

12th
Grade

English

WORKBOOK

English Workbook

12th Grade

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Al alumno

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

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

El tema 1 te permitirá practicar las estructuras gramaticales para que puedas hablar acerca de posibles situaciones y sus resultados. Mientras que el tema 2 te ayudará a dar opiniones y expresar tus puntos de vista acerca de diferentes temas.

El tema 3 te ofrece la posibilidad de prepararte para hacer presentaciones y reportes orales sobre diversos aspectos de interés. Para hacerlo debes integrar los contenidos lingüísticos que has estudiado tanto en la secundaria como en el preuniversitario.

El cuaderno propicia el desarrollo de habilidades en la lengua en diferentes áreas.

En primer lugar se presentan los temas fundamentales del grado dirigidos a la expresión oral. Estos se corresponden esencialmente con las unidades 8, 9 y 10 del tabloide Universidad para Todos 2.

En la sección “Reading Corner” aparecen varios textos con algunos ejercicios que favorecen el desarrollo de las habilidades de comprensión lectora.

En la sección “Language Summary” se han resumido las estructuras lingüísticas fundamentales.

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

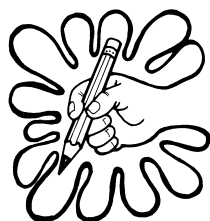
Esperamos que el cuaderno que se pone en tus manos te facilite el tránsito con éxito por la asignatura en duodécimo grado.

Las autoras

Topic 1 What if...

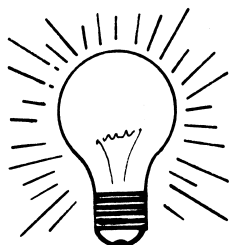
As you do the following exercises and activities you will practice some English language functions by:

- Talking about possible and improbable situations and their results.
- Talking about hypothetical facts and their consequences.



Breaking the Ice

1. Read the list of common beliefs and superstitions. Which one do some people in your town believe in? Do you know any other?
 - a) If you make a wish and then blow out all the candles on your birthday cake on the first try, your wish will come true.
 - b) If you take a broom with you when you move to a new house, you will have bad luck.
 - c) If you break a mirror you will have seven years of bad luck.
 - d) If your right ear itches, someone is saying good things about you.



Reflecting on Language 1

1. Re-read the previous beliefs and superstitions. What do they express?
 - a) A possible situation.
 - b) An improbable situation.
 - c) An impossible situation.

2. What are the parts of the conditional?

For more details see Language Summary 1.



Practice

1. Match column **A** with column **B** in order to make correct type 1 conditional sentences, as in the example.

E.g.: If you are tired, go to bed.

Column A

1. tired
2. hungry
3. bored
4. thirsty
5. seasick

Column B

- a) make a sandwich
- b) get something to drink
- c) read a good book
- d) take one of these pills
- e) go to bed

2. Put the verbs in brackets into the correct tense. Add a comma where necessary.

a) A: If Peter... (do) lots of exercises he'll be healthy and fit.
B: Definitely!

b) A: If you... (work) hard you may be promoted.
B: Do you really think so?

c) A: ...you... (give) me a call if you have time tomorrow?
B: Don't you worry. I will.

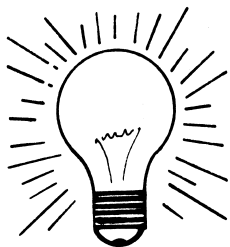
d) A: I'd like a cup of coffee.
B: Well, if you... (hold) the baby for five minutes, I... (make) it for you.

e) A: I must go to the baker's shop.
B: If you... (leave) now, you... (get) there before it closes.

f) A: I can't do anything myself!
B: Well, if you... (wash) the dishes, I... (cook) the meal.

g) A: Are you going on holiday this year?
B: Yes, I... (go) to Matanzas for two weeks if I... (have) some time off work.

h) A: I want to cook something special tonight.
B: Great, if I... (finish) work early, I... (give) you a hand.



Reflecting on Language 2

1. Examine the following sentence and answer the questions.

- a) Does she/he have time?
- b) Is she/he practicing sports?
- c) Is there a real possibility for this to happen?
- d) What are the parts of the conditional sentence?

If I had time, I would take up a sport.

For more details see Language Summary 2.



Practice

1. Choose one of the prompts from the list to say what you would do in each of the situations below.

List: complain to the manager – go to the hospital – stay in bed – take an umbrella – study more

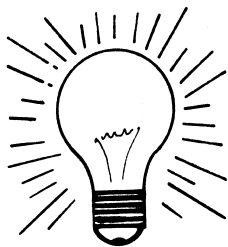
- a) You see an accident.
If I saw an accident, I would call the police.
- b) A shop assistant is rude to you.
- c) You fall over and break your arm.
- d) You feel insecure for an exam.
- e) You catch a cold.
- f) You go out under heavy rain.

2. Answer the questionnaire. Then find a partner. Find out if he/she would do the same.

Questionnaire

- 1. If you were a teacher, what would you do?
 - a) Help my students to become good human beings.

- b) Care mostly about their academic results.
 - c) Assign lots of independent tasks.
2. If you could speak one of these languages, which would you choose?
 - a) French.
 - b) German.
 - c) Portuguese.
 3. If you could buy one of these objects, which one would you choose?
 - a) A computer.
 - b) A musical instrument.
 - c) A pet.
 4. If you saw a frog, what would you do?
 - a) Kill it.
 - b) Run away.
 - c) Jump on a chair and scream.
 5. If you could be anything you wanted in life, what would you be?



Reflecting on Language 3

1. Examine the following sentence and answer the questions.

If she had called earlier, the secretary would have told her about the meeting

- a) Is it a present situation?
- b) Did she call earlier?
- c) Could she tell her about the meeting?
- d) What are the parts of the conditional sentence?

For more details see Language Summary 3.



Practice

1. Put the verbs in brackets into the correct tense to produce type 3 conditional sentences correctly.

- a) A: If you... (not/be) in a hurry, you... (not/forget) your keys.
B: You are right!
- b) A: If he... (remember) earlier, he... (send) her a birthday card.
B: It's a pity you didn't remember.
- c) A: Helen... (post) the letters if she... (have) some stamps.
B: She can do it tomorrow.
- d) A: Susan... (get) wet if she... (not/take) her umbrella.
B: She is a careful person.
- e) A: If you... (not/be) ill, you... (go) to the school party.
B: Sure!

2. Read the story below. Then make comments about it using conditional sentences.

Rob offered to help his friend Bob fix the roof last summer, so he climbed up the ladder. He fell off the ladder and broke his arm. He went to the hospital, where he met Sarah. She became his therapist. She helped him to recover. They fell in love and got married a year later.

- a) If Rob hadn't offered to help his neighbor fix the roof, he wouldn't have climbed up the ladder.
- b) _____

- c) _____

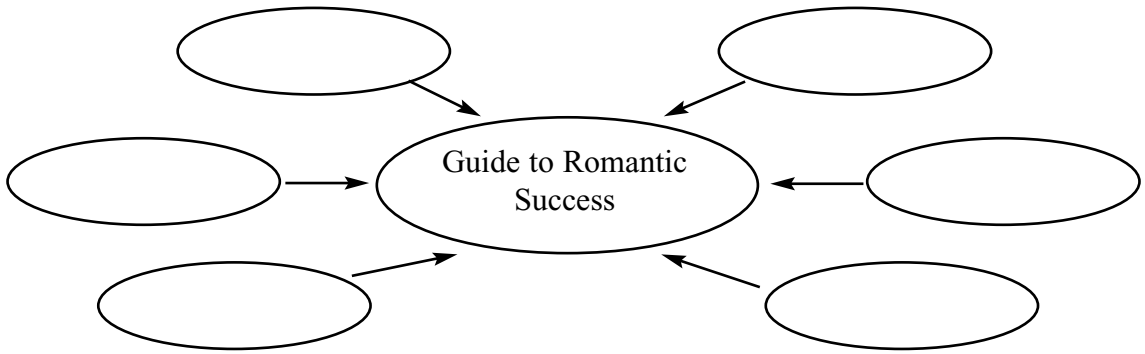
- d) _____

- e) _____

Task: Writing for an advice page

Preparation for the task

- 1. Before reading the text discuss these questions with your partner.
 - a) How can you maintain a romantic relationship? What are some important things to remember?
 - b) What problems might you face if you have been going out with the same person for a long time?
 - c) Read the title of the text and complete the cluster.



2. As you read the text.

Outline the suggestions that may help to be successful in love?



Guide to Romantic Success

Even the best relationships sometimes run into trouble, so you have to work at maintaining the spontaneity and romance you took for granted when you first started seeing each other. Here's what the experts say about the secrets of romantic success.

