

2. Then choose a famous person from the list who:
 - a) Has very strong principles.
 - b) Is exceptionally talented.
 - c) Is very courageous.
 - d) Has made a lot of people happy.
 - e) Has achieved a lot in his/her life.
 - f) Has suffered for what he/she believes in.
 - g) Is someone you really admire

Task

1. It has been decided to set up a national Hall of Fame. You are on the committee which decides the persons who are alive to include in the hall and why. Work in groups of three or four.
 - a) First, decide as group, on the specific section or areas of the hall (acting, sports, music, et cetera).

- b) Second, decide what area each small group will take.
 - c) Work on your own. Decide:
 - Which four people you want to include.
 - Think about how you will justify your choice to the other students in your group. Ask your teacher about any words or phrases you need.
2. Look at the sentences/phrases in the section “Communication Tips”. Work in groups again. Present and explain your suggestions to the rest of the group. Listen to the other students and decide together on the best four people.
 3. Present and explain your choice to the rest of the class. Spend a few minutes thinking about what you will say. What do you think of the decision?
 4. Sharing: The teacher will offer the opportunity for the whole class to reflect on the choices made.

Communication Tips

Making suggestions

What about... (Omar Linares)?

Perhaps we should choose...

Using reasons

I think we should choose... because...

I think... would be better because...

...is someone who has (achieved a lot/done a lot to help others, etc.)...

Agreeing and disagreeing

Yes, I agree.

Sorry, but I don't agree.

Perhaps you're right, but...



Reading Time

Reading Tips

Anticipating and predicting

Good readers anticipate what is coming next. Based on what you have read or what you know you expect certain new events to occur.

To predict:

- Stop and think about what you have already read.
- Examine what comes next.
- Check the meaning and use of grammar and vocabulary in this context. Cognate words can be very useful to make predictions. Beware of false cognates.
- Examine the meaning and use of linking words and connectors. Relate their meaning to the information they connect.
- Relate and connect the new information with the one you already have.
- Guess what may come next.

For more details about word formation, linking words and cognates, see Language Summary 2.

1. Before reading:

a) Go the school library or search in Encarta and find information about:

- The Civil Rights Movement
- The American Book Award
- The Pulitzer Prize

b) Look up the meaning of the following words:

- Sharecropper
- Valedictorian
- Scholarship
- Starring
- Reliance

c) With your classmates, brainstorm about Alice Walker, and complete the first two columns of the chart.

What I know about Alice Walker	What I want to know	What I have learned

2. While you read:

- a) Complete the last column of the chart.
- b) Find the information to fill in the table below.

1944	Alice Walker was born on February 9 in Eatonton, Georgia
At the age of 8	
In Mississippi	
In 1970	
In 1974	
In 1976	
In 1982	

Alice Walker is a well known American writer who has written excellent books about the social problems of women.

Alice Walker was born on February 9, 1944, in Eatonton, Georgia. She was the youngest of eight children of a sharecropper father and a mother who worked as a maid. They lived in poverty, but Alice excelled in school and from the age of eight wrote her thoughts and poems in a notebook. When she was eight she had an accident that left her blind in her right eye. This handicap did not affect her studies. She graduated from high school as valedictorian, and was offered a scholarship to Spelman, a black women's college in Atlanta, Georgia. She later transferred to Sarah Lawrence College in New York on another scholarship, travelled to Africa, and worked in the civil rights movement in Mississippi.

In Mississippi she met and married Mel Leventhal, a civil rights lawyer. They had one child, Rebecca, and after ten years the couple divorced. Alice Walker continued to write and publish. In 1974, she joined the staff of Ms. Magazine as contributing editor. She has written several novels. In the first one, *The Third Life of Granger Copeland* (1970), she exposed violence against women, years before society had begun to tell the true story of abuse women and domestic violence. Her second novel, *Meridian* (1976), was about the civil rights movement and is used as primary text in college American history and literature courses.

It was her third novel, *The Color Purple* (1982) that made Alice Walker popular. For this novel she has received the American Book Award and the Pulitzer Prize. The book has also been made into a successful movie, with Whoopi Goldberg starring as its main character, Celie. Both the delicate and the brutal qualities of women's lives are explored, but friendship, love, and reliance among women triumphs.

Alice Walker is best known for her "womanist" theme. She prefers this term to "feminist" and explains that "womanist is to feminist as purple to lavender." Her characters

are almost always Southern black women and yet they speak of universal female experience.

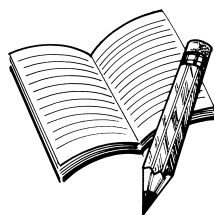
Alice Walker is a good friend of Cuba and she has visited the island several times.

(Adapted from *Cue Cards Famous Women of the Twentieth Century* by Lisa F. Dewitt Pro Lingua Associates Publishers, USA, 1993)

3. After reading:

- a) Use the information from the table above to talk about the most important events in Alice Walker's life.
- b) How do you think her family background and her life have influenced her writing?
- c) Interpret the following quotation:

“Books are byproducts of our lives, deliver me from writers who say the way they live doesn't matter. I'm not sure a bad person can write a good book. If art doesn't make us better, then what on earth is it for?” Alice Walker.



Writing Time

1. Write a description of a person you really admire.

Writing Tip

When you describe a personality or write a biography

1. Write at least four paragraphs.

Par. 1: Say who the person is

- Say what he/she is famous for

Par. 2: Give information about his life as a young person (when/where born, education, etc.)

Par. 3: Give information about his life as an adult (marriage, achievements, etc.)

Par. 4: Write about his/her death./ How people feel about him/her./ Why you particularly admire him/her

Note: The simple past is used when writing about people who have died.

If alive, the simple past, simple present and present perfect are combined.



Cultural Note

1. Interpret the following idea:

Reading implies reading the word and the world. (Paulo Freire)

Self-Reflection

What have I learned?

Give a mark out of 10 for each:

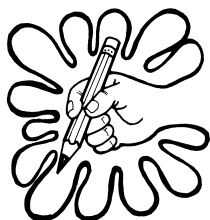
Skill	Mark	Reasons
Speaking		
Reading		
Listening		
Writing		
Grammar practice		
Vocabulary practice		
Homework		
Project work		
Add other things you think are important		
What the teacher might do to make the lessons better		
What you should do to make the lessons better		
What you, as a student, should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

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

Topic 2 Telling Stories

The following exercises and activities will help you to practice:

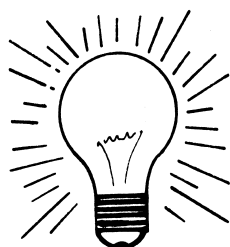
- Narrating stories.
- The use of the Past Perfect tense.



Breaking the Ice

1. Walk around your class and find someone who...
 - a) Had had a bad experience on vacation in childhood.
 - b) Had passed all the exams with flying colors before college.
 - c) Had missed the school bus several times in 10th grade.
 - d) Had never missed the school bus in 10th grade.
 - e) Had met some of his/her expectations before entering school.
 - f) Had married before beginning the new school term.
 - g) Had not arrived once at the pick-up point before the school bus left this year.

Write a report of your findings to share with your classmates.



Reflecting on Language 2

1. Analyze the following statement from the previous activity “Once I had not arrived at the pick-up point when the school bus left”.

2. Now answer:

- a) Are the actions very relevant at the moment of speaking?
- b) Did they occur some time in the past?
- c) What happened first?

3. Underline the Past Perfect verb.

4. Choose the correct alternative to complete the following rule:

We use the Past Perfect tense:

- a) to describe actions that happened a long time ago.
- b) to describe an action which is completed before something else in the past.
- c) to describe a past action which is linked to the present.

For more details see Grammar Appendix: Language Summary 2.



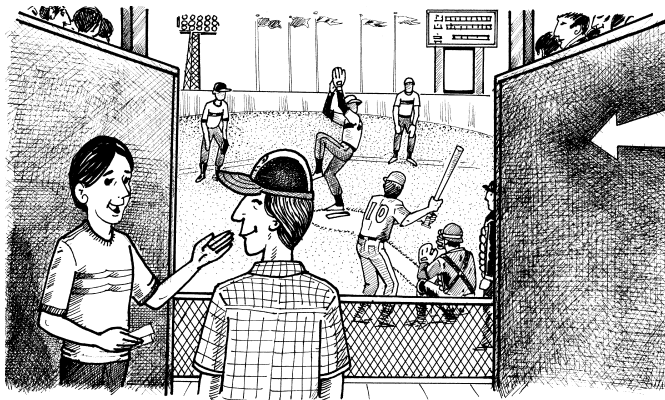
Practice

1. Choose the best sentence (A or B) to illustrate each picture.



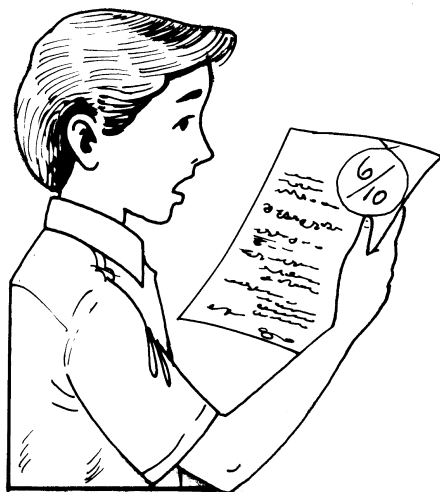
A: I felt sick when I ate the cake.

B: I felt sick when I had eaten the cake.



A: The game started when we got there.

B: The game had started when we got there.



A: I hoped to get better results.

B: I had hoped to get better results.



A: I was doing the dishes when Jane phoned.

B: I had done the dishes when Jane phoned.

2. Underline the most suitable verb form in **bold**.

- a) When we got to the station the train had just **left/just left**, so we missed our connection.
- b) Mother was surprised to find the fridge empty; the children **had eaten/had been eating** everything!

- c) The students **had rehearsed/rehearsed** their part several times for the show.
- d) We wanted to go to the Movie Festival but Dad **had already booked/booked** tickets for the ball game.

Task: Re-invent a story

Communication Tips

Describing when things happen

Many years ago...

One night...

Immediately...

Afterwards...

A few days/weeks later

Some/Many months/years later

Making the story more interesting

To his surprise/horror

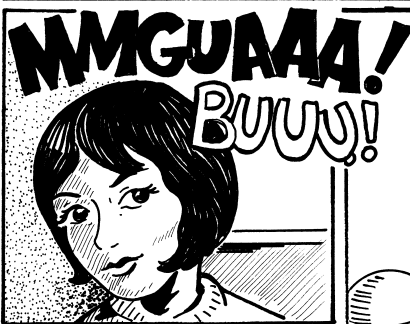
Luckily...

Unfortunately...

Amazingly...

Preparation for the task

1. Look at the pictures and anticipate what the story is about as you answer the following questions:
 - a) Who are the characters of the story?
 - b) Where is the girl?
 - c) What was the weather like?
 - d) What did she hear?
 - e) Where did she go?
 - f) What did she find?
 - g) What happened at the end?



Task

1. Work in small groups and re-invent the story orally. As you create it make some notes as guidelines for telling it afterwards. Think about the following questions:
 - a) How does the story begin?
 - b) When and where does each part of the story happen?
 - c) What are the most important places and characters? How can you describe them?
 - d) How can you make the story sound more dramatic and interesting?
 - e) How does the story end?

Note: Stories 2 and 3 in the Reading Section can be helpful for you.

2. Practice telling your story, either in small groups or in pairs. Look at the phrases in the box Communication Tips.
3. One student from each small group should tell the story to the rest of the class. Listen to the groups' stories attentively and compare them to your own. Which story was the best?



Reading Time

1. Now go to the section Reading Corner and read the text A Night's Tale.
2. After reading the text answer:
 - a) Write the topic of each paragraph in the space provide:
 - Description of events before the main event.
 - Setting the scene (who, where, when, what).
 - Description of the main event.
 - Ending (feelings and reactions).
 - b) What words mark the order in which the events happen?
 - c) What tense has been used to narrate the story?
 - d) What adjectives and adverbs describe the atmosphere?

Writing Time

1. Write the story of one of the following ideas (or one of your own):
 - a) A description of a frightening dream you have had.
 - b) A frightening story you know.
 - c) A terrible/wonderful day in your school years.

Writing Tips

When you write stories

Paragraph 1. Begin by setting the scene (persons, place, time, weather, feelings). You can use someone's exact words to make your beginning more interesting.

Use the Simple Past and Past Continuous in stories to set the scene.

Paragraph 2. Describe the events which happened before the main event.

Paragraph 3. Describe the main event.

