

Introductory Unit

1. Speaking

1.1 Dialogue “The first day at school”

Today is the first day of the school year at Woodhills Language School.

Section A

Louise Johnson and Margaret Martin teach English at WLS. They say hi to each other.

Louise: Hi, Margaret. It's so good to see you. How are you?

Margaret: I'm very well, Louise. Thanks. How about you?

Louise: Fine, thank you.

Section B

Louise talks to the new German teacher.

Louise: Excuse me. Are you the new German teacher?

Klaus: Yes, I am. My name is Klaus Wagner. I am from Munich.

Louise: Nice to meet you, Klaus. I'm Louise Johnson. I teach English.
Welcome to WLS.

Klaus: Thanks.

Margaret: I'm sorry to interrupt, but the principal wants to speak to you,
Louise.

Louise: See you later, Klaus.

Klaus: Bye.

Section C

Mr. Park, the principal, talks to Louise in his office.

Mr. Park: Good morning, Ms. Johnson. Have a seat.

Louise: Thanks.

Mr. Park: You have a student called Paul Jefferson in your advanced English
class. Don't you?

Louise: Yes, I do.

Mr. Park: Well, Paul Jefferson will be absent from school this week. He is
out of town with his family. His grandmother is sick.

Louise: I'm so sorry.

Section D

One of Louise's students introduces himself to the rest of the class.

Jacek: My name is Jacek Marcinkiewicz.

Louise: How do you spell your last name?

Jacek: m a r c i n k i e w i c z.

Louise: Can you spell it more slowly, please?

Jacek: m a r c i n k i e w i c z. My father is Polish.

Louise: Do you speak Polish?

Jacek: Only a few words. Polish pronunciation is very difficult.

Section E

Beth Smith and Jacek Marcinkiewicz exchange telephone numbers.

Jacek: I'm not sure I can do this homework on my own, Beth.

Beth: I can help you if you like. Just call me tonight.

Jacek: What's your telephone number?

Beth: 935 47 06. What's yours?

Jacek: 986 12 03.

1.2. How do you say it?

1. Start a conversation

Excuse me ... Are you ...? / Who's that girl over there?

Sorry to bother you, but ...

Sorry to interrupt, but ...

Sorry, I couldn't help overhearing

Start a class

Hello. How're you today? Is anybody absent today? Are you ready to start?

So let's begin.

Do this:

1. Practice these dialogues with your partner. Then try substituting information from them.

a. A: Excuse me. Are you the new German teacher?

B: Yes, I am.

b. A: Excuse me, is that the school principal?

B: No, he isn't.

c. A: Excuse me, what time is it?

B: It's four o'clock.

A: Thanks.

B: You're welcome.

d. A: Excuse me, who is the woman in the red dress?

B: That's Mrs. Johnson, my English teacher.

2. This is the first week at the university and all the students are meeting one another. Complete the conversations.

a. A: Sorry to interrupt, but are you _____?

B: Yes, I _____.

A: Hi, my name is _____. I _____ your new classmate.

B: Nice to meet you.

A: Nice to meet you too.

b. A: Hello. My name ____ Jack.

B: Nice to meet you. I ____ Ricky.

c. A: Pat, this ____ Robin.

B: _____he your cousin?

A: No, he _____. He _____my brother.

d. A: Hi. I ____ Gabby. I live in Cienfuegos.

B: Pleased to meet you. My name ____ Letty.

e. A: ____ you my roommate?

B: No, I _____. Your roommate ____ Sonia.

2. Greet people and say goodbye

a. Greet someone

Hi, (everyone).

Hello, (everyone).

Good morning/Good afternoon/ Good evening (class).

b. Send greetings

Please, say hello/ hi to ...

Please give my greetings to ...

c. Leave-takings

Here are some examples:

A: See you later, Klaus.

B: Good bye. Have a good day!

A: I am sorry I have to go.

B: Bye. Take care of yourself.

A: See you later, Bill.

B: See you.

Other forms

Bye.

See you/See you around/See you sometime, etc.

Good night/Have a good night/ Have a good day.

Do this:

1. Practice these dialogues with your partner. Then change roles and substitute information from them.

a. A: Good morning. How are you doing?

B: Very well, and you?

b. A: It's so good to see you. How have you been?

B: Fine, thanks. How are you?

A: Not bad.

c. A: Good afternoon, Mrs. Johnson. How are you today?

B: Just fine. Thanks.

A: Have a seat, please.

2. Introductions

a. Introduce yourself

Hi, I'm ...

Hello, my name is ...I'm a (medical doctor)/ I'm from Cuba.

b. Introduce other people

This is (John). He ... John. Meet (Jane).

Do this:

1. Practice these dialogues in pairs. Then change roles.

a. A: My name is Klaus Wagner.

B: Hi, Klaus. How are you?

b. A: I'm your English teacher. My name is Louise Johnson.

B: Nice to meet you, Ms. Johnson.

c. A: I'm Paul. What's your name?

B: Bill. Bill Lewis.

2. Work in pairs and act a conversation in which two strangers:

- Start a conversation
- Introduce themselves
- Give information about themselves
- Say good bye.

Notice that when introducing other people you may need to use **demonstrative pronouns or pointer words**.

Number	Near meaning	Distant meaning
Singular	This is my friend Albert.	That is my mother over there.
Plural	These are my brothers and sisters.	Those are my neighbors.

Do this:

Ask your teacher or someone else in class to show you how to use these words in case you are in doubt.

3. Make requests

a. Ask someone to spell their name

A: My name is Jacek Marcinkiewicz.

B: How do you spell your last name?

A: What's your last name, please?

B: Brumlow.

A: Could you spell it, please?

b. Ask someone to give you their phone number

A: What's your telephone number?

B: 962 1708

A: What's your phone number?

B: 788 3345. What's yours?

A: Could I have your telephone number, please?

B: Certainly. My telephone number is 857 0325.

c. Ask and tell the time

Excuse me. Could you tell me the time?

Can you tell me the time?

What's the time, please?

Excuse me. (At) what time is the next (bus)?

(At) what time does the (bus) leave?

(At) what time does the (store) open?

(At) what time does the (store) close?

d. Request permission or something else

Can I go out for a minute?

May I be excused for a minute?

Can I borrow your sharpener?

Notice that you use **modal verbs to request** something: **can**, **could** and **may**. **Could** and **may** express formality.

Do this:

1. Practice the mini-dialogues in pairs and then change roles. Try to substitute with your own information.

2. Walk around the class and ask people what time it is.

3. Rewrite these requests more formally. Then practice them with a partner.

a. Open the door.

b. Write the answers on the chalkboard.

c. Show me how to do them.

d. Bring a chair to your teacher.

- e. Let me see your class notes.
 - f. Take this book to the library for me.
- 4. Walk around the class and request different things from different people.
 - 5. As homework, study the next formulae that are used to make communication work and ask people in class or your teacher to clear up any doubts that you may have (Points 5 and 6 next.)

4. Make small talk

Gee! It's (hot)!

Awful weather, isn't it?

Nice day, isn't it?

Great show, eh?

6. Make communication work

a. Ask for repetition

Sorry. What was that again?

Could you say that again?

b. Ask for clarification

Sorry. Do you mean that ...?

Do you mean to say ...?

Sorry. What exactly do you mean?

Sorry. I'm not sure I understand what you mean.

d. Ask about language

How do you pronounce ...?

How do you say ...?

What's the meaning of ...?

Is it correct to say ...?

Is it appropriate to say ...?

Do this:

- 1. Pretend you are some place else and ask questions about the time a bus or a train passes or what time a shop opens or closes, etc. Change roles in asking and answering questions. Move around the class.
- 2. Watch and listen to how people make communication work either in class or in movies. Listen out for new ways of repairing communication breakdowns and report them to your teacher. You might as well read dialogues in language course books that represent oral language and jot down ways of repairing communication.

1.3. Pronunciation Practice

English pronunciation differs from the way sounds are pronounced in Spanish and the intonation patterns you use in your mother tongue. There are, however, several sounds that are pronounced the same or in a similar way in both languages. These sounds are, of course, easier to pronounce.

In this introductory unit, we will focus on two important sounds that are generally necessary when we deal with the communicative functions introduced in this unit: consonant sound /m/ in final position, and vowel sound /æ /.

1.3.1. Consonant sound /m/

Consonant sound /m/ is present in Spanish, of course, but it is almost never found in final position. It is for this reason that many Spanish speakers learning English tend to pronounce /n/ instead of sound /m/ in final position. You must be very careful when you pronounce the underlined words in the following utterances:

What's your name?
I am a teacher.
I come from Munich.
Where are you from?

It is very important that you make sure your lips are fully closed and pressed together when you pronounce sound /m/. It will help you a lot if you stand in front of the mirror and watch your lips when you pronounce this sound.

1.3.2. Practice pronouncing the following words and phrases in front of the mirror. Make sure you pronounce sound /m/ correctly.

1. Are you from Italy?
2. I am from out of town.
3. What time is it?
4. Will you come early tomorrow?
5. Some students are in the classroom.
6. The meeting will be at the same time this afternoon.
7. Can you spell your name again?
8. I sometimes speak English with my mom.

1.3.3. Vowel sound / æ /

The description of this sound can be easily simplified for didactic purposes. We can say this sound is similar to sound /E/ in Spanish because your lips are placed in almost the same position as for /E/ in Spanish. The difference between sound /E/ in Spanish and sound /æ / in English is that in English you try to pronounce a Spanish sound / a / with your lips in a position similar to that of sound /E/. Your lips are spread, and the muscles of the tongue and throat are tense.

1.3.4 Pronounce some words which contain this sound:

language
thanks
thank you
absent
grandmother
can

have
advanced
class
famyly
last
Spanish

1.3.5 Some Spanish speakers tend to mispronounce this sound because we do not have it in our mother tongue, and pronounce sound / a / instead. To pronounce this sound correctly, remember that sound /æ / is longer than sound / a /, and there is also more tenseness in it. Practice pronouncing sound / æ / on your own. Try recording your pronunciation of words with this sound, and compare what you pronounce with recordings of native speakers your teacher may bring to class.

1.3.6 Let's pronounce words with this sound in context.

1. I speak two languages: English and Spanish.
2. Do you have many students in your class?
3. How is your family?
4. Mr. Black is from Canada.
5. Thanks for the map.
6. My dad is sad.

1.3.7 Choose the words that contain sound / æ / to complete the following dialogues. Practice the dialogues with one of your classmates. (Use a pronunciation dictionary if necessary to be able to choose the right word).

1. A: My name is Pierre Bouclet.
B: Where are you from?
A: I'm from _____ (France – Belgium).
2. A: Good _____ (evening – afternoon). How are you?
B: Not _____ (bad – very well). I'm a bit _____ (tired – sad).
3. A: What do you teach?
B: _____ (Arabic – Russian).
A: Is it a difficult _____ (subject – language)?
4. A: Are you the new _____ (manager - principal)?
B: No, I'm not.

1.4. Reading aloud

Read the following narrated version of the story aloud.

Louise Johnson and Margaret Martin teach at Woodhills Language School. They say hi to each other after the summer vacation. A few minutes later, Louise meets the new German teacher. His name is Klaus Wagner and he's from

Munich. Louise introduces herself and welcomes Mr. Wagner to WLS. Margaret interrupts the conversation because the principal wants to talk to Louise. The principal informs Louise that her student Paul Jefferson will be absent for a week because his grandmother is sick. When Louise starts her first lesson, a student with a Polish name introduces himself and spells his name. He says that Polish pronunciation is very difficult.

Reading

❖ Read this information with the help of your teacher.

Reading and constructing meaning from a text is a complex , active process and interactive process, in which the reader establishes a kind of inner dialogue with the author through the text to get the most from it.

One way to enjoy the process and engage in it is using the **strategy questioning the text** by **annotating** and highlighting/**underlining** the text as you read. Whatever your purposes are for reading a particular piece, you have three objectives to meet as you read: to identify the author's most important points, to recognize how the text is organized to meet the writer's purpose , and to note how you respond to them.

The combination of highlighting/underlining with marginal annotations help explain the highlighted/underlined words or phrases, and as a result you have a better comprehension of the text.

To do so do as follows:

- ❖ If possible, do not do it on a first reading of a text.
- ❖ Read with a pencil in hand to write down, preferably in the margins, all the notes, comments and reactions that the text invites you to do, the questions that you as a reader asks, connections to other texts that you make while reading.
- ❖ If you need to keep the text for future readers, make a Reading Journal with a notebook as explained below.
- ❖ Be selective: *Eliminate every single unnecessary word* in a sentence by using a "telegraphic" approach, keeping the focus on the truly important elements of a writer's ideas.
- ❖ If you are a visual learner, you'll find it helpful to use different colours to highlight different aspects of what you're reading.
- ❖ Devise your own annotation system. But you precise marks. Next you only have suggestions:
 - **Double underline** the author's explanation of the main point(s) and **jot "M.P."** or main ideas (**M.I**)in the margin.
 - **Underline** new words for you and annotate meanings in the margin
 - **Circle** major point, of transition from the obvious (subtitles) to the less obvious (phrases like however, on the other hand, for example, and so on),
 - **Asterisk** major pieces of evidence like statistics or stories or argument note in the margin the kind of evidence and its purpose, for example, "story that illustrates claim."

- **Write "concl."** in the margin at points where the writer draws major conclusions.
- **Comment** on ideas and phrases that trigger reactions.
- **Put a question mark** next to points to indicate whether you need more information or the author has been unclear or whether the passage just sounds unreasonable or out-of-place.
- **Put an exclamation point** next to passages that you react to strongly in agreement, disagreement, or interest.

Interactive Reading Journal

Each student has a notebook that he/she uses for recording information from texts. You can decide to use each pair of pages or one page. The right side of the notebook/page is used to write down the literal notes of the texts and the left side is used to record your individual interaction with the information on the right side. This interaction is *not* usually directed by the teacher. You will then use the notes to share views with other classmates and to express your understanding of the text.

Left side of the notebook/page	Right side of the notebook/page
<i>Notes from the text</i>	<i>Comments and responses</i>
<i>A dictionary is a book <u>dealing</u>...</i>	<i>Definition</i>
	<i>Dealing = Sp. Que trata/está relacionado con..</i>

The way a reader chooses to interact with a text will vary from reader to reader, but here is an example:

What is a dictionary?

According to the *Oxford English Dictionary*, a dictionary is:

A book dealing with the individual words of a language (or certain specified classes of them), so as to set forth their orthography, pronunciation, signification, and use, their synonyms, derivation, and history, or at least some of these facts. It adds that most dictionaries present the words in alphabetical

order; and in larger dictionaries the information given is illustrated by quotations from literature; a word-book, vocabulary, or lexicon.

What do you use a dictionary for?

Many people keep an English dictionary to find out what a word means, how a word is spelt or how a word is pronounced, in the case of foreign language learners. The vast majority of dictionaries have a selection of the lexicon of the language because there are just too many words in the language to have them all.

Exercise. As you read the following text, annotate and highlight/underline your responses to the text.

A foreign language learner must enjoy what he/she does. It is important for a language learner to:

- Listen attentively to the teacher.
- Imitate and repeat words, sentences and dialogues.
- Interact with others in English.
- To monitor his/her own language production.
- Use the language both in and out of the classroom.
- Speak freely without worrying too much about errors.
- Read frequently in the language.
- Make his/her personal dictionary.
- Use resources such as dictionaries.

As a matter of fact a good language learner should always be willing to interact with classmates and teachers and should not be afraid to take risks.

Reading Tip

The following tips will help engage, monitor and self-evaluate your own reading process. You will use them any time you read a text in class or outside class. Your teacher will help understand the tips and make your reading time enjoyable and memorable.

When reading remember to:	Evaluating how well you read
Ask questions of the text, yourself, and the author Make connections to yourself, other texts, the world Use different strategies to achieve and maintain focus while reading Determine ahead of time why you are reading this text and how it should be read Adjust your strategies as you read to help you understand and enjoy what you read	Evaluate and decide which of the following best describes your reading performance today. Explain <i>why</i> you gave yourself the score, also. My reading was... ____ Excellent because ❖ I read the full 20 minutes ❖ read actively (e.g., used different strategies and techniques) ❖ understood what I read ____ Successful because I read

	<ul style="list-style-type: none"> ❖ almost the entire 20 minutes ❖ tried to use some strategies that mostly helped me read better ❖ understood most of what I read <p>_____ Inconsistent because I</p> <ul style="list-style-type: none"> ❖ read only about half the time ❖ used some strategies but they didn't help me much ❖ understood some of what I read <p>_____ Unsuccessful because I</p> <ul style="list-style-type: none"> ❖ read little or nothing ❖ did not read actively ❖ did not understand what I read <p>_____ I didn't understand because...</p>
Develop your own questions	Thinking about <i>how</i> you read
Develop your own question(s) or prompt(s) that you find helpful when thinking about how or what you read:	<ul style="list-style-type: none"> ❖ I was distracted by... ❖ I started to think about... ❖ I got stuck when... ❖ I was confused/focused today because... ❖ One strategy I used to help me read this better was... ❖ When I got distracted I tried to refocus myself by... ❖ These word(s) or phrases were new/interesting to me...I think they mean... ❖ When reading I should... ❖ When I read today I realized that... ❖ I had a hard time understanding... ❖ I'll read better next time if I...
Elaborating on what you think	
<ul style="list-style-type: none"> ❖ I think _____ because... ❖ A good example of _____ is... ❖ This reminded me of _____ because... ❖ This was important because... ❖ One thing that surprised me was _____ because I always thought... 	

Writing

Writing tip: The writing process

Writing is a process which involves:

- a. **prewriting**
- b. **writing**
- c. **revising**
- d. **editing**
- e. **publishing**

As a writer you start off with an overall plan in your head. Then you think about what you want to say(**purpose**) and organize your ideas (**pre writing**) and decide on **the audience** , who you are writing for. Use the **TAP table** as a guide.

(INSERTAR LA TABLA A UN LADO DE LA PAGINA)

T.A.P.

Topic	Audience	Purpose
What am I writing about? What do I know about this topic? What additional information do I need to write about this topic? Where will I find this information?	Who will read what I write? What does my audience already know about the topic? What opinions will my audience have on the topic? How will the intended audience influence what I write and the way I write it?	What do I want this piece of writing to accomplish? What reaction or response do I want my audience to have? How will my purpose for writing influence what I write and how I write it

Then you write the first draft of your **writing** and as you work on it you are constantly **reviewing**, **revising**, and **editing** the work before the final version is ready for **publishing**.

Prewriting Tips

1. Think carefully about what you are going to write. Ask yourself: What question am I going to answer in this paragraph or essay? How can I best answer this question? What is the most important part of my answer? How can I make an introductory sentence (or thesis statement) from the most important part of my answer? What facts or ideas can I use to support my introductory sentence? How can I make this paragraph or essay interesting? Do I need more facts on this topic? Where can I find more facts on this topic?

2. Open your notebook. Write out your answers to the above questions. You do not need to spend a lot of time doing this; just write enough to help you remember why and how you are going to write your text.

3. Collect facts related to your paragraph or essay topic. Look for and write down facts that will help you to answer your question. Timesaving hint: make sure the facts you are writing are related to the exact question you are going to answer in your paragraph or essay.

4. Write down your own ideas. Ask yourself: What else do I want to say about this topic? Why should people be interested in this topic? Why is this topic important?

5. Find the main idea of your paragraph or essay. Choose the most important point you are going to present. If you cannot decide which point is the most important, just choose one point and stick to it throughout your paragraph or essay.

6. Organize your facts and ideas in a way that develops your main idea. Once you have chosen the most important point of your paragraph or essay, you must find the best way to tell your reader about it. Look at the facts you have written. Look at your own ideas on the topic. Decide which facts and ideas will best support the main idea of your paragraph. Once you have chosen the facts and ideas you plan to use, ask yourself which order to put them in the paragraph. Write down your own note set that you can use to guide yourself as you write your paragraph or essay

(Adapted from <http://english-zone.com/writing/para-prewrite.html>)

When you have worked with a model as an example of the type of text you have been to write, use these observations to make decisions about the revisions you need to make to improve your writing.

	How my writing is similar to the model	How my writing is different from the model
Meaning		
Development		
Organization		
Conventions		

UNIT 1

1. *Speaking*

1.1 Dialogue: “71 Parkview Street”

Meet some of the neighbors at 71 Parkview Street.

Section A

Margaret Martin and her husband Bill just moved into a new apartment on Parkview Street. They meet one of their new neighbors at the entrance to the building.

Jenny: Hi, are you the new neighbors in apartment 8?
Bill: Yes, we are. My name is Bill Martin, and this is my wife Margaret.
Jenny: Nice to meet you! I’m Jennifer Long, but everybody calls me Jenny.
Margaret: Nice to meet you too, Jenny. Do you live in this building too?
Jenny: Yes, I live in apartment 11, on the fourth floor. I live there with my husband and two children: Alison and Tommy. Do you have children?
Margaret: No, not yet.
Jenny: Welcome to 71 Parkview.

Bill: Thanks, Jenny. It was nice meeting you. Bye.

Jenny: Have a nice day!

Section B

Linda Evans approaches Margaret and Bill as they walk up the stairs. Linda is on her way to work.

Linda: Excuse me. I am Linda Evans. I just want to welcome you to our building.

Bill: Oh, thank you, Linda.

Margaret: Which floor do you live on?

Linda: Just as you, the third floor. I live in apartment 9. I'm your next-door neighbor.

Bill: That's good to know.

Linda: I hate to rush off, but I have to go to work. Have a good day!

Bill: Come over for a cup of coffee sometime.

Linda: I will.

Margaret: Bye, Linda.

Section C

Dave Jones gets in a taxi at the Woodhills Inn.

Taxi Driver: Where to, sir?

Dave Jones: 71 Parkview Street. Is it far from here?

Taxi Driver: No, it isn't. Are you from out of town?

Dave Jones: Yes, I am. This is my first time in Woodhills.

Taxi Driver: Where are you from?

Dave Jones: Canada. I live in Toronto. I'm here on business.

Taxi Driver: Oh, I see.

Dave Jones: I'm staying at the Woodhills Inn. I'm on my way to my niece's place. She doesn't know I am here. I want to surprise her.

Taxi Driver: That's great. I am sure she will be happy to see you.

Section D

Dave Jones rings the doorbell at Jenny's apartment. She opens the door.

Jenny: Uncle Dave! Is that you? What a surprise!

Dave: Yes, it's me. How are you, Jenny? It's been so long!

Jenny: Yes, it's been a very long time. Come on in, Uncle. Have a seat.

Dave: Where is your husband? Where are your children? I'm eager to meet them.

Jenny: Well, Thomas is at work now. He will be home in two hours. But Alison and Tommy are here. Alison! Tommy! Come over here.

Dave: Oh, look at them. Aren't they cute!

Jenny: This is Uncle Dave. Say hi to him.

Alison: Hi, Uncle Dave.

Tommy: How are you?

Dave: I'm very well. Thanks. How old are they, Jenny?

Jenny: Alison is eleven and Tommy is ten. They go to the elementary school around the corner.

Dave: Oh, Jenny, I'm so happy to see you again.

Jenny: And what brings you to Woodhills?

Dave: I'm here on business. I'll be in Woodhills for two weeks.

Jenny: Oh, that's great!

1.2 How do you say it?

1. Ask and say where people are from.

Do this:

1. Practice these dialogues with your teacher first and then in pairs, substituting with your own information. Be ready to report back to class where your classmates are from.

A: Are you from out of town?

B: No, I'm not. I've always lived here.

A: Where are you from?

B: I'm from Cuba. I'm Cuban.

A: Are you from Jamaica?

B: No, I'm from Barbados.

2. The paragraph below tells about an Ethiopian student in Cuba. Fill in the blanks using the correct indefinite article (**a** or **an**).

My name is Sam. I am ___ first year student. I want to be ___ architect. My father is ___ plumber and my mother is ___ accountant. I have ___ younger sister, she wants to be ___ engineer but she is still very young to get her way through ___ university.

2. Ask how old someone is and say how old you are or someone else is.

Do this:

Practice these dialogues with your teacher first and then in pairs, substituting with your own information. Be ready to report back to class how old your classmates are and how old their parents are.

A: How old are you?

B: I am twenty one years old.

A: What's your age?

B: I'm nineteen. I will be twenty next Saturday.

A: How old are your brother and sister?

B: Alison is eleven and Tommy is ten.

A: Are you eighteen already?

B: No, not yet.

Notice that you have been using the verb **to be** in order to ask and say where someone is from and to talk about their age. Study these charts in order to verify how you form statements and questions using this verb.

Statements

I	am	from out of town.
I	am not	from this city.
You	are	from the capital city of the province.
My teacher of English	is	from overseas.
Her husband	is	Cuban.
He	is not	a teacher of English.
He	is	thirty years old.

Questions

	Are	you	from out of town?
Where	are	you	from?
How old	are	you?	

Do this:

- Write questions in order to ask your partners how old they are and where they are from.
- Then write where you are from, how old you are and also about other people in your family.
- Make your own list of the **personal pronouns** in English and write sentences to illustrate their meaning. Then share the sentences with your teacher and classmates.

3. Ask and say where people live

Do this:

Practice these dialogues with your teacher first and then in pairs, substituting with your own information. Be ready to report back to class where your classmates live.

A: Where do you live?

B: I live in Marianao. And you?

A: I live in Camagüey.

A: Where do you live?

B: I live at 22 Independence Street.

A: Where do you live?

B: On 7th Avenue.

A: Do you live in a house or in an apartment?

B: I live in an apartment on the second floor.

A: Is your apartment large or small?

B: It's quite large.

A: Do you live on the fourth floor?

B: Yes, I do.

A: Which floor do you live on?

B: On the seventh floor.

3. Ask for information about someone's family, friends and colleagues/classmates

Do this:

Practice with your teacher in plenary. Then ask one another these questions as you walk around the class.

Family

Place of residence

Where does your family live?

Distance

Is it far from university?

Living conditions

Do you live in an apartment building?

Do you live in a house?

Do you live downtown?

Do you live in the outskirts of the city/town?

Do you live in the countryside?

Number of people

How many brothers and sisters do you have?

How many nephews and nieces do you have?

How many grandchildren do your grandparents have?

How many uncles and aunts do you have?

How many cousins do you have?

How many brothers-in-law do you have?

How many sisters-in-law do you have?

Extended and nuclear family

Do you have an extended family?

Who is part of your nuclear family?

Keeping in touch

Do you visit one another often?

Do you ever call them up?

Do you usually keep in touch with one another?

Ability

Can anyone in your family sing or play a musical instrument?

Can you recite or write poems?

Educational level

Do your parents have a university degree?

What's their educational level?

Marital status

Are your parents officially married?

Or are they just living together?

Favorite person

Who's your favorite person at home?

Friends and colleagues/classmates

Who's your best friend?

Who you normally hang out with in university?

How much do you know about your classmates?

Who were your best friends when you were in primary/ middle school?

Notice that you have been using **the simple present** in order to ask for and give personal information. The simple present expresses general truths, states, habits and customs. Look at these charts which illustrate how this tense is formed, in order to refresh your memory.

Questions

	Do	you	live	out of town?
Where	do	you	<u>live?</u>	
	Does	your friend	live	in the capital city?
When	do	you	have	Spanish classes?
How	do	you	come	to school?

Statements

I	live	near	here.
You	come	from	another city.
He (your friend)	comes	from	another country.
She (her girlfriend)	lives	in	Havana.
We	study English	in	the morning and in the afternoon.
They (my friends)	work	in	a factory.

Do this:

- Write questions in order to collect information from people in class about themselves and their relatives. You may follow these hints:
 - Relatives living in Santiago de Cuba.
 - Number of relatives living in the countryside.
 - Frequency of visits to relatives in a month.
 - Time when they do their homework.
 - Place where they study for their tests.
- Now you may interview people in class and gather information. Be ready to report back to class what you found out.
- Watch **Youth in the Spotlight** (Part 1), **Section A**, a video fragment, and summarize the information that two Canadian students give about themselves and about Canada. Be ready to share orally with the rest of the class what you summarized. See Appendix 1 in this book in case you later want to read the script of this recording.

4. Invite someone

Do this:

Practice these dialogues with your teacher first and then in pairs. Change roles as you go along. Then orally try to add more information to the dialogues.

- Invite + accept

A: Come over for a cup of coffee sometime.

B: I will. Thanks.

A: Join us for some coffee tonight.

B: Sure.

A: How about dinner with us tonight?

B: That sounds great!

b. Invite + decline

A: Join us for some coffee tonight.

B: Sorry. I'm busy tonight. Thank you.

5. Express surprise and satisfaction

Do this:

For homework study Points 6, 7 and 8 from this section and ask other people questions about the meaning of unknown words or about pronunciation. Then be ready to act the dialogues out in class.

A: Uncle Dave! What a surprise!

B: Yes, it's me. I'm so happy to see you, Jenny.

A: Hello, Mark. How are you?

B: Oh, it's you, Frank! I can't believe my eyes.

A: I'm getting married next week.

B: You are? That's great news.

6. Compliment /praise/congratulate someone

a. Compliment someone

In Cuban culture it is appropriate to pay compliments as long as you respect the other person. Some men can be very rude or though in complimenting women. In other cultures compliments may be understood as sexual harassment.

Some ways of paying compliments

Gee! You cut your hair. Looks great!

Your eyes are killing me!

b. Praise someone (e.g. A student in class)

Good work!

That's a good answer!

Great! Keep it up.

Keep up the good work!

Awesome!

Fantastic!

c. Congratulate someone (on something they have done)

Congratulations! I heard you won the contest!

(Upon graduation) I'd like to congratulate all the newly graduates.

Notice that you don't congratulate someone on their birthday. You say:

Happy birthday!

Happy anniversary! (To a couple who are celebrating a wedding anniversary)

7. End a conversation

A: I'm sorry I have to leave. I've got things to do.

B: Don't worry, I have to leave too. See you tomorrow.

A: See you.

A: I hate to rush off, but I have to go to work.

B: That's alright. Bye.

A: I would love to go on talking but I have to go. It's almost dinner time.

B: Go ahead and take care.

Do this:

Work in pairs and discuss what you would say in these situations:

a. Your friend got 5 points in the test.

b. Your neighbor Jenny is wearing a beautiful dress.

- c. Tommy's answer to the teacher's question was excellent.
- d. You are talking to the school principal and you need to go.

1.3 Pronunciation Practice

1.3.1. A very important component of pronunciation is intonation. Spanish speakers need to dedicate plenty of time to listening to native speakers in conversation in order to master the intonation patterns of English. Your teacher will make this listening practice possible for you in the classroom, but it will be better if you can also listen to recorded dialogues when you study on your own or with other students out of the classroom.

In lesson 1 you are working with the intonation pattern of questions whose expected answer is YES or NO. Let's take two examples:

- a) Are you from out of town?
- b) Do you have children?

In "Are you from out of town?" the question begins with the verb BE, while in "Do you have children?" the first word is the auxiliary DO, because the main verb is HAVE. In both cases, however, the expected answer is YES or NO.

For Yes/No questions the intonation pattern generally used is rising. This means that the intonation will go up and the highest pitch will be at the end of the question.

1.3.2 Listen and repeat the following questions with the verb BE. Imitate the rising intonation pattern in them.

- a) Are you the new neighbors?
- b) Are you Bill Martin?
- c) Are you from Canada?
- d) Are you from out of town?
- e) Is that Louise Johnson?
- f) Is Mr. Wagner the German teacher?
- g) Will Paul Jefferson be absent today?
- h) Is Dave here on vacation?

1.3.3 Listen and repeat the following questions with DO and DOES.

- a) Do you live in this building too?
- b) Do you have children?
- c) Do you live on the second floor?
- d) Does Margaret work at WLS?
- e) Does Louise teach English?
- f) Do they work together?
- g) Do you live in apartment 8?
- h) Does Jenny live on Parkview Street?

1.3.4 You live at 129 Parkview Street. You run into Margaret Martin, and you ask her questions to know:

- 1) if she is new in town.
- 2) if she lives on Parkview Street.
- 3) if she lives at 71 Parkview.
- 3) if she is married.
- 4) if she has children.
- 5) if she is a housewife.
- 6) if she works at WLS.
- 7) if she knows Jenny Long.
- 8) if she likes the neighborhood.

1.3.5 In contrast with the rising intonation we use with YES/NO questions, a rising-falling intonation is used with questions whose expected answer is information related mainly with the following question words: *what*, *who*, *where*, *when*, *how*, *why*, and *which*.

This means that in most cases a question beginning with any of the words above should be pronounced with a rising-falling intonation: the voice usually goes down at the end.

Let's look at some examples:

- a) What's your name?
- b) How are you?
- c) Where do you live?
- d) Who's the lady in the blue dress?
- e) When are you moving in?
- f) Why do you have to leave?
- g) Which floor do you live on?

1.3.6 Listen and repeat the following questions: Imitate the rising-falling intonation in them.

1. What's your name?
2. What's your telephone number?
3. What's your address?
4. What's your Email address?
5. What's your age?
6. What's your job?
7. Who do you live with?
8. Who are you?
9. Who do you like to study with?
10. Where do you live?
11. Where are you from?
12. Where do you study?
13. Where are you going?
14. Where is your husband?

15. When is the meeting?
16. When will you come?
17. How do you feel?
18. How does this work?
19. How do you spell your last name?
20. How old are you?
21. How do you like Woodhills?
22. How many children do you have?
23. Why are you happy?
24. Why are you in Woodhills?
25. Why are you late?
26. Which is the best dictionary?

1.3.7 You live in apartment 2 at 71 Parkview Street. You run into someone you believe to be the new neighbor in apartment 8. Ask him/her questions to know:

1. His/her name
2. The spelling of his/her last name
3. Which floor he/she lives on
4. Which apartment he/she lives in
5. His/her telephone number
6. Who he/she lives with
7. His wife's name / her husband's name
8. His/her age
9. His/her job
10. How many children he/she has

1.4. Reading aloud

Read the following narrated version of the story aloud.

Margaret Martin and her husband Bill just moved into an apartment at 71 Parkview Street. When they are at the entrance to the building, they meet their neighbor Jenny, who lives there with her husband and two children. When the Martins are on the way to their apartment on the third floor, they meet Linda Evans, who is their next-door neighbor. Linda can't talk much because she has to go to work.

Dave Jones takes a cab to 71 Parkview Street to surprise his niece Jenny. She's very happy to see her uncle again. Dave asks about Jenny's husband and children. Thomas is at work, but Tommy and Alison are home. Dave is very happy to see them. He's from Toronto, Canada, but he's in Woodhills on business.

2. Listening

Unit 1

1. Lead in

Are these expressions used to greet someone you know or to introduce yourself to someone you don't know? Check (✓) the correct answer.

	Greet	Introduce
1. I don't think we've met.	<input type="checkbox"/>	<input type="checkbox"/>
2. Hi! I haven't seen you for a long time!	<input type="checkbox"/>	<input type="checkbox"/>
3. Hello. My name's Kate.	<input type="checkbox"/>	<input type="checkbox"/>
4. Hi. I'm Don. I just started working here.	<input type="checkbox"/>	<input type="checkbox"/>
5. Hi, nice to see you again.	<input type="checkbox"/>	<input type="checkbox"/>
6. Betsy! How are you doing?	<input type="checkbox"/>	<input type="checkbox"/>
7. Hey, aren't you in my class? I'm Tom Crane.	<input type="checkbox"/>	<input type="checkbox"/>

2. Let's Listen

People are talking at a party. Have they met before? Listen and check (✓) the correct answer.