Show that you like each other

Showing that you both like each other helps keep a relationship fresh. Even such simple things as complimenting your partner on his or her looks or buying small surprise gifts can help. Don't start taking each other for granted.

Keep on being polite

Treat your partner with the same attitude as you would treat a friend and the same way in private as you do in public. Just because you feel very comfortable with each other is no reason to relax your manners and behave like a slob when the two of you are alone.

Maintain your independence

When you first start dating, every tiny difference between the two of you (one likes football and the other likes theater) seems like a potential obstacle. That's because you are looking for common ground on which to base your relationship. The problem is once you start spending more time together, you forget about the things that make you unique. The same things that attracted you to each other in the first place. Remember, it's important to develop your own interests and encourage your partner to do the same.

Commit to getting fit

Exercising reflects your efforts to remain attractive to your partner, and it encourages him or her to do the same for you. Plus, when you get in shape, you feel much better about yourself.

Take care of each other

It's the everyday things that let your partner know you care, like buying him or her a favorite magazine or the sort of book you know he or she loves and you hate! Look for the sort of things that would make you feel appreciated. Be attentive to each other's ups and downs, too. Talk about each other's school, work, or family worries when you need to.

Resolve disagreements

Even the happiest of couples disagree over things and have squabbles. When this happens, don't think it's the end of the world. Forget that an argument has to have a winner and loser. Try to find a mutually satisfying solution. Make your point without sounding as if you are criticizing your partner. This way you can resolve issues without scoring points off each other.

(Adapted from *Passages* by J. C. Richards, 2000, p. 9)

2. After reading discuss these questions with the group.
 - a) Do you agree with all of the suggestions above? Which ones are the most useful? Do you have any additional suggestions?
 - b) Do you agree that even the best relationships can run into trouble?

Task

1. Write an advice article for the students magazine. Choose one of the following situations and answer their questions.
 - a) Carmen has written asking for advice because she is gaining some weight and her boyfriend likes slim girls. What would you do if you were Carmen?
 - b) Roland has always been an easy-going person. He considers himself a non-romantic boy. A year ago he met Marie, who is a sweet and romantic girl. His question is what would you do if you were me?

Communication Tips

To give suggestions

- Use conditionals.
E.g.: If I were you...
If you..., please...
- Use imperatives.
E.g.: Don't...
Please, be...
Never...
- Use modals such as **should, may, must**.

For more details on giving advice and suggestions see Language Summary 5.

Writing Tips

(See the text Guide to Romantic Success as an example)

- Give a title to the article.
- Write a brief comment to introduce the suggestions.
- Organize the paragraphs according to the suggestions.
- Write a headline for each suggestion and then the paragraph which develops it.
- The last suggestion should be presented as a summary or conclusion or you may write a closing statement or paragraph.

Self-Reflection

What have I learned?

Give a mark out of 10 for each:

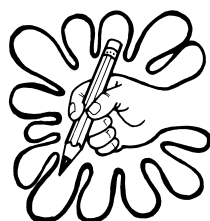
Skill	Mark	Reasons
Speaking		
Reading		
Listening		
Writing		
Grammar practice		
Vocabulary practice		
Homework		
Project work		
Add other things you think are important		
What the teacher might do to make the lessons better		
What you should do to make the lessons better		
What you, as a student, should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

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

Topic 2 Do You Agree?

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

- Agreeing and disagreeing.
- Giving personal opinion.



Breaking the Ice

To start it is important to analyze that sometimes we do or say things which we consider are good, but people not always share the same opinion. So we have agreements and disagreements.

Mini-task

1. Work in groups and share opinions with your friends. Are the following good manners? Will you do the same if someone behaves as described, for example:
 - If Monica doesn't stop asking me for answers, I'll scream.
 - If Jason chews gum in the classroom with his mouth open, I'll move to another seat.
2. Say if you are in agreement or in disagreement with the opinions given by your friends.

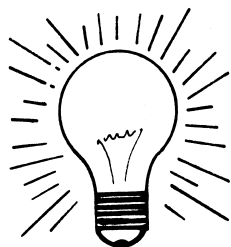


Practice

1. Below are situations that might make you want to give your personal opinions about. If you definitely would not want to do it, say why.
 - a) Your friend doesn't want to talk with you.
 - b) Your parents yell at you.
 - c) You have been caught cheating on a test.
 - d) A classmate is teasing you and is hurting your feelings.
 - e) You are disappointed with a birthday present, but the person who gave it to you really hoped you'd like it.
2. Complete the following phrases by adding a word from the list, then; complete the sentences in any suitable way. (Ex. 85, Tabloid.)

List: consider – mind – strongly – convinced – inclined

- a) I _____ believe that...
- b) I'm _____ that...
- c) Do you _____ that...?
- d) To my _____, this is a good idea, but...
- e) I'm _____ to think that...



Reflecting on Language

We can express our opinions in a conference, in a formal meeting, in a business negotiation or in an informal situation. We use different expressions to express our opinions. They go in a scale from strongly to weakly.

Strongly ↑

I'm convinced that...

I'm sure that...

I strongly believe that...

I certainly/definitely think that...

I really think that...

In my opinion...

Neutrally ↓

I think/consider/feel that...

I believe that...

As I see it...

From my point of view...

Weakly I am inclined to think that...

Communication Tips		
	Agreeing with someone	Agreeing to something
Agreement	I totally agree with you	I totally accept that
	I fully agree	I completely agree
	I am in total agreement with you	I am in favor of that
Partial agreement	Up to a point/to a certain extent	Up to a point/to a certain extent
	I agree with you, but...	I'd accept that, but...
		That may be so, but...
Disagreement	(I am afraid) I can't agree with you	(I am afraid) I can't accept that
	I don't agree	I don't accept that

1. Complete the following sentences. (Ex. 86, Tabloid.)

- I can't _____ that. It is quite untrue.
- I agree _____ to a certain point.
- You are mainly right _____ I'm not sure about the last part of your argument.

d) I'm sorry. I disagree _____ you. It is not the way you said it.

e) I _____ your basic argument, but I can't _____ with you on the details

2. When discussing your point of view people may or may not agree with you. Say agree or disagree according to the sentence. Give your personal opinion about the one(s) you are in disagreement with.

a) Mariah Carey is one of the best singers nowadays.

b) Canada is a cosmopolitan country.

c) Cubans are sociable and hardworking.

d) Children's rights are recognized all over the world.

e) Tango is the national dance of Brazil.

3. Draw a line between the elements on the left and the corresponding one on the right.

- | | |
|---|-------------------------|
| • Kan was elected the best student in the school. | • I completely agree. |
| • All that glitters is not gold (a proverb). | • I accept that, but... |
| • Students should study hard for being better each day. | • I can't accept that). |
| • The early bird catches the worm. | • I don't agree. |
| • Men are more intelligent than women. | • To a certain extent. |

4. Get into groups according to your favorite color. Read what psychologists say about it.

Blue: prefer a calm and quite life style.

Green: are stable and balanced.

Yellow: are very imaginative and interested in modern things of the future.

Red: are outgoing and like to be busy all the time.

Purple: feel that they are different from other people.

Brown: are steady and reliable.

Black: are not satisfied with things as they are.

Gray: prefer to stay by themselves and not become involved with the problems of the world.

a) Does your group agree or disagree with the description?

b) Together, write five sentences saying why.

E. g.: We agree because all of us are very active.

5. Read what some college students have to say about reading. Do you agree with them. Give reasons. Discuss your opinions with the group.

- a) “Obviously, everything you find in a book, you can learn from TV and the movies, so reading books is a waste of time.”
- b) “The Internet and electronic books could potentially lead to the end of printed books as we know them.”

Project work: The Ten Tops

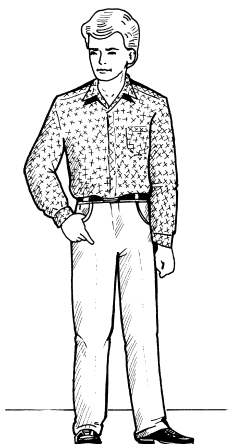
1. In your opinion, what are the ten best songs of all time?
 - a) Make your own list.
 - b) Share it with the other members of your team.
 - c) Make a list that you all agree on.
 - d) Present your list, giving reasons for your choice.
 - e) Prepare an album with the songs, photos of the composers or singers or any other information you can find.

Task

Preparation for the task

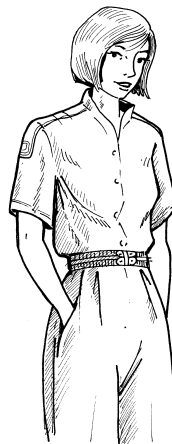
1. Read these two different points of view about clothing. Which one do you agree with more?