Paragraph 4. End by describing people's feelings and reactions. You can use someone's direct words to make it more interesting. You can also end by creating mystery or suspense.

- Use Past Perfect to describe an action which happened before another action in the past.
- Use adjectives to describe weather and atmosphere.

It was cold and rainy (weather)

The city was quiet (atmosphere)

- Use time words (first, as soon as, after, then, etc.) to make the order in which the events happen clear.
- Use adverbs such as suddenly, amazingly, etc., to add interest to the story and indicate how actions develop.

Self-Reflection

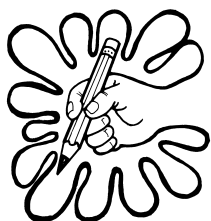
Skill	Mark	Reasons
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(Adapted from *Five Minute Activities*, P. Ur., p. 18)

Topic 3 What Will You Be Doing?

The following activities will offer practice in:

- Speaking about plans and intentions.
- The use of the future tense to speak about plans and intentions.



Breaking the Ice

Marjorie, a 16 year old girl from Lincoln High School, has made a New Year's resolution.

1. Read what she has decided:
 - a) By Spring I will be taking the University Entrance examinations so I will study two extra hours every day.
 - b) I will go to the gym to lose some weight.
 - c) I will take a new language course.
2. Discuss the following question with your partner:

What are your plans for this school term?
3. After reflecting with your partner, share your plans with the rest of the class.

Reflecting on Language 3

1. There are many different future forms in English. Look at the sentences in the previous activity and underline the verb forms used.

2. Complete the following rules with will + verb, Present Continuous or going to + verb, will be + -ing.

_____ is used when there is no special plan. It is something you predict.

_____ is used to describe something you have arranged to do in the future.

_____ is used to emphasize an action that will be in progress in the future.

_____ is used to describe a present intention about the future.

See the Language Summary 3 for more details.



Practice

1. Tanya Smirnoff is a famous astrologer. She's been invited on a TV show to give her astrological predictions for next year. Using the prompts below, make sentences, as in the example.

E.g.: An earthquake will strike Asia.

- earthquake/strike/Asia
- economy/improve/significantly
- number of road accidents/increase
- scientists/discover/cure for dangerous disease

a) What about you? Which are your predictions for next year?

2. In pairs, ask and answer questions using the prompts below, as in the examples.

SA: Are you going to attend classes every day?

SB: Yes, that's what I'm going to do.

SA: Are you going to complain to the teacher?

SB: No, that's not what I'm going to do.

- a) Attend class every day.
- b) Complain to the teacher.
- c) Take the History book back to the library.
- d) Ask the teacher about the assignment.
- e) Book the tickets for the concert.

3. Fill in the gaps with the correct form of **will** or **be going to** and the verb in parenthesis:

a) A: Why are you buying flour and eggs?

B: Because I'm going to make... (make) a cake.

b) A: I have decided what to buy Mum for her birthday.

B: Really. What _____
(you/buy) for her?

c) A: Did you ask Jackie for the party?

B: Oh no! I forgot! I _____
(ask) her tonight.

d) A: Could I speak to Jim, please?

B: Wait a minute. I _____ (get) him for you.

e) A: What are your plans for the weekend?

B: I _____ (spend) some
time with my friends.

f) A: What are you doing on Friday night?

B: Oh, I _____
(probably/stay) at home with my family.

g) A: Have you tidied your room yet?

B: No, but I promise I _____ (do) it this afternoon.

h) A: Look at the boy!

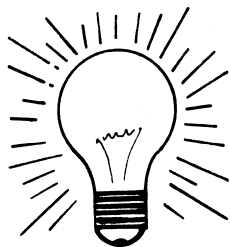
B: Oh yes! He _____
(climb) the tree.

i) A: Jason is very clever for his age.

B: Yes. He says he _____
(become) a doctor when he grows up.

j) A: I'm too tired to cut the grass.

B: Don't worry! I _____ (cut) it for you.



Reflecting on Language 4

1. What is the difference between:
 - a) By this time next week, Susan will be getting married.
 - b) Susan will get married next week.
2. Complete the following rules with will + verb, Present Continuous or going to + verb.

_____ is used when there is no special plan. It is something you predict, or see as inevitable.

_____ is used to describe something you have arranged to do in the future.

_____ is used to describe a present intention about the future.

For more details see Language Summary 4.



Practice

1. You want to ask your friend to do something for you. Use the prompts below to make questions, as in the example.
 - You want your friend to buy you something at the supermarket. (go to)
E.g.: Will you be going to the supermarket?
 - You want your friend to post a letter for you. (go to)
 - You want to use your friend's bicycle today. (use)
 - You want your friend to give a letter to Jeff soon. (see)
- a) Ask your classmate to do something for you out of these examples.



Reading Time

The following activities will help you to prepare for the task.

1. Think about the person you want to be after finishing your studies. Make a list of the things you are going to do to achieve it. Comment it with your classmate.
2. Read and scan the following text to:
 - a) List what Ray is planning to do.
 - b) Explain the use and meaning of the future form in each case.E.g.: I am going to get married with Jenny. (used to express a plan)

Reading Tips

To locate specific information you need to scan the text

Scanning is moving your eyes over the text 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.

Dear Susie:

It's been a long time since we last talked. I'm writing to share with you some thoughts about my future.

As you know, two years ago I took a three-year course on Informatics and I am about to finish my second term. In the third term we have to present the final project for the Course Certificate, which means that by this time next year I will be working very hard on my personal project. I will probably design software to help children learn about natural science. Do you think that would be good? As a science teacher your suggestions will be very useful.

As you can see, in a year or so I will be leaving school to start working. I love that idea, though I am planning to take a university course right after. I will hopefully work as a teacher in primary education, which will allow me to use the software and see how it actually works with children. I am going to get married with Jenny, who has been my girlfriend for more than five years. Obviously, I would love to have a child.

Please, write back soon.

Yours,
Ray

Task

1. You have been asked to prepare a personal profile of your future life. Work with your partner. Ask each other questions about how your life would be like after three years. The following questions may be helpful.
 - a) What will you be doing by the end of next year?
 - b) Will you be working or studying?
 - c) Will you have married by then?
2. After working in pairs, present your future-life profile to the rest of the class.

Communication Tips

To speak about future plans or intentions and arrangements is preferable to:

- Use **be going to** and **will be -ing**

Useful expressions

Next year I am going to...

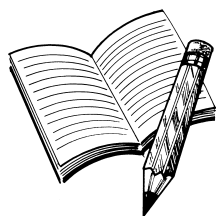
Next summer I will probably...

I hope to... by 2012

A year from now I will be studying...

By the year... I will be working as...

I am planning to...



Writing Time

1. Write a letter or postcard to a friend in which you tell what you will be doing in some future time.

Writing Tips

When you write to a friend about future plans or intentions and arrangements

Paragraph 1. Express your reason(s) for writing.

Paragraph 2. Give details about the plans (what you want to do, why, when, where, who are involved).

Paragraph 3. Invite him/her to join you.

Give directions to your house or how to contact you.

Paragraph 4. Closing remarks (I hope you will be able to join me, etc.)

Yours,
(your first name)

Self-Reflection

What have I learned?

Give a mark out of 10 for each:

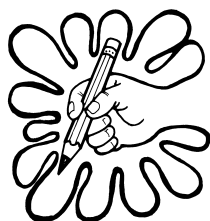
Skill	Mark	Reasons
Speaking		
Reading		
Listening		
Writing		
Grammar practice		
Vocabulary practice		
Homework		
Project work		
Add other things you think are important		
What the teacher might do to make the lessons better		
What you should do to make the lessons better		
What you, as a student, should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

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

Topic 4 What Would You Like to Eat?

The following exercises and activities will help you to practice:

- Giving instructions.



Breaking the Ice

- What's your favorite dish?
- Which desserts do you like the most?
- What's your favorite drink?

1. Work with your partner and find out the answers to the questions above.
2. Now tell the rest of your class what your partner likes to eat and ask other classmates questions about the same topic.
3. Read the following conversation between the teacher and one of the students.

Alice: Teacher, I would like to know if we can count everything.

Teacher: Well, Alice, we can count many things, but there are nouns that cannot be counted. This means that there are countable and uncountable nouns.

Alice: Can you explain that to me, please?

Teacher: Of course, countable nouns are the ones that can be counted and have a singular and plural form. For example we can say a book, two notebooks and three pencils.

Alice: Oh, I see. Then I can say a board, two tables and four chairs. What about uncountable nouns?

Teacher: Well uncountable nouns are the ones that cannot be counted and they usually have no plural form. These nouns include:

Food: cheese, butter, meat, salt, pepper, bread.

Liquids: coffee, milk, water, lemonade, oil.

Materials: gold, iron, wood, paper.

Abstract nouns: beauty, love, happiness.

Others: hair, money, news, furniture, advice and others.

Do you understand now?

Alice: Yes, but sometimes my mother asks me to buy 2 or 3 green or red peppers at the market.

Teacher: Yes, Alice, your mother is right. She is referring to peppers as vegetables, and not to the powder people sometimes use in their food.

Alice: I certainly don't like pepper in my meals.

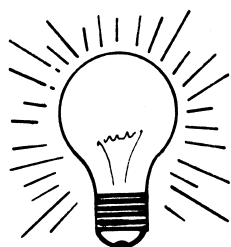
Teacher: I don't either, but sometimes some is nice. Alice, there is something very important concerning countable nouns. They are always followed by a verb in a singular form. We do not use **a/an** or **one**, but we can use **some**. **Some** is also used with plural countable nouns. For example:

There is some meat in the fridge.

There is some bread on the table.

There are some books on the shelf.

Alice: Thank you, teacher. Now I know the things I can count and the ones I can't.



Reflecting on Language 5

1. Answer these questions about the dialogue:

- What's the difference between countable and uncountable nouns?
- What kind of nouns can be included within the uncountable nouns? Give examples from the dialogue and some others from your own.
- Can we refer to peppers as countable and uncountable? Explain.
- Was Alice satisfied with the teacher's explanation? Why?

For further details consult the Language Summary 6.



Practice

1. Work with your partner. Read the following list of nouns and write **C** for countable and **U** for uncountable nouns.

a) cucumbers _____

f) sugar _____

b) wine _____

g) banana _____

c) cake _____

h) eggs _____

d) carrot _____

i) ketchup _____

e) cheese _____

j) bread _____

We use **how much** to ask about uncountable nouns and **how many** to ask about countable nouns.



Reflecting on Language 6

1. From the previous exercise select six countable and six uncountable nouns and write them under the headings of **how much** and **how many**. Then practice with your partner by asking some questions and giving responses to them.

How much

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

How many

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

The questions would be like these:

How many oranges would you like?, or how much sugar do you need?

2. Give instructions to the following statements. The expressions below will help you complete the sentences. After you finish practice each conversation with your partner.

a) A: This coffee is terrible.

B: _____.

b) A: This sandwich is not ready.

B: _____.

c) A: The baby wants to eat some fruits.

B: _____.

d) A: This chicken is delicious.

B: _____.

e) A: I don't know how to finish this salad.

B: _____.

Expressions:

Peel those bananas, cut it up into portions, mix all the ingredients well and chop up some onion, add some sugar, pour the coffee, break the eggs, slice ham and put it into the bread.

3. Read this recipe for a salad and fill in the blanks with the words from the list.

Ingredients

2 eggs

8 lettuce leaves

1 lb cheese

4 slices ham

1 small cucumber

1 large tomato

Dressing

a tablespoons mayonnaise

1 tablespoon tomato ketchup

1 tablespoon vinegar

1 tablespoon oil

salt and pepper

Instructions:

- _____ the eggs for 10 minutes.
- _____ up the lettuce leaves and put them into a salad bowl.
- Cut the cheese and the ham into small pieces and add them to the bowl.
- _____ the cucumber and cut the tomato into pieces, then add them to the bowl.
- _____ the shell from the eggs, slice them and put them on top of the salad.

For the dressing:

- _____ the mayonnaise, tomato ketchup, oil and vinegar into a small bowl and _____ them well.

- _____ salt and pepper.

Finally, _____ the dressing over the salad.

- _____ with fresh bread.

List: add – boil – cut – mix – pour – put – remove – serve – slice



Reflecting on Language 7

Describing processes

Very often you need to describe a process, a recipe, etc. To do so you often use the passive voice constructions.

1. Let's look at the following example:

The water is boiled with sugar and lemon.

- a) What does the speaker emphasize, the person who does the action or the action?

For more details see Language Summary 7.