	Have met before	Haven't met before
1	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>

3. Where did these people meet? Match the appropriate choices for each conversation.

- Conversation 1 ___ at a wedding
- Conversation 2 ___ at school
- Conversation 3 ___ in the park
- Conversation 4 ___ in a building
- Conversation 5 ___ at a store
- Conversation 6 ___ international conference

4. Complete the following conversation while listening to the fourth conversation.

A: Jack, hi! _____ ?

B: Sue? _____ Thomas.

A: That's right. _____ were in that _____ together.

B: Yeah. Boy! Was that _____ !

A: Sure it was. _____, how have you been?

B: Oh! _____ . _____ .

5- Listen again and find four words with /m/ in final position.

6- Listen again to conversation 6 and find two moments where /m/ in final position is used in blended phrases.

- 7- Pair work: Expand the conversation in exercise 4 with more personal information about both characters. Use it as a model to act it out with your own real situation.

Reading Tip: 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, headings, photographs, etc.
- Get an overview of the context, purpose, and content of the reading.
 - What does the title mean?
 - What can you discover about the "when," "where," and "for whom" of the article?

Working with a text

I. Activating Background Knowledge

- What aspects of your life do you generally give as initial information when introducing yourself to people?
- What jobs are common in your family?
- What does the following information from the text suggest about its topic?

Visiting a Web Page at a Community Computer Centre

If you visit the Web page of a Community Computer Center, you can meet young people from different places.

Reading tip: Skimming

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

II. Getting the Gist

- ❖ Read Text 1 in the Text File and:
- ❖ Say whether the following statements are True (T), False (F) or Not Stated in the texts (NS). Correct the false ones.
 - a) ___ Marcia and her best friends all will become teachers.
 - b) ___ Isabel and her father both like chemistry.
 - c) ___ Sarah's sister is a doctor.
 - d) ___ Marcia, Yaima and Isabel love dogs very much.

TEXT 1

Visiting a Web Page at a Community Computer Centre

If you visit the Web page of a Community Computer Center, you can meet young people from different places. Here are three of them.

Hi. My name is Marcia Rivas. I am 19 years old. This is my first year at university. I'm studying at a teacher training college because I like to educate children. My Dad's name is Jose and my Mom's is Martha. Dad is a computer programmer and Mom is a Math teacher. My best friends are Karina, Olga and Raul. We are all in different schools now. Karina wants to be a nurse. Olga is studying to become an art instructor and Raul is very much involved in social and political activities.

Hello. My name is Yaima García. I am 21 years old and I am from Havana, Cuba. I live in Old Havana neighborhood, at Obispo 260. I'm studying engineering at the Higher Polytechnic Institute. Both of my parents are architects. I have a sister. Her name is Sarah. She is studying to be a medical doctor. She says she wants to be a surgeon. My best friends at the institute are James Morris and David Jackson from Jamaica.

Hello! I am Isabel Díaz and I am fourteen years old. These are photographs of the people in my family. My father's name is Roberto. He's a chemist. My mother's name is Carmen. She is a housewife. My brother's name is Freddie and my sister's name is Rosa. I am the girl with short brown hair. My dog's name is Pluto. He's in the photograph with me. I like tennis but I don't like basketball. My favourite subject is Geography, but I don't like Chemistry because it's difficult. I love pop music but I don't like opera. I like dogs but I don't like cats. My favourite singer is Beyonce and my favourite actor is Tom Cruise. They are fantastic!

III. Interacting with the text

- ❖ Fill in the chart with information from the texts.

Name	Age	School	Parents' names		Parents' jobs		Other relatives	Best friends
			Mother	Father	Mother	Father		
Marcia								
Yaima								
Isabel								

- ❖ Write in your Interactive Reading Journal your comments, reactions and responses to the text: new words or phrases, interesting ideas, etc. Also consider any idea suggested by your teacher.
- ❖ What are the most common verbs in the texts you've read?

IV. Sharing with classmates

- ❖ Work in small groups or with your partner to share the information collected. Use the notes in your Interactive Reading Journal. You should not forget to :
 - share the answers to the exercises and items in the previous section.
- ❖ What is the purpose of these texts? How do you know?

V. Going beyond reading

- ❖ Write about yourself for the web page of your Community Computer Centre.
- ❖ You would like to add pictures to the page. What pictures of yourself would you choose?
- ❖ A person's name is essential when you refer to personal information.
- ❖ "What's in a name?" Shakespeare asked in his play *Romeo and Juliet*. Discuss with your partner your answer to this question.
- ❖ Then, read the following information and discuss with your partner, how you feel about Che and his personality..

Ernesto Guevara de la Serna was born on 14th June 1928. He acquired the nickname "Che" many years later from his Cuban comrades. Asked about this he said: "For me **CHE** signifies the most essential, the most loved aspects of my own life... The first and second names of a person are small things, personal, insignificant. In contrast, I like it very much when people call me CHE.

❖ **Language expansion**

Word formation. Suffix-hood

It is added to nouns to form other nouns to express status, as in neighborhood, childhood,

Exercise. Add suffix-hood to form new words. Add more to the list.

- 1- adult
- 2- woman
- 3- brother
- 4- _____
- 5- _____
- 6- _____

Writing sentences

Study Tip. A sentence is a word or a group of words expressing a complete thought.

1.1 There is a common text in which writers may use fragments instead of sentences. Which one is it?

- _____ a postcard
- _____ a telegram
- _____ a letter

1.2. A laconic person wrote the telegram below. Read it and identify the fragments and the sentences.

Feeling fine here. Excellent weather. A lot of new friends and friendly teachers. I like all the subjects. Love, Rafael.

2.1. Identify which of these could be classified as sentences.

1. See you soon.
2. For sale
3. I read your e mail
4. Join us!
5. I do not feel well.

6. Free the Cuban Five
7. I can't go
8. Behind the post office.
9. Dear Carlos,
10. Did you receive my last mail?
11. Hi!
12. On Sunday
13. An invitation for the group party.
14. Sorry for
15. Thank you for

2.2. Select the ideas which could be connected to constitute a short e mail message to a friend.

2.3. Expand them into sentences if necessary to actually write the e mail message of the sender and the answer of the receiver.

3. Suppose the sender of the telegram in exercise 1.2 above is your brother. Write the complete ideas in a note you're writing to your Mum.

Study Tip. A declarative sentence tells something. It ends with a period (.). An interrogative sentence asks something. It ends with a question mark (?). An imperative sentence requests, instructs, or orders. It usually ends with a period. An exclamatory sentence expresses joy, surprise, anger, excitement, or other strong feelings. It ends with an exclamation point (!) Every sentence must begin with a capital letter.

4. Read again the messages you wrote for Exercise 2.3 above and identify the type of sentences you used. Check the punctuation marks used and rewrite the texts if necessary.

For further practice, go to the Practice Appendix.

5. Exchange with your partner the message of the sender you wrote before and reply as if you were the receiver. Don't forget to check the punctuation marks you use.

5. Getting Ready to Teach

Unit 1

1.1. Teaching tips

Work in small groups. On the basis of your preference, rank the procedures your teachers use when you ask them how to say something in English.

- Your teacher asks you to look up the meaning of the word in a bilingual dictionary.
- Your teacher says the new word in English, copies it on the chalkboard, and repeats its pronunciation.
- Your teacher says the new word in English.
- Your teacher tells you not to worry about that word (S/he ignores it).

1.2. Professional Communication Activity

1.2.1. You will certainly remember how your teacher introduced the new vocabulary of this unit, as well as the words whose meaning you asked him/her for. Discuss with other students the procedures your teacher used to do so. Which of the procedures used by your teacher helped you better?

1.2.2. Suppose you are a secondary school teacher already. In an oral practice activity a student asks you how to say the following in English: Vivo arriba. / Soy tu vecino. / Vivo en el segundo piso. Discuss with your classmates how you would help this student.

UNIT 2

1 Speaking

1.1 Dialogue: “A visit to Margaret’s apartment”

Margaret and her friend Louise are having a cup of coffee in Margaret’s living room. Margaret just moved in a week ago.

Section A

Margaret and Louise walk around the apartment.

Margaret: Well, Louise, would you like to see the apartment?

Louise: I’d love to. Your husband says it’s very comfortable.

Margaret: It actually is. We’ll start with the kitchen and dining room.

Louise: Oh, I love your counter. Those beige tiles are so much in style. And they go with your cabinet.

Margaret: Yes, they do. Now you can understand why I say I enjoy being in my kitchen so much.

Louise: Of course. Oh, look at those chairs! Are they new?

Margaret: Not exactly, but they look as if they were. My husband just painted them.

Louise: You’re so lucky to have Bill.

Margaret: Yes, I am. Come and take a look at the bedrooms now.

Louise: How many bedrooms do you have?

Margaret: Three. This one faces Parkview Street. Come and take a look.

Louise: Look! That’s Steve Clark, the radio announcer.

Margaret: Which one is he? There are many people around that car.

Louise: He’s the tall man in the blue shirt. He’s standing next to the police officer. Can you see him now?

Margaret: Is he the slim one with black hair?

Louise: Yes.

Margaret: He is really good-looking.

Louise: He is indeed.

Section B

They talk about Margaret’s neighborhood.

Louise: Well, Margaret, tell me a bit about your neighborhood.

Margaret: The best thing about this area is that everything is near. There is a supermarket just across the street.

Louise: Yes, I saw it when I parked the car. What else is there around here?

Margaret: There is a drugstore and a coffee shop only two blocks away on Parkview, and a big shopping mall on Saunders Road, just five minutes from here.

Louise: That's good. What about your neighbors?

Margaret: So far so good! There are only twelve apartments in the building, three on each floor. It is actually a very quiet place. We can't complain.

Louise: I am so happy for you. Well, I would love to go on talking but I have to go. Oh, by the way, is there a gas station near here? I'm afraid I'm running low on gas.

Margaret: Yes, there is actually one at the first traffic lights down on Parkview.

Louise: Thanks. Bye, Margaret.

Margaret: Bye, Louise. Thanks for coming.

1.2. How do you say it?

1. Ask someone to describe their house and give a description of your own house

Do this:

Practice these dialogues with your teacher first and then in pairs, substituting with your own information. Be ready to report back to class what your peers told you about their houses.

A: Tell me about your apartment.

B: It's quite a nice place. It has two bedrooms, a bathroom, a dining room, a living room, a bathroom, a kitchen, and a balcony facing the garden.

A: How large is your apartment?

B: It's large enough for the two of us.

A: How many bedrooms does it have?

B: Just one.

A: Come and take a look at the bedrooms.

B: How many bedrooms do you have?

A: Three: one for my husband and I, and one for each of the children.

Notice that when describing a place you may need to express **existence**. You may do so by using this grammar:

✓ In the living room **there's** a couch and two arm chairs. **There are** also two nice paintings on the wall, which I like very much.

Look at these charts to see how you form statements and questions in order to express existence.

Statements

There	is	a	couch.
There	are	two	armchairs.
There	isn't	a	TV set.

Questions

	Is	there	a	table?
What	is	there		In the kitchen?
	Are	there	any	dogs in the house?

Do this:

Choose your favorite part of your house and describe it to your partner.

2. Ask for and give directions

Do this:

- Listen to your teacher as she reads these dialogues out loud for you and then ask questions about the meaning of words you don't know.
- Next work in pairs and practice the dialogues. Try not to look at your books if you can. Change roles as you go along.

A: Where is the closest supermarket?

B: There is one just **across** the street.

A: Is there a drugstore around here?

B: Yes, there is one two blocks away **on** Parkview.

A: How far is the closest gas station?

B: It's quite near, just **around** the corner.

Notice that in giving directions you are using **prepositions** to indicate the position of the place that you are referring to.

3. Say you are pleased with something.

Do this:

- Listen to your teacher as she reads these dialogues out loud for you and then ask questions about the meaning of words you don't know.
- Next work in pairs and practice the dialogues. Try not to look at your books if you can.
- Finally change roles and practice the dialogues again, this time substituting with information of your own.

A: How do you like your building?

B: It's really quiet. **I'm glad** I live here.

A: Bill is such a good husband!

B: **I'm so happy** for you.

A: My neighbors are very nice people. I really can't complain.

B: **I'm glad** to hear that.

4. **Talk about things you own that have a special meaning for you.**

Do this:

Listen to your teacher as she/he tells you about things that have a special meaning for her/him.

Some things I keep which have a special meaning for me are these:

- My mother's wedding ring
- My first Communist League card
- A souvenir from Mexico
- My primary school uniform

Some ways I can talk about these things are:

★ I **have** a wedding ring **which/that** has a lot of meaning for me.

You see, it's my mother's wedding ring. I treasure it with great love.

(Or I keep it with great love. I wouldn't want to lose it.)

Notice that in talking about things that have a special meaning for you or about personal belongings in general you need to express **possession**. Here is the grammar that you require to do so.

The verb **to have**

Complete these charts with your teacher. Then make one for the negative.

I	have	a nice house.
You	have	
<u>He/she</u>	has	
We	have	
They	have	

Do	you	have	a	porch in the house?
	he			
	they			
	we			

Possessive adjectives

My house
Your bedroom
(Tom's kitchen) His kitchen
(Jenny's garage) Her garage
(Ben and Bob's room) Their room
Our country (Cuba)

Possessive pronouns

Mine
Yours
His
Hers
Theirs
Ours

Noun + apostrophe

Jenny's garage
Alice's bedroom
The students' residence

Do this:

- Fill in the blanks with my, your, his, her.

A. What's your name?

B. _____ name's Al.

A. And _____ father's name?

B. _____ name's Robert Diaz.

A. And what's _____ mother's name?

B. _____ name's Jenny.

- Complete the following sentences using possessive adjectives.

Mary is describing some photographs of her family album to her friends.



- a. She's _____ mother. She is a medical doctor. _____ eyes are black and _____ hair is brown.
- b. This is _____ uncle Peter. He is a mechanic. that`s why _____ clothes usually get dirty.
- c. They are my cousins. _____ favorite hobby is singing.
- d. This is _____ husband John.

3. In pairs make a list of the things that you have in your bedroom. Next ask each other about which of these things are very important for you and why. Then move to another pair and tell someone else what you found out about your friends personal belongings.

4. Talk to your partner about things that you have that have a special meaning for you. Ask your teacher or someone else in class to help you with words you don't know how to say. Be ready to report back to class what your partner has that has great meaning for him/her.

5. Describe people physically

Do this:

Listen to your teacher and underline all the words that describe people physically. Then practice the dialogues in pairs. Change roles as you go along.

A: Look, that's Steve Clark, the radio announcer.

B: Which one is he?

A: He's the tall man in the blue shirt.

A: Klaus Wagner has a new girlfriend.

B: Really? What does she look like?

A: She's rather short and slim. She has short black hair, brown eyes and full lips.

A: What does the new neighbor look like?

B: She's about thirty-five years old. She is quite slim and attractive. She has long curly hair and wears glasses.

A: Is that Bill Martin?

B: No. That's George Reed. Bill is sitting out there in the balcony. He is about one meter seventy-five. He is fit and balding.

A: How tall are you, Klaus?

B: I'm one eighty-five.

A: How much do you weigh?

B: Ninety kilos.

A: What does your brother look like? Does he look like you?

B: He doesn't really look like me. He's short and overweight. He wears glasses and has a moustache and a short beard. He has thinning hair.

A: You're so different! You're tall and fit. You don't wear glasses and you are always clean-shaved.

Notice that when asking for a description of someone grammatically you do it this way:

What + auxiliary + N + look like? For example:

🚦 What does your girlfriend look like?

- She's tall and slim, brunette and has green eyes. She has a little spot on one of her cheeks. Beautiful, isn't she?

Some words you may use to describe people physically

<u>Height</u>	<u>Weight</u>	<u>Hair</u> long	<u>Eyes</u>	<u>Visible</u>	<u>Appearance</u>
tall	slim	hair	(blue)	<u>marks</u>	looks young/
short	large	short hair	eyes	a spot	old
not so tall	in good	blonde	(big)	a mole	looks happy/
not so	shape	brunette	eyes	a scar	sad/
short		curly hair			tired
		straight hair			
		gray hair			

Do this:

- Practice the dialogue in pairs.
- Discuss in pairs what the words in the chart mean. You may ask people in class, or the teacher, in English.
- Then practice the dialogue again, this time substituting with information from the box. You may want to talk about real people.

6. Identify someone and make a comment

- 👤 Who's that girl with the white little hat?
- That's my niece. Isn't she lovely?

Some comments

Isn't she lovely?

She's lovely, isn't she?

She looks great, doesn't she?

That hat suits her quite well,
doesn't it?

Some vocabulary

with the white little hat

the white necklace

the blue scarf

sunglasses

wearing jeans

a jeans skirt

sports clothes

a T-shirt

a top

Do this:

Some of you will put on special clothes and things and will try to portray a well-known character. In pairs the rest of you and will try to identify the character and will make comments.

7. Ask if someone is afraid of something, say that you are afraid or not and give reasons.

Do this:

Walk around the class asking one another these questions. Then report back to your class what each of you is afraid/ not afraid of.

- ✓ Are you afraid of frogs?
- ✓ Are you afraid of lizards?
- ✓ Are you afraid of any animals at all?
- ✓ What are some things that you are afraid of?
- ✓ Why are you afraid of ...?

Some other things you may be afraid of

I'm afraid of needles.

I'm afraid of taking shots.

I'm afraid of darkness.

I'm afraid of heights. It gives me the creeps when I go up to the roof.

I'm afraid of dying.

I'm afraid of speaking in public.

1.3. Pronunciation Practice

In Unit 2 we will deal with two vowel sounds that Spanish speakers usually find difficult to differentiate: sounds / ʌ / and / a /

1.3.1 Sound / ʌ / is short. You should pronounce it with your lips neutrally open and relaxed.

1.3.2 Sound / a / in English is the same as the stressed á in Spanish. The lips are completely apart in a yawning position, and the jaw is lower than for any other vowel sound.

1.3.3 Listen to the following words. Which sound can you hear for the underlined letters? Write the corresponding symbol next to each word:

- a) large
- b) start
- c) love
- d) father
- e) lucky
- f) love
- g) mother
- h) car
- i) brother
- j) apartment

1.3.4 Read the following words that contain sound / a /.

- a) shop
- b) park
- c) garden
- d) blocks
- e) market
- f) dark
- g) stop
- h) far
- i) Johnson
- j) clock

1.3.5 Read the following words that contain sound / ʌ /.

- a) blond
- b) enough
- c) lucky
- d) come
- e) rush
- f) some
- g) drugstore
- h) interrupt

- i) husband
- j) pronunciation

1.3.6 Identify which sound, / ʌ / or / a /, corresponds with each of the underlined letters. Then read each sentence aloud.

- 1) Tell your husband not to park his car so far.
- 2) My brother's apartment is quite large.
- 3) Everybody should come to my office as soon as possible.
- 4) My mother's hair is blond, but my father's is dark.
- 5) My son Mark is running around the garden.
- 6) Russian pronunciation is not so hard.

1.4. Reading aloud

1.4.1. Read the following narrated version of the story aloud.

Louise is visiting Margaret in her new apartment. Margaret shows her the kitchen, the dining room and the bedrooms. Looking through the window, they see Steve Clark, the radio announcer, on the street. Louise describes him and shows Margaret where he is. Margaret says he is really good-looking. Louise wants to know more about Margaret's neighborhood. All important places are nearby. There is a coffee shop and a drugstore on Parkview and a big shopping mall on Saunders Road. The building is quiet. As Louise's car is running out of gas, Margaret says there is a gas station at the first traffic lights down on Parkview Street.

1. Lead in

Which kind of housing would you prefer? Number the items from 1 (your favorite) to 5 (your least favorite). Compare your answers with a partner.

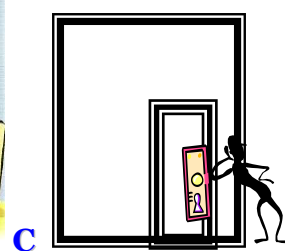
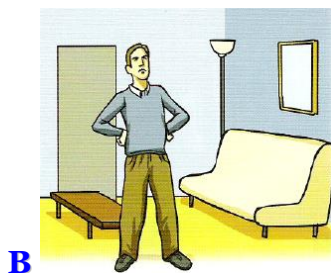
Favorite housing

- ___ an apartment in the city
- ___ a house in the suburbs with yard
- ___ a house in the country with plenty of room
- ___ other:

2. People are talking about where they live. What do the people dislike about each place? Listen and circle the correct answer.

- | | | |
|----------------|-----------------|-------------|
| 1. a. location | 2. a. location | 3. a. size |
| b. condition | b. noise | b. location |
| c. rent | c. size | c. rent |
| 4. a. size | 5. a. neighbors | |
| b. condition | b. condition | |
| c. noise | c. rent | |

3. Look at the pictures and say which conversation each represents.



4- Listen to the five short talks and answer the following questions.

- Who can't go shopping near home? _____
- Who needs to buy new furniture and clean the carpet? _____
- Who needs to renew things in the kitchen? _____
- Whose neighbors are always watching what others do? _____
- Who needs a cheaper place to live? _____

5- Listen again.

- Listen to what Steve says and find a synonym for: *well-situated* and *deteriorating*.
- Listen to what Charlene says and find an antonym of *low* and *walk in*

6. Find in talks 2 and 3 one word containing the same stress pattern as in:

- important o o o _____
- channel o o _____

7. Write five sentences explaining what you like and dislike about the place where you live. Be ready to tell your partner.

Reading Tip: Anticipating and Predicting

When you pick up a new text, passage or book, you examine such things as: the cover, the number of pages, graphs and photographs, the author's biography. These and other anticipation strategies help you to make predictions about its content.

Predicting involves using cues in the text to guess what is going to come next. Understanding the context of what you have already read helps you to make predictions. They can also use the vocabulary or the grammatical structure to guess what is coming next.

Prediction Guide

Making predictions (before reading)	Grounding predictions (before reading)	Revisiting predictions (while and after reading)
- What will the text be about? • What will happen later in the text? • What are different possible outcomes?	- What are you basing your predictions on? • Are you equally confident that all of your predictions about the text will come true?	• Are your predictions confirmed or disconfirmed? • Do you need to revise your predictions based on what you have read?
Processing predictions		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> How did the process of making and revisiting predictions help you to understand the text?		

Working with a text

VI. Activating Background Knowledge

1. In a text about physical description what would you expect to find?
2. Read these sentence taken from the text and write what you think would come next.

“...His head was _____, and _____ at top.”

“Frank O'Connor is of medium height and build; he has silver...”

Where in the text would you find the expression “long arms and legs”

Reading Tip: 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 are looking for.
4. If they do, do not read further. If they do not, continue scanning.

VII. Getting the Gist

3. Read Text 2 in the Text File and:
 - ❖ Identify the purpose of the short paragraphs:
 _____ to inform _____ to describe _____ to explain
 - ❖ Identify and write the name of the persons involved.
 - ❖ Say if the paragraphs belong to longer texts. If so, write the title and authors of the longer texts.

Text A

Crane was tall, but exceedingly lank, with narrow shoulders, long arms and legs, hands that dangled a mile out of his sleeves, feet that might have served for shovels. His head was small, and flat at top, with huge ears, large green glassy eyes, and a snipe nose, so that it looked like a weathercock, to tell which way the wind blew.

From *The Legend of the Sleepy Hollow* by Washington Irving

Dangle: (Spanish) colgar

Shovel: (Sp.) pala

Weathercock: (Sp.) veleta

Text B

Frank O'Connor is of medium height and build; he has silver hair, brushed back; dark, heavy eyebrows; and a mustache. His voice is bass-baritone and very resonant. His accent is Irish, his intonation musical. His clothes tended toward the casual: desert boots, corduroy jacket; and a bit of California touch evident in a heavy silver ornament hung on a cord around his neck in place of a tie.

From *Writers at Work: The "Paris Review" Interviews*

Hung: (past of *hang*) colgado(a) de

VIII. Questioning and interacting with the texts.

4. As you read the texts, write in your Interactive Reading Journal your comments, reactions and responses to the text: new words or phrases, interesting ideas, etc. Also consider the following:
 - ❖ The allusion to **shovels** in text A indicates that Crane had a) ugly feet, b) small feet, c) big feet
 - ❖ The word *lank* in text A means a) fat, b) thin, c) nice
 - ❖ A *snipe nose* in text A means a) a long nose, b) a wide nose, c) a flat nose.
 - ❖ By the description in text A would you say that Crane was a handsome man?
 - ❖ Take out from both texts three adjectives that prove to be effective because of their precision.
 - ❖ Observe that expression *large green glassy eyes* in text A is made up by a string of three adjectives modifying a noun.
 - a) How would you say that idea in Spanish?
 - b) Try producing examples with this same structure.
 - c) Though both texts are describing persons physically, one of them offers more complete information. Which of them?
 - ❖ Which details in both texts help to develop the picture of Crane and O'Connor?

IX. Sharing with classmates

5. Work in small groups or with your partner to share the information collected. Use the notes in your Interactive Reading Journal. You should not forget to share the answers to the exercises and items in the previous section

X. Going beyond reading

6. Try drawing the men described in the texts. Which seems easier to draw? Why?
7. Observe that
 - a) Text A centers attention on physical traits only,
 - b) Text B also refers to the voice and way of dressing.
 - c) Both texts begin referring to height.
 - ❖ Select a person you know very well and try describing her/him following the style of either text A or text B.

❖ **Language expansion**

Word formation. Suffix-**ly**

Suffix-ly is added to form adverbs meaning in a specified manner as in as in rapidly**ly** and exceedingly**ly**

Exercise. Add suffix-ly to form new words in the sentences given.. Add more words to the list and write the corresponding sentences.

1. Should need to run more quick___ to win the next competition.
2. Speak loud_____, please.
3. The man has been described physical_____.
4. _____.
5. _____.
6. _____.

a. Vocabulary in use

Select an artist, a sportsman or any other person of your preference to describe. Use the words in the list to explain why you like or don't like the way he/she looks.

List: narrow shoulders, exceedingly lank, flat at top, glassy eyes, huge ears, medium height and build, silver hair, dark, heavy eyebrows

Writing

Skill: Sentence Pattern

Parts of the sentence

Study Tip. A sentence must have a subject and a predicate. The predicate consists of a verb and the complement of that verb. The subject tells what or whom the sentence is about and the predicate tells what the subject did or what happened. A verb is a word that tells of an action or a state of being

1. This is one of the advertisements Margaret wrote when she wanted to find a new apartment. Read it and draw a line under the subject and two lines under the predicate of each sentence. Circle the verb.

I'm looking for a comfortable place to move. The apartment should have a living room, a kitchen, a dining room, a bathroom and three bedrooms. I also need a garage for my husband's car. You may contact us any day after 5 in the afternoon.

2. Bill is writing a description of the new neighborhood in a letter to his pen friend from Jamaica. Add subjects or predicates as needed.

1. Our neighborhood ...
2. There are ...
3. enjoy the band concert on Sunday afternoon.
4. The Public library...
5. Children...
6. Every morning...
7. is next to the Art Gallery.
8. The town Mayor...
9. The Educational Center ...
10. can't complain

2.1. Now use the complete sentences to write the letter in the form given below.

EN UN RECUADRO PONER LA ESTRUCTURA

	<div>Your address</div> <div>_____</div> <div>_____</div> <div>Date</div> <div>_____</div>
<div>Dear (pen friend's first name),</div> <div>Paragraph (s) with the description</div> <div style="text-align: right; margin-top: 40px;">Best wishes Bill</div>	

Writing tip: When you write a letter to a new pen friend, write your address and the date in the top right hand corner. Start your letter with **Dear + pen friend's first name**, and finish with phrases such as **Best wishes, + your first name**. Always divide your letter into paragraphs.

3. The Reading text of this unit answers some of the questions tourists usually ask. Can you write some of these questions?

4. Are there any important places in your neighbourhood or hometown? How would you write this information in a brochure for visitors?

- First, write down all the ideas that come to your mind, such as names of places, adjectives that describe them, directions to get to them, dates of construction, etc.

- Then share this information orally with a partner and then write a first version of your brochure.
- Make sure it is clearly understood by sharing this first draft again with you partner. Use the checklist below.
- Revise your draft taking into account your partner's suggestions.
- Then check the use of punctuation and spelling.
- Finally, write your final version.

CHECKLIST

1. Purpose: Is it clear that the writer is describing a place?
2. Audience: Will the readers understand the text?
3. Form: Is the text presented in an appropriate form:
 - Correct use of sentence patterns: subject /predicate
 - Use of descriptive adjectives
 - Word order: adjective / noun
 - Correct use of prepositions to give directions and indicate locations
 - Correct use of punctuation marks and capital letters
4. Purpose: What is interesting about this written text?

2.1. Teaching tips

Read carefully and, using your previous notes, tick the procedures that teachers usually do in the orientation of a task.

- ___ Check homework.
- ___ Make students activate background knowledge necessary to do the task.
- ___ Tell students what to do in the task.
- ___ Get students involved in thinking about possible ways to do the task.
- ___ Make students reflect on the importance of the task or explain it.
- ___ Organize work in interactive ways if possible.
- ___ Demonstrate what to do or use students to do it.
- ___ Check students' comprehension of the task.
- ___ Clear up elements they will use to evaluate the quality of their performance (criteria for success of the task).

2.2. Work in small groups of four. Suppose you are secondary school teachers. Select a task from units 1 or 2 of your books and prepare, with the collaboration of your teachers, what you would say in the orientation of the selected task (write down what you need). Be ready to act out what you planned. Use the results of the task above as a source of possible things to do.

When your classmates act out the orientation of the task planned, participate actively and use the following grid to evaluate their work. Be ready for a class discussion on good, acceptable and poor elements of their performance.

Indicators	Scale		
	Good	Acceptable	Poor

<ol style="list-style-type: none"> 1. Clear and precise orientation (what, how –it includes criteria for success- and why). 2. Language preparation of the teacher. 3. Correspondence between verbal and non verbal language. 4. Affective climate. 5. Teacher's talk (paraphrase, repeat, use normal speed, simplify syntactic elements, pronounce clearly). 6. Use of teaching aids. 7. Interaction management. 8. Creativity in the procedures and activities conducted. 			
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UNIT 3

1. *Speaking*

1.1 Dialogue: “Linda’s trip to Greenwood”

Linda Evans is traveling to Greenwood this weekend. She is not sure how she will get there.

Section A

Linda asks Margaret and Bill for advice.

- Linda: I have to go to Greenwood this weekend. Aunt Pauline is sick, and she wants to see me.
- Margaret: How old is she?
- Linda: She is seventy eight. She is five years older than my mother.
- Bill: Is she the oldest sister?
- Linda: No, she isn't. Aunt Molly was the oldest of the three, but she died at seventy nine three years ago.
- Margaret: Oh, I'm sorry. And how are you getting to Greenwood? It's a long way from here.
- Linda: I'm not sure yet. Jenny says it's better to go by plane, because it's faster. I know that, but it is also more expensive, and I don't think I can afford a plane ticket to Greenwood now. What do you think I should do?
- Bill: Yeah, plane tickets are rather costly now. They cost an arm and a leg these days. How about the train? Why don't you go by train? Trains are very fast nowadays.
- Linda: They are, but... I don't know. My mother says trains are not very safe. We've heard of train accidents in the last few years.
- Bill: Oh, come on, Linda. Trains are much safer than you think they are.
- Margaret: So, all you've got now is the bus. Will you go by bus, then?
- Linda: Come to think of it, I'm not sure I want to go by bus either. Buses stop too many times before they get to Greenwood, and the seats are not as comfortable as those on the plane and the train.
- Margaret: Well, Linda, you'll have to make up your own mind before it's too late. Airline tickets are more expensive if you buy them at the last

minute, and there may be no seats available on the train or the bus if you take too long to decide.

Linda: Yes, I'm afraid you are right.

Section B

Linda talks with Aunt Pauline on the phone. You'll only hear what Linda says.

Linda: It's me, Linda. How are you?

Linda: I'm so glad you're better.

Linda: Yes, I'm taking the morning bus tomorrow.

Linda: The morning bus. I'll be in Greenwood at a quarter past four.

Linda: It's a long trip, I know.

Linda: Don't worry about me. I'll take a taxi at the bus station.

Linda: No, Aunt Pauline, I won't get lost. I know Greenwood like the back of my hand.

Linda: Yes, I will call George and Paul. Bye.

1.2 How do you say it?

1. Ask for and give information about someone's family

Do this:

Practice these dialogues in pairs. Then change roles and substitute with your own information. Be ready to report back to class what you found out about your partner.

A: How large is your family?

B: Not very large. It's just my **parents**, my **brother** and I.

A: Do you have brothers and sisters?

B: Yes, I have two older brothers and a younger **sister**.

A: Do you have children?

B: Yes, I do. I have a son and two daughters. My oldest daughter is twelve, my **son** is nine, and my youngest **daughter** is three.

A: Are your **grandparents** alive?

B: My grandmother is, but my **grandfather** died five years ago.

A: My **in-laws** are visiting with us this weekend.

B: Are your children happy?

A: Yes, they love their grandparents so much!

Do this:

Walk around the class and get to know your classmates more deeply. Be ready to report back to your class. You may ask them about these topics:

Origin

Where are you from?

Where are you coming from?

Where were your great-grandparents from?

Were any of your ancestors from overseas?

Birthplace

Where were you born? Where were you raised?

Where were your parents born?

Birthday and age

When's your birthday? How old are you?

Ability in foreign languages or anything else

Can you speak French? How many languages can you speak?

Can you drive?

Can you sing?

Notice that you have been using **the past tense of the verb** to be when giving information about your ancestors. Study these charts and ask someone else in class if you are in doubt.

Statements

I	was	from another of town.		
	wasn't	from this city originally.		
You	were	from the capital city of the province, but not any more		
My first	was	from overseas.		
teacher of English	Were	your great-grandparents	from Spain?	
Where	were	they	from originally?	
We	were	here today before eight.		

Questions

2. Compare

people physically or

in terms of their age

Practice these dialogues in pairs. Then change roles and substitute with your own information. Be ready to report back to class what you found out about your partner.

Physically

a. A: Are you shorter **than** your brother?

B: No, we are **the same** height.

b. A: Who's the tallest in your family?

B: My nephew. He's one centimeter taller **than** me.

In terms of their age

c. A: Bill is older **than** all of his friends.

B: Yes, he is the oldest.

Notice that you express comparison is expressed in different ways:

a. **Superiority:** By adding **-er than** after the quality being compared, or **more + adjective + than**, depending on the nature of the adjective that expresses such quality. For example: "I'm **taller than** my brother."
"He is **better-looking than** the rest of us."

b. **Equality:** By using **as + adjective + as**. For example: "My nephew is **as old as** my son. "

You can also express equality by using **the same + noun**, as in: "We are **the same** height."

c. **Inferiority:** By using **less + adjective + than**. For example: "My watch was **less expensive than** my wife's watch when I bought them."

The superlative is formed like this:

a. **the + adjective + -est**, as in: "Aunt Molly was **the oldest** of the three."

b. Or **the most + adjective**, as in: "Planes are the most expensive here."

c. Or **the least** as in: "Which is **the least** populated province in Cuba?"

There are two cases of adjectives which are **irregular** in the way **comparison** is made with them: *good* and *bad*.

With these adjectives you form the **comparative** this way:

good -----better than

bad ----- worse than

And the **superlative** like this:

good ----- the best

bad ----- the worst

Do this:

- a. Go back to the dialogues at the beginning of this unit, read them and jot down more examples of comparatives and superlatives. Have you discovered anything else that is new? Tell your teacher.
- b. Write a paragraph comparing two of your family members. Then share what you wrote with your partner and try to find what your four relatives have in common physically speaking.

3. Ask about and say how people travel. Make suggestions.

Do this:

- a. Practice these dialogues in pairs. Then change roles and substitute with your own information.
- b. **Notice** the use of the **prepositions** in bold type.