Mark



“The clothes we wear are the first image we offer. Sloppy or flashy clothing, the wrong colors, or the wrong combination can project a negative image to the outside world. I’ve noticed that people treat me differently depending on how I dress.”

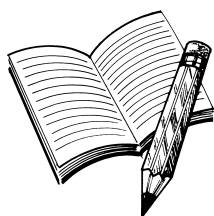
Stacy



“The best clothes are the most comfortable ones. I don’t try to look unique or unusual. I just want to be myself. What’s important is not the image we project at first glance. Anyone with money can buy a stunning suit or an elegant dress, so what can clothes really show?”

2. In small groups discuss these questions.

- a) Do you think it's fair for people to judge you by the way you dress?
- b) Do you judge others by the way they dress?
- c) Would you want to have friends who had very different ideas about clothing from your own? Would you change the way you dress to please someone else?
- d) How has your approach to clothing changed over the years?



Writing Times

1. Look at these headlines. Which headline best reflects your opinion about fashion? Why? Share your ideas with a partner.

Why look like everyone else?

**Feel comfortable
That's all that matters**

Wear the very latest fashion!

**Don't just get dressed.
Make a statement.**

2. Use the headline you chose in the previous exercise as the basis for a thesis statement about your personal belief about fashion. Compare your ideas with a partner.

E.g.: It's important to dress in a way that makes a statement about who you are.

3. Use your thesis statement to develop a composition that describes your approach to clothes.

4. Exchange compositions and answer these questions.

- a) Does the idea in the first paragraph clearly state the writer's point of view?
- b) Do the examples given in the other paragraphs support the thesis statement and clarify the writer's point of view?

Writing Tips

Paragraph 1: Introduce it with an idea and then state your thesis.

Paragraphs 2, 3...: Develop and support your thesis with examples.

Closing Paragraph: Make a final remark re-stating your position.

Task

Discuss the advantages and disadvantages of wearing school uniforms.

1. Individual work. Do you think students should be required to wear uniforms to school? Develop arguments for or against such a requirement.
2. Find others who support your view and work together to defend your motion.
3. Re-group in teams where there are supporters of the two views.
4. Debate the issue.
 - a) A concern with fashion distracts students from their studies. It also creates social barriers for those who don't have money for the latest fashions.
 - b) Just the same, fashion is one of the few opportunities that students have for individual expression.

Important note: Your group and your teacher may agree on other views or motions.



Cultural Note

Idioms reflect the language peculiar to people or to a district, community or class. So, they are part of the idiosyncrasy of people.

1. Which one Fits?

• Wave the flag	means	surrender, give up.
• Out of whack	means	broken, not working.
• Time flies	means	time passes quickly.
• She twisted my arm	means	she persuaded me.
• Take a load off	means	seat down and relax.
• We work in stitches	means	we were laughing very hard.
2. Fill in the blank with one of the idioms above so that each sentence makes sense (there is one that is not appropriate).
 - a) The army had run out of food and water. There were many wounded men, so they decided to _____.
 - b) “You look tired. Come on in and _____. I’ll fix you a cold drink”, Joan said to her friend.

- c) You must go and see that movie. It is one of the funniest we've seen in a long time.
_____ from the beginning to the end.
- d) "I really wasn't in the mood to go to the beach with her today", Pam said, but
_____, and I really had a pretty good time.
- e) _____ and we get new experiences.

Self-Reflection

What have I learned?

Give a mark out of 10 for each:

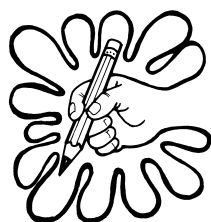
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What you should do to make the lessons better		
What you, as a student, should do to progress		

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

Topic 3 Presenting Information

The following activities will help you to practice some English language functions by:

- Making oral presentations.



Breaking the Ice

1. What is the main idea in the following quotation?

“Today’s complex society requires of its members that they be able to communicate meaning in clear, simple terms, whether the communication occurs in the workplace, at the managerial or executive level, or between instructor and student as part of the learning process”. (Thompson, Anne-Words into Speech)

AFRAID?

“Of course, you are afraid when you face an audience for the first time. A little fear is a natural and healthy beginning to any adventure. It can add to the excitement you feel when you are about to begin a speech. Too much fear can, however, hamper your ability to communicate”. (Thompson, Anne-Words into Speech)

The following chart summarizes the structure of an oral presentation, including some useful expressions to keep the flow of information.

Introducing yourself	Preparing the audience	Delivering the message	Summarizing
Good morning, Ladies and gentlemen	Today, I'll be talking about...	First, I'm going to mention... I must emphasize...	Before concluding, I'll mention the main points again.

Introducing yourself	Preparing the audience	Delivering the message	Summarizing
<p>As we haven't met all I'd better introduce myself.</p> <p>I'm ...from.../ My name is... from...</p> <p>I hope you will excuse my English, but I am a little bit rusty (or) I am out of practice (or) This is not my mother language.</p>	<p>First, I will talk about... Then, I'm going to move on to... After that, I will brief you on the statistics... and Finally, I will refer to...</p> <p>If you don't mind, we will leave the questions to the end.</p>	<p>It is worth noticing that... Looking at the chart.</p> <p>Secondly,...</p> <p>These figures show...</p> <p>Thirdly,...</p> <p>↓</p> <p>Now to digress for a while...</p> <p>↓</p> <p>Going back to my earlier point.</p> <p>Finally,...</p>	<p>That's all I had to say.</p> <p>Thanks for listening.</p> <p>Now, if you have any questions, I will try to answer.</p>

Communication Tips

Do	Don't
<ul style="list-style-type: none"> • Keep eye contact. • Learn the first 2 minutes of your presentation by heart. • Speak in a loud and clear voice. • Get informed about your audience before starting. • Present ideas in simple words and sentence patterns. • Make your purpose clear. 	<ul style="list-style-type: none"> • Use vague terms and specialized words. • Use too exaggerated gestures. • Read your presentation all the time. • Go to your presentation unprepared. • Speak over the time limit. • Make jokes about the audience or third persons.

Different purposes to make a presentation

- To entertain – To inform – To persuade
- To discuss – To debate – To speak gracefully and wittily in a social context

Most common presentations we usually make

- Introducing yourself to an audience.
- Introducing someone else.

- Speaking impromptu (without any preparation).
- By telephone (arranging a meeting, leaving a message, asking for information).
- Daily life activities (explaining a recipe, visiting the doctor, discussing a family issue, telling someone about a TV program, talking to a foreigner about your country).
- Telling about your studies (previous schools, study skills).
- Speaking about research at school or at the workplace.
- Telling a story/joke.

Useful language

To begin

I think we have all met, anyway let me introduce myself
To begin with I'd like to say/ask a question

To refer to another aspect

Now I'd like to move into
Next, let me describe
I'd like now to turn to

To refer to audiovisual aids

In my first slide/transparency I'd like to show
This graph/table/diagram shows

To summarize

In conclusion
To sum up, it is important to highlight
In a nutshell, it would be convenient to reiterate
All in all

To suggest

At this point I suggest
I therefore recommend
A good suggestion would be

To invite to ask questions

If you have any questions, I
Please, feel free to ask any question
Are there any questions?
If you have any questions I'll be glad to answer

To express concern about time

I'm sorry we've run out of time
We are under time pressure
Time is about to be over, so let's



Practice

1. Identify the parts of a presentation in which you could use the following language forms. (Ex. 92, Tabloid.)
 - a) Finally.
 - b) The first thing that must be said.
 - c) To begin with.
 - d) The following facts prove.
 - e) According to what we have just said.
 - f) All in all.
2. Check next to the items that best suit the introduction of a presentation.
 - a) Though it may seem impossible.
 - b) After that.
 - c) Do you know...?
 - d) In a nutshell.
 - e) First of all.
 - f) To conclude.
3. Check next to the items that best suit the conclusions of a presentation.
 - a) The first thing that must be said.
 - b) At this point we must conclude.
 - c) Let us take a look at.
 - d) Summing up.
 - e) The second reason to consider.
4. Fill in the blanks with the appropriate connector from the list:
List: but – in addition – because – therefore – however – and
 - a) We looked for some information in the National Library, _____ we didn't find any interesting thing.
 - b) The information is old, _____ useful.
 - c) We have talked about that, _____ I'm not going to repeat it.
 - d) This is a difficult matter. _____ I will explain it again.
 - e) I'm not going to talk about it _____ you already know.
 - f) We have mentioned some important facts; _____, we are going to mention some others.
 - g) We looked for more information _____ we discovered the truth.

5. Organize the parts given to conform a logical presentation. (Ex. 93, Tabloid.)

Statistics show that most domestic, work and traffic accidents occur under the effects of alcohol. This is simply the result of an irresponsible attitude which only brings about family and social problems.