Task: A Class Instruction Book

Preparation for the task

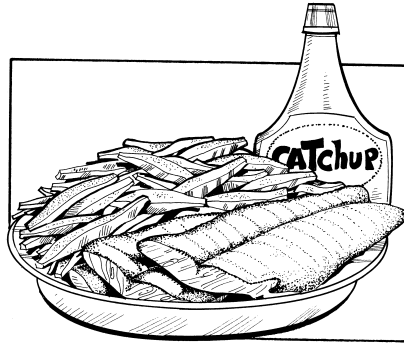
1. Fish and chips is a typical dish in Britain. Do you know what the dish consist of? If not read the following text.

Fish and chips is a typical dish in Britain, consisting of fish which is dipped into a mixture of flour and milk and then cooked in oil, served with long, thin pieces of French fries.

Easy to make...

Fish and Chips:

- Turn the oven.
- Make some breadcrumbs.



- Break an egg in a bowl.
- Put salt, pepper and vinegar on the table.
- Put the french fries in the oven.
- Wash the fish.
- Put some oil in a frying pan.
- Heat the oil.
- Put the fish in the egg, and then in the breadcrumbs.
- Cook the fish in the oil.

Reading Tips

Instructions

When reading an instruction:

- Identify what the instruction is for.
- Identify the materials or ingredients (if needed).
- Identify the main steps to follow.
- Determine the order or the steps.

Task: Create a class instruction book

1. Choose one of the following situations:
 - a) Show a friend how to play a game.
 - b) Show a foreign friend how to make a typical Cuban dish or how to dance a typical Cuban dance.
 - c) Explain to your classmates how a special equipment works.
2. Work in small groups or with a partner to give the instructions.
3. Share the instructions with the rest of the class.

4. Put all the instructions together to make a class book. Decorate the cover with pictures or drawings which illustrate what it is inside.

Writing Tips

To write instructions

- Provide the materials or ingredients needed.
- Number each step.
- Use action words to indicate what to do.
- Use the imperative or modals such as must and should.
- Use time words to indicate the order of the actions.
- Use graphs or pictures to illustrate the explanation.

Communication Tips

Useful language

First...

Second...

Then...

First of all you...

Don't ...

The first thing you have to do is...

After you've done that, you...

The next thing you do is...

Don't forget to...

Be careful not to...



Cultural Note

1. What do the following statements mean? Give the Spanish equivalents.
 - Man cannot live by bread alone.
 - Eat to live, not live to eat.

Self-Reflection

What have I learned?

Give a mark out of 10 for each:

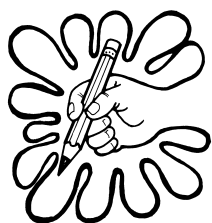
Skill	Mark	Reasons
Speaking		
Reading		
Listening		
Writing		
Grammar practice		
Vocabulary practice		
Homework		
Project work		
Add other things you think are important		
What the teacher might do to make the lessons better		
What you should do to make the lessons better		
What you, as a student, should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

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

Topic 5 Professions

As you do the following exercises and activities you will practice some English language forms by:

- Describing jobs and professions.
- Describing someone's skills.



Breaking the Ice

1. Imagine that you are looking for a job. Think about the sort of job you would like.
2. We interviewed some students who are going to look for their first job soon. We asked them to say what is important for them in a job. These are some of their answers. Read them.

Martin: "I want a job that's really exciting and fun."

Alison: "I'd like to have a job where I meet a lot of interesting people from all over the world."

Susan: "I want to help other people."

Jennifer: "I'd like to be famous."

Mary: "I'd like to have a job with long holidays."

Joe: "I want to change the world."

Charles: "I'd like a job which involves working with computers and new technology."

Peter: "I don't like to spend long hours in an office."

Simon: "I'd like to do something creative."

Suzette: "Most of all, I want to feel happy in the job I do."

3. After reading the comments, choose three points you agree with and one you do not agree with. Then share your choice with your partner or in small groups.
4. Now, think of a job which would suit each of the people interviewed.



Reflecting on Language 8

1. Analyze Charles' opinion:

What part of the sentence describes what kind of job Alison prefers?

Charles: "I'd like a job which involves working with computers and new technology."

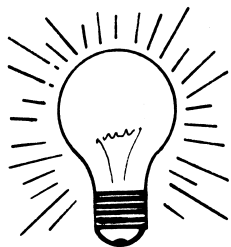
Subordinate or relative clauses give more precise information about the noun.

For more details see Language Summary 9.



Practice

1. Read the following conversation. Underline the relative clauses you see and circle the noun these clauses modify, identify, describe or give more information about.
 - a) A: What job would you really enjoy?
 B: A job that is related to the arts.
 A: Oh, that's interesting!
 - b) A: Gabriel García Márquez, who has won the Nobel Prize, is a good friend of Cuba.
 B: Indeed he is!
 - c) A: What course would you like to take?
 B: A course which will help me to work with children. I love them.
2. Work with a partner. State definitions of the following occupation. Then think of five additional occupations and describe them. Share your information with the class.
 - a) Programmer
 - b) Researcher
 - c) Interpreter
 - d) Counselor
 - e) Administrator



Reflecting on Language 9

The **-er** ending can be added to many verbs to form nouns meaning the person or thing that performs the action. The spelling sometimes changes.

All jobs and careers require certain skills. People are trained to develop such abilities.

We can use **can, could, be able to, manage to** to describe ability.

Communication Tips

Here are other ways of describing skills, knowledge, and abilities.

know	}	how to
understand		when to
study		what to
learn		where to

to be good at/ expert at

Examples:

She knows how to deal with kids.

They studied what to do in an emergency.

She is good at talking to people.



Practice

1. Work with a partner. Choose a profession from the following list. Decide what someone in that occupation knows how to do. Think of some unusual activities. Then play this guessing game. Tell the class:
 - a) This is a person who knows how to...
 - b) A person who understands how to/where to...

c) A person who learned what to...

d) This person is good/expert at...

Other pairs take turns guessing what the profession is. The pair that guesses correctly takes the next turn.

Professions/Occupations

software designer

surgeon

cosmetician

lawyer

industrial engineer

archaeologist

EFL teacher

linguist

lion tamer

bookkeeper

plumber

electrician

2. Think of two things you know how to do very well, and two things you would like to learn how to do. Work in groups of four. Find out about each other. Make suggestions about how to learn to do these activities.

Name	Knows how to	Wants to learn	Reason	Suggestions
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Note: A student should take down how many people have the same skills and who has any unique skills.

Task: Choosing a career

Preparation for the task

1. These are the three careers Marion will be applying for. Read the Career Profiles. What are the strengths and weaknesses of each career?

Teaching

Institution: Pedagogical Universities

Location: All municipalities

Duration: 5-year course

Degree: Bachelor in Education

Specialties: Foreign languages, Natural Sciences, General Comprehensive Teacher

Possible workplaces: primary, secondary and higher education

Salary: Very good

Skills: Excellent communication skills, loving and kind

Other details: Graduates have access to Master's and Doctorate's programs.

Nature of the work: Hand-on training begins in second year and is extended throughout the studies.

Teachers educate and instruct students at different educational levels. They either specialize in one subject area or teach wide range of subjects. Plan work, teach daily, supervise activities, do counselling, prepare tests and other materials, research on pedagogical matters.

Law

Institution: Universities

Location: Capital cities of provinces

Duration: 5-year course

Degree: Bachelor in Law

Possible workplaces: Courts, State institutions, social organizations

Salary: Good

Skills: Excellent and persuasive oral and written communication skills

Nature of the work: Lawyers advice clients on legal matters; represent them in court; negotiate out-of-court settlements; act as trustees, guardians, executors. An increasing number specialize in certain fields.

Social Worker

Institution: Schools of Social Workers

Location: Capital cities of provinces

Duration: 1 year

Possible workplaces: Communities, polyclinics

Skills: Excellent and persuasive oral communication skills. Kind and friendly person

Other details: Social workers have access to university courses in humanities

Nature of the work: Social workers deal with normal problems of social adjustment, help people to solve financial, health, family, or other problems, educate them to be more responsible as citizens; provide actual assistance or advice.

Task

1. Marion has short-listed the three careers she will be applying for. Each of you should choose one option.

Mark the notes as follows:

(+) if you think it is a strength.

(-) if you think it is weakness.

2. You are going to present the strengths and weaknesses to the group. Spend a few minutes thinking about the language you will use to do this. Ask your teacher about any words or phrases that you need.
3. Work in your groups. Listen to the positive and negative points about each option. Decide which should be the first and second choice of the group and why.
4. You are going to present your decisions to the rest of the class.

Communication Tips

Strengths

It seems to be a good option because...

The good thing about taking... Is that... I will be able to...

In a couple of years I will be working as...

What I like about... is that...

Weaknesses

My concern is about...

I'm worried about...

What I don't like is...

Other

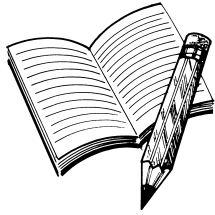
It's a challenging career...

I get the impression that...

It seems a very promising career but...

If..., I might...

If..., I will be able to... If not...



Writing Time

1. Suppose there is a School Contest to select only one student for the course you are most interested in. Write a letter to the Board presenting your choice and the reasons for your decision. Include strengths and weaknesses of the career and you own personal skills to take it.

Writing Tips

Paragraph 1: Provide personal information (name, age, group, etc.) Reasons for writing the letter

Paragraph 2, 2, 3: Refer to each choice in order of priority.

Substantiate the choice by referring to the strengths and weaknesses of the career and the present skills you have that could help you to be successful.

Paragraph 4: Express feelings and expectations.



Cultural Note

1. Work in groups of three. Discuss the meaning of the following idiomatic expressions (they all refer to types of people). Consult a dictionary or ask your teacher.
 - A daydreamer.
 - A party-goer.
 - An early bird.

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)

Reading Corner

Under the heading Reading Tips you can find a number of reading strategies that will help you to increase your reading efficiency. Reading strategies are steps you take and procedures you apply to get the most from the text.

You can apply these strategies when you read any of the texts you have in this section.

Reading Tips

Previewing

Its goal is to have a general sense of the purpose, organization and features of the reading material before you actually engage in a careful reading.

- Do not read every word.
- Focus on the key features of the writing that will give you a general picture of its message, such as the title, the table of contents, the index, the preface, and chapter headings, photographs, drawings.

Skimming

Skimming is usually defined as quick, superficial reading of a text in order to get the gist of it.

Scanning

It is looking quickly through the text for a specific piece of information. It involves these steps:

1. Determine what key words to look for.
2. Look quickly through the text for those words.
3. When you find each word, read the sentences around it to see if they provide the information being sought.
4. If they do, do not read further. If they do not, continue scanning.

Main and supporting ideas

When you read a book or an article you can find the following organization:

The general idea is the central thought of the writer's exposition. It is generally implicit in the title and explicitly expressed in an introductory paragraph or a summary or both.

Main ideas are the necessary information given by the author to develop or substantiate the general idea.

It is important to recognize main ideas in order to understand the message conveyed by the author. The main idea is the one special thought or feeling about the topic that the reader shouldn't miss. These ideas may be explicitly stated in sentences introducing paragraphs, or in sentences summarizing paragraphs. Sometimes the writer does not explicitly state a main idea, then the reader must think about the information given and decide what main ideas the author wants to communicate.

The main idea is developed by the **supporting details** or ideas.

They help to understand the main ideas by providing examples, or add other details that correspond to the purpose or style of the author. These ideas may also be organized emphasizing contrast, cause and effect or chronological order.

To identify main ideas

1. Skim through the text to get the gist of it.
2. Determine what the topic is.
3. Determine what the key words are.
4. Look quickly through the text for those words.
5. Determine the special thought or feeling about the topic the writer doesn't want the reader to miss.
6. Identify the examples or other details which add information to support the main idea.

Guessing meaning from context (Adapted from *Nation*, 1990)

1. Look at the unknown word and decide its part of speech. Is it a noun, a verb, an adjective, or an adverb?
2. Look at the clause or sentence containing the unknown word:
 - a) If the unknown word is a noun, what adjectives describe it? What verb is it near? That is, what does this noun do and what is done to it?
 - b) If the unknown word is a verb, what noun does it go with? Is it modified by an adverb?
 - c) If the unknown word is an adjective what noun does it modify?
 - d) If the unknown word is an adverb, what verb does it modify?
3. Look at the relationship between the clause or sentence containing the unknown and other sentences or paragraphs. Sometimes this relationship will be signalled by a conjunction like but, because, if, or when, or by an adverb like however or as a result.
4. Use the knowledge you have gained from steps 1-3 to guess the meaning of the word.
5. Check that your guess is probably correct:
 - a) See that the part of speech of your guess is the same as the part of the speech of the unknown word.
 - b) Replace the unknown word with your guess. If the sentences make sense, your guess is probably correct.
 - c) Break the unknown word into its prefix, root, and suffix, if possible.