A: **How** do you go to school?

B: **By** bus. It's a forty-minute trip.

A: How are you getting **to** Greenwood?

B: I'm not sure yet. I may go **by** plane or **by** train.

Some other ways of referring to means of transportation

I **ride on horseback** when I'm in the countryside.

I **ride a bike** to school.

I **walk the distance** from my house to work.

Suggest something

A: **Why don't you** go by train?

B: People say trains are always delayed.

A: That's not so any more.

Some other ways of making suggestions

You could travel on horseback.

Let's travel by bus, Ok?

How about the train?

Say you are sure or not sure

I'm not sure.

I'm not really sure.

Yes, I'm sure.

Absolutely.

Do this:

Walk around the class and suggest these things to some of your peers. Try to add as much information as you can to your conversations.

- ✓ Bring your bike to school.
- ✓ Walk from here to the mountains to take a rest.
- ✓ Travel home on horseback, not by bus.
- ✓ Catch a plane to the Isle of Youth, not the boat.

1.3. Pronunciation Practice

In this unit we will contrast diphthong /oʊ/ with sound /ɔ /.

1.3.1 A diphthong is a combination of two vowel sounds so pronounced as to form one syllable. Diphthong /oʊ/ is very frequent in English and is often mispronounced by Spanish speakers who tend to reduce it to its initial element. In order to pronounce this diphthong correctly you should round your lips all throughout the diphthong. The rounding of the lips is increased for the second element.

1.3.2 Diphthong /oʊ/ is found in many words in this unit's dialogue. Let's look at some examples in the underlined words. First of all pronounce the words in isolation, and then as part of the complete sentence.

- a) Are you going by car?
- b) How old is your mother?
- c) My aunt is older than my uncle.
- d) She died five years ago.
- e) I don't know what to do.

f) Those seats are not very comfortable.

1.3.3 Diphthong /oʊ/ is present in words we use very frequently in English. Read the following short dialogues aloud. Make sure you pronounce diphthong /oʊ/ correctly.

A: Where are you going?

B: I'm going to Santa Clara.

A: You should do this homework for tomorrow.

B: No problem. I have a dictionary at home.

A: You'll also have to do this activity on your own.

B: That's ok. I like to work alone.

A: Don't smoke in this room.

B: Oh, I'm sorry. I didn't know I couldn't smoke here.

1.3.4 Sound / ɔ / is not difficult to pronounce, because it's very similar to the Spanish sound we produce in *oso*, *rosto* and *lobo*. There is only a very slight difference in the sense that the English sound is produced with one's lips in a more open and round position.

The problem for Spanish speakers is to identify when it is necessary to produce sound / ɔ /, because of the apparent lack of correspondence between pronunciation and spelling for native speakers of Spanish.

You may find sound / ɔ / represented by the following letters or combinations of letters:

a) oa	<u>broa</u> d
b) a	<u>ta</u> ll
c) au	<u>da</u> ughter
d) aw	<u>aw</u> ful
e) o	<u>sho</u> rt

1.3.5 In the following sentences you will find words containing sound / ɔ /. Identify these words and circle the syllable in which this sound appears. Read the words and the sentences aloud.

- a) Your brother-in-law is very tall.
- b) I can't afford going by train any more.
- c) That trip was very long.
- d) I don't want to see Paul.

1.3.6 Your partner is going to a campsite this weekend. Ask him/her questions to know:

- a) if she/he is going alone.

- b) if she/he is going to ride a boat.
- c) if she/he is going with Paul and George.
- d) if she/he knows Paul's phone number at home.
- e) if the campsite is old.
- f) if the trip will be very long.
- g) if Paul's daughter is coming at dawn.

1.4. Reading Aloud

Read the following narrated version of the story aloud.

Linda Evans wants to go to Greenwood because her aunt Pauline is sick. Pauline is seventy-eight years old, three years older than Linda's mother. Linda is not sure how she will get there. Jenny says it's better to go by plane, but Linda can't afford a plane ticket to Greenwood. Linda doesn't want to go by train either. She finally decides to go by bus. Linda talks to her aunt on the phone about her trip to Greenwood. Pauline is worried about her niece, but Linda claims she knows Greenwood like the back of her hand.

Listening

1- Lead in

Which means of transportation is best for:

- a) moving into another house?
- b) going to Cayo Largo?
- c) carrying a container from the port?
- d) going downtown?
- e) taking a group of students to a camping site?

2- Circle the sentence that best explains what the conversation is about.

- a) Hannah and her Dad are planning their next vacation.
- b) Hannah and her Dad are planning how to move her things to the new place.
- c) Hannah and her Dad are planning a picnic for the weekend.

3- Order the events under the day of the week they will happen.

- come down in the evening after work
- bring things in the afternoon
- move all the stuff out to give mom and dad more space
- hire the van
- pick up the van in the morning
- return the van in the evening
- it's best to get back the same day

Friday	Saturday

- 4- Find in the text a phrase that shows sarcasm.
- 5- Listen to the text again and order the following sentences as you hear them.
- And we bring things by Saturday afternoon then could on my van.
 - in the thing first I pick it morning can up
- 6- Listen again and complete the following sentences:
- Don't you want to stay _____?
 - (...) it's about 3 hours by _____.
 - (...) mom wants to have a _____.
- 7- Use the events in exercise 3 to write sentences that narrate the conversation you have just listened to.

Reading Tip: Questioning

One of the ways to reflect about the text and engage actively in the reading process is by generating your own questions *about* the text before, while or after you read.

Good readers make a habit of asking questions while they read. They ask questions about the text, the writer, their own responses, opinions, and reactions to the reading. They may be questions that probe deeper for understanding, but they may simply be questions that voice their internal confusion and need for clarity.

Working with a text

XI. Activating Background Knowledge

- When you think of travelling what means of transportation come to your mind?
- Which of those are the most popular in your country?
- Which require human effort and which depend on a motor or other source of energy?
- The title of the text is "Weird ways to travel". What do you expect the text to be about?
- According to the title ask three questions you want the text to answer.

XII. Getting the Gist

- Read Text 3 in the Text File and identify the means of transportation described as weird.

"Weird ways to travel"

- The longest motorbike in the World is nearly 4 meters long. It's got normal wheels but a special frame. The inventor made it by hand for a bet. He made it in six weeks!

- One of the biggest trains you can find is a double-decker which takes thousands of passengers into the centre of Sidney, in Australia. People in Sidney think it's one of the most comfortable journeys in Australia.
- The best and most comfortable way to travel in Bangladesh is a bike-taxi called a rickshaw. People use rickshaws to travel around towns. There are 200,000 rickshaws in Dhaka, Bangladesh.
- The strangest bike in the world is from Belgium. It's 20 metres long and it carries 35 people. It isn't very fast because it's heavier than a normal bike. It weighs more than one tonne. Is it more useful than 35 bikes? Maybe not, but it's more fun.
- Falabella horses are among the smallest in the world. They come from Argentina. They aren't very heavy—they usually weigh between 35 and 45 kilos—and they're really short. The smallest Falabella was very light—only 12 kilos and was only 38 centimetres tall!

XIII. Questioning and interacting with the text.

7. As you read the text, write in your Interactive Reading Journal your comments, reactions and responses to the text: new words or phrases, interesting ideas, etc. Also consider the following questions:
 - ❖ What problems can arise when 35 people are pedalling a bike?
 - ❖ Which of the means listed in the text do you consider really useful? Why?
 - ❖ Try finding significant similarities and differences among the different means of transportation mentioned in the text.
 - ❖ From the means of transportation mentioned identify:
 - a) the easiest to handle
 - b) the most complicated to drive or ride
 - c) the one which requires only human effort
 - ❖ Say whether the following ideas can be implied (I) or not implied (NI) in the text.
 - a) ___ A 4 meter-long bicycle is an easy thing to make.
 - b) ___ People prefer to travel in the upper deck of the Sidney train.
 - c) ___ Bangladesh is flat territory.

XIV. Sharing with classmates

Collaborative Questions

Directions: Once you have read and annotated the text, formulate questions about what you have read. Once you have posed a variety of questions about the text, you will share your questions with a partner and attempt to answer each other's questions. In your Interactive Reading Journal, write the table below, then use the space provided to take notes on your answers to each question.

<i>Your Questions About the Text</i>	<i>Answers to Your Questions Based on Dialogue with your</i>
---	---

	Partner

XV. Going beyond reading

8.- Do you agree in considering Falabella horses as a way of transport?
Why?

9.- Do you know any other weird way of travelling worth to be included in the list? Can you think of one of your own?

10.- How do you come to school? Would any of these weird ways of travelling help you if you had problems with transportation?

Skill: Note writing and Postcards

Writing Tips

Holiday Postcards:

- When we write a holiday postcard to a friend, we start by writing the name of the place where we are and where we are staying.
- In the second paragraph we write about the weather and what we (and the people we are with) are doing at the moment. Then we say what we like about the place.
- We finish our postcard by giving our impressions of the place.
- We use the present continuous to write about what we are doing, and adjectives to make our piece of writing more interesting.

Notices:

When you write notices, you only need to write important words. You do not need to write full sentences. You can omit some articles, pronouns, verbs, and prepositions. Notices should be short. They do not include detailed descriptions.

1. Classify the following into notes, E-mails and postcards.

- Dear teacher,
I'm at the hospital with my grandma. Sorry I can't attend class today.
Your student Alice

- From: Harold Rojas(hrojas2007@yahoo.es)
Sent: July 31, 2007
To; mayralachina2@yahoo.es
Subject: Greetings from Havana
Unfortunately I haven't been able to send you my friendly greetings sooner. I have been quite busy lately, although I'm really enjoying my trip to this wonderful island.
How are you doing there? Are you missing me as I am missing you?
Well, give my regards to your beloved family,
Hope to see you soon
Harold

Two tickets for the Buena Fé Concert on Sunday

Front row seats
Contact School President

- Dear Emily;

We are having a great time at Melia Hotel in Varadero Beach.

It is a beautiful bright morning right now. The food here is very tasty. We love it!

We are really enjoying ourselves! We think Varadero is the most fantastic beach to spend a vacation.

Yours,

David and Lorena

2.1. Where are the notices given below likely to be found? Write them out in full sentences and underline the important words.



FOR

SALE
 An adorable Doberman
 dog
 Three months old
 Call Alberto
 Telephone: 832 4421



2.2. Brainstorm with your partner about possible notices for different places at school or in the community.

- Write them down and publish them.
- Select the most creative one.

3. Kendra is a student from York University in Canada who spent three weeks in Cuba in an international project. After receiving a message from her, you are writing back a holiday postcard. See again the brochure you wrote in Exercise 4, Unit 2 to choose the place you will write about in your holiday postcard. You may decide to write about a different place, though.

Revise the tip given at the beginning to make sure you follow the format. Don't forget to take into account purpose, audience and form. See the checklist given in Exercise 4, Unit 2.

3.1. Teaching tips

Teachers usually have to present new vocabulary to help their students talk. A very effective way to do this is to use oral micro-situations. Work with a partner to organize, based on your experience in the English classroom, how your teachers usually act.

_____ Your teacher presents the new vocabulary by showing meaning visually.

_____ Your teacher gives examples by using the word in context.

- _____ Your teacher asks students questions or guiding exercises like sentence completion, fill gaps, etc. to check comprehension.
- _____ Your teacher pronounces the examples orally.
- _____ Your teacher guides oral repetition.
- _____ Your teacher writes new words on the chalkboard and relates pronunciation and spelling.
- _____ Your teacher provides the other words that go together with the new words and asks students to think about possible communicative situations and functions in which to use them.

3.2. Work in small groups. Each member of the small group should plan with the collaboration of others the presentation of one word related to this unit. When planning your work you can use the procedures you organized above, the appendix on procedures and techniques to make word meanings clear, and the following suggestions:

- Make language personal by including the information you already know from your students as human beings in the examples to write on the chalkboard.
- Relate form (Pronunciation, repetition, grammar, spelling), meaning, and use (communicative situation and functions).
- Have a clear educational purpose. Stimulate reflection.
- Help comprehension using any visuals and teacher's talk (paraphrase, repeat, use normal speed, simplify syntactic elements, pronounce clearly).
- When planning how to check comprehension elaborate personal questions related to the new lexis. Remember there are different kinds of questions you can use: Wh-, Yes/No, Or.

3.3. Communicative Activity

Act out what you planned above.

When your classmates present their words, participate actively and use the following grid to evaluate their work. Be ready for a class discussion on good, acceptable and poor elements of his/her presentation.

Indicators	Scale		
	Good	Acceptable	Poor
1. Organization (sequence used). 2. Affective climate. 3. Form, meaning and use relationship. 4. Clear educational purpose. 5. Teacher's talk (paraphrase, repeat, use normal speed, simplify syntactic elements, pronounce clearly). 6. Use of teaching aids. 7. Personalization of the examples. 8. Feedback provided.			

Appendix on procedures and techniques to make word meanings clear:

1- Showing meaning visually

Showing a real object

e.g.: The teacher shows any of the classroom objects (pen, pencil, notebook, book, dictionary, chair, table, desk, blackboard, etc)

Showing a picture, poster or photograph

e.g.: The teacher shows any of the places in town using a picture, photograph or poster from a video lesson (drugstore, movies, grocery store, green grocery, theater, amusement park, butcher's, post-office, beauty parlor, etc).

Drawing a picture on the board

e.g.: The teacher draws a picture on the board as a representation of any object or adjective(flag, happy, sad, etc).

By miming, using actions and facial expressions

If there is no opportunity to introduce the word meaning directly, then it is necessary to show it through examples, but in any case to give examples is necessary to show the use of the word, to expand the students' vocabulary and to provide further practice in listening.

2- Giving examples by using the word in context (contextualization).

➤ Using synonyms and antonyms

It is good to make students relate the new word with a synonym or antonym already known.

e.g.: Louis always gets 100 points in the exams. He is an **intelligent** boy. His friends say that he is simply **smart**.

My house is **large**, but the bathroom is really **small**.

➤ Defining

Sometimes the teacher defines the meaning of the new word.

e.g. The butcher's is a place where you can buy different types of meat. For example pork, beef, chicken.

➤ Paraphrasing

It refers to restate or explain again the same thing you have just said before.

e.g.: To be **in silence**, that is, not to say a word is a good attitude at a library.

➤ Saying the action it does E.g. The dog barks.

➤ Summarizing

After putting examples you sum up using the new word.

e.g.: My friend Peter is very intelligent, his friends talk with him about their secrets, and people love and respect him. He is a **leader**.

- Cause-effect relationship
e.g.: The boy was **worried** because his friend was sick.
- Using a more general word (a category word or hyponym) E.g.: Paul, Christian, Brian, John are all **names**.
That museum contains almost all types of **animals**: tigers, lions, snakes, bees, elephants, crocodiles, sharks.
- Using an example (a more specific word) E.g., From River: **Cuyaguateje, Toa, Cauto**.
- Comparison and contrast
You can show similarities and differences.
e.g. His house like the stadium was **huge**. It has more than ten bedrooms and 4 bathrooms.
- Alternatives
The teacher can provide an alternative phrase or word to the unknown word.
For example, **Surgeons**, or doctors who operate, are very important in a hospital.

3- Translation

It should be the last option unless the word is so abstract that the students are not going to be able to infer its meaning, or if the process of inference will be too time- consuming.

UNIT 4

1. *Speaking*

1.1 Dialogue: “People who love their jobs”

Margaret runs into Jenny and her uncle Dave at the supermarket across from their building.

- Margaret: Hi, Jenny. How are you doing?
 Jenny: Oh, hi, Margaret. I’m very well. And you?
 Margaret: Not bad.
 Jenny: I’d like you to meet my uncle Dave. He’s visiting from Toronto.
 Margaret: Nice to meet you, Dave.
 Dave: It’s my pleasure, Margaret.
 Jenny: Uncle Dave is here on business. He will be staying for another 10 days.
 Margaret: Oh, that’s nice. And what do you do, Dave?
 Dave: I’m a biologist. I am now working on a research project together with some local specialists in Woodhills. There is actually a lot of tradition and expertise in this field at Woodhills University.
 Margaret: I didn’t know that. Will you have to come to Woodhills again?
 Dave: I really hope so. Woodhills is just a paradise. What about you, Margaret? What’s your job?

Margaret: Well, I'm an English teacher. I teach advanced English courses at Woodhills Language School.

Jenny: Margaret is always so busy at school, and I've heard she is really good at what she does.

Margaret: Oh, come on, Jenny. I just like what I do. Teaching is my passion. It is so rewarding to see one's students progress in the language.

Dave: Yes, Margaret, you need to like what you do. Otherwise your job turns into a hassle. I suppose you need to be very patient to be a language teacher.

Margaret: You're absolutely right.

Jenny: I also like what I do. You know, Margaret, I am an executive officer at a furniture distribution company. I've been there for more than ten years now. The hours are long, but it's pretty exciting.

Margaret: Good for you, Jenny. Well, I must go now. It's getting late, and I have to go to work.

Dave: Do you work in the evening?

Margaret: Yes, I teach evening courses for adults twice a week.

Dave: Well, bye, Margaret. Have fun!

Margaret: I certainly will. Good-bye.

Jenny: Bye.

1.2 How do you say it?

1. Ask for an give information about someone's job

1.1 Ask about and say what people do for a living

Jenny: Uncle Dave is here on business. He will be staying for another 10 days.

Margaret: Oh, that's nice. And what do you do, Dave?

Dave: I'm a biologist. I am now working on a research project together with some local specialists in Woodhills. There is actually a lot of tradition and expertise in this field at Woodhills University.

Some other ways to ask

What's your job?

What do you do for a living?

What do you do?

What's your (father's) job?

What does your mother do for a living?

Some other ways to answer

I'm a teacher.

I teach history.

My father's living on a pension.

My mother is self-employed.

Do this:

a. Walk around the class asking one another questions about your parents' jobs and fill out a chart of your own in order to gather information.

b. Work in pairs and answer these questions about the list of jobs given next:

- ✓ Which of these are outdoor jobs?
- ✓ Which are clean jobs?
- ✓ Which are well-paid jobs these days?
- ✓ Which would you like to take if you could?

Some jobs, professions or occupations

a mechanic	a physicist	a teacher	an adviser
a porter	a sculptor/	a helper	an office worker
a waiter	sculptress	a pilot	an information
a translator	a critic	a barber	specialist
a journalist	a playwright	a grave digger	an electrician
a reporter	a tailor	a computer	an actor/actress
a musician	a seamstress	programmer	an economist
a composer	a cook	a janitor	an officer
a diplomat	a guard	a doorman	an agronomist
a clerk	a sanitary	a painter	an architect
	worker		an engineer

c. Walk around the class trying to find someone with relatives who have these jobs and ask them what their job is about. Here is an example.

- What's (your) job about?
- ✓ Well, you see. I coordinate appointments with VIPs. I check my boss' mail and answer some of it too. I also keep my boss' work plan for the day. And I have to answer the phone as well. That's about it.

Be ready to report back to class what you found out. You start like this:

Mary has a cousin who is a painter. He decorates hotels mostly.

1.2. Say what you like / don't like about your job

Jenny: Margaret is always so busy at school, and I've heard she is really good at what she does.

Margaret: Oh, come on, Jenny. I just like what I do. **Teaching is my passion. It is so rewarding** to see one's students progress in the language.

Some other ways

It is so marvelous ...

It is so wonderful ...

It is so great ...

It feels so nice to ...

Jenny: I also like what I do. You know, Margaret, I am an executive officer at a furniture distribution company. I've been there for more than ten years now. **The hours are long, but it's pretty exciting.**

Do this:

- a. Work in pairs and act out the dialogues given above. Change roles as you go along.
- b. Work in pairs and talk about things that you like very much. Begin like this: (Teaching) is my passion. You see ...
- c. Interview two teachers from the English department and find out what they like/ don't like about their job. Be ready to report back to class.

2. Express different feelings and moods

Do this:

Study this section with your partner and be ready to ask your teacher questions in case you need to clear up any doubts that you may have. Then act out the dialogue given. Be ready to change roles as you go along and to substitute parts of the dialogue with information of your own.

- a. Ask and say how someone feels and calm them down

👉 You look sad. Is anything wrong?

- Oh, I'm just in a bad mood this morning. Really not feeling well.

👉 Oh, come on. Cheer up.

Other words that express feelings

You look a little tired/ exhausted/ sleepy/ depressed/ upset.

You're in a bad mood today, aren't you?

Other ways to ask how someone feels

How do you feel today?

How are you feeling now?

You look (sad). What seems to be the problem?

How does it feel to be 20 years old?

Some ways to say how you feel

I'm good.

I feel great.

I feel awesome.

I feel a bit under the weather today.

I'm not feeling well today.

I always get nervous/scared/angry/depressed/upset) when I ...

before I ...

after I ...

as soon as ...

Some ways of calming someone down

Oh, come on. Cheer up. It's OK.

Oh, come on. Don't be silly. (To a friend)

Oh, come on. It's nothing. We'll get over this.

Please, don't worry. There's nothing to worry about.

There's really no need to worry.

Do this:

- a. Here are some words that are used to describe how teachers feel sometimes in their profession. Which of them are positive? (P) Which are negative? (N)

anxious	fascinated	
calm	nervous	
comfortable	secure	
confident	sure of themselves	
curious	suspicious	
depressed	uncertain	
embarrassed	uncomfortable	
enthusiastic	worried	

Talk to your partner about this topic. You may start like this:

✓ As a teacher I'd be (nervous) when I ... / if I ...

b. Watch **Youth in the Spotlight** (Part 2), **Section A**, a video fragment, and summarize the information that a Canadian student gives about herself. Be ready to share orally with the rest of the class what you summarized. See Appendix 1 in this book in case you later want to read the script of this recording.

3. Ask and talk about what people are doing. Describe family life

There is a difference of six hours between Cuba and Paris. At this time, what do you think people are doing in Paris? Try answering this question with your teacher.

Useful words

Maybe

sleep

Probably

have (breakfast/lunch/dinner/fun)

Perhaps

work / rest

Notice that in answering the question above you needed to use **the present continuous tense**.

The present continuous is used to refer to the **continuity of an activity** around a definite point in the present. It expresses the meaning that the event is taking place.

Notice how sentences are formed with this tense.

Questions

	Are	you	teaching	now?
What	are	you	doing?	

Statements

I	am	teaching	right now.
My son	isn't	working	today.

Do this:

1. Work in pairs and complete this card that you want to send to your friend in Jamaica.

Dear mike,

How have you been? Everything is fine here. We're sending you a picture that we took last Sunday. In the picture we are (say what you are doing)

Hope you are well. Take care and write as soon as you can.

Love you,

Bob and Alice

2. Work in pairs and take turns. Ask each other questions which require descriptions of family life. Follow this model dialogue and change topics.

A: Is anyone in your family going to university right now?

B:

A: What's s/he studying there?

B:

Some topics to talk about

Taking a vacation

Traveling to another province

Working night hours

Living on a pension

Staying out of town

Studying a foreign language

3. Bring pictures to class that show people doing different things. In groups of four, show your pictures to one another for a few seconds and ask them to try and remember what each person in the picture is doing. For example,

John....

His wife Mary....

Their kids....

Their dog....

1.3. Pronunciation Practice

1.3.1. In Unit 4 we will deal with a very important distinction in English pronunciation: that between vowels /i/ and /ɪ/. Vowel /i/ is a tense and long sound, which means that there is tension in your muscles when you pronounce it and it's usually longer than sound /ɪ/, which is shorter and lax (your tongue and throat muscles are relaxed).

1.3.2. Let's repeat some words with sounds /i/ and /ɪ/ in dialogue 4.

/i/	/ɪ/
meet	doing (1)
field	visiting (1)
expertise	it's
really	business
teacher	will
see	biologist (2)
need	with
be	really
evening	tradition
week	English
	didn't
	languages
	been
	pretty
	evening

(1) all -ing endings are pronounced with sound /ɪ/

(2) all -ist endings (mainly used to name professions) are pronounced with /ɪ/

1.3.3. Copy the following list of words in your notebook. Listen to your teacher as he/she pronounces each of them and circle only the words that are pronounced with /i/.

- | | | |
|-----------|--------------|------------|
| 1. steam | 6. Christmas | 11. seat |
| 2. street | 7. holiday | 12. sit |
| 3. easy | 8. difficult | 13. season |
| 4. window | 9. three | 14. bean |
| 5. list | 10. six | 15. spring |

1.3.4. The boldface words in the following phrases and sentences should all be pronounced with the vowel /i/. Repeat them carefully after your teacher.

1. **See** you next **week**.
2. **See** you this **evening**.
3. **See** you at **three**.
4. **See** what I **mean**?
5. **Pleased** to **meet** you.
6. **Steve** **eats** **cream** **cheese**.
7. **Lee** has a **reason** for **leaving**.
8. **She** **received** her **teaching** **degree**.
9. A friend in **need** is a friend **indeed**.
10. They **reached** a **peace** **agreement**.
11. The **dean** will **be** **free** at **three**.
12. **We** will **keep** the **secret**.
13. Spring is the **peak** **season** for **peaches**.
14. Did you **see** **Pete** at the **meeting**?

15. I **feel** a **breeze** through the **trees**.

1.3.5. The boldface words in the following phrases and sentences should all be pronounced with the / ɪ / vowel. Repeat them carefully after your teacher.

1. **This is it.**
2. What **is this**?
3. **This is my sister.**
4. **This is Miss Smith.**
5. **Bill is still ill.**
6. **Give the list to Lynn.**
7. My **little sister is timid.**
8. **This picture is a big hit.**
9. **Is the building finished?**
10. **Bring this gift to Jim.**
11. I **will sit in** a **minute.**
12. **Did you give him this gift?**

1.3.6. Repeat the pairs of words and sentences carefully after your teacher. Remember to SMILE and feel tension in your lips when you repeat the words with /i/ and to RELAX your muscles as you pronounce the / ɪ / words.

/i/		/ ɪ /	
1.	least		list
2.	seat		sit
3.	heat		hit
4.	feet		fit
5.	leave		live
6.	Heat it now.		Hit it now.
7.	Change the wheel.		Change the will.
8.	Did you feel it?		Did you fill it?
9.	The meal was big.		The mill was big.
10.	He will leave.		He will live

1.4. Reading aloud

Read the following narrated version of the story aloud.

Jenny and her uncle Dave are at the supermarket. They run into Margaret there, and Jenny introduces Dave to her. Dave talks about what he does. He is a biologist and is at Woodhills University on business. Dave likes it in Woodhills very much. Then he asks about Margaret's occupation. She says she is an English teacher. She loves to see her students make progress in the language. Jenny explains that she works as an executive officer at a furniture distribution company. Margaret leaves because she has to go to work.

Listening

1- Lead in:

Read the following characteristics and tick the ones you consider important for a good teacher to have. Compare your answers with your partner and explain.

- ☐ intelligent
- ☐ strict
- ☐ persuasive
- ☐ honest
- ☐ informed
- ☐ enthusiastic
- ☐ caring
- ☐ sensitive
- ☐ patient
- ☐ other: _____

2- Listen to the conversation and answer the questions:

a) Jolene and Dean haven't seen each other for:

- two days -a week -some months

b) Dean teaches at:

- a primary school -a secondary school -a university

c) Jolene complains about:

- her co-workers -her little free time -her lack of experience

3- Listen to the conversation and complete the notes below:

<p>near her workplace</p> <p>husband & wife</p> <p>Jolene:</p> <p>Occupation:</p>	<p>Dean:</p> <p>Occupation:</p> <p>What she likes:</p> <p>What she doesn't like:</p>
--	---

a) Be ready to answer each part of the chart using complete sentences.

4- Listen again and fill in the missing words.

Jolene: I'm _____ at a library _____ sales _____. My co-workers are _____. I really _____ the job, but the _____ are too long. They _____ all sort of information there _____ big _____ data _____. I have to _____ information for _____ very _____ so it's important to have _____ with _____.

5- Listen again to this fragment and mark the words that are stressed.

These children are really smart, so I have to work hard to keep them interested.

- 6- Find in the text two words with one syllable and two words with two syllables.
- 7- Use the text as a model to interact with your partner in a dialogue with real information about your parents, relatives or friends.

Reading Tip: Understanding main ideas

Most non-fiction texts are organized by topic, main idea, and details:

- topic- what a text is about
- main ideas- what each section or paragraph is about
- supporting details-more information to develop a main idea

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.

Working with a text

I. Activating background knowledge

1. Do you like TV and movie cartoons? Why?
2. Work out the meaning of the words below with the help of a dictionary and your teacher.

❖ "walking tour"	❖ drawings
❖ cartoon.	❖ Layout
❖ Animation writers	❖ To focus
❖ Get together	❖ Background
❖ to brainstorm ideas	❖ Test
❖ to post	❖ Trace
❖ script.	❖ Tool
❖ storyboard artists	❖ To shade

3. The text you are about to read is about TV and movie cartoons. Fill in the chart below according to your knowledge and expectations on the topic.

What I know	What I want to know	What I think I will learn because...
-------------	---------------------	--------------------------------------

--	--	--

II. Getting the gist

4. Say whether the following ideas are True (T), False (F) or Not Stated in the text (NS). Justify your choices.
 - a) ___ Each writer develops a separate idea for the cartoon.
 - b) ___ A storyboard is the final idea of what the cartoon will be.
 - c) ___ Layout artists are responsible for character details.

Inside TV animation studio

Have you ever wondered how your favorite TV and movie cartoons are made? This short "walking tour" of an animation studio introduces you to some of the many artists who work together to create a cartoon.

Writers

Animation begins with the writers. They think of funny situations for the cartoon characters. They get together to brainstorm ideas for a story. Often they post their ideas on a wall using index cards or colored paper. That way they can reorganize the events in their story. After they develop the basic story idea, they write a working script.

Storyboard Artists

Storyboard artists take the working script and sketch it out on a storyboard. A storyboard is a series of rough drawings that shows the main events in the story.

Layout Artists

Layout artists make more detailed drawings of the characters. They show how characters look and move. They also focus on the expressions on the characters' faces.

Background Artists

A background is a stage for the characters to act in. This background artist is working on a background scene that can be used over and over again.

Animators

Once the character drawings and script are done, the animators begin their work. Some animators draw each frame of the cartoon. There are 24 frames for every *second* in a movie cartoon! At first, the animation is done in pencil; the animators can "test" the characters' movements by flipping pages. Then, they trace and paint the drawings on plastic sheets called cells. Today, much of the animators' work can be done by computer.

When creating movement, computer animators use the drawing tool of their computer program to set up the first and last positions in the animation sequence. These are the first and last robot figures in the illustration below.

To make the robot's knee move, computer animators set up the first position and the end position of the movement. The computer figures out and draws the positions in between. The shaded parts in the picture below are called *in-betweens*. Before computers, all animators had to draw each cel by hand.

Voice Artists

While the layout artists work on how the characters look, the voice artists work on how the characters sound. They record the dialogue in the script.

Musicians and Special Effects Artists

Finally, cartoons need music and sound effects to give the story energy. (Just try watching a cartoon *without* the sound on.) Musicians compose and record music to match the action in the cartoon. They add those little “jabs”-BLINKS, BOINGS, AND CRASHES. Other artists provide the cool sound effects, such as footsteps, crashes, thunder, and rain.

Mix all of these things together, and you’ve got a cartoon!

II. Questioning and interacting with the text

5. As you read write in your Interactive Reading Journal your comments, reactions and responses to the text:: new words or phrases, interesting ideas, etc. Also consider the following:

- ❖ In many information selections, headings tell you the main ideas. As you read this selection, find the main idea for each section.
- ❖ With a sentence to summarize the activity each of the jobs listed perform.

Writers	Storyboard artists	Layout artists	Background artists	Animators

- ❖ About this text write what you find most:

- interesting
- incredible
- etc

III. Sharing with classmates

6.- Work in small groups or with your partner to share the information collected. Use the notes in your Interactive Reading Journal. You should not forget to share the answers to the exercises and items in the previous section.

7.- After reading the text , are your predictions confirmed or disconfirmed?

☐ How did the process of making and revisiting predictions help you to understand the text?

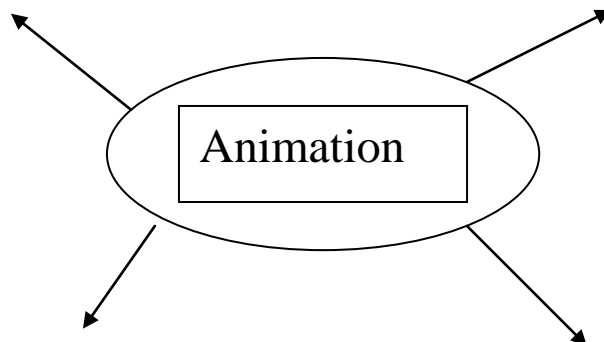
8.- *Collaborative Questions.* Once you have read and annotated the text, formulate questions about what you have read. Suppose you the information in the text is the result of answers given to a journalist. If you were that journalist what questions would you ask to have such answers?

Once you have posed a variety of questions about the text, you will share your questions with a partner and attempt to answer each other’s questions. In your Interactive Reading Journal, write the table below, then use the space provided to take notes on your answers to each question.

<i>Your Questions About the Text</i>	<i>Answers to Your Questions Based on Dialogue with your Partner</i>
---	---

IV. Going beyond the reading

9.- Make a web. Put the word animation in the middle and write what you learned about pictures around it.



10.- Use the information above to rewrite the text from one of the artists' perspective.

❖ Language expansion

Word formation: Suffixes- -er, -or, -ar
-ist , -cian

These are noun-forming suffixes which mean **one who does, performs...** So they are used to designate professions, occupations or jobs.

❖ Vocabulary in use

Revise the list of words in the section **Activating background knowledge**. In what other contexts would you use them? Write sentences to illustrate that use.

Writing

Skill: Developing Paragraphs. Topic sentences, supporting ideas and closing sentences.

Study Tip

One of the central components of a text is the paragraph. When most students think of a paragraph, they hold onto the old myths about length: a paragraph is at least 5 sentences; a paragraph is half a page, etc. A paragraph, however, is a group of sentences or a single sentence that forms a unit.

Paragraph development begins with the formulation of the controlling idea. This idea directs the paragraph's development. Often, the controlling idea of a paragraph will appear in the form of a topic sentence.

<i>Parts of a Paragraph</i>	<u>Topic Sentence</u> <u>Supporting Details</u> <u>Closing Sentence</u>
------------------------------------	--

A topic sentence is a sentence that expresses the main idea of a paragraph. It tells the reader what to expect about the information that will follow. Without the use of a topic sentence, developing a paragraph can be extremely difficult. Topic sentences can appear at several points in a paragraph (as the first sentence, the last sentence, or somewhere in the middle). An easy way to make sure your reader understands the topic of the paragraph is to put your topic sentence near the beginning of the paragraph. (This is a good general rule for less experienced writers, although it is not the only way to do it). Regardless of whether you include an explicit topic sentence or not, you should be able to easily summarize what the paragraph is about. The closing sentence is the last sentence in a paragraph. It restates the main idea of your paragraph using different words.

Development of the ideas: It means that every idea discussed in the paragraph should be adequately explained and supported through evidence and examples. If we want our ideas to be understood, we need to explain them and give specific examples of each. Listing our ideas is never enough.

Some methods to make sure your paragraph is well-developed:

- Use examples and illustrations.
- Cite data (facts, statistics, evidence, details, and others).
- Examine testimony (what other people say such as quotes and paraphrases).
- Use an anecdote or story.
- Define terms in the paragraph.
- Compare and contrast.
- Evaluate causes and reasons.
- Examine effects and consequences.
- Analyze the topic.
- Describe the topic.
- Offer a chronology of an event (time segments).