Today's topic of debate is that of alcoholism. The first thing that must be said is that it is now becoming a major concern for parents and society in general. Addiction to alcohol is nowadays affecting people of all ages, even youngsters.

We must all try to prevent this devastating disease because it affects us all. Only by the common effort of teachers, parents and health authorities, among others, it is possible to educate our children in a responsible behavior in relation to alcohol.

Despite some emotional conflicts and controversies, the relationship ended up in a very nice friendship. The film is a very good example of respect and tolerance among human beings.

This film shows a close relationship between a homosexual male and a young man who, not sharing the same sexual orientation, was able to understand his friend.

One of the most interesting Cuban films I have seen is *Fresa y Chocolate* which is known in English as Strawberry and Chocolate. It attracted a large audience as it was the first time such a controversial issue was presented in the Cuban movie scene.

6. Classify the following types of presentation given into story telling, speaking impromptu, relating a family issue, academic, by telephone. (Ex. 94, Tabloid.)

- a) The room was empty, and on my bedside table there was a beautiful bunch of flowers. That was all I could see when I woke up.
- b) Today is a very special day for me. I'm so nervous that I can hardly speak. After so many years of hard work and study, I see this diploma as a great reward. I would like to thank my teachers, parents and friends for their help.
- c) I'm not the only son our mother has. I think it is time all of us share the same duties at home. Mother has been complaining about the amount of work she has to do lately. Do you think it is fair? I don't think so.
- d) Good morning Mrs Ashton. I hope I haven't called at an inconvenient time. There are a couple of things I would like to ask you about. First of all, would you be out of town this summer?; and second, would you like to rent your apartment to a reliable tenant while you are away?
- e) The first thing I would like to say is that the ideas I'm submitting to you today have been the result of a four-year research project which has involved a lot of researchers and resources. Fortunately, the project we propose has proved to be fruitful, and we are already putting it into practice in some elementary schools of Havana City.

7. Choose a suitable conclusion for the following incomplete presentations. (Ex. 95, Tabloid.)

The bird that flies, the friend you greet every day, the neighbor's car that wakes you up every morning with the loud voice of its engine, and your family life, are also part of your environment.

It was not recently that we started to worry about the deterioration of our environment, but still we thought of it as the air we breathe, the water we drink and the food we eat. To protect Nature is all right, but what about protecting us from ourselves?

Possible conclusions:

- a) Pollution may mean the destruction of all we know, even the human race. That's why we must preserve water and all the animals that exist.
- b) Creating a good environment means making your world better by eliminating pollution as well as every thing that makes your life miserable.
- c) The challenge is clear, either we preserve nature or disappear from the surface of the planet.

There is a current belief in today's world about the fact that the feeling of love has vanished forever. Some people argue that couples get married under the motive of economic interests rather than real attraction and need for each other. However, there are many conservatives like me who do believe in the existence of this feeling.

Love will never disappear if we consider that this simple word goes beyond loving a partner. We love our parents, our closest relatives, our friends, our homeland, and even our pets.

Possible conclusions:

- a) Love is a matter of understanding your partner, of sharing mutual likes and interests. The similarities between the couple makes love stronger and more sincere.
- b) It's time to make some men understand that love is a matter of two; that they must feed love as well as women do. A small detail, a tender smile, a warm hug and a lovely compliment can work the miracle.
- c) I can assure love exists when I look around me and see couples kissing tenderly. I can assure love exists when I hear of brotherhood among countries, and when I read about how the rich help the poor. I can also assure love exists when there is a man in this world ready to risk his life to preserve his homeland's freedom.

Task

1. Making an oral presentation.

- a) Agree with your teacher and classmates on a topic for your presentation.
- b) Research. Find information about the topic.
- c) Organize the information logically.
- d) Write the written report.
- e) Select audiovisual aids to support your presentation.
- f) Rehearse.
- g) Present your topic as planned.
- h) Self evaluate your presentation.
- i) Receive feedback from teacher and classmates.

2. Writing a book report.

- a) Presenting the information read in a book is one of the most common ways of making oral presentations for students.

Writing Tips

A report on a book generally answers the following questions

- What is the title of the book/story?
- Who are the main characters?
- Which character did you find most interesting? Why?
- What is the story about? What is the central problem of the story, and how is it resolved?
- Did you enjoy the story/book? Why or why not?
- Would you recommend this book to another student? Why or why not?

3. Read this book report. Find the answers to all the above questions.

The Incredible Journey

I recently read *The incredible Journey* by Sheila Burnford, a book about three animal friends who travel across the Canadian wilderness looking for their owners. It is a fascinating story that describes some of the incredible things animals can do.

When a Canadian family goes to England for a long trip, they leave their three pets with a friend who lives 300 miles away. Though well treated by the friend, the pets miss their family. One day, they are able to leave the friend's house unnoticed and begin the long journey alone, but they take care of one another, and all three make it and are reunited with their owners.

The main characters in this book are a Siamese cat, an old English bullterrier, and a young Labrador retriever, the leader of the group. Each animal has a distinct personality, but they care for one another almost as if they were a FAMILY. My favorite of the three was the old bullterrier. Because of his age, the journey was the most difficult for him, but amazingly he found the strength to make it.

I liked the book very much. The author didn't try to turn the animals into people, speaking and acting like humans. Instead, she was faithful to their characters as animals and showed us their journey through animal eyes. That made the book both interesting and believable.

I would recommend the book to anyone who likes animals. Because most of the book focuses on the animals and contains little dialogues, someone who is not interested in animals probably would not like the book. But I think that anyone who has ever had a pet or wanted a pet would enjoy it.

(Taken from *Passages* by J. C. Richards and C. Sandy CUP, 2000, p. 41)

- a) Write a book report about a book or story you've read. Your composition should answers the questions in the box Writing Tips.

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 fro *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.

Although the texts are accompanied by activities, your teacher will certainly need to add some more.

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 you need.
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

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.
 - 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?
 - If the unknown word is a verb, what noun does it go with? Is it modified by an adverb?
 - If the unknown word is an adjective what noun does it modify?
 - 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.
 - See that the part of speech of your guess is the same as the part of the speech of the unknown word.
 - Replace the unknown word with your guess. If the sentences make sense, your guess is probably correct.
 - Break the unknown word into its prefix, root, and suffix, if possible.

(Adapted from *Nation*, 1990)

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

Pre-reading activities

1. Do you know what Sexually Transmitted Diseases are?
2. Can you mention them?
3. What do you consider is the most dangerous?
4. Do you know any person infected by the HIV?
5. Do you know about the methods to avoid getting STDs?
6. What does our government do with HIV infected people?
7. Do they have to pay the medicines and the treatments?

Dreams and Desires

For the first time in the 20-year history of the AIDS epidemic, more women than men have been infected with HIV. Globally, women now account for more than 50 per cent of those infected due to a host of socio-political, cultural and biological reasons. These stories by women from around the world aim to highlight what it means to be a sexually active HIV positive woman.

Violeta was born in La Paz, Bolivia, and was diagnosed with HIV in May 2000.

When I was younger, no one ever spoke to me honestly about anything related to sex and sexuality, so I learned most of what I know in secrecy.

When I was 20 years old I was raped. I suspect the two men responsible for doing this also infected me, but they were strangers and I never met them again. Being a rape survivor damaged my self image for a long time and the impact of that experience on my sexual life was enormous. I felt destroyed and I engaged in sex without any caution or care for myself. I wanted to die. Three years after I was raped, I discovered I had HIV.

I have never been pregnant, so I don't know what it feels like, but I am conscious that for me becoming a mother is more complex than for women who are not living with HIV. I want very much to have a baby, but I want to be confident he or she will be okay in every sense.

The future feels uncertain and I do not dwell on it. I prefer to concentrate on the present. I am alive today and I will live today to the full. Tomorrow will bring its own problems. In my ideal future, I dream of being the mother of two beautiful babies, married to a loving husband and working in a relevant HIV organization.

Asha is 28 years old. She was born in Kathmandu, Nepal, where she still lives. She was diagnosed with HIV eight years ago.

Most of the HIV positive women in Nepal are widowed and/or abandoned by their family. This means they have a lot of worry apart from their sexual and reproductive health.

Staying alive and keeping safe are their main concerns. In my case, two years after my diagnosis I married an HIV positive man. Even though I would like to have a child, I will not. Before, I was frightened that without access to Nevipirine to prevent mother-to-child transmission the baby would be infected. Even though Nevipirine has recently become available in Kathmandu, I am still afraid I would have an unsafe delivery because of my poor health. The other problem is that my husband and I could not afford a baby. It is already hard enough for the two of us to survive. In any case, I have become very weak and I've also developed an allergy to most of the food I can afford to buy.