Summarizing

A summary is a condensed account of the most important things that happened.

Summarizing is one of the best ways in which you can check and demonstrate your understanding of written material.

To summarize

1. *Preview the text.* Look at the title and subheadings. Look at the first sentence in each paragraph. Note any boldface or italicized print, lists, or charts. Try to get a general sense of what you are about to read.
2. *Read the text once.* You are trying to get your first impression of the author's message. If everything is not clear on this first reading, don't worry.
3. *Reread the text.* This second reading requires more care and concentration than your first effort. Here are some things you should be doing in the reading process:
 - a) *Ask questions.* Question as you read. Interact with the text. Ask yourself questions such as "who is speaking?", "where does the story take place?" and other wh-questions.
 - b) *Mark the text.* Underline key words, phrases, and sentences. Make marginal notes next to key elements in the text.
 - c) *Organize your notes.* Take notes you have made and try to arrange them in a logical way. Group related items or ideas. As you do this, ask yourself, "What is the subject of this information?" "What idea covers most of this information?"
 - d) *State the main idea.* Identify a statement that expresses the central focus of the text, if not create your own. It is important for you to find or create such a sentence, because you will use it toward the beginning of your summary to give your readers the main idea of the reading.

Text 1

Leo's rise to fame

(By Brent Burnas)

A Hollywood Child

How did this handsome young actor start? Young actors in the United States usually go to Hollywood in California. They go because people make movies there. Leo didn't go to Hollywood—he always lived there. Leo's mother and father, Irmelin Idenbirken and George Di Caprio, lived in New York. Then they moved to California. In 1974 they had a son—Leonardo. But they had problems, and George moved away from the family

home. Leo was only one year old, and he stayed with his mother. But his father visited him every day and the family was happy.

Leo was a happy boy. He liked playing and having fun. School wasn't interesting for him. His first time on TV was at the age of five. He was on the children's show, *Romper Room*. But he always wanted to play, and the show's producers were angry with him.

Leo wasn't on television again for nine years. But television wasn't the only interesting thing for the young boy. He liked reading books and watching movies. He liked animals and he loved the ocean. His mother's father and mother lived in Germany, and Leo often went there on vacations. He knows a lot of German.

Many young people want to act. It is difficult for young actors because there aren't jobs for every actor in Hollywood. Actors usually audition for a part on a movie or television show. The director watches, and gives the part to the right actor.

Leo went to a lot of auditions. Often he didn't get the jobs and then he was unhappy. But at fourteen he got a part in a television commercial. After that he was in a lot of commercials and he had small parts in some famous television shows like *Lassie*.

Leo wanted to get big parts in television shows, but it was difficult. One woman in Hollywood didn't like his name. He tried the new name Lenny Williams, but he didn't like it. He quickly went back to Leonardo Di Caprio.

Then he got an important part in the television show, *Santa Barbara*. The show was on TV five times every week, and Leo did a lot of work. There was a new script for every show.

Leo in the Movies

Leo wanted to act in *Parenthood*, a new television show. The story was from the hit movie of the same name. Leo watched the movie again and again, and he liked the story. He auditioned and he got the part. The show was on television every week. But it wasn't a hit and it stopped after four months.

In 1991, Leo was in the television show *Growing Pains*. Then he got small parts in the movies *Critters 3* and *Poison Ivy*. He auditioned for *This Boy's Life*, with Robert De Niro. Four hundred young actors auditioned for the part. Some actors didn't want to audition with De Niro because he was a famous actor. But Leo didn't have a problem with that. The director, Michael Caton Jones, watched Leo with De Niro. He liked Leo's acting and Leo got the part. The movie was from Tobias Wolff's book.

Leo has acted in many films, *What's Eating Gilbert Grape*, after which he became famous; *The Quick and the Dead* with Sharon Stone, *The Basketball Diaries*—after this he got a lot of movie scripts, and *Total Eclipse*, which was difficult for Leo because he had to kiss a man and he didn't like kissing a man! But most people remember Di Caprio for his performance in *Romeo and Juliet* and *The Titanic*.

(Adapted from *New English Digest*, vol. 2, Issue 2, 1999)

Text 2

A Night's Tale

It was a cold, rainy winter night. The city was quiet. Marie was lying on her bed reading a book, as she usually did before sleeping. Suddenly, she heard a noise. "Was it a baby crying or a cat?", she asked herself. It seemed to be coming from the street. As far as she remembered, the neighbors did not like cats. She immediately stood up, put on her coat and went outside.

Luckily, all the street lights were on. She headed towards the place where the cry was coming from. After she had walked for some time, she saw a wrapped package. It was moving like a baby. She hurried to take it. As she approached, she realized it was a kitten. Someone had tied it into a box and had abandoned it in the cold weather.

Marie felt sorry for the poor animal. She took the kitten home, fed him and put him to sleep. She had never thought of having a cat. But after a second thought she decided to keep it at home.

Text 3

Pre-reading activities

1. What do you know about the real story of the Titanic? (If possible watch the film.)
2. Read the following story.

Iceberg Right Ahead

The North Atlantic was calm and clear. Brilliant stars lit up the cloudless sky. The night was magnificent but bitterly cold. Up in the crow's-nest, lookouts Frederick Fleet and Reginald Lee were freezing. Luckily, it was almost 23:40 and their shift would end. A short time before, a slight haze had settled over the waters. They had no binoculars and the haze made their job more difficult.

Suddenly, Fleet saw it. A second look and he sounded three warning bells. He reached for the phone.

"What do you see?" asked the junior officer on duty.

"Iceberg right ahead", answered Fleet.

"Thank you."

At first, Fleet thought they were going to hit the berg ahead on. Then, at the last moment, the ship changed direction. Minutes later, the Titanic stopped.

Only a few passengers realized what had happened. Strangely enough, no one was really concerned. Apart from the ice, everything seemed perfectly normal.

Up on the bridge, however, nothing was normal. Thomas Andrews, chief builder of the Titanic, was gravely explaining the situation. The ship had 16 watertight compartments. She could float if any four were flooded. But now, the first five compartments were flooded.

Captain Smith was shocked. "How long have we?"

"An hour and a half. Possibly two. Not much longer."

Without hesitating, Smith ordered to have the lifeboats ready and then went down to the wireless station. At 00:15, the first distress signal went out across the North Atlantic. CQD...MGY, CQD...MGY.

About 15 to 30 kilometers away, the wireless room on the Californian was quiet. The operator had gone to bed about 45 minutes before. A little after 00:15, the Third Officer stepped in. He liked to listen in on the messages, so he picked up the headphones. However, he wasn't really familiar with the equipment. With no one to help him, he couldn't get it to work.

(Taken from *The Titanic Revisited*, Editions Du Renouveau Pédagogique Inc., Ottawa, Canada, 1988)

Text 4

Pre-reading activities

1. Discuss these questions in small groups:
 - a) Are you an organized person or not? Do you like to plan carefully in advance or do you prefer to be more spontaneous.
 - b) Do you have any friends or relatives who are very different from you in this respect? Does this ever cause problems?
 - c) Do you think age or sex affect how organized people are?
2. Check the meaning of the phrases below. Then as you read the quiz *How organized are you?* Match the phrases with the questions in the quiz.
 - a) Attending a meeting 6
 - b) Filling in a form ____
 - c) Booking a holiday ____
 - d) Arranging a night out with a friend ____
 - e) Packing for a holiday ____
 - f) Giving someone a message ____

QUIZ: “How organized are you?”

Situation: How do you behave? A or B

1. You have an important form to fill in and you know it'll take at least two hours to do it properly. It's Tuesday today and you have to hand it in by 9 o'clock on Friday morning at the latest.
A: You're planning to do it tonight. That'll give you time to read it through tomorrow night and hand it in early on Thursday.
B: You are going out tonight, but you intend to do it tomorrow night. If you are honest though, you know you probably won't even get down to it until about 10 o'clock on Thursday evening.
2. You bump into a friend you haven't seen for ages in the street and she suggests a night out together next week.
A: You get out your diary to see what you are doing next week, and make an arrangement there and then.
B: You agree enthusiastically and promise to ring her tomorrow... and then forget all about it!
3. It's the end of June. You have two weeks holiday from work at the beginning of August.
A: You have already planned a trip and are thinking about what clothes you need. You've borrowed a magazine of the area, and are planning various excursions.
B: You are thinking of going on a trip, but you haven't really looked into it yet. You are going to start asking for some advice to see what to do next week.
4. You've been giving an important message for a friend.
A: You phone him straight away, in case you forget about it next time you meet.
B: You're sure to see him in the next few days-you'll remember to tell him then.
5. You're due to be at a meeting in another town at 3 o'clock. You know it'll take you at least 30 minutes to get there.
A: You allow an hour for the journey- that way you definitely won't be late. You'd like to have enough time to have a coffee and make a few notes before the meeting starts.
A: You've finished your ironing and packing. Now you're going to have a nice bath and an early night, so that you're fresh for the journey tomorrow.
B: You throw a few clothes into the washing machine and go and have a last drink with a few friends. You're going to pack after that.
 - Now do the quiz in pairs and match the phrases in exercise 2 with it.
 - Add up both your scores and read the conclusions below.

Conclusions to quiz

Mostly As: You are an extremely well-organised person, who has every aspect of their life carefully planned. There are many advantages to this. Make sure, however, that you do

not become inflexible, or ignore other people's needs because they do not fit in with your plans.

A combination of As and Bs: You try hard to be organized, yet flexible and sensitive to other people. On the whole you manage to get the balance right, though sometimes perhaps you need to prioritise more carefully, and be more determined about achieving your goals.

Mostly Bs: You are very spontaneous person, who has too much organising and planning ahead. This can have a very positive side—you often have great fun. But because you refuse to make plans, you may also miss out on the thing other people do. Be careful, too, that your spontaneity doesn't mean more work for someone else.

- Find in the quiz future forms to illustrate what you have learned about the future in English.

(Taken from *Cutting Edge* by Sarah Cuningham and Peter Moor, pages 48-49. Longman, 1998)

Text 5

Career Overview

Law

In Henry VI, Shakespeare wrote, “The first thing we do, let's kill all the lawyers.” But “all the lawyers” have managed to avoid being killed in the years since the Bard wrote that line; indeed, in recent times at least, lawyers have seen their numbers grow by leaps and bounds with each passing year. Why? Western society is based on the rule of law, which touches on most aspects of our society, from crime to public policy to the stock and real estate markets, and as Western society grows and becomes more complex it needs more and more lawyers.

People who enter this demanding and all-encompassing profession do so for many reasons, not the least of which is the desire to work in an intellectually rigorous field that can have a significant impact on the world around them. Of course, in most legal careers, the pay is great, too, but most lawyers will tell you the money isn't enough to sustain one's commitment to a job that can be incredibly challenging, with long hours and high stress. No, if you want to be a lawyer, you'd better love the law.

Lawyers can work for law firms (sometimes very big law firms), hang out their own shingles, work in government agencies, legal departments of private corporations, for corporate clients (e.g.: advising corporate management on the acquisition of a competitor), or they can work for individuals (e.g.: for the defendant in an assault-and-battery case).

If it's not obvious by now, the law is an integral part of nearly every area of our lives—from the environment, trade and commerce, and civil rights to national security, cyberspace, and entertainment and sports. And, bad press notwithstanding, lawyers get respect. Law is viewed by the public as a profession, not just a job.

What You'll Do

In broad terms, lawyers apply their interpretation of the law (the codified rules of their society) to advise their employer or client on completing transactions in compliance with the law or resolving disputes based on current understanding of the law.

In more specific terms, lawyers can have a broad range of responsibilities depending on the specific area of law they practice. But if you think being a lawyer mainly involves making speeches and grilling witnesses in a courtroom, think again. Even trial lawyers—those who specialize in courtroom litigation—spend surprisingly little time before a judge or jury. For every hour in the courtroom, many more are spent doing research, conducting interviews, or writing documents in preparation for litigation. Many lawyers, in fact, never step foot in court.

At its most basic level, a lawyer's role is that of an advocate and adviser. Attorneys use specialized knowledge to research and interpret the intent of the law and apply it to whatever circumstances their clients face.

The legal profession can be divided into two major categories: litigation and transactions. Litigation, which concerns both civil and criminal law, is the process of arguing a dispute between two parties. Transactions relate to business and personal matters that usually do not require courtroom argumentation. For example, a lawyer may counsel a client in preparing a will, contract, or lease; help secure venture capital for a new company; or prepare a patent for a new technology. Litigation and transactions have specializations of their own, such as tax, antitrust, bankruptcy, labor, real estate, insurance, international trade, environmental regulation, and mergers and acquisitions—to name just a few. Lawyers can also specialize in specific industries such as health care, high tech, life sciences, entertainment, or even non-profits.