Sample paragraph

Why I Want to Learn English

There are three reasons why I want to learn English. One reason is that English has become an international language. It is now used by most international companies for business communication, including international conferences. Another reason why I want to learn English is so that I can communicate with people from English-speaking countries. The United States, Great Britain, Australia and many countries in the Caribbean and Africa all use English as their primary language. Finally, I want to learn English because I want to be an English language teacher in the future. I will become a competent teacher of English. For all of these reasons, I am very excited about learning English.

Topic Sentence: There are three reasons why I want to learn English.

First Main Point:

There are three reasons why I want to learn English. One reason is that English has become an international language.

Support Detail for the first main point: It is now used by most international companies for business communication, including international conferences.

Sub-Detail: ... including international conferences.

Second Main Point: Another reason why I want to learn English is so that I can communicate with people from English-speaking countries.

Support Detail for the second main point: The United States, Great Britain, Australia and many countries in the Caribbean and Africa all use English as their primary language.

Third Main Point: Finally, I want to learn English because I want to be an English language teacher in the future.

Support Detail for the third main point: I will become a competent teacher of English.

Conclusion or closing sentence: For all of these reasons, I am very excited about learning English.

Remember these simple steps to help you write a good paragraph!

- ❖ Decide on a Topic.
- ❖ List things you know--use short words.
- ❖ Use your list of short words to create sentences.
- ❖ Put the sentences in order.
- ❖ Create a good topic sentence.
- ❖ See what you can do to make your detail sentences SHOW not TELL the reader about your topic by combining sentences into complex or compound sentences, adding interesting adjectives and creating "mind pictures" for the reader.
- ❖ Always make sure that spelling and especially verb agreement are in order.
- ❖ Write a great conclusion or closing sentence by looking at the topic sentence and tying the detail sentences up in a neat box.
- ❖ Don't forget to indent, capitalize beginning sentence words and always punctuate correctly.
- ❖ Read your paragraph and be proud!

1.1. Tell what the paragraph is about. Identify the main idea.

1.2. Pick out any sentences that do not explain the main idea.

Teaching is a special calling. There are many reasons to become a teacher. Here are some of the ones which explain why teaching is a great profession. First, every person needs a teacher to grow and develop intellectually and as a citizen. Second, helping people develop their potential for success is very exciting and challenging, and this drives teachers to be innovative and autonomous each day. Everyone should find a place to enjoy what he/ she does. Not many jobs provide an individual with so much room for creativity. Deciding on a profession is a very important step in the future of one's life. Teachers mould the future each day in class. Teaching is rewarding, find the fun and enjoy it!

2. Provide the word according to the explanation.

Metaphorically speaking a teacher wears many hats in class.

- ❖ When he controls he is a_____.

- ❖ When he organizes he is an _____.
- ❖ When he provides information, he is a _____.
- ❖ When he does counseling, he is a _____.

2.1. Add new functions to the previous list. If needed, your teacher can help you.

- ❖ _____
- ❖ _____
- ❖ _____

2.2. Expand the previous sentences to write a paragraph with the following topic sentence.

❖ **It has been recognized that a teacher is much more than the one who teaches.**

- Share the first version with a partner.
- Make sure it is clearly understood by sharing this first draft again with your partner. Use the checklist in Unit 2.
- Revise your draft taking into account your partner's suggestions.
- Then check the use of punctuation and spelling.
- Finally, write your final version.

Teaching tips

Teachers do a lot of activities to help students memorize vocabulary. Tick from the following headings those you think can help you memorize vocabulary.

1. Mark the stressed syllable in the following words.
2. Elaborate personal questions using the new words. Then interview four of your classmates and be ready to report in class the similarities you find.
3. Match the words with the right pictures.
4. Cross out the word that does not match.
5. Write meaningful sentences with the following words.
6. Fill the gaps in the following sentences with words from the list.
7. Match words in the left column with words in the right column.
8. Organize these words into families.
9. Organize these words by word class.
10. Read orally the following upside down words.
11. Read the list of words and say the last word that begins with letter g.

4.2 Consult the appendix on exercises to help memorize lexis. Work in pairs to select three you like and feel helpful. Elaborate them using the vocabulary you have learnt in the first units of this course. Ask some of your classmates to do the exercises you have prepared. Check how much you have progressed doing the exercises other pairs prepared.

Appendix on exercises to help memorize lexis

1. Cross out the word that does not match. Write down the category word in each case.
1. Car, bus, plane, bag, taxi.

2. Doctor, dentist, teacher, pilot, blue.
3. Chocolate, vanilla, orange, lemon, purse.
4. Red, class, yellow, blue, white.
5. Dictionary, table, chairs, ruler, sky.

2. Organize these words into families.

Toa, red, China, thirty, violet, May Day, Christmas, Thanksgiving Day, five, their, his, four, her, she, yellow, two millions, green, Nile, sister, Cauto, he, nephew, Pinar del Río, they, you, where, your, when, I, who, fat, we, what, Almendares, Havana, Japan, Cuba, thin, father, Ottawa, brother, twenty-eight, Canada, small, New York, tall, Halloween.

UNIT 5

1. Speaking

1.1 Dialogue: “A surprise call to Melanie”

Dave Jones calls his wife Melanie in Toronto.

Section A

Melanie and Dave talk about how he is doing in Woodhills.

- Melanie: Hello?
- Dave: Hello, Honey. It's me, Dave.
- Melanie: Oh, Dave, what a surprise! How are you doing?
- Dave: I'm pretty well. How about you?
- Melanie: Not bad, but I miss you a lot. This house looks larger every day.
- Dave: Oh, come on, Melanie. It's only a few more days. Well, I'm calling from Jenny's house. She is so happy I'm here. And her family's so nice. Her husband is very outgoing and easy to get along with.
- Melanie: And what does he do? Does he work with Jenny?
- Dave: Oh, no, he doesn't. He runs a sports training facility here in Woodhills. He works very hard.
- Melanie: He must be very fit, then.
- Dave: Well, kind of. But Jenny does look gorgeous. She looks much younger than she really is.
- Melanie: What is she doing to be in such great shape?
- Dave: I don't know. She seems to be so happy.

Section B

Melanie tells Dave about their new neighbors and asks him about his project.

- Dave: Well, any news from Toronto?
- Melanie: Well, nothing much, other than we have a couple of new neighbors in the building, Mr. and Mrs. Hunter.
- Dave: New neighbors?
- Melanie: Yes, they moved into apartment 7A, on the seventh floor. Mrs. Hunter is very tall. She is three or four inches taller than her husband, and he is about fifty pounds heavier than she is.
- Dave: What an unusual looking couple!
- Melanie: Yes, they are. And they've got a very noisy pet.
- Dave: What do you mean a noisy pet?

Melanie: A dog that barks the whole night through. It's even noisier than you when you snore.
 Dave: I don't snore.
 Melanie: Yes, you do, but you don't seem to hear yourself. Well, anyway, tell me about your project. How is it going?
 Dave: Well, I can't complain. My local counterparts are very knowledgeable and experienced. Everything looks so promising, Melanie.
 Melanie: I am so happy for you. That project is part of your life.
 Dave: Indeed it is. Well, Melanie, I have to go. Dinner is ready, and I don't want to upset my niece. Bye, Honey, and take care.
 Melanie: Bye, Dave. Say hi to Jenny and her family.
 Dave: I will.

1.2 How do you say it?

1. Ask and say how you are and express other feelings

Melanie: Oh, Dave, what a surprise! How are you doing?

Dave: I'm pretty well. How about you?

a. Ask if someone is angry, say that you are angry and give reasons.

Do this:

Ask and answer these questions in pairs.

Some questions

Are you angry today?

Are you angry at me?

Are you not happy about ...?

What are some things that really make you very angry?

Why do these things make you angry?

Some ways to start your answers

Gee! I'm very angry.

Sorry, but I'm angry with you. You see ... (reason)

It makes me very angry to see that ... because ...

It makes me mad to find out that ... because ...

It makes me angry when someone ... because ...

b. Express optimism, pessimism or worries and give reasons

Do this:

Ask and answer these questions in pairs.

✓ Do you consider yourself an optimistic person? Why?

✓ What are some things you are optimistic about? Why?

- ✓ What are some things you are not so optimistic about? Why?
- ✓ Do you have any friends that you consider pessimistic people?
- ✓ What are some things you are worried about in your personal life?
- ✓ What is something that worries you as a future teacher?

c. Express hope

I hope you pass the test.

I hope your girlfriend gets well soon.

I hope some day I can visit your folks.

Do this:

Ask and answer this question in pairs.

- ✓ What are some things you hope you can do as a future teacher of English and French?

2. Talk about what people do for a living and make a deduction

Melanie: And what does he do? Does he work with Jenny?

Dave: Oh, no, he doesn't. He runs a sports training facility here in Woodhills. He works very hard.

Melanie: He **must** be very fit, then.

Notice that the modal verb **must** is used to express a **deduction**. A deduction is an inference or conclusion that people make on the basis of evidence or premises.

Do this:

Work in pairs. This is the first time you see your partner. You want to start a conversation with him/her. Ask him/her what he/she does for a living and make a deduction on the basis of what you tell each other.

3. Describe what someone is like.

Study these two examples of how you can ask for and give a description of someone's personality traits. Then practice the dialogue in pairs.

a. Jenny's family's so nice. Her husband is very **outgoing** and **easy to get along with**.

b.

🌈 What's your teacher of English like?

- He's a **good** guy, very **professional**, a little **demanding**, though. But he's someone you can talk to, **open-minded**, you could say.

Do this:


Discuss in pairs what the words in this chart mean. You may ask people in class or the teacher in English. Do you agree with the way the words have been grouped?

<u>+ personality traits</u>	<u>-personality traits</u>
hardworking	negligent
responsible	irresponsible
open-minded	conceited
easy-going	lazy
easy to get along with	narrow-minded
talkative	eccentric
happy	careless
funny	disrespectful
friendly	noisy
gentle	egotistical
simple	bad-tempered
honest	
witty	
modest	
cooperative	

Then practice the dialogue

given above again, this time substituting with information from the box. You may want to talk about real people.

4. Talk about people that have a special meaning for you and give reasons

 Who's someone that you look up to in your life?

- Well, probably my younger brother. You see, he's someone you can count on when you are in need.

Some reasons

(He's) a (very) dependable person.

(He's) such a hardworking person.

(He's) so simple and yet so smart.

(He's) always there when you need him.

(He's) ready to lend a hand any time.

(He's) a principled person.

I like people who act on the basis of principles.

I like people who keep their word all the time.

5. Compare people physically and in terms of their personality traits

Jenny does look gorgeous. She looks **much younger than** she really is.
Mrs. Hunter is very tall. She is three or four inches **taller than** her husband, and he is about fifty pounds **heavier than** she is.

Do this:

- a. Work in pairs. Compare people in your house physically speaking.

Some words you may use

tall, short, large, fat, heavy
thin, good shape

- b. Then compare them in terms of their personality traits. You may want to work with your teacher first and then in pairs. The reference lists of adjectives given in the previous sections may help you do so.

- c. Watch **Youth in the Spotlight** (Part 2), **Section D**, and summarize what they say about families in Canada. Summarize what Lisa says about her boyfriend. See Appendix 1 in case you want to read the script of this recording later.

6. Compare places in your country

Do this

Here is some information about the provinces in Cuba according to the national census taken in 2005. We can use this information to compare them. As you read the chart answer these questions in pairs:

- Can you tell which of these provinces is the largest?
- Which is the most populated?
- Which is the least populated?
- Which is the smallest of all provinces in Cuba?

Provinces	Population	Provinces	Population
Pinar del Rio	731143	Camagüey	786019
La Habana	729 909	Las Tunas	531366
Ciudad Habana	2181324	Holguín	1032814
Matanzas	679665	Granma	832090
Villa Clara	813735	Santiago de Cuba	1045337

Guantànamo	511177	Cienfuegos	400028
Ciego de Avila	418573	Sancti Spiritus	463831
Isla de la Juventud *	86825		

*A special municipality, not a province.

Do this:

1. Discuss these questions in pairs.

Which is the highest mountain in Cuba?

the largest city in your country?

the largest beach in Cuba?

the hottest month of the year in Cuba?

the most beautiful province of all?

the most industrial of all cities in Cuba?

the most agricultural of all provinces?

the most mountainous of all the regions in Cuba?

the hottest of all the regions in our country?

the province that is hit most often by hurricanes in our country?

2. Next is another chart with more statistics about Cuba. Use it to make comparisons. Follow these hints:

- Male and female population
- Urban and rural population
- Isla de la Juventud and the main land of Cuba

Cuba statistics (2006)		
Official language		Spanish
Capital		La Habana
Total area	Km2	109 886
Isla de Cuba (Main island)	Km2	104 556
Isla de la Juventud (de Pinos)	Km2	2 204
Sorrounding keys	Km2	3 126
Highest mountain - Pico Turquino, in Sierra Maestra	M	2 000
The longest river - Cauto	Km	370
Average annual temperature	°C	24
Average relative humidity	%	80
Population	Habitants	11 241 980

- male population	%	50.1
- female population	%	49.9
Population density	Hab/Km2	102.3
Urban Population	%	76

(Taken from <http://www.hicuba.com/descripcion.htm>. December 2007)

Total population of Cuba plus urban and rural residents (same source)

Cuba	Urban population	Rural population
11243836	8495703	2748133

1.3. Pronunciation Practice

1.3.1. In Unit 5 we will deal with sounds / θ / and / ð /, which you do not have in your mother tongue. Both of these sounds are dental, which means that they produced when the tip and rims of the tongue make a light contact with the edge and inner surface of the upper incisors and a firmer contact with the upper side teeth. With some speaker, the tongue tip may protrude through the teeth.

For / θ / the friction is voiceless (the vocal cords do not vibrate), while for / ð / there is some vocal cord vibration. You can identify when to pronounce one of these dental sounds in words with the combination of letters *-th-*.

Since the same spelling occurs for both sounds, it is necessary to memorize which of these two sounds must be pronounced in each specific word.

1.3.2. Let's pronounce some words that contain sound / θ / in different positions:

initial

think
thanks
thick
thirsty
thin
theory
three

middle

author
nothing
healthy
something
anything
Athens
birthday

final

Math
north
both
mouth
teeth
month
bath

1.3.3. Read the following paragraph about Jim Thorpe aloud. Make sure you pronounce sound / θ / correctly.

Do you know anything about Jim Thorpe? He was an American Indian athlete. He excelled in everything at the Olympics. Thousands were angry when Thorpe's medals were taken away because he was called a professional athlete. In 1973, long after his death, Thorpe's medals were restored. Throughout the world, Jim Thorpe is thought to be one of the greatest male athletes.

1.3.4. Let's pronounce some words that contain sound / ð / in different positions:

<u>initial</u>	<u>middle</u>	<u>final</u>
the	other	breathe
than	mother	smooth
that	brother	bathe
they	together	
those	father	
these		
this		
there		
though		

1.3.5. Read the following dialogue aloud. You will find in it many words that contain sound / ð /. Make sure you pronounce it correctly.

Daughter: Mother, I like these old pictures. Who's this?
 Mother: That's your great grandmother.
 Daughter: The feathered hat is funny! Who's that man?
 Mother: That's your grandfather. He was from the Netherlands.
 Daughter: I know these people. Aren't they Uncle Tom and Uncle Bob?
 Mother: That's right. Those are my brothers. They always bothered me!

1.4. Reading aloud

Read the following narrated version of the story aloud.

Dave Jones calls his wife Melanie to tell her how he's doing in Woodhills. Dave says that Jenny is happy to see him and that her husband is easy to get along with. Jenny's husband runs a sports training facility in Woodhills. Dave asks Melanie about their neighborhood in Toronto. There are new neighbors in their building: Mr. and Mrs. Hunter. Melanie describes the couple and talks about their noisy pet. Changing the subject, Melanie asks about the project Dave is working on. Finally, Dave says good-bye because dinner is ready.

Listening

1. Lead in

Match column A with column B

Column A

Introducing someone

Describing someone's job

Column B

It was very nice meeting you, X.

You know X, right?

Talking about housing

It's rewarding, exciting, but it's also demanding.

Choose the topic that best suits this conversation

3. Listen to the conversation and fill in the map. Be ready to report back to class in complete sentences.

- f) Alice is polite when she disagrees with Linda. What politeness strategy does she use?
6. Which other words in the conversation are pronounced like the ones below?

<i>Homophones</i>	<i>In the text</i>	<i>Homophones</i>	<i>In the text</i>
high		meat	
U		bee	
no		butt	
sow		hour	
write		weak	

7. Rewrite the messages in the left-hand column using a more polite expression from the right-hand column.

<i>Send me the book.</i>	<i>Could you, please/please, would you...</i>
<i>I want a ticket for tonight's concert.</i>	<i>I'd like</i>
<i>Close that door.</i>	<i>Do you mind...</i>
<i>I think you should employ more people.</i>	<i>Could I suggest that...? / I would recommend that you...</i>
<i>I don't like to be an office worker.</i>	<i>I'm not interested in .../I prefer to be...</i>
	<i>I would appreciate it if you could...</i>

UNIT 6

1. Speaking

1.1 Dialogue: “Awful weather”

Bill arrives home in the middle of a thunder storm. His wife Margaret is in the kitchen.

- Margaret: Oh, look at that, you're soaking wet.
Bill: It's raining so much out there, Margaret, and the street looks like a river. There is so much water flowing down.
Margaret: Come on, take off those wet clothes, you're going to catch a cold.
Bill: Ok, I will, Margaret, I'll do it right away. And what are you doing in the kitchen? Are you cooking something special?
Margaret: Well, I am just trying out a new French recipe. I hope I am doing it right.
Bill: You and your French recipes... Oh, by the way, I saw this friend of yours, the French teacher, at the coffee shop across from my office today.
Margaret: Oh, you mean Liz Baker. She is not teaching with us anymore. I don't know what she is doing.
Bill: Well, she says she is writing a book on French pronunciation for foreign students.
Margaret: Is that right?
Bill: Yes, she says two of her former students at Woodhills are helping her out.
Margaret: So, she is not teaching now?
Bill: Yes, she is, but she is dedicating a lot of time to her book.
Margaret: I would like to see her again after so long. Oh, Bill, what are you doing? You are getting everything wet in the bedroom.
Bill: I am sorry, Margaret. I am really sorry.
Margaret: And it's still raining out there. This month the weather is a disaster. It's raining here, snowing up in the north, and it's so hot in the south. Who can understand this weather?
Bill: Oh, Margaret, something's burning in the kitchen.
Margaret: Oh, my French style chicken. It's all ruined.
Bill: Are we eating out tonight, Margaret?

1.2 How do you say it?

1. Ask and say what is happening.

Do this:

Work in pairs and speculate about what is happening in these situations.

- a. It's raining so much out there. There is so much water flowing down. Something is burning in the kitchen. What is happening?
- b. It is the middle of the night. The dogs are barking really loud. Susan is sleeping like a log.
- c. A strange sound is coming from the back of the classroom. The teacher is sitting at her desk. Her students are supposed to be writing a composition.

2. Report what someone is doing

Margaret: Liz Baker is not teaching with us anymore. I don't know what she is doing.

Bill: Well, **she says** she is writing a book on French pronunciation for foreign students. **She says** two of her former students at Woodhills are helping her out.

Margaret: So, she is not teaching now?

Bill: Yes, she is, but she is dedicating a lot of time to her book.

Do this:

Act out the dialogue in pairs. Then change roles and make new dialogues about real people that you are acquainted with.

3. Tell someone to do something

Notice that when we want to tell someone to do something we use **imperatives** as in this example:

Margaret: Come on, **take off** those wet clothes, you're going to catch a cold.

Bill: Ok, I will, Margaret, I'll do it right away.

Some other things you may want people in your class to do

Stand on one foot

Run to the front

Sit on the floor
Make a loud noise
Pretend you are eating
Kiss someone on their forehead
Hug your best friend
Stand by your favorite person in class
Close the door
Open a window
Pretend you are yawning
Pretend you have a pain

Notice how you use **object pronouns**.

Tell John that you love **him**.

Tell Mary that you care for **her**.

Tell your friends that you are ready to die for **them**.

Tell **us** that you will never leave **us**.

Tell **me** that you are my sister. And I'll tell **you** that I'm your brother.

Do this:

As a class take turns telling different people to perform those actions and try to add a comment each time. Then ask your teacher to add more commands, and do the same, but this time in groups of four.

4. Ask about, describe and predict the weather

a. Practice this dialogue in pairs after listening to your teacher. Study the charts at the bottom before acting the dialogue out.

- What's the weather like in your province now?
- ✓ It's good now.
- What will it be like during the weekend?
- ✓ I don't know. They say maybe it'll rain.

Notice that we use **will** for predictions.

Some adjectives to describe the weather

+	-
Nice, beautiful Warm, hot, sunny	awful, bad, old, cool, cloudy, windy humid, rainy, snowy

The seasons of the year

Notice that in Cuba we only have a dry and a rainy season.

It's	hot		summer
	cold		winter
	rainy	in	spring
	windy		autumn
	cloudy		in the rainy season
			in the dry season

b. What's the weather like in Canada? Tick the right items and then discuss them with your partner. After you have finished, check your answer by reading the text at the end of this activity.

✓ In spring there are

- snowy days
- rainy days
- cold days
- sunny days

✓ In summer it's

- humid
- cold
- hot

- dry

- ✓ In autumn the days are

- cloudy
- sunny
- windy

- ✓ In winter the temperatures gets down to:

minus 50° Celsius

- minus 30° Celsius
- minus 13° Celsius

Text

The weather in Canada varies by season. In the spring time there's a lot of showers, but it's also followed by sunny days. In the summer it's hot and dry, but it's good for the beach. In the autumn there are cloudy days and the temperatures start to drop. In the winter time it gets very cold, down to - 30°C, and lots of snow.

c. Work in pairs and talk about the weather in your country.

- Do you have four seasons in your country?
- Do you have only a dry season and a rainy season?
- Do have a hurricane season?
- What kind of clothes do you wear in July and August?
- Is the weather different in some parts of your country?

Some cloth items

gloves	overcoat	turtleneck sweater	flannel shirt
short pants	short-sleeve shirt	jacket	T-shirt
sweater	boots	corduroy pants	cap
jeans	hat		

d. Work in pairs. What comes to your minds as you say these words?

- snow
- Sahara
- spring
- autumn
- Alaska

e. Look at the calendar for next week and write predictions about the weather.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
hot and sunny	windy and rainy	cold and windy	hot and cloudy	hot and sunny	cold and cloudy	cold and windy

f. Watch **Youth in the Spotlight** (Part 3), **Section B** and take down what is said about the weather in Cuba and the weather in Canada.

5. Express possibility or impossibility

🌈 Do you think it may rain this weekend?

- Yes, it's quite possible. A cold front is coming up.
- The hurricane season is coming up. Do you think a hurricane may hit us this year again?
 - Well, you never know these days. The environment is so upset that anything may happen.

Notice:

Some ways to express possibility

✓ Through adverbs

Perhaps

Maybe

✓ Though modal verbs

It **may** rain on the East of Cuba on the weekend. The rain **might** reach us in the center of Cuba if conditions in the Caribbean change.

Some ways to express impossibility

It's impossible.

It's not possible.

I don't suppose it will rain here this weekend.

Do this:

- a. Work with your partner and act out the dialogue.
- b. Work in pairs. Ask and give opinions about the outcome of these events. Be ready to add some reasons.

- the river next to our city --- burst its banks – this year
- the waves on the Northern shores of Havana city --- wash away the houses in the area
- the earth in Santiago de Cuba --- tremble
- the sun in Holguín ---- shine harder this year
- the earth in Guantánamo --- become more barren still
- the dams close to our city/town --- dry up this (year)

6. Instruct someone on what to do in case of a weather event

7. **What do I need to know** in case a hurricane is coming up?
 - Well, **first of all, you need to** keep up with the news all the time. **Then you need to** clean your house sewerage and chop down any trees that may damage your house or the electric wires. **And it is crucial for you to** buy enough food and to have enough fresh water in case you are trapped inside your home for a few days.

Do this:

- a. Work in pairs and act out the dialogue.

b. In pairs again, substitute information from the dialogue as you act it out. Here are some hints you may want to follow:

- a thunder storm is coming up
- an earthquake is about to hit us
- a tsunami may wash away small islands in the Caribbean

7. Remind someone to do something

✚ My dear friend, **don't forget** to bring your coat tomorrow. It'll be a fairly cold day.

✓ Thanks, old pal. I can take that cold, though. It's not the end of the world, is it?

Some ways to remind someone of something

Remember to ...

Don't forget to ...

Make sure you ...

Keep in mind to ...

Notice the use of **intensifiers before adjectives**:

fairly cold (meaning *bastante frio*)

pretty cold (meaning *bastante frio*)

quite cold (meaning more than *cold*)

Do this:

- Act out the dialogue in pairs.
- Walk around the class and remind people whatever you think they should not forget.

1.3. Pronunciation Practice

1.3.1. In Unit 6 we will deal with sound / ŋ /, which is found in all words ending in -ing and in other words with the combination of letters *nk* (sink – pink) and *ng* (long – sing) following a vowel.

/ ŋ / is a nasal sound, which means that the nasal passage is blocked when this sound is produced. It is a velar sound, which makes you think you are swallowing the sound when you pronounce it.

1.3.2. Let's look at some examples with sound / ŋ /. Notice that it never occurs in initial position.

- m) It's raining here and snowing up in the north.
- n) There's something wrong with this sink.
- o) The singer has been waiting for a long time.

1.3.3. Sound / ŋ / is different from sound / n /. Both are nasal, but, unlike / ŋ /, / n / is an alveolar sound, which means that the tongue forms a closure with the tooth ridge and the upper side teeth as for / t / and / d /. Sound / n / is found in initial, middle and final positions:

<u>initial</u>	<u>middle</u>	<u>final</u>
north	thunder	kitchen
new	French	down
know	friend	on
now	don't	mean
notice	pronunciation	foreign
night	understand	again
nice	ruined	chicken

1.3.4. Find in Dialogue 6 "Awful Weather" all of the utterances in which sounds / ŋ / and / n / occur. Practice repeating them over and over again. Make sure you pronounce each of the two sounds correctly.

1.3.5. Act out with your partner the following short dialogue. Change roles once you've played one of the characters two or three times. Substitute the underlined words and phrases by the elements that appear after the dialogue.

A: What's Margaret doing?

B: She's cooking some chicken in the kitchen.

A: Liz / Bill / Margaret

B: ... trying out a new recipe

... writing a book on French pronunciation for foreign students

... teaching and dedicating a lot of time to her book

... taking off his wet clothes

... asking Bill about Liz Baker

... telling Margaret about Liz Baker

1.3.6. Bring to class several pictures of people who are doing different things. Describe what's going on in each picture. Make sure you pronounce all -ing endings with sound / ŋ /.

1.4. Reading aloud

Read the following narrated version of the story aloud.

There is a terrible thunder storm and Bill gets home soaking wet. His wife Margaret is in the kitchen, trying out a new French recipe. Bill tells his wife about her friend Liz Baker, the French teacher, and the conversation they had at the coffee shop today. Margaret would like to see Liz again. Margaret complains because Bill is getting everything wet in their bedroom. The weather is really a disaster in many different parts of the country. It's rainy, snowy, and hot in the south. While they are talking something starts burning in the kitchen.

UNIT 7

1. Speaking

1.1. Dialogue: "Klaus's daily routine"

Louise asks Klaus about his daily routine.

Section A

Klaus tells Louise what he does early in the morning.

- Louise: Do you teach every evening, Klaus?
Klaus: Yes, from Monday to Friday, at 7 p.m.
Louise: And what do you do during the day?
Klaus: I get up at 6 a.m., and go jogging for half an hour.
Louise: Do you go jogging every day?
Klaus: Almost every day. I rest only on Sundays.
Louise: Why do you go jogging so early?
Klaus: Mainly because the weather is fresher early in the morning. Besides that, a couple of friends go jogging with me, and they start working at 8.30.
Louise: I understand. I must be boring to exercise alone. That's probably the reason why I do not exercise at all. It takes a lot of willpower to do it.
Klaus: Yes, you're right.
Louise: And what do you do after that?
Klaus: At about seven I go back home, take a shower and have breakfast.
Louise: Yes, you must be very hungry after so much exercise. Do you make your own breakfast?
Klaus: Yes, I do. My wife goes to work at 6 a.m.
Louise: That early? What does she do?
Klaus: She is a lab technician at Alexander Fleming Hospital. She very often wakes me up before she leaves for work.

Section B


Klaus tells Louise what he does the rest of the day.

Louise: And what do you do after breakfast?
 Klaus: I'm always busy in the morning. I usually work on my lesson plans for two or three hours. I dedicate plenty of time to preparing communicative activities for my students.
 Louise: I do the same for my English course. It takes quite a while to prepare role play activities.
 Klaus: You're right.
 Louise: What time does your wife get back home after work?
 Klaus: She's never back before three, that's why I often have lunch by myself.
 Louise: Does she have lunch at the hospital?
 Klaus: Yet, at about noon. Then she goes back to work in the lab.
 Louise: What do you do after lunch?
 Klaus: I take a short nap, but I'm usually up again before my wife arrives from work.
 Louise: She must be worn out by then. Does she ever lie down for a while when she gets home?
 Klaus: Very seldom. My wife is very energetic, so she almost never takes a rest.
 Louise: Oh, Klaus, it's almost 7.
 Klaus: Time to go to work. See you later, Louise.
 Louise: Bye.

1.2 How do you say it?

1. Describe routines, habits, pastimes and hobbies

a. Routines

-  What are some things that teachers usually do when they go into a class?
- Well. Many teachers call the roll first thing. But I don't. I usually start with the homework, and move on to the day's topic. Then I check attendance, just when my students are on task. I tend to do different things all the time, though.

Do this:

- a. Practice this dialogue in pairs, and then change roles.
- b. Later try practicing the dialogue substituting information from it.
- c. Go through the dialogues in Sections A and B and make a list of Klaus' daily routines and one of his wife's daily routines. How different are their daily routines from yours? Discuss this in pairs.

b. Habits

Ask these questions of people in your class. Be ready to report back the information that you gathered.

- Do you smoke?
- Do you drink coffee?
- Do you drink alcohol?
- Do you take pills regularly?
- Do you practice sports or do any exercise?
- Do you go to bed late at night?
- Do you get up early? / Are you an early riser?
- Do you drink a lot of water? / Do you treat your water?
- Do you normally eat fruit and vegetable in your meals?
- Do you eat a lot of sugar?
- Do you eat a lot of animal fat?
- Do you normally go steady with your boyfriends/girlfriends for a long time?
- Do you consider yourself a promiscuous person?

c. Pastimes

🎨 How do you spend your free time?

○ Well, I do a lot of different things.

You see, I sleep a lot.

I read anything that calls my attention.

I listen to a lot of music.

I watch TV sometimes.

I play dominoes, video games or anything.

I play soccer.

I visit my relatives and friends.

I like to have a good conversation with my neighbors.

Do this:

Practice the dialogue in pairs. Then change roles, and later practice it again, this time substituting information from it.

Be ready to report back what you found out about the other person.

d. Hobbies

Ask this question of people in your class. But first listen to your teacher and repeat as a class. Be ready to report back.

🌈 Do you have any hobbies?

- Yes, I collect stamps.

I collect old mikes.

I raise pigeons.

I work in my garden.

I take my dogs out for a walk.

I'm a craftsperson.

I write poetry.

Do this:

Watch **Youth in the Spotlight** (Part 1), **Section B** and:

- a. Jot down the four questions that the Canadian students are asked.
- b. Summarize the answers that they give.
- c. Be ready to share what you wrote orally with people in class.

2. Ask and say how often something is done

Louise: And what do you do after breakfast?

Klaus: I'm **always** busy in the morning. I **usually** work on my lesson plans for two or three hours.

Louise: What time does your wife get back home after work?

Klaus: She's **never** back before three, that's why I **often** have lunch by myself.

Louise: Your wife must be worn out in the evening. Does she **ever** lie down for a while when she gets home?

Klaus: Very **seldom**.

Do this:

Work in pairs asking and answering these questions.

- a. **How often** do you drink coffee a day?
- b. How often does the train go in your town?
- c. How often do buses go here?
- d. How often do you see your girlfriend/boyfriend?

Notice:

Frequency adverbs

Always

Never

Sometimes

Often

Rarely

Seldom

Frequency expressions

Every now and then

Every other day

(Twice) a week

Once in a blue moon

3. Ask why and give reasons

Louise: **Why** do you go jogging so early?

Klaus: Mainly because the weather is fresher early in the morning.
Besides that, a couple of friends go jogging with me, and they start working at 8.30.

Louise: I understand. It must be boring to exercise alone. **That's probably the reason why** I do not exercise at all. It takes a lot of willpower to do it.

Klaus: Yes, you're right.

Other ways of giving reasons

Because ...

For that reason,

That's why ...

That's the reason why ...

That's probably the reason why ...

Do this:

Work in pairs. Ask each other questions about these topics:

- ✓ Why (you) smoke
- ✓ The reason why (you or someone else) smiles so much
- ✓ Why (a boy in class) wears an earring
- ✓ Why somebody has a tattoo
- ✓ Why someone misses so many classes
- ✓ Why somebody falls asleep in class

You may want to add more topics.

1.3. Pronunciation Practice

1.3.1. In Unit 7 we will contrast sounds /s/ and /z/. Consonant /s/ is just the same as the Spanish sound, but sound /z/ is not present in your mother tongue. The only difference between them, however, is that /z/ is voiced (the vocal cords vibrate). It's just like the sound made by bees. Spanish speakers tend to devoice sound /z/, so it is very important that you feel the vibration of your vocal cords to make sure you are pronouncing this sound correctly.

1.3.2. The distinction between /s/ and /z/ is very important when you:

- a) use the Third Person Singular (TPS) in the present tense.
- b) use nouns in their regular plural forms.
- c) indicate possession by adding –'s to a noun.

Let's look at examples of each of these cases in items 1.3.3, 1.3.4 and 1.3.5.

1.3.3. The Third Person Singular (TPS).

- a) Klaus prefers to go jogging early in the morning. /z/
- b) His wife goes to work at 6 a.m. /z/
- c) She wakes him up before she leaves for work. /s/ - /z/
- d) It takes a lot of willpower to exercise alone. /s/
- e) Klaus dedicates plenty of time to preparing his lessons. /s/

The use of /s/ or /z/ for the TPS morpheme depends on whether the sound before /s/ or /z/ is voiced or voiceless. If the sound previous to the TPS marker is voiced, you will pronounce the TPS ending as /z/. Notice that all vowel sounds are voiced. If the sound previous to the TPS marker is voiceless, you will pronounce the TPS ending as /s/.

1.3.4. Nouns in their regular plural form.

- a) Klaus rests only on Sundays. /z/
- b) A couple of friends go jogging with him. /z/
- c) He works on his lesson plans for two or three hours. /z/
- d) His students like his lessons very much. /s/ /z/
- e) Klaus wears short pants, white socks and tennis shoes to go jogging.
/s/ /s/ /z/

The same rule explained in item 1.3.3 applies here to decide when to use /s/ or /z/.

1.3.5. Possession with 's

- a) Klaus's wife is a lab technician. /z/
Notice you pronounce Klaus's like this /klaʊsɪz/
- b) Pete's wife is also a lab technician. /s/

The same rule explained in item 1.3.3 applies here to decide when to use /s/ or /z/.