The constant need to monitor and take care of one's health is impossible for most HIV positive women in Nepal, including me. Taking proper care of my health is far too costly. My life changed forever the moment I was diagnosed with HIV. I don't have any great plans now, but as long as I am alive I want to do something to help other HIV positive women in Nepal.

Susan is 35 years old. She was born in London, England. She is twice divorced and currently cohabiting with her partner for three years. She has two children aged 10 and 12. She was diagnosed in January 1999.

I'm conscious of the fact that I'm very lucky. I live in a country where I have free access to treatment, unlike the majority of women living with HIV in other parts of the world. I was also diagnosed at a time when anti-retrovirals were available for treating HIV effectively, so I've never had to face the feeling that my diagnosis was an inevitable death sentence.

I imagine my dreams and desires regarding my reproductive and sexual health are very similar to women who are not living with HIV. I aspire to have lots of sex in the future, despite gravity and age beginning to have an alarming impact!

I hope that my HIV status does not affect any possible future sexual relationships, although ideally I plan to have a very long term relationship with my current partner.

I don't believe the fact that I living with HIV should be a barrier to having sexual relationships. I have never been rejected by a sexual partner because of my HIV status, but I was fearful about disclosing my status to my current partner when we first started seeing each other.

We always endeavor to use condoms when we have sex. I must confess that the one time we slipped up I became pregnant; so far the pregnancy has gone without incident. I didn't need to change my HIV medication and because I have an undetectable viral load the risk of transmitting HIV to my baby is less than one per cent. I don't intend to have any more children after I give birth. This has nothing to do with my HIV status, it purely concerns my age.

While-reading activities

1. Did Violeta know anything related to sex and sexuality when she was young?
2. How did Violeta acquire the HIV virus?
3. What was her reaction after being raped?

4. What is her dream for the future?
5. What is the situation of most HIV positive women in Nepal?
6. What does it mean to them?
7. Does Asha have the same problem? Why?
8. Can Asha and her husband have a child? Why?
9. How is her health state?
10. What does she need to take care of her health?
11. Where is Susan from?
12. Why does Susan say she is very lucky?
13. How does she feel living with HIV?
14. What are her dreams and desires to the future?

After-reading activities

Write a small paragraph comparing Violeta's, Asha's and Susan's situation taking into account the country where they live, their way of life and their dreams and desires.

Text 2

Aids

Health is often defined as a state of physical, mental and social well-being. This also applies to the idea of sexual health. Therefore the promotion of sexual health involves improvement of relations between men and women, understanding of sexuality and the sexual process, and the prevention and treatment of sexually transmitted diseases.

STDs used to be called venereal diseases, the most common serious STDs are gonorrhea, syphilis, chlamydia, chancroid, herpes, genital warts and AIDS. STDs are serious and painful and they can cause a lot of damage to the body, resulting in illness, infertility, disability and death. Most STDs in pregnant women can infect babies in the womb or during delivery, causing severe handicaps and death.

Acquired Immune Deficiency Syndrome (AIDS) is a medical diagnosis for a combination of illnesses which results from a specific weakness of the immune system. AIDS is caused by infection with a type of virus called Human Immune Deficiency Virus (HIV). HIV is not one virus, but a family of many similar viruses. There are three stages of HIV infection: a healthy person infected with HIV, illnesses associated with HIV infection may begin to appear and finally the illnesses end AIDS. There are only four ways by which HIV can enter the body: by having sexual intercourse with an infected person, by transfusion of infected blood, by an infected mother to her unborn child and by infected blood in or on needles, syringes or other instruments.

The safer sex practices will reduce the risk of unwanted pregnancy and all STDs, including HIV. We are referring to the use of the condom. Condoms act as a barriers to prevent HIV in semen or vaginal secretions from coming into contact with mucous membranes.

For many people, AIDS is particularly frightening and difficult to cope with because HIV infection is invisible. When HIV enters the body, the person starts to make antibodies to fight the infection. It seems that most people take about three months to make antibodies to HIV after infection, but some people take much longer, even years. The ELISA and Western Blot bloods tests detect antibodies to HIV, they do not detect the virus itself.

The improvement of sexual health, in addition to helping prevent the transmission of HIV, also leads to the improvement of health as a whole.

Talking with people about safer sex, and providing reliable condoms can help people to enjoy sex with less risk of STDs, AIDS or unplanned pregnancy.

(Taken from *Talking AIDS*)

While-reading activities

1. What the word Health means to you?
2. What are the STDs?
3. How many STDs are known nowadays? Mention three of them.
4. What causes AIDS?
5. How many stages of the HIV infection exist?
6. Can you mention the four ways by which HIV can enter the body?
7. Is HIV infection invisible? Why?
8. What is the method we can use to prevent STDs and unplanned pregnancy?

Text 3

Junk Food

One factor that contributes to prolonging life and opening up the possibility of living to 120 years of age is to maintain a healthy diet and ensure that the notion of pleasure is associated as much with the palate as with the senses of smell, touch, and sight.

Taking pleasure in eating is not necessarily related to great feasts of over-elaborate preparation. Nor is a healthy diet defined by strict prohibitions and boring meals. The criteria surrounding the definition of “tasty” changes according to different cultures and regions of the world, thus demonstrating that this is principally influenced by habits.

Modifying this habits in our diet, learning to select products that are both healthy and pleasantly flavored, can help to prevent different illnesses, such as arteriosclerosis and hypertension, among others.

Risk associated with poor diet excesses and deficiencies, the effects of which range from malnutrition to obesity and other ailments. One of the habits that particularly leads to obesity is the consumption of large quantities of so-called “junk food”, such as hamburgers, doughnuts, ice cream, sodas and French fries. Obesity is a common

problem in developed countries but organizations such as the Pan-American Health Organization warn that there is also an increase in Third World Countries as a consequence of unbalanced diets caused by poverty. There, the consumption of junk food is being globalized as are illnesses.

All these matters should be learnt from an early age in the family and educational environment. It is a priority to give importance to understanding which foodstuffs we really need, in order to help us extend the length and improve the quality of our lives. That is the reason for living for 120 years.

(Taken from *Granma International*, Havana, June 27, 2004)

While-reading activities

1. What is one of the factors that contributes to prolong life?
2. What other senses are associated as much as the palate with the notion of pleasure?
3. Is a healthy diet defined by strict prohibitions and boring meals?
4. Does the criteria of tasty surrounding the definition of “tasty” change according to different cultures? Why do you think so?
5. What can help to prevent many different illnesses? Mention examples of these illnesses.
6. What particular habit leads to obesity?
7. What is junk food according to what you read?
8. Find in the text examples of junk food. Mention some others that, from your point of view, can be also considered as junk food.
9. Is obesity a common problem in developed countries? What happens in Third World countries?
10. Is the consumption of junk food being globalized?
11. Should these aspects related to a healthy diet be learnt from an early age in the family and in the educational environment? What’s your opinion about it?

After-reading activities

1. In your case, how often do you eat this kind of food?
2. Would you eat something different if you had other choices in your meals?
3. Will you change your diet from now on? What makes you think this way?

Text 3

The Science of Biology

Biology is the study of all living things that inhabit the universe. About a million different types (or species) of plants and animals have been recognized on our planet. They are

classified in an almost infinite variety of sizes and shapes, from the smallest microorganisms to the most complex forms. There are many other still undiscovered and undescribed organisms, especially in the virtually unexplored seas, which cover about 70 per cent of the earth's surface. New species are continually evolving from existing organisms, while others are becoming extinct. Still others remain relatively stable, undergoing little change during long periods of time.

The field of biology is almost indescribably large. The abundance of living forms is further complicated by the fact that each species, from the relatively simple to the most intricate, is really a highly complex structural and functional entity. Consequently, the science of biology is divided into several disciplines. These, on the other hand, are subdivided into still more highly specialized areas of study. There is, for example, zoology, which deals with the study of animals, while botany deals with the study of plants. Each of these, in addition, is subdivided into more specific disciplines. Thus under zoology we have ornithology (the study of birds), mammalogy (the study of mammals) and others.

As examples of other disciplines there is physiology, which studies the function of living things, and morphology, which studies their form and structure. But physiology can be further subdivided, for instance, into endocrinology (studying the functioning of the glands that secrete hormones) and neurophysiology.

The history of biology in general reflects the history of science. It symbolizes man's progress in his search for truth, and it signifies the tremendous victory of rational thought and careful research and observation of the world around us.

While-reading activities

1. What does Biology study?
2. How many species of animals and plants have been recognized on our planet?
3. How are they classified?
4. Where are other still undiscovered and undescribed organisms?
5. Is biology a field almost indescribably?
6. Why is the abundance of living forms complicated?
7. Is the science of biology subdivided into different disciplines? Can you mention them?
8. Does the history of biology reflect the history of science?
9. What does Biology symbolize?