Depending on the type of law they practice, lawyers will spend their time on paperwork; researching, preparing for, or participating in trials; and advising clients. They spend hours in law libraries and with online databases researching legal precedents. They prepare contracts, briefs, and other documents, assembling boilerplate paragraphs or writing text from scratch.

They plan and conduct depositions (interviews with witnesses), which in complicated cases can generate thousands of pages of testimony—all of which have to be read, analyzed, and refined into usable information. They present their evidence—the information they've gathered about a case and about the laws relevant to a case—in a court of law, arguing before a judge and/or jury. Alternatively, they may present their research findings to clients, advising them on business or other issues.

Who Does Well

Working as a lawyer requires excellent and persuasive oral and written communication skills (English majors: here's a chance to prove grandpa wrong and use your degree for something useful and lucrative!) as you'll be required to interpret complicated, and sometimes ambiguous, laws in such a way that backs up your clients, while maintaining the

integrity of the legal system (at least ideally). Lawyers must be detail-oriented, natural negotiators who enjoy research. And they must also have a high tolerance for tedium—there can be a lot of paperwork involved.

(Taken from <http://www.wetfeet.com/asp/hom.asp>)

Text 6

Pre-reading activities

1. Do you like chocolate? Find out how many people in your class like chocolate?
2. Work in pairs. Which of these words do you associate with chocolate?

cocoa	sweet	savory	bitter
spices	herbs	pepper	sugar
sauce	chemical	plain	healthy
butter	drink	liquid	bar
crop	greasy	grow	produce
warm	solid	milk	cold

3. Can you think of any other words you can associate with chocolate? Does your partner agree with you?

While-reading activities

1. Read the passage and find out why it's called Chocolate-like falling in love.
2. Match the following headlines with each piece of information: history, facts, interesting incidents. Discuss your choice with your partner.

Chocolate-Like Falling in Love

Chocolate first came from Central America.

The word chocolate comes from the Aztec language and is the only Aztec word we use regularly in English. The Aztecs made a greasy, bitter drink, cold xocoatl from cocoa beans mixed with cold water, spices and cornmeal.

The Aztecs used the cocoa bean as a form of money. According to H. H. Boneroft, who was a historian, “four beans bought some vegetables, and beans bought a woman, and a slave cost 100”.

The explorer Cortez was the first person to bring chocolate to Europe. He presented it to the Spanish Royal Court in Madrid and served it with herbs and pepper. Soon it became very fashionable to drink it mixed with sugar and vanilla and drunk warm.

Coenrad Van Houten, who was Dutch, was the first person to extract the cocoa butter from the cocoa bean in 1827.

In 1847, Joseph Fry, who lived in England, mixed the cocoa butter with other ingredients to make a solid chocolate bar.

Daniel Peter, who was a confectioner in Switzerland, invented milk chocolate in the 1870's and Henri Nestle developed the process.

The cocoa tree originally comes from the Amazon rainforests. Brazil, West Africa and Equator now produce most of the 1.5 million-ton world cocoa crop.

The Mexicans put chocolate in savory dishes. They serve mole, which is a kind of chocolate sauce with roast chicken.

It takes other beans from one coca tree to make one pound of chocolate.

Chocolate contains small amounts of the chemical phenylethylamine, which is also naturally present in the brain, and which gives us the same feelings as when we fall in love.

The world's largest chocolate model was a 30 ft by 15 ft. representation in the Olympic Center in Barcelona.

In 1980, the Swiss police caught a young couple, because they were trying to sell chocolate secrets to foreign powers. They offered the recipes for 40 different chocolate.

(Adapted from *Move up. Intermediate*)

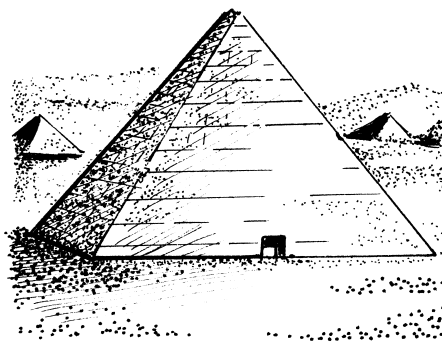
Post-reading activities

1. Ask other students for a chocolate recipe.
2. Find out more information about chocolate properties. Make a list of the properties.
3. Be ready to talk about them.

Text 7

Pre-reading activities

1. Look at the pictures bellow. How old do you think these works of art are? Why are they important? What can be learnt from them?



- List: modern – Stone Age – Renaissance – prehistoric*

- Many _____ monuments that were built during the Roman Empire are still standing.
- Archeologists have uncovered dinosaur remains that date back to _____ times.
- In Fourteenth Century Italy, a renewed interest in art and literature marked the beginning of the _____ period.
- Although there have been many developments in the _____ world, we still have a lot to learn from history.
- The very early period of human history, when tools and weapons were made from rocks, is known as the _____.

- List: Identity – past – look back – throughout – believe*

Why Is History Taught in Schools?

History is the story of _____ events. Why should it be interesting or relevant to us, as it is about things which are finished and in some cases thousands of years old.

The answer, according to historians, is simple. They _____ that in order to understand events today, we need to understand the past because all things have grown out of the past. For example, if you were to study the evolution of man you would have to _____ to the place of work in the transformation of the ape into man. A knowledge of history ensures that we do not repeat the mistakes made in the past; it also helps us to make better sense of life today.

In any event, the study of history contributes to our general knowledge and cultural

While-reading activity

1. Read the texts and fill in the table below.

	Society	Advances	Religion
Egyptians			
Babylonians			
Incas			
Romans			

History and Civilization

The Egyptians

Ancient Egyptian civilization had reached an exceptionally sophisticated level by 3000 B.C., society was organized with the pharaoh at the top, who was normally considered to be a god or the soul of the god. The whole society revolved around their worship of the sun. It was the Egyptians who formulated a calendar which consisted of 365 and a quarter days. They developed a detailed knowledge of anatomy through the embalming of their dead and are also believed to have attempted minor brain surgery. As Egypt is dominated by the Nile and its flow, the ancient Egyptians built a network of canals and waterworks. Their skills in measuring accurately also led to architectural masterpieces such as the pyramids.

The Babylonians

The ancient city of Babylon controlled lands from Persia to Libya, in an empire that survived from 1900 B.C. until it was destroyed by the Persians in 500 B.C. The Babylonians are most famous for their early development of agriculture and trade. They were one of the first people to pay for items with gold and silver, instead of bartering. The Babylonians are also believed to be the first humans to organize irrigation systems for their crops. They introduced theories on mathematics and astronomy which were later developed by the ancient Greeks. The Babylonians worshipped the planets and the earth, and believed the gods controlled health.

The Incas

The Incas developed an incredibly high level of social organization; every citizen had a function and their lives were organized from their birth until their death. Although this high level of control may sound harsh, there was very little crime, and few people ever went hungry. Education was only for the sons of important chiefs and noblemen.

The Incas developed effective farming techniques whereby the men worked in teams cultivating the crops. The Incas built excellent roads to link their towns and distant lands. The sun was the dominant figure in their religion. This worship also influenced their art, and they became skilled metal workers, specially with gold.

The Romans

The Roman Empire lasted from 27 B.C. until the fourth century A.D. The society was very highly structured with the emperor at the top and slaves at the very bottom. Society was governed by Roman law which developed over hundreds of years. Large public buildings such as theatres, public baths and temples were built. Sophisticated Roman engineering skills led to the building of incredible aqueducts and bridges. The Roman gods were based on Greek equivalents.

(Adapted from *The Book of Knowledge*, t. 5)

Post-reading activities

1. Talk about the most important achievements of each civilization.
2. Find information about the Arawaks and the Tainos. Refer to the region where they concentrated and their main activities. You may add other important information.
3. Be ready to share what you found, orally.

Text 8

Pre-reading activities

1. List five art manifestations you like the most. Exchange criteria with your partner.
2. Tick the sentences which are true according to your previous knowledge.
 - a) Music comes from nature.
 - b) Nature stimulates music making.
 - c) Early man never plays music.
 - d) In all societies people like music.
 - e) There is no reason to like music.

While-reading activities

1. Find the opposite word in the text. Consult your partner to agree or disagree.

Small	Different
Disappears	Disadvantage
Unknown	Worst
Love	Answer

2. Find a sentence in the text that means:

- Parece que el poder de la música no está en los sonidos sino en nosotros mismos.
- ¿Por qué los humanos responden ante cualquier belleza?
- La teoría solo nos dice cómo funciona la música no por qué.

Why Do We Like Music?

Music, after all, is nothing more than a sequence of sound waves. So why did the music of Wolfgang Amadeus Mozart fill his rival, Antonio Salieri, with longing and pain? Why do we fill our own lives with music? What is it that permits a sequence of sound waves to touch us so deeply?

Over the centuries musicians have elaborated such relationships into an enormous body of music theory. But valuable as it is, theory only tells us how music works, not why. It cannot explain why one melody is utterly banal and another is magic.

Obviously, a great deal of our appreciation for music is learned. You may like a song that I hate simply because it resembles other songs that you like. On a fundamental level, the aesthetics of music varies widely between cultures.

But again, none of this explains why almost everyone responds to some kind of music, or why music in one form or another appears in every known society. It seems that the power of music is not in the sounds but in ourselves.

In many ways music and language abilities are very similar. But music is not just language in another form. Yet language gave our tribal ancestors a clear evolutionary advantage. Better communication implies a better chance at survival.

What need did music serve?

Of course, we would also ask that question about painting or sculpture, dance or poetry. Why do humans respond to beauty of any kind?

(Adapted from *Compton's Picture Encyclopaedia*, t. M)

Post-reading activities

- Read the list of sentences below about music. To the left of each sentence there are two letters, T and F. Without referring back to the reading selection, try to determine whether the sentence is true or false.

- | | | |
|---|---|---|
| T | F | Much of our appreciation for different types of music is learned. |
| T | F | Although in most cultures music is very important, in some societies there is little or no music at all. |
| T | F | According to the author human beings respond to music mainly because we have a special 'music receptor' in our brain. |

2. Find information about the history of music. Consult the librarians. The below sentences can help you.
 - a) Instruments early man made.
 - b) What early instruments were made of.
 - c) If primitive people had orchestras.
3. You are helping some secondary school children from your community. You are supposed to talk to them about the origin of music. Prepare your narration based on the research you have done. Be ready to do it in front of your classmates.

Project Work

1. Find information to be shared with the class about:
 - a) Wolfgang Amadeus Mozart.
 - b) Antonio Salieri.

Text 9

Pre-reading activities

1. What words would you link with the word STAGE. Mention at least five words.

While-reading activities

1. Select the appropriate choice according to the information in the text:
 - a) The theatre of the West originated in:
 - Australia.
 - Rome.
 - Greece.
 - The Caribbean.

b) Dithyrambs began looking like drama:

- In the VII century.
- In mid VIII century.
- In the IX century.
- In the V century.

c) Sophocles was:

- The first actor.
- The one who added the second actor.
- The one who created the third actor.

The mighty annals of the stage

In savage jungle, in Christian church, in every land, in every age, man have put their deepest feelings and finest ideals into dramatic form.

It was under the blue skies of ancient Greece that the theatre of the West was born. As usual it grew out *of the* religion of the people, this time *out* of the festivals in honor of Dionysus —called by the Romans “Bacchus”— the god of wine and fertility. At these festivals Dionysus worshipers probably made up this ceremonial as they went along, but by the middle of the seventh century before Christ poets had begun to compose dithyrambs beforehand. A century later Thespis made the dithyrambs much more like drama by dressing himself as Dionysus and bidding the chorus, who were already dressed as satyrs —creatures part man, part goat to act as his followers. A generation later another actor was added. With him came dialogue —and Greek tragedy had appeared in the world.

It was Aeschylus, the first Greek dramatist who added that second actor. The majestic Sophocles added the third actor.

In Greece during the fifth century B.C. took place one of the greatest flowerings of the human spirit, and Greek drama was a noble part of it.

At these festivals we must imagine the people streaming into the open —air theatre, which was rather like an athletic stadium of our own times. The action far below, took place before the stage building, the front of which suggested a temple. Otherwise there was little or no scenery. In comedy the actors were padded ludicrously under their short tunics and wore grotesque masks. In tragedy they wore long tunics and richly colored mantles, tragic masks and shoes, called buskins, that increased their height. They spoke some dialogue, chanted other passages, and even sang certain parts as solos or duets, with a harp or flute to accompany them.