1.3.6. Let's repeat some other words in which sound /z/ occurs.

husband	because
position	please
president	present
excuse (verb)	easy
does	crazy
music	pleasant
cousin	busy
business	reason

1.3.7. The meaning of similar words can be identified by the presence of sounds /s/ or /z/. Let's look at some examples.

/s/	/z/
niece	knees
loose	lose
race	raise
rice	rise
price	prize
ice	eyes
place	plays

1.3.8. Write sentences with the words in items 1.3.6 and 1.3.7. Read them aloud making sure you pronounce /s/ and /z/ whenever necessary.

1.4. Reading Aloud

Read the following narrated version of the story aloud.

Klaus tells Louise about his daily routine. He gets up at six and goes jogging for half an hour. He prefers to do it in the morning because the weather is fresher and two of his friends, how start working at half past eight, go jogging with him. At about seven he goes back home, takes a shower and has breakfast.

After that, he usually works on his lesson plans for two or three hours, preparing communicative activities for his students. After lunch he takes a short nap, and he's usually up again before his wife arrives from work. She's a lab technician at Alexander Fleming Hospital.

1.5. Project Work

PROJECT 1: Having a hobby

Modern life is full of work and study, and everyone should have a way to learn for pleasure. **Having a hobby** is one of the best ways to increase your knowledge of a topic and to do it for pleasure. Search about this topic and be ready to tell your friends about the results.

Suggestions:

- Look for the necessary information to be ready to inform your group. Once you finish collecting the information about hobbies you can process it with the help of your teacher or another classmate. You can draw charts or diagrams to represent the results graphically.
- You can refer orally to any of your relatives' hobby. Include what it consists in, the feelings he or she experiments, the time and frequency he or she enjoys the hobby, the personality traits that better suit for a hobby like that, among other interesting things.
- Another possibility could be to present the results of your research in a T.V program devoted to hobbies (Round table, Special interview etc). If you decide to take this kind of activity you need to train a student as a T.V conductor.
- If you consider you need more practice before you present your project you can work with the software **RAINBOW** on the part devoted to **GAMES** #5, #13, #17. You can also study pages 77-78. to learn more about hobbies.

UNIT 8

1. Speaking

1.1. Dialogue: “Family plans”

Jenny discusses with her husband and children what to do next Sunday.

- Jenny: Ok, guys, I don't want to stay home this weekend again. Let's do something on Sunday. Any suggestions?
- Thomas: Why don't we go to the Stadium? There is a good baseball game at two o'clock.
- Alison: Oh, come on, Dad, not again. I hate sitting there for three hours watching other people play. I'd rather do something different.
- Thomas: Like what?
- Alison: I don't know.
- Jenny: Yes, Darling, Alison is right. I know baseball is your passion, but don't you think we could use a break from strikes and outs this time?
- Thomas: It looks like I have no choice.
- Alison: How about going horse riding at Joy Park? I love horses so much. I wish I had one.
- Thomas: A horse? Do you want to have a horse? You must be kidding, Alison.
- Alison: Horses are very elegant...
- Thomas: And very expensive too.
- Tommy: Let's go to the movies. There is a new Spielberg film at Cinema World. I enjoy watching his films very much. They are so thrilling.
- Alison: Spielberg again? Oh, no. Count me out. I still remember Tommy watching E.T. four times in a row. I prefer other kinds of films.
- Jenny: But, Alison, he is not going to watch that same film more than once this Sunday. I would like to see it too. I hope it's as good as Indiana Jones.
- Tommy: Thank you, Mom.
- Thomas: What if you go horse riding in the morning and to the movies in the afternoon? This way we can please everybody.
- Jenny: That sounds great.

1.2 How do you say it?

1. Suggest something

Jenny: Ok, guys, I don't want to stay home this weekend again. Let's do something on Sunday. **Any suggestions?**

Thomas: **Why don't we** go to the Stadium? There is a good baseball game at two o'clock.

Alison: Oh, come on, Dad, not again. **How about** going horse riding at Joy Park?

Do this:

Practice the dialogue in pairs. Then change roles and add information of your own.

2. Ask and talk about likes and dislikes.

Do this:

Ask people in your class these questions:

- Which of these ice-cream flavors do you like?
- Which of them don't you like?
- What ice-cream flavors do you prefer? Why?
- Be ready to report back to class what you found out.

Some flavors

chocolate	vanilla
chocolate ripple (swirl)	orange
mango	almond
pineapple	guava
strawberry	butterscotch
strawberry ripple (swirl)	

b. Discuss with your partner these questions about sports:

Which of these sports are outdoor sports?

Which are played with a ball?

Which of them are not commonly practiced in our country?

Which of them do you like?

Which of them don't you like?

Which of them do you prefer?

Some sports

judo	weight lifting	horseback riding
karate	athletics	chess
canoeing	diving	table tennis
wrestling	skin diving	basketball
squash	gymnastics	ice hockey
lawn tennis	soccer	basketball

c. Answer these questions with your partner. Then be ready to report back to class what you found out.

- Which of these foods are vegetables?
- Which are greens?
- Which are sea foods?
- Which are red meats?
- Which are pastas?
- What kind of food do you like?
- What kind of food don't you like?
- What kind of food is best for you? Why?

Some food words

carrots	yucca	pineapple	beef	turkey	lobster
peas	lettuce	guava	pork	cheese	rice
beans	cabbage	mango	lamb	milk	noodles
potatoes	cucumber	pear	chicken	fish	spaghetti
sweet potatoes	orange	apple	egg	oyster	

d. Discuss this topic with your partner. It's about people's personality traits. Begin like this:

- ✓ I like people **who** are ...
- I don't like people **who** ...
- I don't like people **who** have ...

<u>Positive personality traits</u>	<u>Negative personality traits</u>
hardworking	Negligent
responsible	Irresponsible
open-minded	conceited
easy-going	lazy
easy to get along with	narrow-minded
talkative	eccentric
happy	careless
funny	disrespectful
friendly	noisy
gentle	egotistical
simple	
honest	bad-tempered
witty	
modest	
cooperative	

- e. Watch **Youth in the Spotlight** (Part 1), **Section C** and take down the four questions that are asked and summarize the answers.

3. State a preference

I hate sitting there for three hours watching other people play.
I'd rather do something different.

Notice:

Would rather and **would prefer to** (Adapted from **Interchange 3**, Student's book, by J.C. Richards et al. Cambridge University Press, 1998.)

“Would rather” is followed by the base form of the verb. “Would prefer” is followed by a gerund or an infinitive. Both are followed by “not” in the negative.

a. Case one

a. **Would** you **rather read** a book or watch a version of it in a movie?

✓ Actually **I'd rather read** the book first **than watch** its version on the screen.

b. Case two

b. Would you prefer to take a music or a dance class as an elective in university?

✓ I'd prefer taking a visual arts class first to learning about the other arts first thing.

Another form

I'd prefer to study visual arts.

c. Case three

c. Do want to take a karate class?

✓ I'd rather not / I'd prefer not to.

Do this:

1. Talk about your learning preferences with your partner. Follow these questions:

- Would you rather attend a morning or an afternoon class?
- Would you prefer to study languages with a teacher or on your own?
- Would you prefer to study with books or with videos and computers?
- Why? / Why not?

2. Work with your teacher first trying to answer some of these questions:

The arts in general

- Are you taking an arts class at your university right now?

- If you are, what arts class are you taking?

Kinds of arts
music, plastics, visual arts in general, dance, literature, movie critics, ballet

- Which of the above arts do you prefer? Why?
- Which of the arts is Cuba mostly famous for?

Music

- What kind of music do you like? What kinds of music don't you like?
- What kind of music do you like to dance to?

Books

- What kinds of books do you enjoy reading?

Kinds of books
detective stories, novels, testimonies, biographies, science fiction stories, history books, natural sciences books, scientific papers, essays

Painting

- What kinds of painting do you enjoy watching most of all?

Kinds of painting
landscapes, abstract paintings, impressionistic painting, portraits, murals

Dance

- What kinds of dance would you rather watch?

Kinds of dance
contemporary dance, ballet, folklore dance

Architecture

- Do you like architecture? What kind of architecture do you prefer?

Walk around the class. Choose some of the above questions and interview three of your classmates. Tally their answers and be ready to report your findings back to class.

4. Ask what someone feels like doing and say what you feel like doing.

🚦 You look bored. Do you feel like going anywhere?

- No. I don't feel like going anywhere. I'm not in the mood.

Notice

Noun	Negative particle	Feel + like	Verb+ing	Complement
<u>I</u>	don't	feel like	going	anywhere.
<u>I</u>	don't	feel like	doing	anything.
<u>I</u>	don't	feel like	seeing	anybody.
<u>I</u>		feel like	eating	something.
<u>I</u>		feel like	talking to	someone.
<u>I</u>		feel like	going	somewhere.

(Idea borrowed and adapted from **Spectrum 2**, Student's book, new edition printed in Cuba, with no further reference)

Do this:

Practice the above mini-dialogue with your partner. Then try substituting with this information:

- eating some (ice-cream)
- watching a movie
- listening to some music
- visiting (your friend)
- having (a drink)
- coming for (coffee)
- playing a (soccer) game
- meeting (someone)

1.3. Pronunciation Practice

1.3.1. In Unit 8 we will go over some of the vowel sounds we have studied so far: /æ, ʌ, ɑ, ɪ, i, oʊ/ and we will also include a new sound: diphthong /eɪ/. Diphthong /eɪ/ appears several times in dialogue 8. Let's look at some examples:

stadium, baseball, game, hate, play, break, great

1.3.2. Read dialogue 8 and identify:

- a) 4 words with sound / æ /
- b) 8 words with sound / ʌ /
- c) 10 words with sound / ɪ /
- d) 3 words with sound / i /
- e) 4 words with sound / ɑ /
- f) 5 words with diphthong / oʊ /

Make a separate list for each of the sounds. Check the lists with your teacher and practice repeating each word making sure you pronounce the sound in focus correctly.

1.3.3. Suppose you're going camping next weekend. Make a list of the things you shouldn't forget to bring along. You must include at least:

- a) 4 items with sound / æ /
- b) 2 items with sound / ɪ /
- c) 1 item with sound / i /
- d) 2 items with diphthong / eɪ /
- e) 1 item with diphthong / oʊ /
- f) 1 item with sound / ɑ /
- g) 2 items with sound / ʌ /

1.3.4. Tell your partner about your plans to go camping next weekend. You may begin by saying:

“I’m going camping next weekend. I made a list of the things I must bring. I must take a book, a...”

1.4. Reading Aloud

Read the following narrated version of the story aloud.

Jenny is sick and tired of staying home every weekend. She discusses with her family what to do next Sunday. Thomas would like to go to the Stadium to watch a baseball game, but no one else in the family wants to do that. Alison hates sitting at the stadium for three hours watching other people play. She would prefer to go horse-riding at Joy Park instead.

Tommy would rather go to the movies to see a new Spielberg film. He’s so fond of Spielberg that he once saw E.T. four times in a row. Jenny would like to see the film too, and she hopes it’s as good as Indiana Jones, her favorite movie. They finally agree to go to Joy Park in the morning, and to Cinema World to see the film in the afternoon.

UNIT 9

1. Speaking

1.1 Dialogue: “Directions in Newtown”

Louise Johnson is attending an important meeting in Newtown, a small city three hundred kilometers north of Woodhills. She asks for directions to get to the Convention Center where the meeting will be held.

A: Louise asks Mr. Low.

Louise: Excuse me, sir. I’m from out of town. What’s the best way to get to the Convention Center?

Mr. Low: I’m sorry I can’t help you. I don’t know the city either. I just moved in last week.

Louise: Thanks, anyway.

B: Louise asks Mrs. Hicks.

Louise: Excuse me, madam. How can I get to the Convention Center? I have a meeting there in fifteen minutes.

Mrs. Hicks: I’m afraid you won’t make it in time. There is lots of traffic at this time of the day.

Louise: But, can you tell me how to get there?

Mrs. Hicks: Certainly, just stay on this street till you get to the next traffic lights. You should make a left there, on Winston Road. The

Convention Center is three kilometers away on that road. You can follow the signs.

Louise: Is it on my left or on my right on Winston Road?

Mrs. Hicks: On your left. It's a four-story building next to the hospital. You can't miss it. There is big sign just in front of it.

Louise: You've been very helpful. Thank you very much.

Mrs. Hicks: You're very welcome.

C: Louise is at the entrance to the Convention Center. She asks where her meeting is.

Receptionist: Can I help you, madam?

Louise: Yes, I'm attending a meeting with Dr. Fulton and the Municipal Language Teaching Commission. It's in room seventeen. Can you tell me where it is?

Receptionist: Are you Mrs. Louise Johnson?

Louise: Yes, I am.

Receptionist: I have a message from Dr. Fulton. He says the meeting has been changed to room twenty-three.

Louise: And where is room twenty-three? I don't want to be late.

Receptionist: Walk this way to the end of the hall. Take the elevator to the second floor. Room twenty-three is just across the hall.

Louise: Thanks.

1.2 How do you say it?

1. Ask about an address

What's the best way to get to the Convention Center?

How can I get to the Convention Center? Can you tell me where it is?

Do you live downtown?

Do you live in the outskirts of the city?

Do you live out of town?

Do you live near the park?

Do you live across from the Havana Libre Hotel?

Where exactly do you live?

What's your address?

Where is the City Hall in your town?

Notice:

I live **on** Maceo Street. (The street is pictured as a surface.)

I live **at** 98 Maceo Street. (The house is thought of as a point in space.)

Ask your teacher to help you understand the meaning of **near** and **across from**.

Do this:

Walk around the class asking people where they live and taking down their addresses just in case you decide to drop by their houses sometime in the future.

When you have finished, summarize this statistics:

- How many people in your class live out of town?
- How many of them live downtown in the capital city of the province?
- How many people live across from important institutions in the city or town where they live?
- How many people in class live near a hotel?
- Who lives very far from school in your class?

2. Give directions in town

Questions

What's the best way to get to the Convention Center?

How can I get to the Convention Center?

Is it on my left or on my right on Winston road?

I'm attending a meeting with Dr. Fulton. Can you tell me where it is?

Can you tell me how to get to his office?

Some answers

I'm sorry I cannot help you. I don't know the city either.

Just **stay on** this street **till** you get to the next traffic lights. You should **make a left on** Winston Road. The Convention Center is **three kilometers away on** that road. You can **follow** the signs.

Walk straight ahead for three blocks.

3. Talk about people and places in your community

A: Do you like your city/ hometown?

B. Sure I do.

A. Why?

B. Well, because there's a large zoo.

famous square.

nice amusement park.

important library.

interesting art gallery.

B. (Cienfuegos) is my favorite city.

C. Why do you say that?

A. Because there are beautiful museums.

good restaurants.

a lot of trees and flowers.

excellent movie theatres.

lots of friendly people.

it has a beautiful bay.

Do this:

a. In pairs act out the previous dialogues.

b. Is there anyone where you live that is famous nationally?

For example,

A	sportsman
	scientist
	professor
	medical doctor
	statesman
An	military officer
	actor
	actress

Talk about him or her.

c. What facts or events can make people famous in your opinion?

Look at the following list and tick the items that you think are related to fame.

- a discovery
- an invitation
- politics
- crime
- sports
- a Guinness record
- birth
- jobs

In pairs, think of famous people in your country and around the world. Write down their names in a list and share with your partner what you know about these people

.

4. Talk about things in your community that you are proud of.

What is something in your community that you are proud of?

What are some things in your community that make you proud of it?

Here are some possible answers.

My neighborhood is very quiet and safe.

It's very clean where I live.

People are very friendly where I live.

I'm proud of traditions in my hometown.

My hometown ranks first in...

We are number one in...

Many important national figures were born in my hometown. For example,...

My hometown was liberated by ..., and that's really remarkable.

I'm proud of the people in my community.

Do this:

In pairs answer the question given above in relation to what you are proud of about your community. Try to add more ideas to your answers. You may start like this:

In my community I'm proud of...

Something that makes me proud in my community is...

5. Give an opinion about things that need a change in your community, and agree or disagree with someone else.

Do this:

Discuss these questions as a class and then in pairs.

Questions

What do you think needs a change in your community?

What is in need of a change in your community?

Some answers

I think the services are in need of a change, maybe.

In my opinion, the streets where I live need cleaning.

the houses need some painting.

recreational sites are not enough.

we need to have access to more...

public discipline is slack.

there's too much noise going on all the time.

Personally, I think ...

In my view,...

Agree

Yes, I agree.

Yes, I totally agree.

Yes, I guess you could say that again.

Disagree

Well, maybe not quite so. You see ... (and give a reason).

Excuse me, but don't you think...?

Sorry to say this, but I have to disagree with you on that one.

1.3. Pronunciation Practice

1.3.1. The pronunciation section in Unit 9 will be dedicated to word stress. Stress refers to the amount of volume that a speaker gives to a particular sound, syllable, or word while saying it. Stressed sounds and syllables are **louder** and longer than unstressed ones. A major characteristic of the English language is the use of strong and weak stress. Every word of more than one syllable has a syllable that is emphasized more than the others. Accented syllables receive more force and are louder than unaccented ones. Correct use of stress is essential for achieving proper pronunciation of words.

1.3.2. Repeat the following words after your teacher as accurately as possible. Notice that you should stress the first syllable of the words in column 1 and the second syllable of the words in column 2. Some of these words appear in dialogue 9.

1 <u>Stress on the first syllable</u>	2 <u>Stress on the second syllable</u>
meeting	Louise
hundred	attend
center	fifteen
sorry	excuse
minutes	afraid
traffic	away
follow	hotel
building	prefer
language	afford
message	belong

1.3.3. The following three-syllable words have a variety of stress patterns. Repeat them as accurately as possible after your teacher. Remember to emphasize the stressed syllable. Some of these words appear in dialogue 9.

Primary stress on:

<u>the first syllable</u>	<u>the second syllable</u>	<u>the third syllable</u>
certainly	directions	seventeen
hospital	attending	afternoon
accident	important	recommend
seventy	convention	employee
president	commission	understand
personal	tomorrow	indicate
yesterday	employer	imitate

Notice that the word **kilometer** can be stressed either on the second or the third syllable.

1.3.4. There are many nouns and verbs that are the same in the written form. We can distinguish between these word pairs in their spoken form through the

use of stress. In these pairs, the noun will always be stressed on the first, the verb on the second syllable.

Nouns

conflict
increase
program
content
conduct
desert
object
record

Verbs

conflict
increase
program
content
conduct
desert
object
record

1.3.5. Listen carefully to your teacher. Pay careful attention to the stress patterns of the various nouns and verbs in boldface type. (adapted from Dale, Paulette and Poms, Lillian, English Pronunciation for Spanish Speakers, Vowels, Prentice Hall Regents, NJ, 1985).

William: Welcome to the annual meeting of the **Perry Produce Company**. Does **everyone** remember our **slogan**?
All: Yes, we **produce** the best **produce**!
William: **Arthur**, do you think there will be an **increase** in **profits** next year?
Arthur: Yes. We will **increase** our **profits**. **Progress** is our goal!
William: Do you **project** having a new **market**?
Arthur: Yes. Our **latest project** is the **import** of **exotic** fruit.
William: **Really!** What will you **import**?
Arthur: Dates from the Sahara **Desert**.
William: Did you say **desert** or **dessert**? I love **desserts**.
Arthur: Ok, William. I'm so **content** with the **content** of this meeting. I'll treat you to some fresh fruit.

1.4. Reading aloud

4.1 Read the following narrated version of the story aloud.

Louise Johnson needs to get to the Convention Center in Newtown, so she asks Mr. Low for directions. He can't help her because he's new in town. After that Mrs. Hicks gives Louise directions to get to the Convention Center, which is on Winston Road next to the hospital. When Louise arrives at the Convention Center she says she has a meeting with Dr. Fulton in room seventeen, but the receptionist explains to her that the meeting will be in room twenty-three. The receptionist tells Louise that room twenty-three is on the second floor, just across from the elevator.

1.5. Project Work

PROJECT 2: Important historical places in your town, city or province

Increasing your knowledge about some of the most important historical places in your town, city or province is part of the necessary culture any Foreign Language teacher should have. Since you are getting ready for your profession it will be a great start if you select, describe and create a traveling guide to one historical place.

Suggestions:

- To do this project you can interview any history or geography teacher in your Pedagogical University to be informed about the main historical places in your town, city or province. .
- Make a list of some historical places any tourist can visit in your town or city. Choose one of them and analyze the most frequently routes taken by tourists to get there, the reasons why they prefer or like that place and the activities they do while they visit the place. Write a traveling guide to it. (Observe real traveling guides to create one as close as possible to real ones).
- At the end of the project all traveling guides created in the group can form part of a traveling guidebook to all the historical places in your town, city or province.
- Create diagrams to show the quantity of tourists that take different routes.
- In the Software “**Rainbow** “you can find information about prepositions of place that could help you in your project. See **Grammar** from page 70 to page 77.

UNIT 10

1. Speaking

1.1 Dialogue: “A ride to the gas station”

Louise Johnson’s car broke down as she was driving along the expressway back to Woodhills. It’s almost dark and she doesn’t know what to do. Tony Burns sees her from his car and stops to help her out.

Section A

Tony offers to help Louise.

- Tony: Can I help you, madam?
Louise: Oh, you certainly can. Thanks so much for stopping. I don’t know what the problem is, but I can’t get my car started. Can you give me a ride to the nearest gas station, please? I need to call my husband.
Tony: Of course. I’ll be happy to. There is a gas station near here. It’s only two kilometers away.
Louise: Oh, that’s good news. I’m sure he’ll call our mechanic. I hope they can come as soon as possible.
Tony: You’re not from around here, are you?
Louise: No, I am not. I’m heading for Woodhills. I’m really tired. I’ve been on the road for hours.
Tony: Yeah, you look tired. I can wait till you make your call and drive you back here, if you like.
Louise: Oh, can you do that? You’re so kind. I am dying to get back home.
Tony: Well, I know what it’s like being on my own in the middle of nowhere. Make sure you lock your car before you go.
Louise: Certainly. And thanks again.
Tony: That’s alright.

Section B

Louise talks to her husband on the phone. You’ll hear only what she says.

- Louise: Oscar, it’s me.
Louise: The car broke down and I am stuck in the middle of the road.
Louise: I don’t know. I can’t get it started.
Louise: On Expressway 2, about 30 kilometers from Woodhills.

- Louise: I'm calling from the nearest gas station. Do you think you can get hold of the mechanic now?
- Louise: Ok, I'll go back to where the car is.
- Louise: It's locked about 2 kilometers from here. I'll wait for you there.
- Louise: Don't worry. I'll be fine.

1.2. How do you say it?

1. Ask a favor of someone, offer help, accept or refuse

Do this:

- a. Study these fragments from the conversation between Tony and Louise and jot down the phrases that express these meanings:

- ✓ Offer help
- ✓ Accept help
- ✓ Ask a favor of someone
- ✓ Say you can do a favor to someone

Tony: Can I help you, madam?

Louise: Oh, you certainly can. Thanks so much for stopping. I don't know what the problem is, but I can't get my car started. Can you give me a ride to the nearest gas station, please? I need to call my husband.

Tony: Of course. I'll be happy to.

Tony: I can wait till you make your call and drive you back here, if you like.

Louise: Oh, can you do that? You're so kind.

b. What would you say in these situations?

- ✓ Someone approaches you and asks you to tell him/her the time.
- ✓ Somebody from your class is sitting on the sidewalk looking very sad and worried.

2. Say you are looking forward to something

Louise: You're so kind. **I'm dying to** get back home.

Tony: Well, I know what it's like being on my own in the middle of nowhere.

Other forms

I can't wait to get back home

I'm looking forward to getting back home. (More formal)

Do this:

Work in pairs. Tell each other about what you are looking forward to. Start like this:

✓ You know what? I can't wait to / I'm dying to ...

Some things you may be looking forward to

Finish your teacher training course

Start working as a graduate teacher

Get your first salary

Start a master's program

Have a child

Have your own house

Finish this school year

Be on vacation

See your family

3. Give directions and information about a place

Louise: I'm **on** Expressway 2, about 30 kilometers **from** Woodhills. I'm calling **from** the nearest gas station. The car is locked about 2 kilometers from here.

Do this:

Work in pairs.

Student A

You are lost in (Old Havana) so you call your cousin and ask him/her to tell you what to do. Tell your cousin where you are calling from. Give an exact address and describe the specific place where you are standing.

Student B

You live in (Vedado) and right now your cousin from Santa Clara is spending time with you in Havana. He/she is not at your place now. He/she is out touring Havana on his/her own.

4. Tell someone to do something

Tony: Well, I know what it's like being on my own in the middle of nowhere. **Make sure you** lock your car before you go.

Louise: Certainly. And thanks again.

Tony: That's alright.

Do this:

- a. Practice the dialogue in pairs. Then change roles and substituting parts of it with your own information.
- b. In pairs finish these sentences:
 - ✓ When you are lost somewhere make sure you ...
 - ✓ If you buy new clothes at the market, make sure you ...
 - ✓ When you leave your house, make sure you ...
 - ✓ If you have a pet animal at home, make sure you ...
 - ✓ When you finish this class, make sure you ...

5. Ask about and say how people travel from one place to another

Do this:

- a. Study these questions and practice reading them aloud. Ask your partner or the teacher in case of doubt. Then think about how you would ask the same questions about a third person.

Do you study far from home?

Do you **commute** every day?

Do your parents have to travel far to go to work?

How do you travel to go to school?

How do people in your town travel to go to work?

How do they travel if they want to come to the capital city of your province?

How did your grandparents travel to go out of town when they were young? Do you know?

Do many people **own** cars in your town/city/where you are living?

Are you good at **hitch-hiking**? How good are you?

Do people use public transportation in developed countries? Why? / Why not?

Who uses public transportation in those countries?

Is this practice environmentally sound? How do you know?

Some ways of traveling

People travel **by** car.

ship.

train.

People **drive** to go to work.

People **fly** to go from one place to another.

People **ride on** horseback.

People **take** a horse-drawn-cart.

People take the subway.

People travel on the sky train.

People hitch-hike.

- b. Then choose four or five of the questions and discuss them with your teacher around the class.
- c. Last work in groups of three and ask one another some of the above questions. Make notes of the answers and questions. Be ready to report back to the whole class.

6. Ask about and express distance, duration and cost in relation to traveling

Do this:

- a. Study this topic as homework and come ready to ask and answer questions in class.

- b. Then in pairs practice the conversations given ask and answer similar questions about real things within the topic that you are familiar with.

Distance

- ✓ How far is Cienfuegos from Santa Clara?
 - Well. It's about eighty kilometers (away from Santa Clara).

Other ways

Near

It's almost 80 kilometers.

It's not so far.

It's pretty close to Santa Clara. (It's) just about half an hour's drive.

It's a fairly short distance, but I really don't know exactly.

Far

It's very far.

It's quite far. (More than far)

It's a fairly long distance (away from here)

Duration

- How long does it take to travel from Santa Clara to Havana?
 - ✓ Ah, it can be two hours, if you are driving a fancy car. It may take four or more hours, though, if you travel by bus. The number of hours changes as well depending on whether you are traveling on the North circuit or on the eight-lane speedway.

Other ways

It doesn't take **so** long/ **that** much.

I don't know, **pretty** close to two hours, I think.

It takes a long time, you know.

It takes **the hell of a lot of** time, you know. (Quite colloquial)

It takes **an awful lot of** time.

Cost/price

- How much is the fare from Havana to Pinar? Do you know?

- ✓ Do you mean public buses or private taxis?
- Public buses, I mean.
- ✓ Well. It must be pretty close to \$ 50 .

Other ways

Ask

How much is it from here to Miramar?

How much does it cost to travel from Old Havana to the José Martí International Airport?

Answer

It's very inexpensive.

It's very expensive.

It's almost nothing, just 10 bucks. (Very colloquial)

It must cost around \$20 CUC.

It costs a fortune.

Do this:

Pretend you come from different places in Cuba. Walk around the class asking people similar questions. Please, try not to read from your notebooks. Be ready to report back to class what you found out.

1.3. Pronunciation Practice

1.3.1. This section in Unit 10 will be dedicated to practicing the pronunciation of words whose first sound is /s/ followed by another consonant. This combination is rather difficult for learners whose first language is Spanish, as we don't have this consonant cluster in initial position in our mother tongue. Most Spanish speakers tend to pronounce an additional /E/ before /s/ in words like *student*, *school*, *scanner* and *story*.

1.3.2. This mistake can be avoided by producing the sound /s/ as part of the last syllable of the previous word, e.g.

University s-tudents

Elementary s-chool

I speak S-panish.

1.3.3. Read the following sentences. Make sure you pronounce sound /s/ in initial position without inserting the unwanted /E/ before /s/ in the underlined words.

a) You should stay away from the glass window.

- b) The Spanish dictionary is on top of that table.
- c) The shoe store is open.
- d) I can't get the car started.
- e) I'm stuck in the middle of the road.
- f) A stitch in time saves nine.
- g) He got home in the middle of a storm.
- h) Thanks for stopping.
- i) Don't slam the door.
- j) Don't step on the grass.
- k) It snows there every year.
- l) No smoking.

1.3.4. If a word ends in /s/ and the following word starts with /s/ as well, only one /s/ sound is pronounced. Read the following sentences making sure you pronounce only one /s/ in the underlined combination of words.

- a) This scanner doesn't work.
- b) The gas station is not far.
- c) This school is very good.
- d) He's still sick.
- e) The bus stops over there.
- f) Alice snores a lot.

1.3.5. Try pronouncing /s/ in initial position followed by a consonant in the following commands.

- a) Stay where you are.
- b) Stand up.
- c) Study hard.
- d) Stretch out.
- e) Speak louder.
- f) Scrub the floor.
- g) Slow down.
- h) Smash the potatoes.
- i) Spin around.
- j) Squeeze in.
- k) Step back.
- l) Stick around.

1.4. Reading aloud

1.4.1 Read the following narrated version of the story aloud

Louise's car breaks down as she drives back to Woodhills. Tony Burns offers to help her. Louise needs to call her husband so he can get his mechanic as soon as possible. Louise is heading for Woodhills and is very tired. Tony advises her to lock the car before she goes. She tells her husband she can't get her car started and explains to him that she is on Expressway 2, around 30 kilometers from

Woodhills. She will go back to where the car is, and will wait for her husband there.

UNIT 11

1. Speaking

1.1. Dialogue: “At the doctor’s office”

Jenny Long is not feeling well. She is in Dr. Rivera’s office at Alexander Fleming Hospital.

Section A

Jenny explains her symptoms to Dr. Rivera.

Dr. Rivera: How are you today?
Jenny: Not so good, Doctor. I think I have the flu or something.
Dr. Rivera: What seems to be the problem? What are your symptoms?
Jenny: I feel terrible. I have a fever, chills, and a sore throat.
Dr. Rivera: How high is your fever?
Jenny: Thirty nine degrees. I took some aspirin last night and I was able to get it down only to thirty eight.
Dr. Rivera: Let’s take a look. Open wide and stick out your tongue.

Section B

The Doctor examines Jenny’s throat.

Dr. Rivera: Your throat is pretty red. How long have you had a fever?
Jenny: For two days. Oh, Doctor, my body is aching all over. What’s wrong with me?
Dr. Rivera: You have some sort of infection.
Jenny: What should I do? Will I get better?
Dr. Rivera: I’ll write you a prescription. Take it to the drugstore, and they’ll give you some pills that you’ll need to take for seven days. You should be well by then.
Jenny: Thanks, Doctor.

Section C

Jenny calls in sick. She talks to her boss’s secretary, Beth Williamson.

Beth: Bennet Furniture Distributors. What I can I do for you?
Jenny: Hello, Beth. This is Jenny. How are you?
Beth: Oh, Hi, Jenny.
Jenny: Is Mr. Bennet in? I need to talk to him.
Beth: I’m sorry, Jenny. He’s not in. He will be out for the whole morning. Would you like to leave a message?
Jenny: Well, yes. I’m at the hospital now. I’m calling to let him know I won’t be able to go to work for a couple of days.
Beth: What’s the matter, Jenny? Are you sick?

Jenny: The doctor says I've got the flu. I feel miserable. I'm on my way to the drugstore to buy some pills.

Beth: Oh, I'm so sorry, Jenny. I really hope you'll be over your flu very soon.

Jenny: I hope so too. I just feel like being in bed all the time.

Beth: Is there anything I can do for you?

Jenny: Sure. Can you please make sure Don and Terry read my report on last month's inventory? It's on top of my desk. I need their comments by the end of this week.

Beth: Don is around here, and Terry should arrive in a few minutes. I will talk to them about your report. Don't worry. Just take your pills and rest in bed. And do not hesitate to call me if you need something else.

Jennifer: Oh, thanks, Beth. I know I can count on you. Bye.

Beth: Bye.

1.2 How do you say it?

1. Identify a health problem

Dr. Rivera: How are you today?

Jenny: Not so good, Doctor. I think I have the flu or something.

Dr. Rivera: What seems to be the problem? What are your symptoms?

Jenny: I feel terrible. I have a fever, chills, and a sore throat.

Notice:

What's the difference between the verbs **look** and **seem**? How are these verbs used?

a. You **look** great. (Refers to your physical appearance)

b. What **seems** to be the problem?

It **seems** I have gotten the flu. (Refers to what you imagine.)

Do this:

Work in pairs and act out the above dialogue. Then change roles and try to use words from the reference list you are given below.

Some illnesses and conditions

(Taken from **Searching 2**, Morales A. et al., 1990)

I have ...	I have a pain in ...
------------	----------------------

a headache	my shoulder
a stomachache	my neck
a toothache	my chest
a backache	my right/left arm
a sore throat	my right/left leg,
a runny nose	the legs,
a rash	both legs
a sprained ankle/ wrist	my right/left foot, both feet
a cold	
an earache	
an upset stomach	
diarrhea	
the runs	I suffer from ...
bronchitis	
indigestion	headaches
tonsillitis	stomachaches
sinus trouble	Earaches
the flu	Backaches
the measles	asthma
(the) chicken pox	
The mumps	

2. Ask for and give advice on a health problem

Dr. Rivera: You have some sort of bacterial infection.

Jenny: What **should** I do? Will I get better?

Dr. Rivera: I'll write you a prescription. Take it to the drugstore, and they'll give you some pills that you'll need to take for seven days. You should be well by then.

Jenny: Thanks, Doctor.

Do this:

Act out the dialogue with your partner. Then use words from the list to make similar conversations. Change roles as you go along.

Notice that in most English-speaking cultures advice is not given freely, that is, you give advice only when you are asked for some.

- ✓ Here are some things that **you want** to do so you get better soon/ so you get over (the flu) soon. First of all, **you need to** stay in bed for a while. **You may also want to** take some vapors and drink a lot of liquids.

3. Call in sick and request a favor

Jenny: Hello, Beth. **This is** Jenny. **I'm calling to** let my boss know I won't be able to go to work for a couple of days. The doctor says I've got the flu. I feel miserable.

Beth: Oh, I'm so sorry, Jenny. I really hope you'll be over your flu very soon. I'll let him know.

Do this:

a. Work in pairs and act out the dialogue. Then change roles and try and use your own information. You are calling your school because you are sick and you are talking to your teacher of English.

b. Now read about some people's problems. Suppose you are a psychologist. What advice would you give these people? Discuss your answers with your partner.

- ✓ My husband drinks a lot. He spends all his money on alcohol and we have four children. What should I do?
 - You should talk to him seriously.
 - You shouldn't talk to him when he is still drunk.
 - You should take him to the doctor's.
- ✓ My son doesn't want to eat his meal. I don't know what to do.
 - You should talk to a pediatrician about it.
 - You should give him some vitamins.
 - You should give him only what he likes to eat.
- ✓ I broke with my boyfriend. He comes to me every day because he says he can't live without me, but I don't love him anymore.

- You should tell him the truth and help him understand you don't love him anymore.
- You should move to another place.