Text 4

Popular Music

It all started with jazz. Jazz was born in the U.S.A., in about 1900. It was the music of the poor black people of New Orleans. But several kinds of jazz, including swing, blues, be bop and free jazz, became popular all over the U.S.A., and in Europe, too.

In 1954, two black blues musicians, Fats Domino and Little Richard, began to sing in a new style – simple, energetic and good for dancing! Soon, white musicians like Bill Haley, Elvis Presley and Chuck Berry, began to sing in the new style. They called it Rock’n Roll.

Rock’n Roll was a new kind of music and it appealed to a new kind of person —the teenagers. In the 1950s, for the first time, millions of young Americans had enough money to buy records, and enough freedom to go to concerts. They wanted a culture on their own, and Rock’n Roll gave it to them. Elvis was the first great rock star, since then, teenagers’ greatest heroes have nearly always been musicians.

Only one year after Elvis’s first record, four boys from Liverpool formed The Beatles. In 1962, after six years of hard work, they became international stars. Their style was called pop music (“pop” meaning “popular”).

Michael Jackson was born in 1958. When he was young, he sang with his four brothers in a group called the Jackson Five. Michael was famous before he was ten! He worked with his brothers for twenty years. But he became more and more independent of them as his style changed. He realized that in the 1980s what people wanted was a spectacular performance, on video or in concerts. And he gave it to them.

Madonna and Prince are also famous for their spectacular performances, and they’re both about the same age as Michael. You don’t have to be young to be a superstar!

(Taken from: *TOP 3* by P. H. Dominique and B. Lacoste)

While-reading activities

1. Where has the most popular music in the world come from?
2. What are the styles of music mentioned in the reading?
3. Was the jazz the music of the poor black people of New Orleans?
4. What are the different kinds of jazz?
5. What adjectives are used to describe Rock’n Roll?
6. Did teenagers buy records and go to concerts at that time? Why?
7. Who was the first great rock star?
8. Who invented pop music?
9. Who else became famous in the 1980s?
10. What did people want in 1980s?

Language Summary

In this section you will first find the language summaries and exercises for the conditionals and other contents of Grade 12. Secondly, you can find the explanation of the most important grammatical structures studied in Grades 10 and 11, since you will need to integrate them in your speech when expressing the different communicative functions of this grade.

Language Summary 1

There are three types of conditional sentences.

Type 1 (real present) expresses something true or likely to happen in the present or future.

If + any present form (hypothesis) + Future + Imperative + Present simple (main clause)

E.g.: If I see him, I'll tell him to call you.

Sometimes we use **might** to express that some possibility exists in the present.

Examples:

- If you drive carelessly, you might have an accident.
- If the weather is very hot today, it might rain again.
- If he doesn't plan his work in advance, he might need more time than necessary.

Language Summary 2

Often the conditions are not very probable.

Examples:

If I studied more, I would have better marks.

If you did like your brother, you could learn all the words.

When using BE sometimes the condition is impossible.

Examples:

If I were you, I would answer more politely.

If my brother were here, you would see how much we resemble each other.

Type 2 (unreal present) expresses something untrue in the present. It is also used to give advice.

If + Simple Past or Continuous (hypothesis) + would, could, might + bare infinitive (main clause)

E.g.: If I were you, I would apologize.

(“were” can be used in all persons instead of “was” in conditional types)

Type 3 (unreal past) expresses an imaginary situation contrary to facts in the past. It is also used to express regrets or criticism.

If + past perfect (hypothesis) + would, could, might + have + past participle (main clause)

E.g.: If he had come on time, we wouldn’t have missed the flight.

Notes: Conditionals are usually introduced by “If”. Other expressions are: unless (If not), providing, provided (that), as long as, on condition (that), but for, otherwise, or else, what if, supposing, even if, only if, et cetera.

E.g.: You can leave provided you finish your work.

Will – Would are not normally used in if – clauses. “If they phone, tell them John has left”.

If can be omitted in if – clauses. In this case **should** (conditionals type 1), **were** (conditionals type 2) and **had** (conditionals type 3) come before the subject.

E.g.: If he should call, ask him to leave a message/**Should** he call, ask him to leave a message.

E.g.: If I had had the time, I would have looked for a second job/**Had I** had the time, I would have looked for a second job.

Would and **should** can be used to give advice. See the examples below. **I’d** is the contraction of **I would**:

A: I haven’t been feeling very well lately.

B: If I were you, I’d see a doctor. Have you been getting enough sleep?

A: No, I think I should try to sleep some more.

Practice

1. Complete the sentences in **A** with the endings in **B**. (Ex. 70, Tabloid.)

A

- a) If we plan our work carefully,
- b) The doctor will see you,
- c) If Mary sings so beautifully today,
- d) It can be bad for your health,
- e) The lights may hurt your eyes,

B

- she will win the contest.
- if they are very bright.
- the results will be good.
- if you smoke.
- if you ask for an appointment.

2. Put each verb into the correct form. (Ex. 71, Tabloid.)

- a) If you pay for the tickets, I _____ you to the theater. (take)
- b) I will write to my aunt tomorrow if I _____ some free time. (find)
- c) He will do the work if he _____ the time. (have)
- d) If children anywhere read Martí, they _____ many interesting things. (learn)
- e) What will happen if she _____ correctly? (answer)

3. Answer these questions. (Ex. 72, Tabloid.)

- a) What is the sum if you add seven plus two?
- b) What do you think will happen if I marry your sister?
- c) What will he do if the homework is very difficult?
- d) Where will they go if the theater is close?
- e) How will she find the address if the houses are not numbered?

4. Complete the sentences below with a possibility. (Tabloid.)

- a) If you continue eating candy, _____.
- b) If she doesn't pay attention in class, _____.
- c) If we move into another neighborhood, _____.
- d) If she has another boy, _____.
- e) If the day clears up, _____.

5. Complete the answer to each question. (Ex. 73, Tabloid.)

- a) Do you have a baby?
No, but if I had one, _____.
- b) Does Linda study enough?
No, but if she did, _____.
- c) Can you play the piano?
No, but if I could, _____.
- d) Are you John Chips?
No, but if I were, _____.

e) Is your sister a doctor?

No, but if she were, _____.

f) Are there any problems here?

No, but if there were, _____.

6. Complete the conversations by giving advice:

a) I can't see very well.

If I were you, _____.

b) I haven't been exercising properly lately. Do you think I should see a doctor?

No, I think you _____.

c) My father was coughing all night.

If I were your father, _____.

d) Speaking in front of people really makes me nervous.

If you practiced more, _____. Perhaps

you should also. _____.

e) Finger-feeding is not a good way of getting food into the mouth.

If you lived in India, _____.

7. Read the situations. Then give advice as indicated.

a) Act as Dr. Evans and give some advice.

Dear Dr. Evans:

I am a sixteen-year-old girl with a dream to become a musician. I play the guitar and I write very good songs. I am very creative at writing songs and creating new styles. My father is a respectable, understanding and considerate man, but he doesn't think a musician is a very respectable person. He tells me to complete my studies, and then, we'll discuss. What should I do?

b) Act as Dr. Golden and give some advice.

Dear Dr. Golden:

I am a fifteen-year-old boy, 170 cm tall and 80 kg in weight. My arms are very big because I lift weights. Being so big and heavy, what do you think I should do?

Language Summary 3

Another kind of hypothetical condition talks about situations in the present or past in which the IF clause could not be true. Type 3 (unreal past) expresses an imaginary situation contrary to facts in the past. It is also used to express regrets or criticism.

E.g.: If Tony had not missed classes, he wouldn't have failed the test
(hypothetical: it can't be true because he **did** fail the test).

E.g.: If Tony had attended school regularly, he would have passed the test
(hypothetical: it can't be true because Tony did **not** pass the test).

Note:

IF Clause + Main Clause
(past perfect) (would/might/ + have + present perfect)

If + past perfect (hypothesis) + would, could, might + have + past participle (main clause)

E.g.: If he had come on time, we wouldn't have missed the flight.

1. Supply the correct tense of the verbs in parentheses. (Ex. 75, Tabloid.)

- a) If I had known you were in trouble, I _____ (help) you.
- b) If they _____ (wait), they would have seen me.
- c) I'm sure my sister _____ (go out) with you last weekend if you had asked her nicely.
- d) We _____ (enjoy) the play better if it hadn't been so long.
- e) The dog would not have bitten you if it _____ (be) tied up.