The Romans took over the Greek theatre along with other things, but they did nothing very worthy.

The Romas developed much more elaborate stage settings. In fact, they liked their entertainment more elaborate and usually less nobly literary than the Greeks. They invented the circus, and their hugest spectades were the gladiatorial combats.

Post-reading activities

1. Performing my favourite play.

Get ready to perform a brief scene of a comedy tragedy belonging to any historical or literary period. You must be creative. You may do it first in Spanish and later in English. Consult your drama professor and your English Teacher.

(Adapted from *Everyman's Encyclopaedia*, t. 10)

Language Summary

En esta sección encontrarás explicaciones que te ayudarán a profundizar en aspectos lingüísticos, como la gramática, relacionados con los diferentes temas, acompañados en la mayoría de los casos de ejercicios, fundamentalmente tomados del tabloide del Curso de Universidad para Todos 2. Para identificarlos, después de la instrucción del ejercicio, se ha especificado el número con que aparece en el tabloide.

Por ejemplo, read the conversation (Ex. 39, Tabloid).

Language Summary 1

Present Perfect

Present Perfect (have/has + past participle) is used for:

- Recently completed actions: My father has finished fixing the fence.
- Complete past actions connected to the present with stated or unstated time reference: I have worked all day and I'm tired.
- Personal experiences or changes which have happened: Sally has gained some weight recently.

Present Perfect Continuous (have + been + verb -ing) is used for:

- Actions started in the past and continuing up to the present: I have been working here since 1989.
- Past actions of certain duration having visible results or effects in the present: She has been practicing sports for many years, now she is in good shape.
- Expressing anger, irritation, annoyance, explanation or criticism: He has been playing that horrible music all day long.

Time expressions used with Present Perfect and Present Perfect Continuous: just, ever, never, already, yet (negations and questions), always, how long, so far, recently, since (from a starting point in the past), for (over a period of time), today, this week/month, et cetera.

Note how the following words are used:

- **Ago** (back in time from now) is used with Simple Past: Tom left an hour ago.
- **Before** (back in time from then): He told me that Tom had left an hour before (una hora antes).

- **Still** is used in statements and questions after the auxiliary verb or before the main verb: He can still play tennis. He still works here. Still comes before the auxiliary verb in negations: He still can't find a solution to his problem.
- **Already** is used with Present Perfect in mid or end position in statements and questions: He has already finished copying. Have you finished already?
- **Yet** is used with perfect tenses in negative statements after a contracted auxiliary verb or at the end of the sentence: He hasn't yet called in. He hasn't called us yet. Has he called yet?

Utilizamos este tiempo para:

- Acciones ocurridas en un momento no especificado. El momento exacto no es mencionado porque la acción es más importante.
- Acciones que comenzaron en el pasado y que continúan en el presente.
- Acciones recién finalizadas y cuyos resultados son visibles en el presente.
- Referirse a una experiencia.

Look at this example:

I have been to Lisbon (I have visited Lisbon and have come back. I am not there now).

I have gone to Lisbon.

Existen dos formas para el verbo **go**: **have gone** y **have been going** pero hay una diferencia de significado. En el primero de los ejemplos Thomas y Anne partieron a Lisboa ya hace un tiempo y aún permanecen allí. En cambio en el segundo ejemplo, la persona visitó Lisboa y ha regresado. Ya no se encuentra en la ciudad.

Practice

1. Read the conversation. (Ex. 39, Tabloid.)

Gina: Would you be my maid of honor?

Lynn: Oh, that's terrific! Who's going to be the best man?

Gina: Frank's brother.

Lynn: Have you told your family yet?

Gina: I called my mother and father last night, but I haven't talked to my sister yet.
Frank has already called his parents, too.

Lynn: You must have a lot to do.

Gina: Yes, I do. In fact, I'd like to ask you a favor.

Lynn: Sure, what?

Gina: Would you help me with the wedding reception?

Lynn: I'd be glad to.

2. Look at the statements below and answer **Already**, **Just**, or **Not yet**. (Ex. 40, Tabloid.)

	Already	Just	Not yet
a) Gina has asked Lynn to be her maid of honor.	_____	_____	_____
b) Frank has asked his brother to be the best man.	_____	_____	_____
c) Gina has told her sister about the wedding.	_____	_____	_____
d) Gina has told her parents about the wedding.	_____	_____	_____
e) Frank has called his mother and father.	_____	_____	_____
f) Gina has asked Lynn for help with the wedding reception.	_____	_____	_____

3. Put the verbs in brackets into the Present Perfect or the Simple Past. (Ex. 41, Tabloid.)

Ann Baker _____ (graduate) from law school in 1972 but she _____ (never work) as a lawyer. She _____ (decide) to become a science fiction writer because she always _____ (find) stories about other planets fascinating. Ann _____ (write) for more than fifteen years and so far she _____ (publish) eleven books.

4. Fay's mother had to go away for a week. Look at the table below and ask and answer questions about what Fay has done. (Ex. 42, Tabloid.)

- a) water the plants ok
- b) feed the dog ok
- c) pay the electricity bill x
- d) visit her grandparents x
- e) clean her room ok
- f) do the ironing x
- g) go to the greengrocer's x

Example: a) Has Fay watered the plants?
Yes, she has.

5. Make short exchanges using the prompts below, as in the example. (Ex. 43, Tabloid.)

- a) The dog is barking. (take/you/for a walk)
A: Have you taken him for a walk?
B: No, I haven't.
- b) The food is burning (you/turn off/the oven)

- c) The flowers are dry (Ann/water/them)
 - d) The kitchen floor is dirty (Scott/sweep/it)
 - e) The baby is crying (Carol/feed/her)
6. Fill in the gaps with **since** or **for**. (Ex. 44, Tabloid.)
- | | |
|-------------------|--------------------|
| ___ four years | ___ Sunday morning |
| ___ we had lunch | ___ three weeks |
| ___ one hour | ___ this afternoon |
| ___ I left school | ___ she was a baby |
7. Underline the correct word, as in the example. (Ex. 45, Tabloid.) Example: Has Carl painted the kitchen just/yet?
- a) I have been here since/for thirty minutes.
 - b) Pete has already/since cleaned this room.
 - c) We have yet/just finished eating our dinner.
8. Translate the following into English. (Ex. 46, Tabloid.)
- a) Ya he comido.
 - b) Estudio francés desde el año pasado.
 - c) ¿Has visto esa película?
 - d) Todavía no he leído ese libro.
 - e) Hasta ahora el trabajo va bien.
 - f) Rachel está casada desde abril.
 - g) Hace siete meses que practico guitarra.
 - h) No lo veo desde 1986.
 - i) Todos los alumnos han estudiado mucho para los exámenes finales.

Language Summary 2

Word formation

There are different ways to help us increase the number of words we know. One of them is to study the parts of words which give clues to the whole meaning they have. By breaking the word down into meaningful parts, you can often form a definition or make a reasonable guess at its meaning. For example, the word **sailor** has two important parts:

sail (meaning *to travel on water in a ship*) and **or** (meaning *one who does*), so you can easily infer that a **sailor** is a mariner or, *one that travels on water in a ship*.

Of course, to be able to locate meaningful parts correctly it is necessary to be familiar with the ways in which words are formed in English. We will refer to some of them: **derivation, composition, shortening** and **zero derivation**. We will see the processes separately and practice the way in which words are formed following them.

Derivation

Words can be formed by means of the addition of affixes (prefixes, suffixes) to roots: sail (root) + **or** (suffix)/**un** (prefix) + **happy** (root).

We will list some common English prefixes and suffixes and their meanings:

Prefixes	Meaning	Example
un-	not	unhappy
in-, im-,ir-, il-	not	incredible, impossible, irregular, illegal
dis-	not	dishonor, discover, distrust
a-	without	amoral
de-	to reverse the action of	decode, decompose, degenerate, dehumanize
super-	better, extra	supernatural
sub-	under, lower than, less than	subway, subnormal
hyper-	extra	hypercritical, hyperacid
mini-	little	miniskirt, minitennis
co-	with, together	cooperate, coexist
inter-	between, among	international
ex-	past, former	ex-wife
re-	again	rewrite, review
pre-	before in time before in place	preuniversity prefix (attached to the front of a root)
post-	after in time after in place	postpone postnasal (behind the nose)

	Suffixes	Meaning	Example
Noun suffixes	-er, -or, -ar	one who	worker, lawyer, sailor, liar
	-ist	one who	artist, motorist, novelist
	-cian	one who	musician, electrician, mathematician
	-ary, -ery, -ory	a place where	armory, bakery, reformatory
	-hood	status	childhood, womanhood, brotherhood
	-ness	state, condition	kindness, sickness
	-ment	state, process	amazement, development
	-ship	state, condition	citizenship, friendship, authorship
	-ance/-ence	action or process	performance, importance, conference, existence
	-ion	act or process state or condition	action, expansion, opposition
	-ity	quality, state, degree	similarity, purity, simplicity
Adjective suffixes	-y	characterized by, full of	dirty, lucky, shiny
	-ous	full of, having, possessing the qualities of	famous, nervous, religious, mysterious
	-al	full of, having, possessing the qualities of	natural, dental
	-ish	being	childish, foolish, Spanish

	-ive	that performs or tends toward	active, attractive digestive, explosive
	-ful	full of, having	useful, beautiful, wonderful
	-able	capable of	readable, changeable
	-less	without	homeless, childless
Verb suffixes	-ify	make, form to	acidify, certify, intensify
	-ate	one acted upon	circulate, formulate
	-ize	cause to be or conform to	memorize, legalize
	-en	cause to be,	brighten, harden, sharpen
Adverb suffix	-ly	In a specified manner	slowly, rapidly, beautifully, nicely

Note: Sometimes the addition of suffixes does not imply the formation of a new word but they only indicate aspects such as the number of objects, persons or phenomena; the moment in which actions take place or possession. E.g.: My friends **are waiting** for me at Freddy's. She **works** at the hospital.

9. Write an antonym for each word from the list by adding any of the following prefixes: **un-, in-, im-, dis-**. Consult a dictionary if necessary. (Tabloid.)

- a) ___ formal
- b) ___ obey
- c) ___ polite
- d) ___ pleasant
- e) ___ flexible
- f) ___ properly
- g) ___ satisfied
- h) ___ usual
- i) ___ justice
- j) ___ trust

10. Add the corresponding suffix (**-ify, -ize, -en, -ate**) to form a verb. Consult a dictionary if necessary. (Tabloid.)
- | | |
|-----------------|----------------|
| a) simple ____ | f) origin ____ |
| b) central ____ | g) false ____ |
| c) fright ____ | h) sad ____ |
| d) class ____ | i) legal ____ |
| e) natural ____ | j) dark ____ |
11. Fill in the blanks with the correct prefix/suffix. Rewrite each sentence to show you understand its meaning.
- Prefixes: hyper-, de-, pre-, dis-
- Suffixes: -ous, -ive, -ly, -ate, -ion, -ist, -able, -ful
- Be care____ with your criticisms, she is ____sensitive.
 - The children were very nerv____ after the accident.
 - The nutrition____ prepared a formula to balance the baby's diet.
 - The project to ____contaminate Havana Bay has been success____; pollution has been reduced.
 - We saw ____views of the coming movies before the main show.
 - The new textbooks integr____ all that has already been studied.
 - I was ____appointed by her behaviour.
 - The red sofa is very comfort____ .
 - Pilots need a very intens____ and effect____ training.

Composition

One word is formed by means of the combination of at least two of them that produce an entirely new unit: **class** + **room** to form **classroom**, meaning *a place where classes meet*; **high** + **way** + **man** to form **highwayman**, meaning *a person who robs travellers on a road*.

The meaning of this new unit is sometimes very different from the ones of its components: e.g.: **blackmail** means *extortion by threats of public exposure*, meaning which is unrelated to the ones expressed by **black** and **mail** separately.

12. Try to define the following words. Consult a dictionary ONLY after finishing the task. (Tabloid.)

workbook:
bookstore:
airplane:
seatbelt:
homemade:
bodyguard:
bathroom:
earthquake:

Shortening

Also new words are formed by means of reduction: **lab** from laboratory, **motel** from motorist + hotel or UNICEF from United Nations Children's Fund. The process is called shortening and it is used to communicate faster.

Zero Derivation

Other word-forming process is to coin a new word without apparently adding any other element. For example, from the noun **book**, the verb to **book** has been created, meaning *to write, register in a book* or make a reservation. The new word has been formed by **zero derivation**, a very frequent word-building process in English.