4. Ask and talk about healthy habits.

Do this:

Did you know that ...? Work in pairs and read this article. As you read, answer these questions:

- List all seven main classes of nutrients that the body needs.
- What causes poor health?



Most [meats](#) such as [chicken](#) contain all the [essential amino acids](#) needed for humans.

Nutrients

There are seven main classes of nutrients that the body needs: [carbohydrates](#), [proteins](#), [fats](#), [vitamins](#), [minerals](#), [fibre](#) and [water](#). It is important to consume these seven nutrients on a daily basis to build and maintain health.

Poor health can be caused by an imbalance of nutrients, either an excess or deficiency, which, in turn, affects bodily functions cumulatively. Moreover, because most nutrients are involved in [cell-to-cell signalling](#) (e.g. as building blocks or as part of a hormone or [signalling cascades](#)), deficiency or excess of various nutrients affects hormonal function *indirectly*. Thus, because they largely regulate the expression of genes, hormones represent a link between nutrition and how our genes are expressed, i.e. our [phenotype](#). The strength and nature of this link are continually under investigation, but recent observations have demonstrated a pivotal role for nutrition in hormonal activity and function and therefore in health.

According to the United Nations World Health Organization ([WHO](#): 1996), more than starvation the real challenge in developing nations today is malnutrition-the deficiency of micronutrients (vitamins, minerals and essential amino acids) that no longer allows the body to ensure growth and maintain its vital functions.

(Taken from “Nutrition” in **Wikipedia**, the free encyclopedia, INTERNET, December, 2007)

- c. After reading, discuss this topic. Do you eat in a healthy way? How do you know?
- d. Here are different kinds of food. Which of these are healthy foods? What kinds of vitamins do they contain?

Food words

- a. Greens: lettuce, cabbage, coli flower, string beans, spinach, tomatoes, radish, beet, green pepper,
- b. Root vegetables: yucca, taro, carrots, potatoes, sweet potatoes
- c. Grains: beans, peas, lentils
- d. Meat: beef, pork, chicken, lamb, turkey, fish, ham, liver
- e. Fruits: guava, mango, pineapple, pear, apple, peach, berries, citrus, papaya
- f. Pasta: noodles, spaghetti
- g. Rice and cereals:
- h. Sweets: custard, rice pudding, chocolate, marmalade, jam, cake, muffin
- i. Milk and dairy products: milk, butter, cheese
- j. Fat and vegetable oil
- k. Eggs

- e. Check your answers now by reading this chart about the content of food.
After you have read the chart discuss these questions:
 - What will you change in terms of your eating habits?
 - What will you try and eat more often?
 - What will you try and cut down on?

Vitamins in food

Kinds of	What functions do they play in a	How can we obtain them?
----------	----------------------------------	-------------------------

vitamins	person's life?	
A	Normal vision, bone and teeth growth, skin protection	carrots, spinach, lettuce, mango, papaya, pumpkin, yellow taro, yellow, sweet potato, liver, egg, milk, and dairy products, fish oil
D	Bone development and functioning Works on your muscles and joints	Fresh fish, egg yoke, liver, butter, cream cheese, sun rays
K	Helps blood clogging	Greens, milk, liver
E	Protects body from toxins, help oxidation of greases	Soy, corn, peanut and sunflower oils, peas, lentils, whole rice
B1	Aids the functioning of nervous and muscular systems	Whole cereals, grains, nuts, fruits, greens and root vegetables
B2	Aids the functioning of nervous system and skin	grains, leaf vegetables, non-refined cereals
B6	Essential in the functioning of nervous and muscular systems and skin	non-refined cereals greens
B12	Essential in the functioning of the hematopoietic system	grains viscera, meat, milk
C	Takes active part in intermediary metabolism and helps absorption of non-heme iron	fresh fruit, green pepper, cabbage, yucca, potato, sweet potato

(Adapted from **Alimentación y nutrición. Manual de capacitación**. MINSAP, 2004. Published in **Trabajadores**. January 10, 2005, p. 15.)

f. Watch **Youth in the Spotlight** (Part 3), **Section C**, and take down the two questions that are asked and summarize the answers given. Then discuss with

your partner about the cultural differences that you find between the speaker`s culture and our culture in relation to the topic that is dealt with in the interview.

1.3. Pronunciation Practice

1.3.1. In Unit 11 we will deal with sounds /r/ / ɹ/ and / ʀ /. These are sounds you don't have in Spanish. In the production of the American /r/ the tip of the tongue rises a little and is curved backwards to articulate with the hard palate. It's important to note that the tongue tip does not touch anything. When /r/ occurs in initial position and after plosives, Spanish speakers tend to produce the Spanish strong /r/ as in *carro*. In order to pronounce the English /r/ you can exaggerate lip rounding so as to produce /w/ before /r/.

1.3.2. Let's look at examples of sound /r/ in dialogue 11.

- a) How are you today?
- b) What seems to be the problem?
- c) I feel terrible. I have a sore throat.
- d) I'll write you a prescription.

1.3.3. Read the following commands and suggestions starting with sound /r/

- a) Repeat after me.
- b) Write it down.
- c) Ring me tonight.
- d) Roll over.
- e) Rest in bed for a while.
- f) Read the instructions.

1.3.4. Sounds /ɹ/ and / ʀ / are similar, but / ɹ / occurs in stressed syllables while /ʀ/ occurs only in unstressed syllables. Sound / ɹ / is produced with slightly protruded lips and tense tongue muscles. To pronounce /ʀ/ the tongue muscles are completely relaxed. Let's look at some examples of these two sounds in dialogue 11.

/ ɹ /

thirty
furniture
work
worry

/ʀ/

doctor
furniture
Alexander
fever
over
better
matter

1.3.5. Read the following sentences aloud. Make sure you pronounce the underlined words correctly. (adapted from Dale, Paulette and Poms, Lillian, English Pronunciation for Spanish Speakers, Vowels, Prentice Hall Regents, NJ, 1985).

1. Turn it off.
2. She's as slow as a turtle.
3. First things first.
4. The worst is yet to come.
5. Bert left work early on Thursday.
6. The girl saw the circus first.
7. The servant served dessert.
8. Pearl had her thirty-third birthday.

1.3.6. The boldface words in the following sentences should be pronounced with / ɜ / . Read them aloud; fill in the blanks by selecting the correct word from the list below. (adapted from Dale, Paulette and Poms, Lillian, English Pronunciation for Spanish Speakers, Vowels, Prentice Hall Regents, NJ, 1985).

purse / perfume / curly / church / bird / dessert / work / verbs / skirt

1. The **girl** wore a **purple** _____.
2. The **Germans** bake good _____.
3. People **worship** in a _____.
4. I **heard** the **chirping** of the _____.
5. Another **word** for handbag is _____.
6. A **permanent** makes your hair _____.
7. I **prefer** the scent of that _____.
8. You should **learn** your nouns and _____.
9. A **person** is unemployed when he doesn't _____.

1.3.7. Sound / ɜ / never occurs at the beginning of a Word. Let's look at four possible spellings. Repeat these words.

- "ar" sugar, dollar, collar, regular, grammar.
"er" after, paper, father, farmer, silver
"or" doctor, color, actor, flavor, razor
"ure" nature, picture, feature, failure, measure

1.3.8. Read the following phrases and sentences aloud. In phrases from 1 to 5 there are two words with sound / ɜ /. In sentences from 6 to 10 there are three words with this sound. (adapted from Dale, Paulette and Poms, Lillian, English Pronunciation for Spanish Speakers, Vowels, Prentice Hall Regents, NJ, 1985).

1. Sooner or later.
2. Measure the sugar.
3. Better late than never.
4. Consider the offer.
5. Water the flowers.

6. The actor was better than ever.
7. Was the afternoon paper delivered?
8. The razor is sharper than the scissors.
9. Summer is warmer than winter.
10. The theater showed a wonderful picture.

1.4. Reading aloud

Read the following narrated version of the story aloud.

Jenny Long is not feeling well so she goes to Alexander Fleming Hospital. She thinks she has the flu. Dr. Rivera asks about her symptoms. She explains she has a high fever, chills, and a sore throat. After examining her, Dr. Rivera says she has some sort of infection. So Jenny has to buy some prescription pills which she should take for seven days. Later she calls her boss to tell him how she feels and that she won't be able to go to work for a couple of days because she has the flu. Jenny asks Beth to make sure Don and Terry read her report on last month's inventory.

1.5. Project Work

PROJECT 3: Tourist resorts in our country

To know about different tourist resorts in our country is a must for every foreign language teacher who needs to talk about various topics with his or her students. Select two tourist resorts in your town or city, describe them and compare them.

Suggestions:

- You can interview some tourists in town or some foreign students in your universities.
- Ask them to compare two tourist resorts in your town /city.
- Interview the manager of any tourist resort.
- Draw charts to compare two tourist resorts.
- Take pictures or make your own drawings.
- Write a letter to a friend who wants to visit a tourist resort in your city and compare two of them for him or her to select the best.

UNIT 12

1. Speaking

1.1 Dialogue: “An interview for a language course”

Louise Johnson and Margaret Martin are teachers at Woodhills Language School. Several students have come to apply for evening courses today.

A) Louise is interviewing one of them.

Louise: Hello, welcome to Woodhills Language School. What can I do for you?
Santiago: I'd like to take one of your evening courses. I want to improve my English.
Louise: That's good. Did you send your application form?
Santiago: Yes, I did.
Louise: What is your name, please?
Santiago: Santiago Rivera.
Louise: Can you spell your last name, please?
Santiago: R I V E R A. Rivera.
Louise: Here it is. I can see by your last name that your first language is Spanish. Am I right?
Santiago: Yes, you are. I was born in Cuba. Spanish is my mother tongue.
Louise: When did you start learning English?
Santiago: Oh, that was about twenty five years ago, when I was in Junior High School. Then I went to medical school where I had very good English teachers who encouraged me to learn more.
Louise: Oh, you're a doctor! Do you work around here?
Santiago: Yes, I work at Alexander Fleming Hospital, next to the Court House on Main Street. Do you know where it is?
Louise: I certainly do. Dr. Rivera, we can put you in our advanced course on Mondays and Thursdays. Your English is close to perfect. I am sure you'll be able to meet your goal very soon.
Santiago: Thank you.
Louise: You will get conversation and listening practice. Are you interested in writing lessons as well?
Santiago: Sure. I want to improve my spelling and my composition skills.
Louise: We will call you at the telephone number in your application form and will let you know.
Santiago: Thank you. How long will it take for approval?
Louise: Not very long. You will hear from us in less than a week. Good-bye.
Santiago: Good-bye, and thanks.

B) Margaret interviews another applicant.

Margaret: Welcome to Woodhills Language School. How can I help you?

Peter Hall: I am really interested in learning German, and I was wondering if I could take a course here. Do you have German courses in your school?

Margaret: We certainly do. We offer courses in different languages: Spanish, French, German, Japanese, Italian, and others. We also have English courses for foreigners and natives of English who want to improve their command of this language. What kind of course are you looking for?

Peter Hall: I may be able to get a job at a hotel where many German tourists come. Do you have a basic German course? I need to start from scratch.

Margaret: I believe we have what you need.

Peter Hall: That's good. Could I have the weekly schedule for the German course?

Margaret: You can take either the intensive course four times a week at seven thirty or a slower course only twice a week at the same time.

Peter Hall: I must take the intensive course because I need to learn as soon as possible. How long are the lessons?

Margaret: Two hours every evening, and you are starting next Monday, Mr. Hall. You'll be working with Professor Klaus Wagner, and your classroom is on the third floor, next to the library.

Peter Hall: Thank you, Ms.?

Margaret: Martin.

Peter Hall: Thank you, Ms. Martin. Good Bye.

1.2 How do you say it?

1. Apply for something, accept or decline an application

Louise: Hello, welcome to Woodhills Language School. What can I do for you?

Santiago: **I'd like to** take one of your evening courses. **I want to** improve my English.

Louise: That's good. Did you send your application form?

Santiago: Yes, I did.

Notice that *I'd* stands for *I would*.

Another way to apply more formally

I was wondering if I could (take a course here).

Some ways to decline an application

Sorry, Sir/Madam. We have no more seats available.

Sorry, Sir/Madam., but we`ve run out of seats. Maybe (next month).

Do this:

Practice the dialogue in pairs and expand it as long as you can. Change roles and use your own information.

Some goals you may have in relation to courses

You want to acquire a higher level of ability in French.

You would like to learn more about the culture of the English-speaking countries.

You need to develop translation skills.

You have to attend lectures in English so you need to be able to take notes.

You want to improve your writing skills.

You need more fluency practice.

Your grammar is faulty, so you want to polish it a bit.

You are having a hard time with your pronunciation, and this is stopping you when you try to communicate. So, this is what you want: work on your pronunciation.

2. Ask and say what someone is interested in.

a. Louise: **Are you interested in** writing lessons as well?

Santiago: Sure. I want to improve my spelling and my composition skills.

b. Peter Hall: **I am really interested in** learning German, and I was wondering if I could take a course here. Do you have German courses in your school?

Margaret: We certainly do.

Notice that you put **–ing** to the verb after the preposition **in**. That is, you use a **gerund after a preposition**.

Do this:

- a. In pairs act out the above dialogues.
- b. Practice asking these questions to people in class. Pay special attention to the pronunciation of the blending between *interested* and *in*.

Are you interested in swimming lessons?

Are you interested in (wrestle) lessons?

Are you interested in (sing) lessons?

Are you interested in ...?

- c. Work in pairs and ask each other about your interests. Find out why your partner has particular interests.

3. Promise something to someone.

We **will** call you at the telephone number in your application form and **will** let you know. You **will** hear from us in less than a week.

Notice that the auxiliary **will** is used here to express the notion of **promising**.

In many cases you may hear a **contracted form** of *will*. For example:

You **ll** hear from us in less than two weeks.

Some other ways of promising something

I promise I'll be better next time.

You bet I will.

Sure, you can count on that.

Do this:

Work in pairs.

Student A

You are the principal of the language school in your town and you offer courses in five different foreign languages including Spanish for people from overseas. Your hours are Monday through Friday from 4 p.m. to 8 p.m. And you have different levels including beginners and advanced. You are ready to address particular student needs through tutorials.

Student B

You are from overseas and are in Cuba studying to become a teacher of English as a foreign language. But you want to take the best out of your time in Cuba. So you want to study another language besides English. Go to the language school and apply for a course.

4. Ask and talk about planned and unplanned activities

Notice that to talk about planned and unplanned activities we use the future tense, but the future tense is expressed in four different ways. What are these forms?

Two of them are: **BE + GOING TO** and **WILL**

Both of these forms express the meaning of future, but there is a distinction between them. **BE + GOING TO** expresses an intention, a plan and **WILL** refers to an unplanned action/activity which is not 100% certain. For example,

✓ My wife and I are very overweight. We don't lead a healthy life. What are we going to do to improve our lives? Well, we **are going to do** a lot of jogging. We **are going to eat** less. And **maybe** we'll take steam baths, or **probably** see a nutritionist.

Do this:

a. Complete the conversations. Then practice them with a partner. For example,

- Have a good time in Havana on the weekend.

✓ Thank you, but I'm not going to go to Havana. I'm going to go to Matanzas.

➤ Could you ask your sister Mary to mail this letter at the post office for me on her way home?

✓ Well, I'm afraid she can't. _____ go home after work.
_____ meet a friend for dinner.

b. Here is a vacation plan for your nephews William, Tom and Jerry. Write sentences about their plans.

Vacation activities	Tom and Jerry	William
play baseball	x	x
go camping		x
watch movies	x	

c. Work in pairs. Read the following paragraph quickly and find this information:

- What three countries is Rick going to visit?
- When is he going to start out?
- Where is he going to meet his friend Arthur?

On July 20 Rick is going to Colombia by plane. He is going to stay there for three days, and then he is going to travel to Panama by car. There he is going to meet his friend Arthur. They are going to travel to Guatemala by bus. They are going to work in an archaeological site during the summer vacation. (Make it clear that Rick and Arthur have definite plans)

d. Complete the conversation with appropriate questions. Then practice it with a partner.

A: _____ do this summer, Jean?

B: I'm going to spend a month in Baconao, Santiago de Cuba.

A: Great! _____ stay here with your family?

B: Yes, I am. What about you? _____ do?

A: I'm going to take a rest. I need it. You went to "La casa de Pedro el Cojo" last time you went there. _____ there again?

B: No, we're going to Playa Sigua only.

e. Complete this conversation. Then practice it with a partner.

- Mom, I probably _____ home for dinner tonight.
- ✓ Are you going to come back late?
- Don't worry. _____ back home before midnight.

f. Put this conversation in order and then practice it with a partner.

___ No, I won't. I'm going to spend the summer with my brother in Pinar del Rio.

___ You too.

___ Maybe I'll look for a job. What about you? Will you be around?

___ Well, have a good time.

___ What are you going to do this summer?

5. Talk about family planning

Notice that you may talk about your real plans in relation to marriage and family planning by using **be +going to**. And you may do so by using other grammar structures as well. For example,

Less formally

I'm going to get married next summer (or)

I'm getting married next summer (or)

More formally

I'm planning to get married next summer. or

I intend to get married next summer.

Notice that **the present continuous** may be used **with a future meaning** as well.

Do this:

a. Work in pairs and talk about plans for marriage, maybe about yourselves or someone else. For example:

- ✓ Are you married? Is X married?
- ✓ When are you ? When is s/he ?
- ✓ Where are you planning to spend your honeymoon?
- ✓ Where are you going to live?
- ✓ How many children are you planning to have?

6. Talk about career plans

When I finish my teacher training course **I'd like to** take up a master's course or at least go on studying somehow. **I wish I can** start working at a school that supports me to do so.

Some other career plans

focus on my job for a while

write about my experiences as a beginning teacher

publish my major paper

become an adjunct university professor

start to prepare myself to be a school principal or department head

do my social service near my house / in another province

start my doctoral studies

take it easy

Notice that in English there are two ways of saying *carrera*:

- Career, which is all you do in order to grow professionally during a life time.
- A teacher training or teacher education course (Carrera profesoral), which has a limited duration.

Do this:

Work in pairs and talk about your career plans. Be ready to report back to your class what you discussed.


7. Ask and talk about plans in terms of changes in your lifestyle and give someone general good wishes.

Your **lifestyle** is what characterizes your way of living. Here are some areas of your lifestyle that you may want to look at critically once in a while:


- ✓ Your eating habits
- ✓ The way you use your free time
- ✓ The kinds of people you hang out with
- ✓ Your attitudes towards material things
- ✓ What you do for other people
- ✓ The way you treat your friends
- ✓ The way you treat your family

- ✓ Your attitudes towards the opposite sex
- ✓ Meeting your responsibilities
- ✓ How orderly you are in your life
- ✓ Whether you set yourself long-range plans or not, etc.

Here is an example of how you can ask and talk about changes in your life styles:

 **Do you feel that** you are eating in a way that will do good to your health?

✓ Ah, maybe not. You see, I guess **I'd better** start cutting down on food a bit.

 Yes, I'm sure you're right. I wish you all the best in that.

I wish you well in that.

I wish you every success in that.

Do this:

- a. In pairs practice the above dialogue. Then change roles and change the topic of your conversation. Be ready to report back what you discussed to your classmates.
- b. Watch **Youth in the Spotlight** (Part 2), **Section D** and take down the two questions that are asked and summarize the answers. Then discuss with your partner about cultural differences that you find between your culture and the culture of the speakers in the video, relation to the topic that is dealt with.

1.3. Pronunciation Practice

1.3.1. In Unit 12 we will deal with two very important sounds of the English language: / ʃ/ and /t ʃ/. To pronounce sound / ʃ/ the tip of the tongue is near but does not touch the upper gum ridge, and the airstream goes out continuously without interruption. This consonant sound does not exist in Spanish, which sometimes causes Spanish speakers to use sound /t ʃ/ instead. This mistake can be avoided if you do not let your tongue touch your teeth or upper gum ridge. Feel that the air goes out steadily and quietly like this: Shhhhhhhhhhhhhhhhhhhhhhh!

1.3.2. Let's look at some examples of words with sound / ʃ/ in different positions.

English	Spanish	sure	ocean
shop	short	shoe	patient
sugar	mission	official	wash
finish	dish	machine	nation
option	social	Chicago	shirt

1.3.3. Spanish speakers usually mispronounce words ending in –tion or -sion. It is very important that you make sure the air goes out without interruption. Practice reading the following words with sound /ʃ/.

- | | |
|-------------------|-----------------|
| a) Revolution | g) registration |
| b) constitution | h) addition |
| c) application | i) direction |
| d) conversion | j) conversation |
| e) vacation | k) composition |
| f) transportation | l) profession |

1.3.4. The sound /tʃ/ is similar to the sound of the Spanish letters ch. It begins as the consonant /t/ and ends as the consonant /ʃ/. You can avoid mispronouncing this sound if you start by putting your tongue in the same place as for the sound /t/. Be sure to press your tongue tip against the gum ridge behind your upper front teeth.

1.3.5. Read the following sentences related with the topic of language lessons. Make sure you pronounce sound /tʃ/ correctly in the underlined words.

- Match columns A and B.
- Change these verbs to the past.
- Choose the correct word from the list below.
- Take a piece of chalk and go to the board.
- Read the second chapter.
- Look at the grammar chart.
- You're not supposed to look at anyone else's test. That's cheating.
- Check your answers with your teacher.
- Put a checkmark next to the right answer.

1.3.6. Repeat the pairs of words and sentences carefully after your teacher. Remember, your tongue tip must touch the upper gum ridge for /tʃ/ but not for /ʃ/.

	/ʃ/	/tʃ/
1.	shoe	chew
2.	share	chair
3.	ship	chip
4.	wash	watch
5.	cash	catch

- | | | |
|-----|--------------------------|-----------------------|
| 6. | I have a crush. | I have a crutch. |
| 7. | Please wash the dog | Please watch the dog. |
| 8. | Give me my share. | Give me my chair. |
| | | |
| 9. | Let's choose new shoes. | |
| 10. | She's eating the cheese. | |

1.3.7. Read the following dialogue aloud. You'll find words with sound /t ʃ/ and with sound / ʃ/. Use the pronunciation dictionary if case you are not sure what sound to use in any of the words. (Adapted from Dale, Paulette and Poms Lillian, English Pronunciation for Spanish Speakers. Consonants. Prentice Hall Regents, NJ, 1986.)

Charlie: Hi, Marshall. Do you have any change for the washing machine?

Marshall: Charlie, what are you doing washing clothes?

Charlie: My wife, Sharon, is visiting family in Michigan. I'm watching the children.

Marshall: Watch out! Don't put bleach on those shirts. You'll wash out the color.

Charlie: Will you teach me how to wash clothes?

Marshall: Be sure to wash white shirts separately. Don't use too much soap.

Charlie: I wish Sharon would return. It's more natural for women to wash and shop.

Marshall: You sound like a chauvinist. I don't mind doing chores. I'm great in the kitchen too.

1.4. Reading aloud

Read the following narrated version of the story aloud.

Louise and Margaret are at Woodhills Language School interviewing a group of students applying for evening courses. Louise interviews Santiago, a Cuban doctor who works at Alexander Fleming Hospital. He is interested in taking an English course because he wants to improve his communication skills. He will take an advanced English course. Meanwhile, Margaret interviews Peter Hall, another applicant for Woodhills Language School. He is interested in studying German. They discuss the schedule and the type of course he will take.

UNIT 13

1. Speaking

1.1. Dialogue: “At the sports center”

Thomas Long, Jenny’s husband, shows his sports training center to Clive Stark, a sports instructor from a neighboring city.

Section A

Thomas tells Clive about the requirements athletes must meet at the training center he runs.

- Thomas: Let’s walk around the training center so you can see some of our athletes and coaches.
- Clive: How many sports do you have here?
- Thomas: We have athletes in twelve different disciplines here: athletics, archery, basketball, boxing, judo, wrestling, volleyball, tennis, swimming, diving, baseball and soccer.
- Clive: I know you have the best basketball team in the whole country. They must train very hard to keep such a high level.
- Thomas: Yes, all of our sportsmen have to work very hard to remain in our training center, but we are actually more demanding with our basketball team. That’s probably why they have reached such a high standard.
- Clive: Do they have to meet certain requirements to be accepted here?
- Thomas: Certainly. Basketball players have to take physical tests that measure their strength, speed, endurance and other parameters. You know basketball is a tough sport. Besides that, they must be taller than six feet.
- Clive: I understand. Basketball players must be very tall.
- Thomas: They have to go through very long training sessions every day. They must get up early and follow their training programs to the letter. This is the only way they can perform at their best both physically and technically.
- Clive: Are there any other requirements?
- Thomas: Yes, if they’re students, they must pass all of their exams at school. You can’t be a member of any of our teams if you don’t get good results at school.
- Clive: That’s really good. What happens when one of your athletes is not able to comply with any of these requisites?
- Thomas: He may have to leave.

Section B

Thomas and Clive talk after their tour around the training center.

Clive: You can be proud of this training center, Thomas. I can see you are doing a great job.
Thomas: Yes, you can't imagine how hard we must work to be able to achieve these results.
Clive: Yes, but your work pays off. It must be very frustrating to work hard and get no results.
Thomas: Do you think you can build a similar training center in your city?
Clive: I'm not sure. We must present a project to our local sports authorities, and it may take a few months before we can get an answer.
Thomas: But you shouldn't wait any longer to submit your project. You know you can count on us for assistance if necessary.
Clive: Yes, I know. May I take a few pictures before I go?
Thomas: Of course you may. Take as many as you need.
Clive: Thanks.

1.2. How do you say it?

1. Express logical deduction and obligation.

Do this:

In pairs go through the dialogues given next and determine which of the highlighted words express obligation and which logical deduction. Then practice the dialogues.

A) Clive: I know you have the best basketball team in the whole country. They **must** train very hard to keep such a high level.

Thomas: Yes, all of our sportsmen **have to** work very hard to remain in our training center, but we are actually more demanding with our basketball team. That's probably why they have reached such a high standard.

B) Clive: Do they have to meet certain requirements to be accepted here?

Thomas: Certainly. Basketball players **have to** take physical tests that measure their strength, speed, endurance and other parameters. You know basketball is a tough sport. Besides that, they must be taller than six feet.

Clive: I understand. Basketball players **must** be very tall.

C) Thomas: They **have to** go through very long training sessions every day. They **must** get up early and follow their training programs to the letter. This is the only way they can perform at their best both physically and technically.

Do this:

Discuss this topic in pairs.

In your opinion, what requirements do teachers-to-be have to meet so that they may be accepted in the teacher education courses in Cuba?

2. Ask for and give information about (a sports facility)

Do this:

Work in groups of three. You are at a sports facility. One of you is the director of the facility, the others are visitors. The director is showing the visitors around the place.

Next is a suggestion to start the tour around the place and some questions that may be asked. Study both before starting and ask questions in case you are in doubt.

Start the tour around the sports facility

Let's walk around the training center **so you can** see some of our athletes and coaches.

Some questions that may be asked

How many sports do you have here?

Do people have to meet certain requirements to be accepted here?

Are there any other requirements?

What happens when one of your athletes is not able to comply with any of these requisites?

How long do they have to remain here?

How intensive is the practice that they are supposed to do here?

Do they have to follow a diet? How's that?

Is it OK for them to go out with their mates during the week days?

Do this:

- a. Here is a list of sports disciplines that you want to look at in pairs. As you do so, group the sports according to these categories:

Outdoor sports	Indoor sports	Sports played with a ball	Sports that need a racket to be played	Water sports

Some sports disciplines

athletics, archery, basketball, boxing, judo, wrestling, volleyball, tennis, swimming, diving, baseball, soccer, karate, canoeing, weight lifting, diving, gymnastics, chess, shooting, handball, hockey

- b. Discuss these questions about sports in groups of three.
- Which of the sports on the above list do you like?
 - Which do you prefer? Why?
 - Which of them is Cuba good at internationally?
 - Which of them is your province outstanding with?
 - Make a list of Cuban Hall-of-Fame sports people of all times.
- c. Work in pairs now.

Student A

You are a students' leader in your university and today you have just received a visitor from Vancouver, Canada. So you are showing him/her around the place. Here is some vocabulary you may need in order to talk about pedagogical universities in Cuba

Undergraduate Programs: Pedagogical universities offer five-year teacher education courses which grant a Bachelor of Education degree, with majors in different specialties.

Graduate Programs: Most pedagogical universities offer Master`s courses in education (Med) as well as doctoral studies (Ded/PhD).

Faculties: There are four faculties in most provinces. There is the Children Teacher Education Faculty where students may major in Preschool Education, Primary School Education or Special Education (for children with special needs); then there is the Junior High Teacher Education Faculty where you can obtain a BA in education as a generalist teacher of secondary school; there is also the faculty of Senior High Teacher Education, which offers five different courses: Foreign languages (English and French), Fine Arts Instructor, Natural Sciences, Accurate Sciences, and The Humanities; and finally there is the Faculty of Technical Education. This structure is not the same for every Higher Pedagogical University in Cuba. You may want to find out with your teachers about faculty structure in your own university.

Student B

You are coming from Simon Fraser University (SFU) in Vancouver, British Columbia, Canada, particularly from the Faculty of Education and are visiting your friends at “Fèlix Varela” Pedagogical Institute in central Cuba. This is your first time here, so you have a lot of questions you want to ask about teacher education in Cuba. Your friend is showing you around the place.

Here is some information about the Faculty of Education at SFU where you are studying:

Undergraduate Programs is responsible for the Bachelor of Education degree, interdisciplinary minors in conjunction with other Faculties in the University, and a post baccalaureate diploma for students who wish to raise their teacher qualifications through an individualized program of study. It offers special programs with other university departments, and sponsors summer institutes focused on contemporary educational issues. It is possible to complete your Bachelor of Education with a minor in International Education.

Graduate programs focuses on integrating knowledge with professional practice and offers both Master`s (Med/MA) and Doctoral (PhD) programs.

Master`s programs encompass Administrative Leadership, Curriculum and Instruction, Psychology of Education, Counseling Psychology and Fine Arts Education. Doctoral programs include Instructional Psychology, Curriculum Theory and Implementation, and more recently. Educational Leadership. Graduate programs also offers specialized programs tailored to the particular needs of individuals and regional communities.

3. Praise someone.

To praise is to express a favorable judgment of someone or something. Here is an example:

Clive: **You can be proud of** this training center, Thomas. I can see **you are doing a great job.**

Thomas: Yes, you can't imagine how hard we must work to be able to achieve these results.

Clive: Yes, but **your work pays off.** It must be very frustrating to work hard and get no results.

Do this:

Praise your peers for the good work they are doing in different subjects. You may want to follow these hints:

You: Hey, Carlos, you can be proud of ... You are doing ... job.

Carlos: Yes, you can't imagine how ...

Some subjects you are taking in your teacher education program

Language development (English and French), Spanish, Informatics, Physical Education, History of Cuba, Pedagogy, Psychology of Education, Sociology of Education, Didactics, Marxist Philosophy, Ethics, Fine Arts, Language Teaching Methodology, Politics, Educative Communication

4. Express possibility.

a. Clive: What happens when one of your athletes is not able to comply with any of these requisites?

Thomas: He **may** have to leave.

b. Thomas: Do you think you can build a similar training center in your city?

Clive: I'm not sure. We must present a project to our local sports authorities, and it **may** take a few months before we can get an answer.

Notice that the modal verb **may** is used to express possibility.

Notice as well that you can express ability or inability by using the verb to be plus able to, as in "What happens when one of your athletes **is not able to** comply with any of these requisites?"

Do this:

Work in pairs and discuss these questions about life in your university.

- What happens when someone fails a test in the first year?
- What happens when someone is caught cheating?
- What happens if you miss classes?
- What may happen if you are late to class?
- What if you ... ?

5. Ask for and give an opinion.

Do this:

Act out this dialogue in pairs. Then change roles and add information of your own to the dialogue.

Thomas: **Do you think** you can build a similar training center in your city?

Clive: **I'm not sure.** We must present a project to our local sports authorities, and it may take a few months before we can get an answer.

Some ways to ask for an opinion

What do you think ...?

What do you think of...?

What are your views about ...?

What are your feelings about ...?

Some ways to give an opinion

I think ...

In my opinion ...

I guess ...

I believe ...

I suppose ...

The way I see it, ...

From my point of view... (more formally)

Some ways to try to change someone's opinion

But don't you think ... ?

No, but look, ...

(Yes, but) do you really think ...?

Do this:

Work in pairs and discuss these points. Be ready to report back what you discussed.

- Do you think attendance should be compulsory in higher education?
- What are your feelings about wearing a uniform in university?

1.3. Pronunciation Practice

1.3.1. Unit 13 will be devoted to a very important sound which always occurs in unstressed position: / ə /. The vowels in all unaccented syllables almost always sound like /ə/. The schwa is a very short, quick sound. Your lips should be completely relaxed and barely move during its production. In Spanish, all vowels are pronounced clearly and distinctly, even in unaccented syllables of words. The schwa does not exist. In English, unstressed vowels should receive much less force than unstressed vowels do in Spanish. In order to sound like a native English speaker, you must obscure any vowels that are NOT in accented syllables of words.

1.3.2. Let's look at some examples of sound / ə / in words taken from dialogue 13.

Thom <u>a</u> s	husb <u>a</u> nd	<u>a</u> bout
the	requirem <u>e</u> nts	<u>a</u> round
differe <u>n</u> t	discipli <u>n</u> es	probab <u>l</u> y
<u>a</u> ccepted	endur <u>a</u> nce	param <u>e</u> ters
<u>a</u>	sessi <u>o</u> ns	physic <u>a</u> lly
technic <u>a</u> lly	stud <u>e</u> nts	happ <u>e</u> ns
<u>o</u> f	com <u>p</u> ly	<u>a</u> chieve
sub <u>m</u> it	assist <u>a</u> nce	necess <u>a</u> ry

Notice that *can* and *must* are often unstressed in speech, and then their vowel sound becomes a schwa.

1.3.3. Insert the words in 1.3.2 back in the sentences in which they appear in dialogue 13. Read these sentences aloud over and over again making sure you do not stress the syllables in which sound schwa occurs.

1.3.4. Go over the dialogues in units 1 to 13 and try to identify words with the schwa. Read them aloud in isolation, and then in the context in which they appear.

1.4. Reading Aloud

Read the following narrated version of the dialogue aloud.

Thomas shows the training center he runs to a sports instructor from a neighboring city. He explains that they have twelve different disciplines at the center, but their basketball team is the best in the whole country, mainly because they work hard and their coaches are very demanding.

Clive is very pleased with the training center. Thomas asks him whether they can build a similar one in Clive's city. Clive explains they must present a project to their local sports authorities. He's hopeful they will once have a training facility like Thomas's. Clive takes a few pictures before he leaves.

UNIT 14

1. Speaking

1.1 Dialogue: “Shopping for vegetables”

Margaret Martin is shopping for vegetables. She is having some friends over for dinner tonight.

Section A

Margaret chooses vegetables for her salad.

Clerk: Good morning. May I weigh those tomatoes for you?
Margaret: Yes, please. How much are they?
Clerk: Eighty cents a pound. Would you like anything else?
Margaret: I also want this head of lettuce and three pounds of those cucumbers over there. Are they fresh?
Clerk: Of course they are. All vegetables are fresh here.
Margaret: That's good. Do you have any onions?
Clerk: Certainly. They are over here. How many would you like?
Margaret: They're quite big, so I'll take only three. I'm preparing some salad for tonight. Some friends are coming over for dinner, and I know they like vegetables very much.
Clerk: I understand. I love vegetables too. They are very healthy and they help you keep your weight down.
Margaret: Yes, I'm afraid I'll have to start living on vegetables myself. I've put on a couple of extra pounds.
Clerk: Yes, we must always keep an eye on our weight.
Margaret: How much do I owe you?
Clerk: You don't pay here. You pay at the check-out counter when you leave.
Margaret: Thank you very much.
Clerk: Enjoy your dinner party.
Margaret: I will.