2. Complete the conversations by giving advice. Use conditionals. (Ex. 76, Tabloid.)

- a) A: I overworked for months. That's why I had a nervous breakdown.
B: _____
- b) A: You know, my husband didn't know I would be late. I forgot to leave him a message.
B: _____
- c) A: My kid walked on broken glass and cut his toes because someone dropped a bottle.
B: _____

d) A: Rose did not write down your address; so, she got lost on the way to your place.

B: _____

e) A: Those neighbors were fined, as they threw the garbage out of the window.

B: _____

3. Complete the following statements:

a) If you had not reminded me about the meeting tonight _____
_____ if I had known.

b) If it had not rained, _____.

c) If Monica had studied computer science, _____.

d) If the biker had not run the red light, _____.

Language Summary 4

The modal verbs **may** and **might** help to express possibility. **May** usually refers to what is probable. **Might** is often used to state remote possibility.

E.g.: A: Susan is very responsible. I wonder why she is late to work.

B: She might have overslept and missed the bus.

C: She may have felt sick all of a sudden.

1. State a possibility. (Ex. 78, Tabloid.)

You've planned a study trip for lunch today, but some people still haven't shown up.

Model: A: I wonder what's keeping Sam.

B: He may / might have got lost.

Some questions

- What is keeping Sam?
- Why is Carol so late?
- Why isn't Tom here?
- Why didn't Eve call?
- What's wrong with Bob?

- What happened to Louis and Brenda?
- Why hasn't Mary arrived?

Some possibilities

- Maybe she was not near a phone.
- Maybe something came up.
- Maybe they got caught in traffic.
- Maybe he got lost.
- Maybe he forgot about the appointment.
- Maybe her car broke down.
- Maybe they didn't understand your directions.
- Maybe she missed her bus.
- Maybe he lost your address.
- Maybe his car got stuck in traffic.

2. Write the appropriate perfect modal form in the blanks. (Ex. 79, Tabloid.)

Who killed Judge Clarence? His wife _____ (do) so. She was in Switzerland learning how to ski. It _____ (be) his accountant. Apparently there was some trouble with money. But nobody thought his accountant would do such a thing. There were a few clues. His wallet was missing. His brother's fingerprints were found on the candlestick that was used to kill the judge. His brother _____ (murder) him. But Detective Nancy Mann was not convinced. It all seemed too simple. The brother was rich and didn't need the money. The murderer _____ (be) someone else, someone who was actually trying to get the brother in trouble with the law.

3. Write sentences derived from the following story. Use the correct modal perfect form. (Ex. 80 Tabloid.)

Two thousand years ago 20000 people lived in Pompeii, a city in southern Italy off the Bay of Naples. Pompeii was built at the foot of Vesuvius, a volcano 4000 feet high.

Pompeii had a lot of ships in its harbor. Many wealthy Romans came to stay in its resorts. Statues and mosaics decorated many of its buildings. What kind of a city was Pompeii?

a) _____

For four days before the volcano erupted on August 24, A.D.79, there were tremors and vibrations under the ground. The volcano was smoking and no one could get water from the wells. How do you think people in Pompeii felt?

b) _____

Less than twenty years before, there had been a serious earthquake in Pompeii. Some people felt the earth trembling on August 20, A.D.79, and decided to leave Pompeii right away. Why did they decide to leave?

c) _____

Many people laughed at those who left. They didn't believe there was any reason to be afraid. This mistake cost many of them their lives.

d) They _____

When the volcano erupted, people saw a great black cloud in the sky. It was like night even though it was daytime. Then the cloud started raining poisonous material. It rained on the nearby towns. Some people made the mistake of going down into their cellars rather than trying to escape by sea. They got trapped in their cellars.

e) _____

Pliny the Elder, a famous Roman writer, took his ship and crew and sailed across the bay, exactly towards the place of greatest danger. Everyone else was going in the opposite direction. Pliny's men asked him to turn back. He refused. Why?

f) He _____

3. There was enough room to turn the boat around. There was also enough time, even though some poisonous material was starting to fall from the sky. (Ex. 81, Tabloid.)

Pliny _____

but he didn't. He went on shore to look for a friend. Later he died on the beach.

4. Pretend you're an advice columnist. Choose one of the following letters and write back giving advice. (Ex. 81, Tabloid.)

Dear Mrs. Veltfort:

My hairdresser recently took me into a new hairstyle that made me look like a porcupine. I hated it! Unfortunately, he thought it looked great. After, he finished styling my hair, he proclaimed "It's you!"

How do you think I should have responded?

Sally

Dear Ms Ramon:

On a recent trip, I visited a relative I don't know very well, one of my great aunts. She lives in a very rural area near the sea. Town is 50 km away. I'm her only nephew, so she was really looking forward to my visit. Everything was fine until we sat down to eat. When I asked her what was in the stew she had just served, she announced, "Octopus."

I was so shocked that I refused to eat anything and I had to leave the table. I'm afraid that I hurt my great aunt's feelings, even though later, I said I was sorry. Now I'm wondering what I could have said to be more polite.

Animal lover

Language Summary 5

Giving advise, suggestions and recommendations

Suggestions and recommendations and advice can be classified under the following headings:

- Suggestions involving the speaker.
- Suggestions to another person.
- Reported suggestions.

1. Suggestions involving the speaker:

Shall we	}	discuss the plan now
Why don't we		go now
Let's		start our practice

I suggest we	}	vote on this point now.
We should		start the talk

2. Suggestions to another person:

Why don't you get some outside advise
How about listening to other people's opinion?

I suggest you	}	survey the High School students
I think you should		
I advise you to		

It's advisable to begin earlier.

I (would) recommend one of the major research centers.

3. Reported suggestion:

The consultant advised us to review our plans.

He suggested that we (should) list our strengths and weakness.

1. Tick the sentences that mean some advice or suggestions. (Ex. 100, Tabloid.)

- a) You should listen more careful.
- b) Don't you think it is necessary?
- c) I guess you can do it.
- d) Why don't you study more often?
- e) I had better hurry or I'll be late.
- f) She had better chances to get it.
- g) They should have taken the umbrellas with them.
- h) You can't use that footpath. It is closed.
- i) If I were you, I wouldn't do it.
- j) If you came, you might see her.

2. Provide suitable suggestions and advise according to the situation. (Ex. 101, Tabloid.)

- a) A friend of yours who doesn't study very much.
- b) Your cousin doesn't feel well.
- c) The people in the meeting have been talking too much about the same issue.
- d) The company is losing its financial capacity.
- e) The driver is not paying attention to the traffic lights.
- f) It is 10:30 a.m. Time for coffee.
- g) You want to start the meeting on Research and Development. What do you say?

Language Summary 6

Playing for time

Sometimes you are in a situation when you can not give exact answers or confirm a statement especially, in a diplomatic, business or political exchange.

It is then necessary to use phrases or expressions to gain time.

E.g.: Bear with me, I must consult my colleagues.

I'll have to think about that.

I need some time to consider your proposal.

1. Sometimes we meet new situations or problems and we have to say what action we'll take. Write down possible statements you will use in each case. (Ex. 88, Tabloid.)
 - a) A British delegation is visiting your community/school. They are interested in some exchange relations. The person responsible for this will be with you in 2 hours time.
 - b) You are leading a small delegation abroad and someone asks you about something you have no information about.

Language Summary 7

Clarification and repetition

In a conversation people very often do not understand everything that is said. So, we all need clarification and we request repetition to get the idea or meaning.

E.g.: Pardon me?

Do you understand what I mean?

Sorry, I am not following you.

1. Write down some of the common clarifying expressions according to the situations. (Ex. 89, Tabloid.)
 - a) You are in the reception room. Someone says something you can't hear well.
 - b) In a meeting with members of a solidarity group, the leader asks you to interpret his speech. At a given moment he said the word **vitriolic (crítica)**, what would you say?
 - c) You want to be sure your partner at school understood all what you explained. Please, say what you will probably ask him.
 - d) In a formal meeting with important personalities, someone just asks you a question, but you don't get its meaning. What may you say?
 - e) You receive an e-mail with some unclear information. You phone the sender of the e-mail to clarify it. What could you ask him to do?

Language Summary 8

Interrupting

Attending meetings, getting together at home or at a restaurant for special celebrations is very common. Sometimes, they tend to be long due to the amount of interruptions. Speakers use different expressions to interrupt a conversation and say or add something.

E.g.: Could I just say something?

Hold on a minute, I want to say...

Sorry to interrupt but...

Grammar Review (Grades 10 and 11)

The passive

We use the passive when we want to show that the action of the verb is more important than the person who carries out the action.

1. The **agent** (the person who carries out the action) is introduced with the preposition **by** and is mentioned only when the identity of the agent is important or needs to be stated.
2. The agent is not mentioned when:
 - a) It is unknown.
 - b) It is unimportant.
 - c) It is obvious from the context.
3. To turn a sentence from the active into the passive:
 - a) The **object** of the active sentence becomes the **subject** in the passive sentence.
 - b) The active verb changes into a passive form.
 - c) The **subject** of the active sentence becomes the **agent**.

	subject	verb	object
active	Kim	baked	a cake.

	subject	verb	agent
passive	A cake	was baked	by Kim.