Language Summary 2.1

Linking words or connectors

Signal words and phrases or connectors serve as bridges from one idea or detail to another in a single paragraph. They signal links between thoughts.

To express addition: and, also, besides, moreover, in addition, not only... but also, as well. Furthermore

To express contrast/opposition: but, however, though, although, even though, on the contrary, on the other hand, nevertheless, in spite of

To express purpose: to, for, in order to, so as to, in order that, so that

To express order/time: before, after, when, while, since, until, later, next, as soon as, then, first, first of all, second, third, at the end, in the end

To express cause/effect: because, because of, due to, since, as, for (emphasizing cause)

Thus, therefore, consequently, accordingly, so, so... that, (emphasizing effect)

To express example: for example, for instance, as an example, such as

To express emphasis: in fact, really, surely, certainly, indeed, obviously, of course

To reformulate: in other words, that is, in short

To express condition: if, whether, unless, on condition that, provided that, providing, as long as

13. Underline the correct connector according to the meaning of the sentence. (Ex. 105, Tabloid.)
- a) Mary studies hard (but – and – for) Peter works hard too.
 - b) John lives in the same building as Rose, (and – but – since) they don't know each other.
 - c) The coffee shop didn't open today (for – although – because) it is being painted.
 - d) Reselinda woke up very early (in order to – because – for) go to the dentist.
 - e) It's very hot. Why don't we go somewhere fresh; (so – as to – thus – for example) to a swimming pool?
 - f) (When – before – next) Loretta arrived home, (second – first – last) she took off her winter clothes, (then – while – until) she prepared something to eat.

14. Complete the following paragraph with the correct connectors given below. (Ex. 106, Tabloid.)

On the evening of December 31st, people dress in their best clothes to go to parties. They dance, eat _____ have fun. _____ the clock strikes twelve everyone shouts "Happy New Year!". They all join hands _____ sing traditional and patriotic Cuban songs. _____, everybody kisses each other. Some cry of happiness _____ others cry of sadness. Soon _____ midnight people visit their friends and neighbors. All in all, December 31st has always been a perfect way to welcome the New Year.

List: while – not only... but... – as well – and – after – when – then

Language Summary 3

The Past Perfect Tense

We form the Past Perfect with had + the past participle. We use the Past Perfect Tense to:

- Talk about something that had already happened before something else in the past to make a sequence of events clear: When my sister came, I had already left.
- It is also the past of the Present Perfect.

Present: I'm not hungry. I have just had lunch.

Past: I was not hungry. I had just had lunch.

15. Complete these sentences as in the example. Use the verb in parentheses. (Ex. 47, Tabloid.)

E.g.: Mr. and Mrs. Davis were in an airplane. They were very nervous as the plane took off because they (never/fly) had never flown before.

- a) The woman was a complete stranger to me. (never/see) I _____ before.
- b) Jane played tennis yesterday—at least she tried to play tennis. She wasn't very good at it because she (never/play) _____.
- c) It was Carl's first driving lesson. He was very nervous and didn't know what to do. (never/drive) He _____.

16. Complete the dialogue. (Ex. 48, Tabloid.)

Maria: Hello, Susan.

Susan: Sorry for interrupting. But...

Maria: Oh, no. I _____ when you came.

Susan: Really? I'm glad to hear that. I want to invite you to go to the concert tonight.

Maria: That would be nice. Have you finished chores today?

Susan: Oh, yes. When _____. I had already finished. First I _____ to the market and then I _____.

Maria: I also went shopping. At 9:00 I _____ to the grocer's. I _____ some fresh vegetables.

Susan: Well, at what time may we leave home?

Maria: Maybe at seven. Is it all right with you?

Susan: O.K. See you, then.

Maria: See you.

Language Summary 4

Future forms

We can refer to future actions in English with these verb tenses: Simple Future, Future with **going to**, Present Continuous, Simple Present and others.

Simple Future

Will is used:

- In predictions about the future which may or may not be certain.
His parents think he will probably be an architect.
- For on-the-spot decisions and offers.
Don't worry. I'll do it for you.
- We can also use will with words: think, hope, believe, probably, certainly, et cetera.
I'm going to have a party. I hope you will probably be able to come.
- For actions which will happen in the future and we cannot control.
Jill will be two years old next month.
- For promises, threats or warnings.
If pollution levels don't drop, we won't be able to breathe.

Future with going to

It is used:

- For plans, intentions and ambitions.
She's going to enter the university next fall.
- In predictions about the future when there is evidence to support it.
He is ahead. He's going to win.

Present Continuous

It is used:

- For fixed arrangements in the near future.
He is leaving for the airport in 10 minutes.

Simple Present

It is used with a future meaning:

- When we refer to programs, schedules, timetables, et cetera.
The train leaves at 5 p.m.

17. Ann is going on vacation. Write sentences about her vacation plans. Use the words in parentheses to write the sentences. (Ex. 49, Tabloid.)

- a) (leave/next Friday) She _____.
- b) (stay/at a camping site for a week) _____.
- c) (go/with a friend of hers) _____.

d) (go/by bus) _____.

e) (stay/in a tent) _____.

Language Summary 5

The Future Continuous

a) It is used to express prediction of a temporary action in progress at a particular point in the future.

- This time tomorrow we will be taking the final exam.
- The winner will be presenting his project at the next meeting.

b) It is also used to talk about events that are the result of or part of an arrangement made in the past:

- We will be coming back from Matanzas on Saturday.

c) It is used for future events we see as certain because they are part of a routine, especially when the event continues for a period of time, e.g.: a festival, a meeting:

- The rock band will be performing every night of the festival.

This verb tense requires the auxiliaries **will be + the present participle of the main verb**:

They **will be living** in their new house next month.

18. Supply will + verb or will be + ing in this dialogue. (Ex. 50, Tabloid.)

Susan and her family will be setting out on holiday tomorrow morning.

Meg: So you're off on holiday tomorrow. How exciting! What time (you leave)

_____?

Sue: We (leave) _____ the house at about 6 a.m.

Meg: 6 a.m.! Why so early? You don't have to check in till 9:45. You (arrive)

_____ at the station terribly early!

Sue: I know, but the station is very busy at this time of the year and we want to

avoid the rush. We (check in) _____ as quickly as we

can, then we (have) _____ breakfast at the cafeteria.

Meg: I'm sure that's wise of you. Imagine! By this time tomorrow evening you

(lie) _____ on the beach and I (do) _____

the ironing or something!

Sue: I hope you're right! I hope we (not sit around) _____ at the airport. You never know these days!

19. Oral activity.

Life has changed a lot in the past century. Look at the following information and make sentences, as in the example. You can add your own ideas.

E.g.: S1: 100 years ago, people ate/used to eat simple home-made food.

S2: Today, we eat tinned food.

	100 years ago	Today
Food	Home-made/simple	Tinned food/pre-packaged
Transport	Carriages/Steam/trains	Car/plane
Entertainment	Books/open theaters	TV/radio/cinema
Settlements	Villages/towns	Big cities
Communications	Mail	Telephone/internet

After the oral activity, write an article about life in the future. Write your predictions about food, transport, entertainment, settlement, communication.

Language Summary 6

Countable and uncountable nouns

- Countable nouns are usually concrete nouns which we **can count**. We can make them **plural**. So, we **can say**: a person, **three** bananas, **many** animals.
- Uncountable nouns are things we **cannot count**. They have **no plural** and they are not used with the article a/an (which means one). For example: hair, water, milk, cheese, bread.

In order to count some of these nouns we have to use words like:

a piece of cheese, a glass of water, a loaf of bread, a bottle of milk

20. Which of these can be counted? (Ex. 51, Tabloid.)

a) wine uncountable

f) soup _____

b) apple _____

g) orange _____

c) soft drink _____

h) milk _____

d) butter _____

i) fish _____

e) egg _____

j) tomato _____

- To ask about **countable** and **uncountable nouns** you use **how many** and **how much**.

How many apples are there? There are 16.

How much bread is there? There is some bread.

21. Look back at the food words and write them in to columns. (Ex. 52, Tabloid.)

How much

How many

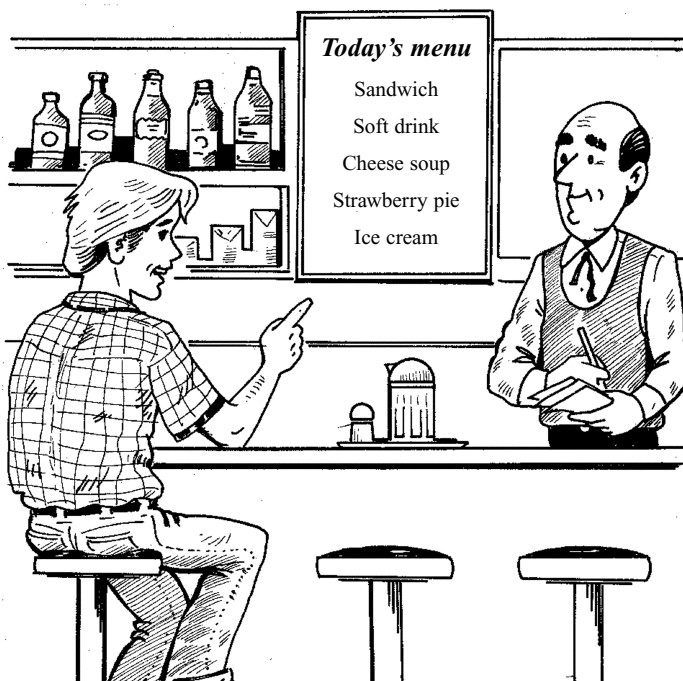
Wine

Apples

22. Work in pairs. Make notes about your favorite food. These questions can help you:

- a) What is it?
- b) What ingredients do you need?
- c) How do you make it?

23. You and your friends are having a birthday party in a self-service (sírvasé uested) restaurant. Look at the menu and talk to your friends in the restaurant. (Ex. 58, Tabloid.)



Friend 1: Hi, Mary! Congratulations!

You: _____.

Friend 1: Hey, Mary! This place is very nice and you are very pretty today.

You: _____.

Friend 1: Oh yes, I will. There is a lot of delicious dishes here.

You: _____.

Friend: Yes, please.

You: _____.

Friend: I prefer the green salad.

You: _____.

Friend: No, thanks. I just like natural juices.

You: _____.

Language Summary 7

- We form the imperative with the bare infinitive of the verb.
- We do not use a personal pronoun.

E.g.: Open the door. Never say, “You open the door.”

Close the window.

You close the window.

- We use the imperative to give instructions and orders.

E.g.: Slice the cheese.

Boil the eggs.

24. The following verbs are used to describe how food is prepared and cooked. They are also used to give instructions. Work with your partner, divide the verbs and write them under the correct heading. (Ex. 53, Tabloid.)

Cutting

Mixing

Heating

Others

Verbs:

boil	peel	melt	grill	add	carve	roast
mince	fry	beat	dice	bake	stir	slice
pour	grate	chop up				

25. Together with your partner read the following list of food and divide them into:

Vegetables	Fruits	Desserts	Drinks	Meals / Snacks	Various

List:

lettuce	potato	olives	apples	strawberries
fish	salad	vinegar	soup	potato chips
sausages	carrot	ketchup	cheese	mayonnaise
ham	beef	banana	orange	pineapple
tangerine	lemon	avocado	mango	guava
sugar	pepper and salt			

a) Select what you need to do to prepare a salad with eggs.

- _____ To make the salad you need three eggs.
- _____ You should boil the eggs for 15 minutes.
- _____ You should cut the cheese and the ham into big piece.
- _____ You need to cut the tomato into pieces.
- _____ The salad is served with fresh vegetables.

26. What questions you would ask your partner if you want to know about the ingredients and the way to prepare a salad:

- a) The amount of eggs you need for it.
- b) The pounds of cheese.
- c) The amount of ham.
- d) The amount of oil and vinegar.
- e) The time you need to boil the eggs.
- f) The ingredients you need for the dressing.

27. Food and drink questionnaire. Ask your partner the following questions. Take down notes. After you finish asking the questions be ready to answer them. This time your friend has to take down notes.

What... eat for breakfast?

drink for breakfast?

eat for lunch?

drink with your main meal?

eat with meat or fish?

drink at parties?

Now find in your class someone with the same answers.