Section B

Margaret pays at the check-out counter.

Cashier: Good morning, Madam.
Margaret: Good morning. I want to pay for all of this, but I'm afraid I have to go back. I forgot to get some green beans.
Cashier: I'm sorry. We're out of green beans. We'll have some more tomorrow, if you can wait.
Margaret: I can't wait till tomorrow. I want them for dinner tonight.
Cashier: Well, if you like, you can go to Green-Buys around the corner. You can probably get some there.
Margaret: Thanks.

Cashier: So, it's a head of lettuce, there pounds of cucumbers, four pounds of tomatoes and these three onions. Will there be anything else?
 Margaret: No, that's about it.
 Cashier: Cash?
 Margaret: Yes. How much is it?
 Cashier: It's nine thirty five.
 Margaret: Here you are.
 Cashier: Here is your change. Thanks for shopping with us.
 Margaret: You're welcome.

1.2 How do you say it?

1. Offer help, accept or refuse an offer of help

Do this:

Act out this dialogue in pairs. Then change roles and substitute the words and phrases in parentheses with others from the lists given below.

Clerk: Good morning. May I weigh those (tomatoes) for you?
 Margaret: Yes, please. How much are they?
 Clerk: Eighty cents a pound. Would you like anything else?
 Margaret: I also want this (head of lettuce) and three pounds of those (cucumbers) over there. Are they fresh?
 Clerk: Of course they are. All vegetables are fresh here.
 Margaret: That's good. Do you have any (onions)?
 Clerk: Certainly. They are over here. How many would you like?

Some ways of refusing help

Thank you. I`m fine.

Thanks. I`m just looking.

Food words

- i. Greens: lettuce, cabbage, coli flower, string beans, spinach, tomatoes, radish, beet, green pepper,
- j. Root vegetables: yucca, taro, carrots, potatoes, sweet potatoes
- k. Grains: beans, peas, lentils
- l. Meat: beef, pork, chicken, lamb, turkey, fish, ham, liver
- m. Fruits: guava, mango, pineapple, pear, apple, peach, berries, oranges, tangerines, papaya

- n. Pasta: noodles, spaghetti
- o. Rice and cereals
- p. Sweets: custard, rice pudding, chocolate, marmalade, jam, cake, muffin
- i. Milk and dairy products: milk, butter, cheese
- j. Fat and vegetable oil
- k. Eggs

Do this:

Discuss with your teacher how you buy each of the food products on the above list. As you do so, fill in this chart:

You buy these in pounds/kilograms or ounces/grams	beans,
You buy these in bottles, cans or bags .	Milk,
You buy these by the bunch .	Bananas,
You buy these by the head .	Lettuce,
You buy these in bars	Butter,

Notice that you say:

e.g. **A pound of** beans. / **A kilo of** beans.

Do this:

Now you may go on with all the other food words that you have grouped in the chart. That is, relate the **nouns** and the **counters** that they are used with.)

Notice how you use **some** and **any**, **anything**, **something** and **nothing**.

- a. Do you have **any** fresh milk here?
- b. Yes, we have **some** at the end of this row.
- c. Would you like **anything** else?
- d. No, thanks. **Nothing** else.
- e. There isn't **anything** like greens and fruits for your body.

2. Say what you want

Do this:

Act out the dialogues in pairs, adding more to each of them. Use words from the list below.

a. Margaret: **I also want** this head of lettuce and three pounds of those cucumbers over there. Are they fresh?

Clerk: Of course they are. All vegetables are fresh here.

b. Margaret: Good morning. **I want to** pay for all of this, but I am afraid I have to go back. I forgot to get some green beans.

Cashier: I am sorry. We are out of green beans. We'll have some more tomorrow, if you can wait.

Margaret: I can't wait till tomorrow. **I want** them for dinner tonight.

More food words

Carrots, spinach, lettuce, mango, papaya, pumpkin, yellow taro, sweet potato, liver, egg, milk, and dairy products, fish oil
fish, egg, liver, butter, cream cheese
Greens, milk, liver
Soy, corn, peanut and sunflower oils, peas, lentils, whole rice
Whole cereals, grains, nuts, fruits, greens and root vegetables
grains, leaf vegetables, non-refined cereals
non-refined cereals, greens
Grains, viscera, meat, milk
Fresh fruit, green pepper, cabbage, yucca, potato, sweet potato

3. Ask and talk about quantity and prices**Do this:**

Act out the dialogues and expand them as long as you can. Change roles as you go along.

Quantity

Margaret: That's good. Do you have any onions?

Clerk: Certainly. They are over here. **How many** would you like?

Margaret: They're quite big, so I'll take only three.

Price

- Margaret: **How much** do I owe you?

Clerk: You don't pay here. You pay at the check-out counter when you leave.

- Cashier: So, it's a head of lettuce, there pounds of cucumbers, four pounds of tomatoes and these three onions. Will there be anything else?

Margaret: No, that's about it.

Cashier: **Cash?**

Margaret: Yes. **How much is it?**

Cashier: **It's** nine thirty five.

Margaret: Here you are.

Cashier: Here is your change. Thanks for shopping with us.

Margaret: You're welcome.

a. Talk about unhealthy habits and suggest different courses of action in order to give them up.

Clerk: I understand. I love vegetables too. They are very healthy and they help you keep your weight down.

Margaret: Yes, I'm afraid I will have to start living on vegetables myself. I've put on a couple of extra pounds.

Clerk: Yes, we must always keep an eye on our weight.

Do this:

Here are some unhealthy habits that you want to give up:

- ✓ Smoking, drinking alcohol, taking non-prescribed drugs, sedentary, junk-food eating.

Act out this dialogue in pairs. Change the topic so that you cover all the unhealthy habits listed above and change roles as you go along.

- ✓ Do you drink too much alcohol? / Are you in the habit of drinking alcohol?

- ✚ Well, I guess I .../ Maybe I ...
- ✓ You know what? If I were you, I would ...

Some ways to suggest people to do something

If I were you, I would ...

If I were in your shoes, I would

Here's what I'd do if I were you. First of all I'd Then I'd ...

5. State a condition.

Do this:

Work in pairs and act out this dialogue. Then change roles and substitute the words and phrases in parentheses with information of your own.

Cashier: I am sorry. We are out of (green beans). We'll have some more (tomorrow), if you can wait.

Margaret: I can't wait till (tomorrow). I want them for dinner tonight.

Cashier: Well, if you like, you can go to (Green-Buys around the corner). You can probably get some there.

Margaret: Thanks.

Notice:

In the above dialogue **conditional clauses** have been used. These discuss the **consequence of something** which may or may not be a real event.

There are many possible verb combinations for conditional clauses, but three of the most common are these:

a. Present-future

If your wife rests, she'll get well sooner.

We'll have some more tomorrow, if you can wait.

b. Present-present

If you like, you can go to Green-Buys around the corner.

c. Present-imperative

If you are tired, have a rest.

If you don't like your food, don't eat it.

(Adapted from **Searching 2**, Morales A. et. al., 1990: 53)

Do this:

Complete these sentences. Then share your answers with other people in class.

- a. If you eat less, ...
- b. If you walk too much, ...
- c. If you drink a lot of alcohol, ...
- d. If you smoke, ...
- e. If you work hard, ...
- f. If you practice your English a lot, ...
- g. If you behave, ...
- h. We will be better persons if...
- i. We will always succeed if ...
- j. We can become a role model for our students if ...
- k. We may find rest if ...
- l. If you don't want to be a teacher, ...
- m. If you'd rather not stay here, then ...

1.3. Pronunciation Practice

1.3.1. The pronunciation section in Unit 14 will be dedicated to sounds /dʒ/ and /j/. To start sound /dʒ/ the tongue must be in the same place as for the sound /d/. Be sure your tongue is pressed against your upper gum ridge and that your vocal cords are vibrating.

1.3.2. The following words should be pronounced with /dʒ/. Repeat them after your teacher. Be sure to begin /dʒ/ just like the sound /d/.

At the beginning

jam
joy
job
gym
jail

In the middle

vegetable
agent
magic
angel
injure

At the end

age
cage
large
edge
marriage

1.3.3. The boldface words in the following sentences should be pronounced with /dʒ/. Repeat them carefully after your teacher. (adapted from Dale, Paulette and Poms, Lillian. English Pronunciation for Spanish Speakers, Consonants, Prentice Hall Regents, NJ, 1986)

1. **Just** a moment.
2. **Enjoy** yourself.
3. **Jane** is shopping for **vegetables**.
4. **Jim** is **just joking**.
5. The **major** **joined** the **legion**.
6. I **graduated** from **college** in **June**.
7. The **passengers** were **injured** in the **jeep**.
8. **John** mailed a **large package**.

1.3.4. Read dialogues 1 to 14 and look for words which contain sound /dʒ/. Copy in your notebooks the sentences in which these words appear and repeat them several times.

1.3.5 To pronounce /j/ correctly, be sure the tip of your tongue is against the back of your lower front teeth and not touching the roof of your mouth. Spanish speakers do not have a problem pronouncing this sound in middle positions, but they often make it sound like /dʒ/ at the beginning of words. To avoid this mistake, you should try to pronounce /ɪ / at the beginning of the word.

1.3.6. The following words should be pronounced with sound /j/. Repeat them carefully after your teacher.

At the beginning

yes
you
year
use
young
youth
yesterday
university

In the middle

onion
lawyer
beyond
backyard
regular
reunion
opinion

1.4. Reading aloud

Read the following narrated version of the story aloud.

Margaret Martin is shopping for vegetables because she wants to invite some friends over for dinner. She buys tomatoes, lettuce and cucumbers because her friends like vegetables very much. She says she wants to start living on vegetables because they're very healthy and she is worried about her weight. Before paying for the groceries, Margaret remembers she needs some green beans, but they are out of green beans at the store. The cashier suggests she should go to Green-Buys to get them. Margaret pays for the vegetables in cash and leaves.

UNIT 15

1. Speaking

1.1. Dialogue: “Dinner at Margaret’s”

Several friends have come over for dinner at Margaret’s apartment.

Section A:

Santiago Rivera is helping Margaret in the kitchen.

Margaret: Oh, Santiago, I’m so glad you came. You’ve been such great help!
Santiago: Well, Mrs. Martin, I thought you could use some help. I hope your friends like this Cuban dish I made while you were setting the table.
Margaret: What is it?
Santiago: Well, we call them tostones in Cuba.
Margaret: And how do you make them?
Santiago: Well, you peel the plantains and slice them. Then you fry the slices a little until they are cooked. You take the slices out of the frying oil and smash them inside a piece of paper. After that, you put them in boiling oil again so that they fry completely.
Margaret: Oh, that’s easy to do. Do you put any salt on them?
Santiago: Yes, of course.
Margaret: Well, let’s go to the dining room. Dinner is ready.

Section B

Margaret and her friends talk in the dining room.

Margaret: Are you ready to eat?
Bill: Well, I am more than ready. I’m starving.
Louise: Oh, this salad looks really good. I know salads are your specialty, Margaret.
Oscar: And what are these?
Margaret: Well, that’s a Cuban dish our doctor friend made especially for us. Oscar, I’m not sure you’ve met Santiago, oh, I am sorry... Dr. Rivera. He is a Cuban doctor working here.
Oscar: Hello, Dr. ... what’s your last name again?
Santiago: Rivera, but you can just call me Santiago. Nice to meet you!
Oscar: And how did you meet Santiago, Margaret?
Louise: Santiago is one of Margaret’s students at WLS. His English is very good, but he wants to perfect it.
Margaret: Oscar, would you like some white wine with your fish?
Oscar: Yes, I’ll have a sip. Thanks.
Louise: You know, Margaret. Oscar and I are planning to go to the beach on Sunday. They say the weather will be great. Would you and

Bill join us this time? Santiago can come with us as well, if he promises to make another Cuban dish there.

Margaret: That sounds good. Bill and I don't have any plans for this weekend. You can count on us, then.

Santiago: Oh, I wish I could go with you, but I will be on call at the hospital on Sunday. Thanks for your invitation, Mrs. Johnson. I am really sorry I can't go.

1.2. How do you say it?

1. Say you are glad about something.

Margaret: Oh, Santiago, **I'm so glad** you came. You've been such great help!

Santiago: Well, Mrs. Martin, I thought you could use some help.

Do this:

- What are some things you are glad about in your life?
- What are some things you are most glad about in your life?
- What are some things you are lucky about?
- What are some things you are most lucky about?

Walk around the class and ask three people these questions. Be ready to report back to class what you found out.

2. Say what you hope will happen.

I hope your friends like this Cuban dish I made while you were setting the table.

Do this:

In pairs talk about things that you hope will happen to you. For example:

I hope I can find the ideal woman in my life.

Some things you may hope for

pass the tests
be a successful person in your life
be lucky with your children
have your own house
have a lot of fun in your life
do great service to your community
have a lot of friends
always have good neighbors
have a promotion soon after you graduate
earn enough money for your family
get to see most places in Cuba
take another university course when you finish the teacher education course

3. Ask for and give instructions

Do this:

- a. Listen to your teacher as she reads this dialogue and ask questions about words you don't know the meaning of.
- b. **Notice** how **imperatives** are used to refer to each of the instructions that are given. **Also notice how the instructions are listed.** Ask your teacher about this if you are in doubt.
- c. Then act out the dialogue in pairs.

Margaret: And **how do you make** tostones?

Santiago: Well, **you** peel the plantains and slice them. **Then you** fry the slices a little until they are cooked. **You** take the slices out of the frying oil **and** smash them inside a piece of paper. **After that, you** put them in boiling oil again so that they fry completely.

Margaret: Oh, that's easy to do. **Do you** put any salt on them?

Santiago: Yes, of course.

- d. Finally try writing out instructions to make a rice pudding or any other kind of food that you know how to cook.

4. Offer something to eat or drink, accept or refuse.

Do this:

- a. Study the vocabulary that is given next.

b. Then act out this situation.

You are having a party at a public place in your town. Walk around the class, meet people and make conversation. Offer them something to eat or drink. Talk about other trivia.

Margaret: Oscar, **would you like** some white wine with your fish?

Oscar: Yes, I'll have a sip. Thanks.

Some ways to refer to a small quantity

A sip (of water, wine, coffee, rum). That is, anything liquid.

A bite (of food). For example, a bite of pork.

Some beverages

Alcoholic beverages: beer, wine, rum, champagne, whisky, vodka, gin, sherry

Non-alcoholic beverages: soft drinks, mineral water, soda, coffee, tea

How rum is served

straight, on the rocks

How much

a single shot, a double one

Kinds of wine

white wine, rosè, red wine,

5. Invite someone, accept or decline an invitation and give reasons

Invite and accept

Louise: You know, Margaret. Oscar and I are planning to go to the beach on Sunday. They say the weather will be great. Would you and Bill join us this time? Santiago can come with us as well, if he promises to make another Cuban dish there.

Margaret: That sounds good. Bill and I don't have any plans for this weekend. You can count on us, then.

Decline

Santiago: Oh, I wish I could go with you, but I will be on call at the hospital on Sunday. Thanks for your invitation, Mrs. Johnson. I am really sorry I can't go.

Do this:

- a. Practice the dialogues in pairs. Try to expand them as long as you can. Change roles as you go along.
- b. Here are more examples of how to invite someone. Study them and ask each other questions in case you are in doubt.

Among friends

A: Come over for a cup of coffee sometime. (Invite)

B: I will. Thanks. (Accept)

A: Join us for some coffee tonight. (Invite)

B: Sure. (Accept)

A: How about dinner with us tonight? (Invite)

B: That sounds great! (Accept)

Some other ways of refusing an invitation

★ Sorry. Not today. I'm busy tonight, maybe some other time.

(i.e., you apologize, give reasons and give the other person some choice.)

Other ways of inviting someone more formally

Would you like to come over for a cup of coffee this evening?

How about having some tea after work today?

Can I buy you lunch sometime this week? (Maybe from a man to woman as a starter for a date)

Do this:

Practice with your partner inviting each other on the basis of the mini-dialogues given above. Then try substituting with your own information.

Some places you may want to invite people in your class or someone else to see

The art gallery

The museum of fine arts

The baseball stadium

The Che Guevara Memorial

Revolution Square

Central Park

The cathedral

The church

The Moncada Garrison

The Armored Train in Santa Clara

The cemetery

The statue of (Simon Bolivar)

6. Ask for and give information about customs and traditions in your country and elsewhere.

Some dictionary definitions

Custom: a usage or practice common to many or to a particular place or class or habitual with an individual. Long-established practice considered as unwritten law. Repeated practice, the whole body of usages, practices, or conventions that regulate social life.

Traditions: The handing down of information, beliefs and customs by word of mouth or by example from one generation to another without written instruction. An inherited pattern of thought or action (as a religion doctrine or practice or a social custom). Cultural continuity in social attitudes and institutions.

Here are some examples. **Notice** how you use **be + used to + verb + -ing** to **express habitual or customary practice**.

- ✓ In Cuba we **are used to having** three meals a day: breakfast between 6 and 9 in the morning, lunch from 11.30 up to 2 pm and dinner between 6 and approximately 8.00 pm.
- ✓ Most people **are used to taking** a bath every day, either before dinner or after, although there are those who take an early morning bath.
- ✓ More and more people **are getting used to having** their meals in front of the TV, although there are still those families who stick to the tradition of sitting at the table and talking over their meals.

Do this:

These customs change from one country to the next, so you may want to ask students from overseas in your university about the following.

a.

- ✓ How many meals do you normally have in your country?
- ✓ What are the eating hours in your country?
- ✓ Are most people TV diners in your country?
- ✓ Do you normally stay up late in country or do you, as a rule, go to bed early?
- ✓ Do shake hands with your classmates every day?
- ✓ Do you kiss your male classmates every day or do you shake hands with them? Why? Why not?
- ✓ Is it appropriate for men to kiss one another in your country? Explain.
- ✓ Do you normally compliment girls or men in your country or is this considered harassment?
- ✓ If people in your country are eating in the classroom, do they normally share your food with your classmates?
- ✓ In your country, do people normally say *yes* to an offer of food or drink, or do they say *no* first and then *yes* after the other person has insisted?
- ✓ Do students call their teachers by their first names?
- ✓ Do students stand up when a teacher or a visitor comes into their classroom?
- ✓ Do students wear a cap in class?

- ✓ Do they wear short pants, sandals or undershirts when in class in university?

b. Make a list of things you are used to doing basing on these topics:

- Alcoholic drinks
- Visiting people
- Coffee
- Water
- Family celebrations
- Hometown celebrations.

Then work in pairs and share what you wrote by asking and answering questions asked by each of you.

7. Talk about things in our country that we take pride in.

Possible ways to ask

What is something in your country that you are proud of?

What are some things in your country that make you proud of it?

What is something in your country that you take pride in?

Here is a list of possible answers:

Our music	Our discoveries in
Our weather	science
Our food	Our social system
Our coffee	Our sports
Our rum	Our arts in general
Our people	Our flora
Our history	Our fauna
Our nature in	Our heroes
general	Our internationalism

Do this:

a. In pairs answer the questions given above in relation to what you are proud of about your country. Try to add more ideas to your answers. You may start like this:

- ✓ In my country I'm proud of ...
- ✓ Something that makes me proud about my country is ...

b. Rank the possible answers that you are given in the chart in order of importance, according to your opinion. Then compare your rankings in pairs and report back to class. For example:

- ✓ For me ... is more important than ...
- ✓ For me ... comes first than ..., whereas for (Juan) ...

8. Talk about things that are trendy

What is trendy in your country in terms of music?

dressings?
haircuts?
makeup?
jewelry?
dating?
dancing?
colors?

Well, **it's** fashionable/trendy **for** people **to** ... (verb)

Well, it's trendy to see people (wearing ...) (noun)

Some vocabulary

Kinds of haircuts: short hairstyles, medium hairstyles, long hairstyles, layered hairstyles, updo hairstyles, prom hairstyles, flip, crimp

Women makeup: lipstick, powder

Kinds of jewels: earrings, bracelet, chain, ring, watch, collar

Types of dances: Cha-cha, Mambo, rock-and-roll, waltz, tap

Do this:

- a. Discuss these questions in pairs. Then report back to your class what you discussed.
 - ✓ What kind of haircuts do most men wear in your class?
 - ✓ How do most women in your class do their hair?
 - ✓ What kinds of clothes do most people wear to go parties these days?
 - ✓ What clothes are not appropriate for official occasions?
 - ✓ Do you like to keep up with the latest trends in fashion?
 - ✓ Do you consider yourself a slave of fashion?
- b. Ask your teachers, parents, uncles, aunts or friends what was fashionable at the time they were in their teens and report your findings back to your class. You may start like this:
 - ✓ They say that when they were in their teens it was fashionable for people to ...
- c. Watch **Youth in the Spotlight** (Part 2), **Section B** and take down the five questions that are asked and summarize the answers given. Then discuss with your partner this question: Do you agree with Astrid in the sense that anything is trendy as long as it serves to present your individuality?

1.3. Pronunciation Practice

1.3.1. In Unit 15 we will deal with sentence stress. We normally stress content words when speaking. Content words are the important words in a sentence which convey meaning. They include all the major parts of speech such as nouns, verbs, adjectives, adverbs and question words.

Function words are the unimportant words in a sentence. They do not carry as much meaning as content words. We normally do NOT stress function words when speaking. Function words include the following parts of speech: articles, prepositions, pronouns, conjunctions, and helping verbs such as *is, was, are, were, has, have, can, could, would*.

1.3.2. Sometimes a speaker wants his or her sentence to convey a special meaning which it wouldn't have in the written form. This can be done by stressing a specific word in order to call attention to it. The word that receives the stress depends on the personal motive of the speaker.

The boldface words in the following questions/responses should receive more emphasis than the others. Repeat them after your teacher.

- | | |
|------------------------------------|---------------------------------|
| 1. Who likes candy? | Sam likes candy. |
| 2. What does Sam like? | Sam likes candy . |
| 3. Is that his car? | No, that's her car. |
| 4. Will she stay ? | No, she'll leave . |
| 5. Where are you going? | I'm going home . |
| 6. Who's going home? | I'm going home. |
| 7. When are you going home? | I'm going home now . |
| 8. Did Mary buy a book ? | No, she bought a pen . |
| 9. Did Mary buy a book? | No, Sue bought a book. |
| 10. Did Mary buy a book? | No, she borrowed a book. |

(taken from Dale Paulette and Poms Lillian. English Pronunciation for Spanish Speakers. Vowels, Prentice Hall Regents, NJ, 1985)

1.3.3. Read the following sentences aloud. Before you read, identify the content words and the function words.

1. I'm so glad you came.
2. I thought you could use some help.
3. How do you make them?
4. Let's go to the dining room.
5. Are you ready to eat?
6. He's a Cuban doctor working here.
7. Would you like some white wine with your fish?
8. Bill and I don't have any plans for this weekend.
9. You can count on us.
10. I wish I could go with you.

1.3.4. Read the following utterances from dialogue 15.

a) Well, you peel the plantains and slice them. Then you fry the slices a little until they are cooked. You take the slices out of the frying oil and smash them inside a piece of paper. After that, you put them in boiling oil again so that they fry completely.

b) Oscar and I are planning to go to the beach on Sunday. They say the weather will be great. Would you and Bill join us this time? Santiago can come with us as well, if he promises to make another Cuban dish there.

1.4. Reading aloud

Read the following narrated version of the story aloud.

Some friends of Margaret's are in her house for dinner. Dr. Santiago Rivera is helping her in the kitchen. He explains to Margaret how to make a typical Cuban

dish. It's very easy to make tostones out of plantains. When dinner is ready, Margaret and Santiago come to the dining room. Louise introduces Santiago to Oscar and says he is a Cuban doctor who speaks English very well. Louise and Oscar invite Margaret and Bill to go to the beach next Sunday. Unfortunately Santiago won't be able to go because he will be on call at the hospital.

UNIT 16

1. Speaking

1.1 Dialogue: “A Tricia Miles Record”

Linda is listening to the radio when the phone rings.

Section A

Steve Clark, the radio announcer, interviews Tricia Miles for his daily program.

- Steve: Well, Tricia, what are your immediate plans?
Tricia: I have many things in mind. First, I want to make a new CD. I will record it next month.
Steve: That's great news. Will you have any guest singers with you?
Tricia: Yes, Billy Spicks will join me for a couple of songs, and my close friend Maurice Trends will be singing the last song with me.
Steve: I'm sure your CD will be a complete success. What are going to do after you finish your album?
Tricia: I'm going to work on my summer concert. This year I will dedicate it to the international struggle to preserve the environment in our planet.
Steve: Will you include new songs about the environment?
Tricia: I certainly will. My recent song “Nature” will be part of it. I believe it's very important that we all work together to have a cleaner and safer world. I'm very worried about the future of our rivers, beaches, forests, cities, and the air we breathe. We must create an awareness of these issues among the young people.
Steve: I couldn't agree more. I wish you all the best in your concert, Tricia.

Section B

Linda answers the phone.

- Linda: Hello.
Jenny: Hello, Linda. This is Jenny. I'm sorry to bother you, but my home line seems to be dead. I need to let Thomas know that I will be late tonight.
Linda: Shall I call him down?
Jenny: No, thanks. Just tell him I'm going to be late. I'm in the middle of an important meeting and I'm sure it'll take long.
Linda: I'm sorry.
Jenny: Also tell him Uncle Dave will come for dinner tomorrow, and I'm not going to have time to go shopping for food tonight. I need Thomas to buy some chicken and wine for tomorrow's dinner.
Linda: Don't worry, Jenny. I'll give your message to Thomas.

Jenny: Thank you, Linda. Oh, I almost forgot. Can you tell Thomas to look for a Tricia Miles record at the music store around the corner? Uncle Dave's wife is very fond of her. I'm sure she'll love to have her latest CD.

Linda: What a coincidence. I was just listening to an interview with Tricia Miles on the radio. She says she will put out a new album soon. When is your uncle going back to Canada?

Jenny: This coming Sunday. Well, Linda, I have to go. Thanks for your help.

Linda: Bye.

1.2 How do you say it?

1. Ask and talk about plans

Do this:

In pairs read this fragment of the conversation between Steve and Tricia and:

- Take out all the questions that ask about plans.
- List all the statements that tell about Tricia's plans.
- What new forms of talking about plans did you identify here?
- Why is each grammatical form used?

Finally practice asking your partner about his or her immediate plans as a student teacher.

Steve: Well, Tricia, what are your immediate plans?

Tricia: I have many things in mind. First, I want to make a new CD. I will record it next month.

Steve: That's great news. Will you have any guest singers with you?

Tricia: Yes, Billy Spicks will join me for a couple of songs, and my close friend Maurice Trends will be singing the last song with me.

Steve: I'm sure your CD will be a complete success. What are going to do after you finish your album?

Tricia: I'm going to work on my summer concert. This year I will dedicate it to the international struggle to preserve the environment in our planet.

2. Express concern, necessity and obligation.

Express concern

Steve: Will you include new songs about the environment?

Tricia: I certainly will. I believe it's very important that we all work together to have a cleaner and safer world. **I'm very worried about** the future of our rivers, beaches, forests, cities, and the air we breathe. We must create an awareness of these issues among young people.

Steve: I couldn't agree more. I wish you all the best in your concert, Tricia.

These are **some other ways** you may use in order to express concern:

I'm (really) worried that ...

It worries me that ...

It makes me worry to see that ...

It makes me worry to know that ...

More formally

I'm very concerned about (the fact that ...)

Do this:

In pairs ask each other these questions:

1. Is there anything that is worrying you too much right now?
2. What is worrying you so much right now?

Be ready to report back to other people in class what you are worried about at present.

Express necessity

Counselor: What is something that you need to solve in your life so it may go on in the right direction?

Student: Well, you see. I guess I **need to** have a better plan for my future. Could you help me with this? or

Well, now that I come to think of it, I really don't know.

Do this:

Walk around the class and **find someone who needs**

- ✓ to find a new mate
- ✓ a change in his/her life

- ✓ more fun in his/her free time
- ✓ more love
- ✓ material things
- ✓ a friend.

Be ready to report back to class what you found out.

Express obligation

Informally

To express obligation in informal speech we use **have to**. For example,

You have to come to class every day.

Have got to is used with a similar meaning. For example;

I've got to go now.

Formally

Must expresses obligation too, but it is used only in extremely formal situations or in printed signs. For example,

Doctor to patient: You must have bed rest.

Printed sign: "You must not smoke in this area."

(Adapted from **Searching 2**, Morales Calvo A. et. al. Editorial Pueblo y Educación, 1990)

Do this:

- a. Study the grammar information given above and ask any questions to your teacher or to people in class.
- b. Then work in pairs. You are throwing a party in your class next week. Make a list of things you have to see about in order to be ready for the party. You may start like this:

Well my dear friend. You want a party so we've got to ...

3. Identify an environmental problem in your community

When talking about an environmental problem you can use the simple present tense and refer to the problem as habitual wrong doing of people, or you may also use the present continuous and give the idea of what is happening right now in terms of the protection of our environment. Here are some examples:

Using the simple present

Recycling

Some people **throw** their solid waste (garbage) into the sea/ all over the place.

We **don't** always **recycle** paper, nylon bags, bottles, etc.

The seashore

There are people who **build** their houses very near the seashore

Public heritage

A lot of people just **don't take** care of public property.

Certain people **don't look after** public monuments.

Using the present continuous to describe what is happening

Water

The sewage water **is draining** out on the streets and into the sea.

We **are not boiling** our water or treating it.

Our flora

We **are cutting down** too many trees.

We **are not planting** enough trees around our towns or cities.

We **are planting** (pine) trees very near the beach.

We **are planting** too many eucalyptus trees and they dry up the soil.

Do this:

- a. Work in pairs. Read the list of environmental problems given above and ask people in class or your teacher about the meaning of words that you don't understand.
- b. Walk around the class and ask questions in order to find out which of the environmental problems listed above affect the communities where you live. Be ready to tell your class what you found out. Here are some hints in order to start out:

Do people in your community ...?

Is it common in your town to see people ...?

Do kids where you live ...?

Does anyone in your town...?

What do you think about this?

Do you agree with...?

4. Suggest a solution to solve an environmental problem

Here are other environmental problems. Can you suggest a solution to solve them? Do you have any suggestion?

Fishing and hunting

Kids and adult people **throw** chemical substances into the sea in order to catch fish.

We **use** nets to fish and so we damage the species

We **do not observe** the law in terms of the reproductive season of the sea fauna

Kids **keep** birds in cages at home.

Some people **kill** lots of crabs on the sea shores.

Many kids **kill** lizards, frogs, snakes and spiders whenever they see one near them.

Here are some ways to suggest something

Let's (tell their parents).

Why don't we (tell their parents)?

Maybe we could (tell their teachers).

Something that we could do is (talk to the kids).

Something that we may do is (talk about this on the media).

Do this:

- a. Work in pairs. Read the list of problems that is given and above and the list of different ways you may use in order to give suggestions. Then ask your teacher or other people in class to help you clear up any doubt that you may have.
- b. Work in groups of three and give suggestions to the problems that are listed above. Be ready to report back to class about your suggestions as a group.

5. Express a wish in relation to a global issue

I wish I were the president of the UNO. If I were him maybe I could:

- ✓ put an end to wars in the world

- ✓ find more money to help the hungry of the world
- ✓ put a ban to pollution of the environment
- ✓ unite the scientists of the world in order to find a cure for cancer and AIDS
- ✓ encourage the use of alternative sources of energy
- ✓ put the world media at the service of mankind.

Notice that **to express a wish**, the form of the past tense of the verb *to be* is used. Grammatically, *were* is used all the time, but in actual use, *was* is used as well. For example,

I wish I were younger. Or,
I wish I was younger.

Do this:

- a. In pairs express wishes in relation to whom you would like to be for a while, and give reasons.
- b. Express other wishes. Add more wishes to this list:
 - ✓ I wish I were younger now. You see, I could decide to change some things in my life.
 - ✓ I wish I were in senior high again. You see, I'd be a better student with the experience I have right now.

6. Talk about what you need other people to do.

Jenny: Hello, Linda. This is Jenny. I'm sorry to bother you, but my home line seems to be dead. **I need to let Thomas know that** I will be late tonight.

Linda: Do you want me to call him?

Jenny: No, thanks. **Just tell him** I'm going to be late. I'm in the middle of a staff meeting and I'm sure it'll take long.

Linda: I'm sorry.

Jenny: **Also tell him** Uncle Dave will come for dinner tomorrow, and I'm not going to have time to go shopping for food tonight. **I need Thomas to** buy some chicken and wine for tomorrow's dinner.

Do this:

- a. Act out the dialogue in pairs.
- b. Make a list of the things you need to let your mother-in-law know. Then share your list with someone else in class.
- c. Stand up and approach someone in class. Then make conversation starting like this:
 - ✓ Hey, pal. You know what. I need you to ... And I also need you to tell ... to ... And please ask him/her to ...
- d. Watch **Youth in the Spotlight** (Part 2), **Section C** and summarize what is said. Then tell your teacher and people in class what you learned that you didn't know in relation to Canada. What was something that you knew already?

1.3. Pronunciation Practice

1.3.1. The pronunciation section in Unit 16 will be dedicated to a phenomenon you do not have in your mother tongue: syllabication. Syllabication occurs when sounds /n/ and /l/ kind of combine the features of a vowel and a consonant in themselves, without the presence of an actual vowel sound in the syllable.

1.3.2. There are several instances of syllabic consonants in dialogue 16, some of them with sound /l/ and some others with sound /n/.

couple
struggle
people
middle
uncle
international

certainly
important
couldn't

1.3.3. Read the following sentences. The words containing syllabic consonants have been underlined.

- a) The bottle is on the table.
- b) Light the candle.
- c) The mountains are still very far.
- d) He bought a new leather saddle.
- e) The noodles are very hot.
- f) Your uncle couldn't believe it.
- g) I didn't think it was final.
- h) It's a little difficult now.

1.4. Reading aloud

Read the following narrated version of the story aloud.

Linda is listening to Steve Clark's radio program. He's asking famous singer Tricia Miles about her immediate plans. Tricia is working on a new CD she will record next month. She's also preparing her summer concert, which she will dedicate to the international struggle to protect the environment. She's really concerned about the future of rivers, beaches, forests, cities, and the air we breathe.

Jenny calls Linda because she has an important meeting at work and she wants Thomas to know she'll be late. She asks Linda to give Thomas some instructions. She needs him to buy chicken and wine for tomorrow's dinner and to look for a Tricia Miles record for Uncle Dave's wife.

1.5 Project Work

PROJECT 4: Our environment

Saving the world from destruction is everybody's task and teachers have a huge task in preparing the young generations to protect the environment. Write an environmental message in English to be understood by your classmates, teachers and the whole human race. Don't forget to include the problems around you that affect your everyday life.

Suggestions:

- To learn more about the vocabulary related to the topic of this project you can work with the software **RAINBOW** on the part devoted to **GAMES # 7**.
- Interview a teacher in your pedagogical University who devotes himself or herself to environmental education.
- Create a poster in which you reflect the environmental situation of your university, town or city.
- Create a resolution to solve some of the environmental problems in your university, town or city.

- Create a poem to refer to the situation of the environment in your university, town or city.

Activities to get ready for this Project

1. To be able to speak or write about environmental problems some key concepts must be known. Match the concepts in Column A with their definitions in Column B.