4. Only the verbs that take an object can be turned into the passive.
E.g.: Susan **cleans the silver**. **The silver is cleaned** by Susan.
It **is snowing** today.
5. When the subject of the active sentence is one of the following words: people, one, someone/somebody, they, he, etc., the agent is often omitted in the passive sentence.
6. **Object pronouns** (me, you, him, etc.) become **subject pronouns** (I, you, he, etc.) in the passive.
E.g.: He gave this book to **me**. **I** was given this book.
7. When the verb of the active sentence is followed by a preposition, the preposition is kept in the passive sentence as well.
E.g.: Burglars **broke into** our house last night. Our house **was broken into** last night.

Continuous and Perfect Passives: Form

- Continuous and perfect forms of the passive all have two auxiliaries before the past participle of a transitive verb.
- To form the present continuous passive, use **am, is, or are + being** + the past participle.
- To form the past continuous passive, use **was, or were + being** + the past participle.
- To form the present perfect passive, use **have, or has + been** + the past participle.
- To form the past perfect passive, use **had + been** + the past participle.

Statements

I am being helped.

He is being helped.

We are being helped.

I **was** being helped.

They **were** being helped.

I have been helped.

He has been helped.

I had been helped.

Contractions

I'm

He's

We're

I've

He's

I'd

1. Work with a partner. Complete the following conversation with the appropriate Simple Present form of the passive, using contractions whenever possible. Then, practice the conversation.

A: When _____ (collect/trash) in your neighborhood?

B: It _____ (pick up) on Mondays, but we don't have much trash anymore. Almost everything we use _____ (recycle).

A: And _____ (collect/the recycled items) too?

B: Some of them _____ (collect). Newspapers, glass, and cans _____ (take away) by a recycling company.

A: And then what _____ (do) with all of that stuff?

B: It _____ (separate) once more and _____ (sell) to other companies for recycling.

2. Work on your own. Create meaningful active or passive sentences in the past with the words in parentheses. Make the first word in parentheses the subject of your sentence.

a) (the medicine/take/the patient)

E.g.: The medicine was taken by the patient.

b) (the patient/take/the medicine)

E.g.: The patient took the medicine.

c) (the glass/drop/the child)

d) (the concert/attend/thousands of people)

e) (the cake/cost/quite a bit)

f) (soccer/play/on Sundays at 2:00 p.m.)

g) (we/cancel/the appointment)

h) (the waiter/take/the order)

i) (the car/repair/two mechanics)

j) (the baby/cry/for an hour)

k) (the package/mail/the woman/early in the morning)

l) (the shoes/buy/at the mall)

3. Rewrite the following passage in the passive.

Someone started a fire in the Courtney National Park early yesterday morning.

They had used a match and some petrol to start the fire. The fire had burnt a lot of trees before someone called the fire brigade. The police have arrested a man. They are still questioning him.

4. Work with a partner. Use the simple present passive form of the verbs in parentheses to complete each definition. For f-h, use the verb in parentheses and your own words.

- a) Wine is an alcoholic beverage that _____ (make) from grapes.
- b) A guide dog is a canine that _____ (train) to lead a blind person.
- c) Grizzly bears are large, powerful animals that _____ (find) in North America.
- d) Mother's Day is an international day that _____ (celebrate) on the second Sunday in May.
- e) Silk is a smooth, soft cloth that _____ (make) from fine thread. The thread _____ (produce) by a silkworm.
- f) Caffeine is a stimulant that _____ (find).
- g) May Day is an international holiday that _____ (celebrate).
- h) A mango is a fruit that _____ (use).

5. Work with a partner. Describe the results of the following situations using present and past perfect passive sentences with the words in parentheses.

- a) A serious flu epidemic has recently spread through your area.

(some schools/close)

E.g.: Some schools have been closed.

(several business/shut down)

(many public events/cancel)

(more doctors/need)

(several new treatments/try)

(many flu shots/give)

(hundreds of people/treat)

- b) An earthquake had rocked southern California before the hurricane hit the state.

(several homes/damage)

E.g.: Several homes had been damaged.

(one major road/close for an hour)

(twelve people/injure)
(one person/kill)
(many windows/shatter)
(one building/destroy)
(one person/hospitalize)
(no major power lines/affect)

The Simple Present and Present Progressive

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

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

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

Time expressions: now, at the moment, at present

The Simple Past

We use the Simple Past:

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

Time expressions: Yesterday, last night/week/month/year/Monday
Two days/weeks/years ago

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

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

E.g.: wanted, landed

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

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

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

E.g.: arrived, prepared, showed

The Simple Future

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

We generally use **will**:

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

E.g.: I think he will support me.

We generally use **going to**:

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

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

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

Modals

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

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

4. We can use **can**, **could**, **be able to**, **manage to** describe or express ability.
 - a) We can use **can** to describe natural and learned ability: **I can run very fast**.
 - b) We can use **could**, **could not** or **was/were (not) able to** describe general ability in the past: **I could (was able to) run very fast when I was younger**.

- c) 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**)
- d) 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.
- e) **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**)

Infinitive and -ing form

1. We use the **-ing** form:

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

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

- a) Like/love plus -ing form means that something is general.
E.g.: I love reading. (means I love reading in general)
- b) Like to/love has a more exact and specific meaning.
E.g.: I love to read when I am bored. (means I like to read especially in certain situations)

Past Continuous

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

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

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

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

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

We use the Past Continuous and the Simple Past together to say that something happened in the middle of something else.

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

Would and used to

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

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

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

Did you use to smoke when you were younger?

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

Past: He used to play tennis

Present: He plays tennis

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

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

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

Present Perfect

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

a) Recently completed actions: My father has finished fixing the fence.

- b) Complete past actions connected to the present with stated or unstated time reference: I have worked all day and I'm tired.
 - c) Personal experiences or changes which have happened: Sally has gained some weight recently.
2. Present Perfect Continuous (have + been + verb -ing) is used for:
- a) Actions started in the past and continuing up to the present: I have been working here since 1989.
 - b) 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.
 - c) 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?

The Past Perfect Tense

1. We form the Past Perfect with had + the past participle. We use the Past Perfect Tense to:
 - a) 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.
 - b) 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.

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.
E.g.: His parents think he will probably be an architect.
- For on-the-spot decisions and offers.
E.g.: Don't worry. I'll do it for you.
- We can also use will with words: think, hope, believe, probably, certainly, et cetera.
E.g.: 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.
E.g.: Jill will be two years old next month.
- For promises, threats or warnings.
E.g.: 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.
E.g.: She's going to enter the university next fall.
- In predictions about the future when there is evidence to support it.
E.g.: He is ahead. He's going to win.

Present Continuous

It is used:

- For fixed arrangements in the near future.
E.g.: 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.
E.g.: The train leaves at 5 p.m.

The Future Continuous

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

E.g.: This time tomorrow we will be taking the final exam.

The winner will be presenting his project at the next meeting.

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

E.g.: We will be coming back from Matanzas on Saturday.

- 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:

E.g.: 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**:

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

Asking for information, instructions or directions

1. 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.

2. Notice:

- a) 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.

- b) That we don't use quotation marks or question marks in indirect question.

- c) Tense changes: Present becomes past.

Subordinate clause

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

1. A subordinate clause starts with the relative pronouns:

- a) Who/that used for people: The girl who/that works in this office is the tourist agent.

- b) Whose used for people and things to show possession: This is the manager whose company has started business with us.
- c) 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.
- d) Which used for things: This is the machine which we repaired recently.
- e) Where used to talk about places: This is the office where I work.
- f) 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.
- g) 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...

2. Relative clauses are classified as defining and non-defining.

- a) 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.
- b) 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.

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 **waiti**ng for me at Freddy's.

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.

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 or register in a book. The new word has been formed by **zero derivation**, a very frequent word-building process in English.

Small talk

Usually a social conversation about unimportant things, often between people who do not know each other well.

E.g.: Great weather, isn't it?

Nice day, isn't it?

Yes. It feels like it's still summer.

Here are some situations. What might you say as a small talk.

1. You are in Céspedes Park in Santiago de Cuba and a visitor sits next to you.
2. It is raining and you and another person, probably a Japanese, shelter under the same roof.
3. At the Fitness Center a middle-aged European-like woman just starts her Physical training. You have never seen her before.
4. At an international conference a delegate from Africa stands next to you at the coffee shop.
5. At the International Youth Festival a delegate from the Caribbean sits next to you in a special conference.