28. Write a short paragraph describing what you like to eat and drink. Specify breakfast, lunch and dinner.

Language Summary 8

The Passive voice

- a) The active voice emphasizes **the person** who performs an action.
- b) When you emphasize an action or a result of the action and not the person who performs it, you can use the passive voice.
- c) We often use passive voice when we do not know exactly who performs an action or when it is not important to know who performed it.
- d) Passive construction is more formal than active construction and is therefore more common in writing, particularly scientific and academic writing, than in conversation. Passive voice is also very common in news reports.
- e) The structure of passive voice is: verb Be + Past Participle of the main verb.
- f) To form passive voice you should use the appropriate tense of be, followed the Past Participle (pp).
 - Simple Present – am/is/are + pp
 - Present Progressive – am/is/are being + pp
E.g.: Sugar is being produced here right now.
 - Simple Past – was/were + pp
E.g.: A delicious cake was made for the party.
 - Past Progressive – was/were being + pp
E.g.: Sugar was being produced here ten years ago.
 - Present Perfect – have/has been + pp

- Past Perfect – had been + pp
- Future (will) – will be + pp
E.g.: The environment will be protected by more people from now on.
- Future (be going to) am/is/are going to be + pp
E.g.: The new song is going to be played for the first time in a few minutes.
(Present Perfect Progressive and Past Perfect Progressive are rarely used in passive voice.)

29. Read the sentences and begin the other as shown (Ex. 59, Tabloid.)

a) The police has arrested three men.

Three men _____.

b) Steven Spielberg directed Jaws and ET.

Jaws and ET _____.

c) Da Vinci painted The Mona Lisa.

The Mona Lisa _____.

d) The Chinese invented gunpowder.

Gunpowder _____.

e) Everybody heard the news on the radio.

The news _____.

f) Somebody will clean the windows for the party.

The windows _____.

The Revolution Museum _____.

30. Read the sentence and write other examples emphasizing the action of a result of it, not the person. (Ex. 60, Tabloid.)

a) We can solve the problem:

- The child received many presents on his birthday.
- I bought a new apartment for my daughter.
- Many people enjoy swimming during the summer time.
- They played a new TV show with success.
- Parents took the children to the Zoo last Saturday.

- The Museum of Fine Arts has classical paintings and sculptures created by important European and American artists.
- Cuban people elected young delegates to participate in the Youth Festival.
- The microbrigadeers have built many schools in our country.

31. Why passive voice in each case?

- a) “Order! To your places! You forgot that there’s still a document to be read”. When quiet had been restored he took up the document, and was going to read it, but laid it down again, saying, “I forgot; this is not to be read until all written communications received by me have first been read”.

(Taken from *The Man That Corrupted Hadleyburg* by Mark Twain)

- b) “She was spared physical violence because she was so well-known now that any evidence of physical harm would, as the police realized, have aroused an outcry”.

(Taken from Winnie Mandela: *Mother of a Nation* by Nancy Harrison)

- c) I was named after my mother and that’s something I’ve hated for years. Names are inherited as well as material things.

Important

Passive voice is not much used in Spanish. In most cases in which English uses passive voice, Spanish changes the passive idea into an active one or uses the reflective construction.

Las lecciones son estudiadas (rarely used) becomes

Estudiamos las lecciones, or

Se estudian las lecciones.

Asking for Information, Instructions or Directions

When you ask someone to show you or to explain how something is done, you need to use indirect questions.

Let’s see this example: Please, show **how I can make** a cake.

Notice:

- That the usual word order of the direct question changes.

Direct question: **How can I** go to your house?

Tom explained “I want to go to Santiago”

Indirect question: Tell me **how I can** get to your house, please.

Tom explained where he wanted to go.

- That we don't use quotation marks or question marks in indirect question.
- Tense changes: Present becomes past.

(Es importante que recuerden que se invierte el orden de las palabras en las preguntas indirectas, que no se usan signos de interrogación.)

31. Complete the following conversations. (Ex. 61, Tabloid.)

a) Susan: Hello, Ann. Good to see.

Ann: Hi, Susan. I'm glad to see you too. Anything special?

Susan: Oh, yes. We are preparing a school party for the weekend. I want to make a salad, but I don't know. Please, _____.

b) Tom: Harry, _____ to the train station from here?

Harry: That's easy. Walk up three blocks.

c) Cynthia: Mom, can you tell me _____ a special dish for the party on September 28th?

Mom: Yes, with pleasure.

32. Write what you would say in these situations. (Ex. 62, Tabloid.)

E.g.: Ann says, "I'm tired". Five minutes later she says, "Let's play tennis". What do you say? – **You said you were tired.**

a) George said, "I don't smoke". A few days later you see him smoking a cigarette. What do you say to him? You said _____.

b) Sue said, "I can't come to the party tonight." That night you see her at the party. What do you say to her? _____.

c) Ann says, "I'm working tomorrow evening." Later that day she says, "Let's go out tomorrow evening." What do you say? _____.

Language Summary 9

A **subordinate clause** depends on a main clause. It cannot stand by itself as a sentence.

a) A subordinate clause starts with the relative pronouns:

- who/that used for people: The girl who/that works in this office is the tourist agent.
- Whose used for people and things to show possession: This is the manager whose company has started business with us.

- Whom/that (a quién) used for people as the object of the verb of the relative clause: The boy whom you met at the party is my cousin.
- Which used for things: This is the machine which we repaired recently.
- Where used to talk about places: This is the office where I work.
- Whom, which, whose can be used in expressions of quantity with of (some of, many of, etc.): This company has three branches two of which are in the capital city.
- We do not normally use prepositions before relative pronouns. They are used at the end of the clause. The man whom you are talking about...

b) Relative clauses are classified as defining and non-defining.

- A defining relative clause gives necessary information and is essential to the meaning of the main clause. It is not put between commas: The person who directs this company must be able to speak two languages.
- A non-defining relative clause gives extra information which is not essential to the meaning of the main clause. It is put between commas: Ann, who is an excellent person, is the accountant of the company.

(Una cláusula adjetiva es incompleta y modifica a un sustantivo al describirlo, identificarlo, o aportar información sobre el mismo.)

33. Read the following conversations. Underline all the relative clauses you see and circle the noun these clauses modify, identify, describe or give more information about. Consult the dictionary to look up the meaning of the new words. (Ex. 64, Tabloid.)

a) A: I'd like a room for two days, please.

B: Single or double?

A: Single.

B: Certainly. We still have some rooms available.

A: Could it be possible to have a room which overlooks the sea?

B: By all means.

b) A: Excuse me, do you carry guavas?

B: No, I'm sorry.

A: Do you have tomatoes?

B: Sure. Would you like to see them?

(Some minutes later)

A: Okay, I'd like a pound of tomatoes that are 25 cents each pound.

- c) A: Dr. Gregory, are you going to pull out the tooth?
 B: Not this time. There is no need. We can still save it. Anyway, I won't take care of you today.
 A: Really? Who then?
 B: Ernest. He is the doctor who will work with patients every Thursday morning.

Vocabulary

Available: that is ready for use.

By all means: sure

You bet!: you can be sure!

To overlook: to face a certain area

To carry: to have

To pull out: to take out

34. We hope you could do the exercise without difficulty. Now try to match the conversations with the place they possibly happened. (Tabloid.)

Place

Conversation a)	A dental clinic
Conversation b)	A hotel front desk
Conversation c)	A zoo
	A market

Whom, who, that pueden utilizarse para referirse a personas y presentan el siguiente nivel de formalidad:

More formal: Whom – Who – That – No object pronoun

35. Read the following conversations and fill in the blanks with who(m), which, that. Consult the dictionary for new words. (Ex. 65, Tabloid.)

- a) A: What book do you need to borrow?
 B: I need the one ____ has the black and white cover.
 A: Oh, I'm terribly sorry but we can't give it to you as a loan. You'll have to work with it here.
- b) A: Have you heard about Irene?
 B: Irene? Who's that?
 A: Don't you know? She's the new secretary _____ works for Mr. Flint.
 She's the one ____ always smiles at you when you enter Mr. Flint's office.

- c) A: Good morning. You are new in town, right? You've never been here.
 B: Yes, that's right.
 A: So what can I do for you?
 B: Well, I guess I need a shampoo treatment. My hair is a mess.
 A: I agree. Did you have any hairdresser _____ took care of your hair before?
 B: Yes, but frankly, I never liked the things _____ he did to my hair.
 A: Ok, don't worry. I'll use some shampoos _____ will work wonders.
- d) A: It was a pleasure meeting with you.
 B: Thank you very much, Mr. Blades. The business deal will benefit both.
 A: Not only both of us but our cities too. Are you flying on Iberia?
 B: No. Cubana is the airline _____ I fly when I visit Cuba.

Defining and explaining

Relative clauses can help us to make communication clearer when we want or need to explain or define what something is or someone does.

36. Can you provide the word in the blank according to the definition given? (Ex. 66, Tabloid.)

List: guava – hairdresser – single room – dolphins – patient(n) – business deal

- a) _____ is a person who requires special treatment.
 - b) _____ is the fruit which contains vitamin C.
 - c) _____ are sea mammals that everybody loves.
 - d) _____ is a person who makes people laugh.
 - e) _____ is an operation which implies an agreement.
 - f) _____ is the cheapest offer in a hotel.
 - g) _____ is a person that can make women look very attractive. Register in.
37. Can you provide a definition of your own? Use **who(m)**, **which**, **that**, **whose**, **where** and **when**. (Ex. 67, Tabloid.)
- a) 1959
 - b) Arnaldo Tamayo

- c) Havana Club Rum
- d) A teacher
- e) Sydney
- f) AIDS
- g) May 1st
- h) Antonio Maceo
- i) China
- j) October

Language Summary 10

Expressing ability

We can use **can, could, be able to, manage to** to describe ability.

1. We can use **can** to describe natural and learned ability: **I can run very fast.**
 2. We can use **could, could not** or **was/were (not) able to** to describe general ability in the past: **I could (was able to) run very fast when I was younger.**
 3. We use **was/were able to** or **manage to** (not **could**) to describe the successful completion of a specific action: **We were able to (managed to) get the tickets for the match yesterday** (not **could**).
 4. However, we can use **couldn't** to describe a specific action not successfully completed: We couldn't get tickets for the match yesterday. Or we weren't able to/didn't manage to get the tickets for the match yesterday.
 5. **Can** and **could** are not "complete verbs", so we use **be able to** and sometimes **manage to** if, for example, we want to express the future or the present perfect: I will be able to pass my driving test after I have had a few lessons (not I can/I will can).
38. Supply suitable forms of **be able to** in these sentences. (Ex. 68, Tabloid.)
- a) Our teacher says we _____ speak English fluently in a few months.
 - b) I think I _____ play tennis better after a bit of practice.
 - c) I'm practicing hard because I want to _____ pass my driving test first time.
 - d) I've been trying for hours, but so far (not) _____ get through on the phone.
39. Supply **can (can't), could (couldn't), was/were able to, managed to**. Alternatives are possible. (Ex. 69, Tabloid.)
- a) Bill is not a good athlete unfit he _____ run at all.
 - b) Our baby is only nine months and he _____ already stand up.

- c) When I was younger, I _____ speak Italian much better than I _____ now.
- d) _____ she speak German very well? No, she _____ speak German at all.
- e) He _____ draw or paint at all when he was a boy, but now he's a famous artist.
- f) After weeks of training, I _____ swim a length of the baths underwater.
- g) It took a long time, but in the end Tony _____ save enough to buy his own bike.
- h) Did you buy any fresh vegetables in the market? No, I _____ get any.

Language Summary 11

Helping people

Very often friends or neighbors ask for help and we do not know how we can help, for instance when **someone** needs to repair **something** at home.

Notice the words in bold in the explanation: someone, something.

The use of **someone, somebody, something, anyone, anybody, anything**

Something: Sp. algo Someone = somebody: Sp. alguien

Anyone = anybody: Sp. alguien

La diferencia entre ellos es la misma que existe entre **some** y **any**.

Some and **any** are determiners. They are used before uncountable nouns and plural nouns.

Some is usually used in affirmative sentences. And **any** in interrogative and negative sentences.

40. Study this conversation:

Mary: There's **something** wrong with my washing machine.

Robert: I'm sorry I can't help you. I don't know **anything** about washing machines.

Mary: Do you know **anybody** who can help me?

Robert: Not really. Ask your neighbor. He is a mechanic. He'll help you find **somebody** to repair it.

41. Complete these sentences using some/any/someone/anyone/somebody/anybody/
/something/anything. (Ex. 63, Tabloid.)

E.g.: Ann bought **some** new shoes.

The boy refused to tell us **anything**.

- a) Would you like _____ to eat?
- b) There's _____ at the door. Can you go and see who it is?
- c) Why are you looking under the bed? Have you lost _____?
- d) The film is really great. You can ask _____ who has seen it.
- e) I haven't read _____ of these books, but Tom has read _____ of them.
- f) He left the house without saying _____ to _____.