A

- Environment
- Ecosystem
- Natural resources
- Environmental education

B

- The process of recognizing values and clarifying concepts in order to develop skills and attitudes to understand the interrelatedness among man, his culture and his biophysical surroundings.
- Plants, animals and micro-organisms living within a defined zone together with the physical factors.
- System of abiotic, biotic and socio-economic elements with which man interacts.
- It is an attribute of the natural environment assessed by people to be of value in satisfying their needs and wants.

2. The following is a jumbled example of a piece of news reported by Lilliam Riera - **Granma International** staff writer— about the topic. Try to organize it so you may have some preliminary information on environmental issues.

UN calls for a global warning system against tsunamis.

Kofi Annan, UN Secretary General, arrived on that island in the Indian Ocean to attend the forum after visiting Indonesia, Sri Lanka and the Maldives, among the countries most affected by the devastating earthquake and the tsunamis that recently destroyed entire communities in Southern and South East Asia.

The meeting concludes with a summit of the heads of state and government belonging to the Alliance of Small Island Developing States, scheduled for January 13-14, at the close of this edition

The agenda of this meeting included the re-initiation of negotiations for the Barbados action plan and a political statement, debates on trade and development, a discussion of the problems derived from climatic change, natural disasters, and the creation of a fund to support the recovery of countries hit by phenomena of that nature

RESEARCH to promote the creation of a global warning system to detect tsunamis was requested by the UN during a opening session of the international meeting to review the Barbados Action Program on small island developing states, which took place in the Mauritius Islands with the participation of more than 2,000 representatives from 40 nations and 25 heads of state and government.

The rape of the World

A song by Tracy Chapman (in New Beginning, 1994)

Mother of us all

Place of our birth

How can we stand aside and watch the rape of the world

This is the beginning of the end

This is the most heinous of crimes

This is the deadliest of sins

The greatest violation of all time

Mother of us all

Place of our birth

We are all witness of the rape of the world

You've seen her stripped mined
You've heard of bombs exploded underground
You know the sun shines hotter than ever before

Mother of us all
Place of our birth
We are all witness of the rape of the world

Some claim to have crowned her a queen
With cities of concrete and steel
But there is no glory no honor
In what results from the rape of the world

Mother of us all
Place of our birth
We are all witness of the rape of the world

She has been clear-cut
She has been dumped on
She has been poised and beaten up
Ana we are all witness of the rape of the world
Mother of us all
Place of our birth
We are all witness of the rape of the world
How can we stand aside and watch the rape of the world

If you look you'll see it with your own eyes
If you listen you will hear her cries
If you care you will stand and testify
And stop the rape of the world

Stop the rape of the world
Mother of us all
Mother of us all
Mother of us all

UNIT 17

1. Speaking

1.1 Dialogue: “A Monday lesson at WLS”

It’s Monday evening at WLS. Margaret has her students talk about what they did on Sunday.

Section A

Margaret starts up her lesson.

- Margaret: To start our lesson today, I would like to dedicate a few minutes to talking about what you did yesterday. I’m sure some of you had a very active Sunday, while others just stayed home to rest. Who would like to break the ice?
- Carole: Me.
- Margaret: Ok, Carole. What did you do yesterday?
- Carole: I visited a good friend and we watched a movie together. We liked it a lot. You know I’m very fond of comedies.
- Margaret: So am I. Comedies are very relaxing. Now we’ll go clockwise so that everybody can speak about yesterday. Once you finish talking about yourselves, you should ask the person sitting next to you. Janet, you’re up.
- Janet: My friend Nancy called me last night, and we talked for about an hour. She is a chatterbox. She didn’t seem to realize it was very late. And you, Lilly, what did you do yesterday?
- Lilly: Nothing much. I just cooked dinner and washed the dishes. I was exhausted after a long day at work. As you know I work every Sunday. What did you do, Diane?
- Diane: I invited a couple of friends over. We enjoyed dinner together. Then I showed them my daughter’s birthday pictures and we listened to a CD by Mariah Carey. She’s my favorite singer. What about you, Greg?
- Greg: I studied English the whole night. I worked hard on my homework and printed a copy of it at midnight. By the way, that was a difficult homework. Did you do the homework last night too, Neil?
- Neil: No, I did it on Saturday. After a long week at the office I needed a break yesterday, so I just stayed home and rested in bed.

Section B

Some other students talk about what they did yesterday.

- Neil: How about you, Brad, did you do anything special?
- Brad: I tried to relax and get away from everything, but that was not possible. My boss called several times and asked me lots of questions about a new project we just started last week. I thought I

would be able to rest. Silly me! And you, Laura, were you able to rest?

Laura: Not at all. I decided to tidy up my room. It was a real mess. I organized my books on the shelf and my clothes in the closet. Then I dusted the furniture and cleaned the floor. I turned my room into a very pleasant place. And you, Bob, what did you do yesterday?

Bob: I fixed a number of things at home and painted the baby's room. My wife was really happy. How about you, John, did you work yesterday?

John: Yes, I did. You know I'm a taxi driver. I stopped driving at nine, parked the car, locked it up, tipped the guard, and walked all the way home from the parking lot. I hope Santiago didn't have to work yesterday. Did you?

Santiago: I did work during the day. I was on call at the hospital. I was lucky I didn't have to work last night. What about you, Ms. Martin? Did you stay home?

Margaret: No, I didn't. I dined out with my husband.

1.2. How do you say it?

1. Start a class and give instructions to go on.

To start our lesson today, **I'd like to** dedicate a few minutes to talking about what you did yesterday.

To go on

Who would like to break the ice?

begin?

be first?

Now we'll go clockwise **so that** everybody can speak about yesterday.

from left to right

from right to left

Once you finish talking about yourselves, **you should** ask the person sitting next to you. **Janet, you're up.**

it's your turn.

you'll be first, OK?

Do this:

Listen to your teachers as they start their classes or a new activity, and jot down the phrases that they use. Also listen out for different ways to keep the class

going, especially when giving instructions. Be ready to report back to the group what you found out.

2. Ask about and say what you or someone else did

Do this:

- a. Work in pairs. Read the dialogues in Sections A and B and jot down all the verbs that are conjugated in the past tense. Ask each other about the meaning of the ones you don't know, and practice pronouncing them. Are these verbs regular or irregular ones? How do you know?
- b. Act out a fragment from Section A.

Notice:

In order to ask and say what someone did we need **the past tense**. Study this information and ask people in class to help you clear up any doubt you may have.

The past tense refers to a definite event or state in the past.

Positive

I visited a good friend and we watched a movie together. We liked it a lot.

Negative

Santiago: I was lucky I didn't have to work last night. What about you, Ms. Martin? Did you stay home?

Margaret: No, I didn't stay home. I dined out with my husband

Questions

What did you do yesterday?

What did you do after midnight?

Did you do the homework last night too, Neil?

Did you stay up until after three in the morning?

Some time expressions for the past tense

- this morning, this afternoon, this evening, this week, etc.
- yesterday, yesterday morning, yesterday afternoon, yesterday evening, yesterday night.
- the day before yesterday, the day before yesterday in the morning, the day before yesterday in the afternoon, the night before last

- last night, last week, last month, last year, last Tuesday, etc
- the night before last, the week before last, the month before last, etc.
- a minute ago, two hours ago, ten days ago, four weeks ago, etc.

(From **Searching 2**, Morales A. et. al., 1990, pp. 49 and 50)

Do this:

1. Study these irregular verbs (*Verb 1* is the base form; *Verb 2* is the past tense form)

Verb 1	Verb2
break	broke
bring	brought
buy	bought
come	came
cut	cut
do	did
drive	drove
give	gave
go	went
have	had
hear	heard

Verb 1	Verb2
hurt	hurt
leave	left
lose	lost
make	made
meet	met
Put	put
Run	ran
Say	said
See	saw
Sell	sold
take	took
Tell	told

2. Complete the following sentences with verbs from the passage.

- a. My parents _____ some souvenirs.
- b. They _____ the lovely sunset.
- c. They _____ at a wonderful restaurant.
- d. They _____ in the lake.
- e. They _____ time with their relatives.
- f. They _____ on a tour around the mountains.

Last year my parents celebrated their silver wedding. So they went to stay with some family in the countryside during the weekend. On Saturday they went on a tour around the Escambray Mountains and had lunch at the Topes de Collantes Hotel. On Sunday they visited the Hanabanilla Resort and swam in the lake and bought souvenirs for us all. During the nights they stayed with their relatives and shared with them talking about the good old days.

Now my parents are planning to celebrate their golden wedding in 25 years. And you bet they can't wait to see that happen.

(Adapted from materials written for Misión Ribas, Venezuela, by a team of English professors from Instituto Superior Pedagógico “Félix Varela”, Villa Clara, Cuba, 2004)

3. Read the passage again and complete the questions corresponding to each answer. Then practice the mini dialogues with a partner.

A

a. Where ____ your parents ____ on their silver wedding?

1. They ____ to ____.

B

✓ ____ they ____ dinner at your relatives' place?

• No. They ____.

C

✓ What ____ they do on Sunday?

• They ____.

D

✓ What ____ buy ____?

• They ____.

4. Complete these sentences in writing using the past tense of verbs.

a. I love to spend time at the beach, but last vacation I ...

b. I enjoy going shopping, but last time we needed food ...

c. I like to swim in the river, but last time I went to the river ...

d. I do not like smoking, but last time I had an exam ...

e. I do not like to drink alcohol, but my last birthday ...

After you have finished, share your answers orally with your partner.

5. Listen to your teacher give personal information and fill in this chart.

Date of birth?	Began school?	Finished general education?	What else?

For example:

My name is _____. I was born in Cuba in _____. I began primary school at the age of _____, and I finished general education in _____.

Then I went to university and became a bachelor in Education with a major in English in _____.

I began to work in _____, at the age of _____. By that time I was very young and of course I thought _____. By and by I managed to _____. I guess you could say that _____. Like the saying goes "Well begun is half done."

6. Work in pairs now and ask each other questions to obtain similar information. Here are some hints:

- a. When were you ...? (date of birth)
- b. When did you ...?
- c. How old were you when ...?
- d. What did you think about ... at the time you ...?
- e. What happened then?

Be ready to report back to your class what your partner told you.

7. Watch **Youth in the Spotlight** (Part 3), **Section A** and discuss with your partner whether the professor that is interviewed knows Cuba well or not and be ready to say why.

3. **Ask about and say what happened somewhere. Make a suggestion**

a. Ask

Respond

What's the matter?

I broke an arm.

What's wrong?

I had an accident.

What happened (to you)?

I fell from my bed.

When did it happen?

Just this morning.

How did it happen?

I was dreaming about little angels.

Did you (hurt yourself)?

No, it was nothing.

Did you hear? John had

a sprained ankle.

Really?

b. Make a suggestion

Why don't you put on a bandage?

Let's get a doctor.

Let's call emergency.

How about giving you a massage?

Do this:

Ten students (Students A) from the class will walk around pretending something has happened to them. They will show what it is through gestures or body language. The rest of the class (Students B) will stand up too and will form pairs with the ones standing first. Students B will ask Students A about what happened and will make a suggestion.

Some things that may have happened

had surgery on (my leg).

overslept.

had a flat tire.

had a blood test.

had a (kidney) transplant.

fell on the pavement.

fell over my house window.

fell from the roof of my house.

(girlfriend) stood (me) up.

4. Describe how you felt

- ✓ You know what? My girlfriend stood me up last night.
- ✚ Really? How did you feel about it?
- ✓ I felt miserable. I'm considering breaking up with her.

Some words to express feelings

To tell you the truth I felt

I felt

I have to admit I felt ...

anxious	fascinated
calm	nervous
comfortable	secure
confident	sure of themselves
curious	suspicious
depressed	uncertain
embarrassed	uncomfortable
enthusiastic	worried

miserable	
-----------	--

Do this:

Work in pairs.

Student A

Pretend something sad has happened to you. Show your feelings through body language. Ask someone to give you some advice. End the conversation.

Student B

Look at your partner. Is anything the matter with him/her? Ask him/her.

Ask how s/he felt.

5. Set the background for a story

We do not begin a story just like that, without setting the proper background for it. In doing so, we normally use either the present continuous with a past meaning, or the past continuous tense.

The past continuous tense refers to the continuity of an activity at or around a definite reference point in the past. This tense is generally connected to a larger context by the phrases when, while, as, just as, all (morning) , and it is used to set the background for a certain action or event.

(From **Searching 2**, Morales A. et. al., 1990, pp. 272-273)

Here is an example:

It was Sunday morning and **the kids and I were packing up** to leave for a camping site, while **my wife was getting breakfast ready** for us all. We were all looking forward to this trip, which we had planned for months. And guess what happened...

Do this:

Work in pairs and write a brief story with these hints.

What happened to my neighbor Pedro last night?

Pedro (have dinner)

(watch TV)

(go to bed)

At about 3 a.m., he ...

(hear some strange noise around the house)

(get up)

(go out)

And to his surprise, all he (see) was his black cat trying to catch a mouse.

1.3. Pronunciation Practice

1.3.1. In Unit 17 we've been talking about the past, mainly using regular verbs. These verbs form their past tense by adding morphemes –ed, -d, or by changing -y to –ied. These three morphemes are pronounced differently depending on the last sound of the verb in its original form in the present.

1.3.2. When the original verb ends in a voiceless sound: /s, θ, ʃ, tʃ, p, f, k/ the past tense morpheme is pronounced with sound /t/. Notice that sound /t/ is not included on the list of voiceless sounds above. The following list includes all the verbs in dialogue 17 to which this rule applies.

watched	liked	talked
cooked	washed	worked
asked	fixed	stopped
parked	locked	tipped
walked		

1.3.3. When the original verb ends in a voiced consonant sound /z, l, r, ð, dʒ, b, g, v/, or in a vowel sound, the past tense morpheme is pronounced with sound /d/. Notice that sound /d/ is not included on the list of voiced sounds above. The following list includes all the verbs in 17 to which this rule applies.

called	enjoyed	showed
listened	studied	stayed
tried	organized	cleaned
turned	dined	

1.3.4. When the original verb ends in sounds /t/ or /d/ the past tense morpheme is pronounced /ɪd/ as in the following examples from dialogue 17.

visited	invited	painted
needed	rested	started
decided	dusted	printed

1.3.5. Read the following dialogue aloud. Write the phonetic symbol representing the sound of the –ed ending above each verb. Notice that some of the verbs are not in their past tense but in their past participle form.

Roberta: Juanita, have you started your diet? I hope you haven't gained any weight.

Juanita: I boiled eggs and sliced celery for lunch.

Roberta: Have you exercised at all?

Juanita: I walked five miles and jogged in the park.

Roberta: Have you cleaned the house? Calories can be worked off!

Juanita: When I finished cleaning I was starved. I prepared this food for dinner.

Roberta: Oh, no! I'll take this food home so you won't be tempted. I really enjoyed being with you. Your diet is great!

Juanita: What happened? Somehow I missed out all the fun.

1.3.6. Read dialogue 17 aloud. Make sure you pronounce every single past tense according to the rules stated in item 1.3.2, 1.3.3 and 1.3.4.

1.3.7. Tell your partner about what you did yesterday / last Sunday.

1.4. Reading Aloud

Read the following narrated version of the story aloud.

Margaret has her students talk about what they did on Sunday. She wants them to practice the past tense in English. Carole says she visited a close friend and they watched a movie together, while Nancy had a call from a good friend and they talked for about an hour. Lilly was very tired after work, so she just cooked and washed the dishes at home.

Diane had friends over for dinner, and Greg studied English the whole night. He found his homework very difficult. Neil did his homework on Saturday so could rest in bed on Sunday. Brad's boss kept him busy on the phone the whole

day, while Laura and Bob did some cleaning and painting at home. John, the taxi driver, worked until nine o'clock. Santiago was lucky he didn't have to work at night, but he was on call at the hospital during the day. Margaret dined out with her husband.

UNIT 18

1. Speaking

1.1 Dialogue “Remembering the old times”

Margaret runs into her old friend Karen Miller. They haven’t seen each other for a long time.

Section A

Karen and Margaret talk about past events and common acquaintances.

- Karen: I can’t believe my eyes. Margaret Lawrence!
- Margaret: Yes, it’s me, but I’m Margaret Martin now. How are you, Karen? I haven’t seen you for ages.
- Karen: Yes, it’s been so long since the last time we met. That was about a year after we graduated. Wasn’t it?
- Margaret: That’s right. We attended that workshop on Communicative Language Teaching in Newtown. We never saw each other again. You know, Karen, I always remember the old times at the University. We were so young then.
- Karen: Yes, we were. I often tell my children about the time when we used to go camping together. They can’t believe we had so much fun.
- Margaret: Yes, we did.
- Karen: Do you remember Glenda Green?
- Margaret: Of course I do. She was famous at school because she smoked a lot. Have you heard of her?
- Karen: She called me last week. She told me she would like to organize a class reunion next month, and she was calling those people whose phone number she had.
- Margaret: That sounds like a good idea. I’d love to see the people I used to go out with twelve years ago. I’m not sure I’ll be able to recognize everybody.
- Karen: I can give you a call and let you know when and where it will be.
- Margaret: Please do. This is my number at home, and this one is at the English Department and WLS.
- Karen: Oh, you’re teaching at WLS. I have another friend there.
- Margaret: Who?
- Karen: Klaus Wagner.
- Margaret: I know Klaus, of course. He’s the new German teacher.
- Karen: Yes, my husband and Klaus became friends three years ago when Klaus taught him German at the company he used to work for.

Section B

Margaret: I always wanted to learn some German as well. Five years ago I signed up for a course but gave it up after two weeks. I was overworked at WLS and hardly had any time to study. I regret leaving that course now.

Karen: Yes, it's really important to master at least one foreign language. I remember John Flannigan. He spoke basic Greek, Italian, Dutch and Japanese.

Margaret: And we laughed at him so much. We thought he was crazy.

Karen: Glenda told me John was also part of the group organizing the class reunion. We'll probably see him then.

Margaret: I wonder how many more languages he can speak now.

1.2 How do you say it?

1. Greet someone after a long time

Karen: I can't believe my eyes. Margaret Lawrence!

Margaret: Yes, it's me, but I'm Margaret Martin now. How are you, Karen?

I haven't seen you for ages.

Karen: Yes, it's been so long since the last time we met. That was about a year after we graduated. Wasn't it?

Do this:

- Practice the dialogue in pairs. Substitute with your own names and your own information in general.
- Why has Margaret's name changed? Is this common in our culture? Explain.
- Notice** that in the above dialogue **the present perfect** is used. For example:

I haven't seen you for ages.

It's been so long since the last time we met.

What is the Spanish equivalent for these sentences?

2. Talk about past events

- A year after we **graduated** we **attended** that workshop on Communicative Language Teaching in Newtown and we never **saw** each other again.

b. I always **wanted** to learn some German as well. Five years ago I **signed up** for a course but **gave it up** after two weeks. I **was** overworked at WLS and hardly **had** any time to study.

Do this:

Work in pairs.

- a. Talk about things you did after you finished junior high school.
- b. Make conversation starting like this: “ I always wanted to ...” or “ Some years ago I ... “
- c. Write questions beginning with *what, when, where, who or why*, in order to find out about your peers` past experiences. When you are done, walk around the class and ask three people the questions that you wrote. Try not to look at the written questions. Be ready to report back to the whole class.

3. Ask if someone remembers a past experience and talk about what you remember from a past experience or event.

I always remember the old times at the University. We were so young then.

a. Say you remember or don't remember

✓ Do you remember the day you started school?

- Well. To tell you the truth, I have a vague idea on my mind, I really can't remember well.

Positive answers

Yes, I remember.

Yes, I remember quite well.

Of course I remember.

Negative answers

Sorry, I can't remember.

Sorry, I forgot.

b. Say you remember (more of it)

✓ What do you remember from your first day in junior high school?

- Well. I remember that I felt very nervous that day. You see, I was standing in line there for the first time, and I was this little kid, and all the others were so tall!

Do this:

Work in pairs. Talk about what you remember about these events:

- The day you became a member of the pioneer students' organization
- The day you first kissed a boy/ a girl in their mouth.
- The day you had your last vaccine.
- The day you last had a blood test.
- The day you were last taken to the school principal's office.
- The day you last had to stand in front of a class and dance/ give a speech/sing.

c. Using the verb *remind*

- ✓ What does this ring remind you of?
 - Well. It reminds me of the day I was engaged with my wife. (or)
It reminds me of the time my wife and me were boyfriend and girlfriend.

Do this:

Practice the above dialogue in pairs. Then change roles and change the topic by choosing other objects that may bring memories back to you.

4. **Ask and talk about past habits and traditions.**

Notice:

In order **to express past habits** we use the modal **used to**. That is, we use it in order to talk about actions or states that that were repeated several times in the past but which we no longer take place.

Here's an example:

- ✓ Do you smoke?
✚ No I don't. I used to smoke, but that was years ago. Not any more.

Do this:

- a. Work in pairs. Talk about things that you used to do as a child that you don't do any more as a grown up person.
- b. Talk about past traditions. Here are some examples. Go through them first and ask questions about the meaning of unknown words, or their pronunciation.

- We used to celebrate our birthdays more often when we were younger. (birthdays, Christmas, New year's Eve, Mother's Day, Father's Day, Teachers' Day, etc)
- We used to wear very tight clothes when we were young in the seventies. (sun glasses, tattoos, tie, boots, short skirts, etc)
- We used to believe in apparitions when we were children. (ghosts, UFO's)
- We used to think that a woman had to be virgin for marriage.
- We used to ask the bride's father for permission to visit their house once a week.
- We used to think it was sinful to have premarital sex.
- When we were younger, we used to have permission to go out with our mates only up to 12 at night on the weekends.

What about you?

c. Watch **Youth in the Spotlight, Part 3, Section D**, and then discuss with your teacher and other people in class this question: What cultural similarities and differences do you find in what is said about Canadian culture and your culture, in relation to the topics being discussed?

5. Express regret about things you used to do in the past

Regret is the feeling of being sorry about something you did or about not having done something.

For example:

I'm sorry that I didn't listen to my parents more often when I was younger.

I'm so sorry that I didn't realize sooner how great a person you were.

I regret leaving that German course that I signed up for.

I feel really sorry for standing you up last time you invited me for coffee.

I'm very sorry for not being reciprocal enough with my friends a few years ago.

You know what? **I feel guilty** of hurting your feelings, at least once.

Notice:

You use a **gerund after a preposition** as in the underlined examples above.
And you use a **gerund after** the verb **regret** as well.

Do this:

- a. Work in pairs and get ready to stand up and approach someone and tell them how sorry or how guilty you feel of having done something wrong. Try to be honest.
- b. Stand up now and do what you are asked to. Be ready to report back to class about the other person's reaction as you told them that you are sorry or guilty.

6. Make comparisons in terms of distance, prices, speed and comfort when traveling, nowadays and in the past.

In the 19th century

- ✓ They say that in the 19th century people used to travel around Cuba on horseback.
- Yes, it's very true. They used to travel by ship too.
- ✓ Yeah. There's no comparison with the way we travel today. The distances are shorter today than in those times.

Other ways

It's way faster today than 100 years ago.

It's much cheaper too.

You can't compare those times with today.

Do this:

- a. Practice the dialogues in pairs.
- b. Make new dialogues substituting with your own information. Change roles so that you have an opportunity to ask and answer.

Some topics

Transportation in the late nineties

Transportation in the beginning of the 21st century in Cuba

Transportation now

Transportation in big cities in Cuba

7. **Report a memorable conversation**

Margaret: Have you heard of Glenda Green?

Karen: She called me last week. **She told me** she would like to organize a class reunion next month, and she was calling those people whose phone number she had.

Notice:

Do you remember the first conversation you had with your first boyfriend or girlfriend? Are you able to report this conversation to other people?

In order to report a conversation we need to know how to report statements, questions and commands.

a. Reporting statements

My teacher told me that I'm doing great in English.

The head of the department said that I should not worry about passing my tests.

b. Reporting questions

My friend asked me if I live in the suburbs.

My friend asked me if I'm teaching English at the moment.

c. Reporting commands

Dad said not to worry.

Mother asked me to clean her garden.

The teacher asked her class to stand up when a visitor comes in.

Do this:

a. Answer these questions with your teacher about the sentences given above and try to come to conclusions about the grammar of reporting.

What exactly did my teacher tell me?

What exactly did the head of the department say?

What exactly did my friend ask me?

What exactly did my Dad and my mother tell me to do?

What exactly did this teacher ask her class?

b. Work in pairs and try to report these sentences in writing.

<u>John to his boss:</u>	“Where is your assistant, Sir?”
<u>The principal to his Vice:</u>	“Please go and ask the Head of the Humanities
	Department to finish that report as
soon as	possible.”
<u>Father to child:</u>	“Don’t worry, son. You will pass that test.”

c. Work in pairs. Try to report now that memorable conversation that you had with your boyfriend or girlfriend the day you got engaged.

1.3. Pronunciation Practice

1.3.1. We will dedicate the pronunciation section in Unit 18 to a review of sounds /dʒ, j, ʃ, tʃ/. Go back to the pronunciation sections in Units 12 and 14 and study the information provided about these sounds.

1.3.2. Read the following utterances adapted from Dialogue 18. Copy them in your notebooks and write the symbol corresponding to the consonant sound represented by the underlined letters.

- a) That was about a year after we graduated.
- b) We attended that workshop on Communicative Language Teaching in Newtown.
- c) He’s the new German teacher.
- d) John Flannigan spoke Dutch and Japanese.
- e) We were very young, just like children.

1.3.3. Tell your partner about the following:

- a) where Margaret knows Karen from.
- b) when Margaret and Karen last saw each other before.
- c) what Margaret and Karen attended together in Newtown.
- d) what Glenda is planning for next month.
- e) what Klaus Wagner does at WLS.
- f) when Karen’s husband and Klaus became friends.

1.3.4. Combine the names on the left with the languages on the right to make sentences using the verb SPEAK.

John	French
Jane	English
Charlie	Spanish
Charlotte	German
Sheila	Portuguese
Sheena	Russian
George	Chinese
Marjorie	Turkish

Joan
Mayor Jones

Polish
Japanese
Swedish
Finnish
Czech

1.4. Reading Aloud

Read the following narrated version of the story aloud.

Margaret and Karen have not seen each other for a long time. They went to the University together but stopped seeing each other after they attended a workshop on communicative language teaching in Newtown a year after they graduated. They meet again by chance today and they talk about the old times at the University and about common friends and acquaintances from the past. Karen says that Glenda Green is organizing a class reunion next month.

Karen happens to know Klaus Wagner, the German teacher at WLS, because he's a friend of her husband's. Margaret regrets having left a German course she signed up for five years ago. Karen makes Margaret remember John Flannigan, an old classmate who spoke four foreign languages.

1.5. Project Work

PROJECT WORK No. 5: Great heroes, great deeds or facts

To understand why our world is the way it is today we need to go deeper into History or Geography and to learn about famous deeds, heroes or facts. But don't forget that we also form part of History so we may find heroes in our everyday life. Write about any hero or famous V.I.P's deeds or voyages.

Suggestions:

- If you need to continue studying about the necessary grammar points to go on your project you can go to your Software **RAINBOW** on the part devoted to grammar from page 41 to 52.
- You can create an imaginary interview to any famous person.
- You can sum up the most relevant facts about any V.I.P in a time line and you can also draw a map to reflect his or her voyages.
- You can write a letter to the TV program " Escribe y Lea " highlighting the most relevant deeds and voyages carried out by the V.I.P you selected.

Activities to get ready for your Project 5

When we are going to narrate a voyage made by any person we need to use some phrases to express a chronological order.

1. Organize the following phrases in a chronological order to use them in your project.

He/she/they continue his/her/their journey (to) or (back to)

On the way to ... They/she/he had a stopover in...

Next he/she/ they arrived in...

After a long journey he/she/they arrived in...

late at night he/she/they entered...

He/she/they started his/her/their trip...

late that day /he/she/they went to ...

He/she/they then left for... passing by ...

Now try to write a brief paragraph about a real journey you made or a journey made by any other person using the previous phrases. Don't forget to ask your teacher or any friend for help if you are in trouble.

○ The following time line of events will help you understand and remember relevant information about a famous person. It can also serve as an effective note-taking model which requires extracting information from a document. These notes provide the basis for subsequent writing on the topic. In exercise number one you learned some phrases that can be a help for you to write the most relevant information in a paragraph form. Read the time line of events in the life of Martin Luther King, Jr. and write a summary of his life out of it.

TIME LINE OF EVENTS IN THE LIFE OF MARTIN LUTHER KING, JR.

- 1929: Born January 15, in Atlanta, GA. (father and grandfather Baptist ministers; middle-class African American family)
- 1944- 1948: Attended Morehouse College, Atlanta, GA.
- 1951: Received Bachelor of Divinity degree from Crozer Theological Seminary.
- 1954: Became pastor of the Dexter Avenue Baptist Church, Montgomery, Alabama.
- 1958: First book published, *Stride Toward Freedom: The Montgomery Story*.
- 1959: Trip to India to study the life and teachings of Mahatma Ghandi.
- 1960: Move back to Atlanta as co-pastor with his father of Ebenezer Baptist Church.
- 1963: August 28: March on Washington: "I Have a Dream" speech.
- 1964: Nobel Peace Prize.
- 1968: Assassinated April 4, in Memphis, Tennessee.

UNIT 19

1 Speaking

1.1 Dialogue “Karen’s visit to Cuba”

Karen Miller tells Santiago about her recent trip to Cuba.

Section A

Margaret introduces her friend Karen Miller to Santiago.

Margaret: Santiago, I want you to meet my friend Karen.
Santiago: Nice to meet you, Karen.
Karen: Nice to meet you too, Santiago.
Margaret: Karen has just come back from Cuba.
Santiago: Really? How long were you there?
Karen: For two weeks.
Santiago: And how did you like Cuba?
Karen: Cuba is such a beautiful country. I had a wonderful time there.

Section B

Karen talks about the places she visited in Havana.

Santiago: Where did you go in Cuba? Were you only in Havana?
Karen: No, I was in Havana only for four days, and I found many interesting places to see. I actually took plenty of pictures.
Santiago: Good.
Karen: I made a one-day tour to the old part of the city, and I saw many of the restored buildings. I was even in the light house at the top of the Morro Castle. That was quite an experience. I went to the Museum of Fine Arts and bought copies of wonderful Cuban paintings, including the famous “El Rapto de las Mulatas”.
Santiago: Yes, it was painted by Carlos Enriquez.
Karen: That’s right. The next day I stopped at a park in downtown Havana where I sat next to a statue of John Lennon. I didn’t know there was a statue of Lennon in Cuba.
Santiago: Yes, it’s in Vedado. Did you go to the Museum of the Revolution as well?
Karen: Of course I did. I was astonished by the history of your country. I learnt a lot about historical figures and events in Cuba and was amazed by your national hero.
Santiago: Yes, Jose Marti is by far the most outstanding personality in Cuban history.
Karen: I read some of his articles originally written in English and I wonder how he was able to write so fluently in a foreign language.
Santiago: He spoke French and other languages as well.

Karen: He did? I was told at the museum that he gathered the Cubans together to fight against the Spanish colonizers, and he's said to have inspired the Cuban Revolution in 1959 as well.

Santiago: That's right. His everlasting teachings have strengthened the Cuban identity through the passing of time. That's why we call him "El Maestro", The Teacher. I'm sure you were told that he was born in Havana in 1853 and was killed in Dos Rios, near Santiago de Cuba, in 1895. By the way, did you go to Santiago?

Karen: Certainly.

Part C

Karen talks about some other places she visited in Cuba.

Karen: I flew over to Santiago on my fifth day in Cuba. I was fascinated by the warm and hospitable people there.

Santiago: It's a pity you were not there for the carnivals.

Karen: The carnivals? I wasn't told about any carnivals there.

Santiago: That was maybe because the carnival season was over a few months ago. They're really amusing. I enjoyed myself so much when I was there with my family four years ago.

Karen: I must say I left the city with strong wishes to come back. I fell in love with Santiago de Cuba.

Santiago: And where did you go after that?

Karen: I took a bus to Cienfuegos. I loved the bay and the architecture all around the city. Then I went to Varadero, where I stayed for the rest of my journey.

Santiago: I'm glad you enjoyed your trip to Cuba.

1.2. How do you say it?

1. Talk about past events.

Do this:

Answer these questions in pairs about the above dialogues.

- How long was Karen in Cuba?
- Where did she go in Cuba?
- Did she go to the Museum of the Revolution as well?
- Where else did she go?
- What did she see there?
- And where did she go after she went to Santiago?
- What else did she do in Cuba?
- Did she learn about anyone special in Cuban history?
- What else did she learn about Cuba?
- How did she feel about Cuba?

- What did she think of Cuba?
- What else do you think she could learn when she comes to Cuba again?

2. Ask for or give information about national or world figures.

Do this:

Read Dialogue B above and list the information that Karen learned about Jose Marti when she came to Cuba.

Notice:

When asking for information about important figures you may ask direct questions like: Who was Felix Varela? Or you may ask like this:

- ✓ Do you know who Felix Varela was?
- ✓ Do you know where he was born?
- ✓ Do you remember when he died?

All these questions have **included questions** in them.

Do this:

Work in pairs. Think of an important world figure that you admire. Then make a list of all the questions that you would ask people in class in order to find out how much they know about this person. Next practice asking the questions in your pairs starting either of these ways:

Do you know ...?

Do you remember ...?

Walk around the class now and ask the questions to two of your classmates. Be ready to report the results back to your teacher.

3. Say what happened on a given date in history.

Here is a chart with important dates in Cuban history. Work in pairs and ask each other questions like the ones next in order to complete the chart. After you have finished, give yourselves a mark. As you fill in the chart, you may ask yourselves questions like these:

What happened a day like today in history? Do you know?

What happened from ... to ... in ...?

What happened in the morning of ...?

What happened first, x or y?

History time chart

What happened?	When did it happen?	Where did it happen?
	1492	
US troops landed in Cuba for the first time in history		
	January 10	Mexico City
Batista headed a coup d'etat in Cuba.		
	December 2, 1956	
	December 31, 1958	
Che Guevara left for Bolivia in order to start a war of liberation there.		

Use this scale for self-evaluation

All answers right 5 points.

Six right answers 4 points.

Five right answers 3 points.

Less than five right 2 points.

You may want to go on now adding your own items to the history chart.

4. Ask if someone knows about important discoveries or works of arts and talk about them.

b. **It is said** that the telephone **was discovered by** Alexander Graham Bell, but in the last few years, there has been a dispute about who really discovered this important means of communication.

c.

- ✓ Who discovered the telephone? Do you know?
- Well, I guess it was discovered by A. Graham Bell.

Notice:

In the first example, the forms *it is said* or *I was told* are used because we do not want to reveal who said so, either because we don't know or because telling other people may be embarrassing for the person who really said what we know now.

In both cases a) and b) **the passive** voice has been used because the **topic** of what is being talked about is the thing that was discovered, so the **new information** is who discovered it, and thus is placed towards the end of the sentence. This is a rule that works in constructing texts in English: the topic, which is known information, is placed first (in subject position), and the new information is placed at the end, that is, in the sentence predicate.

Do this:

Work in pairs and answer these questions.

- a. Friend: Who painted Mona Lisa? Do you know?

You:

- b. Friend: Who discovered the wheel?

You:

- c. You: Who painted "El Rapto de las Mulatas"?

Santiago:

Ask each other more questions about discoveries and important work of arts.

5. Ask and talk about people you look up to and give reasons

- Is there someone in your life that you imitated as a child or as a teenager?
- Is there someone you wish to be like in your life? Why? Why not?
- Who do you wish to be like as a future teacher of English? Why?
- Who do you consider a role model in your school? /in your life? Why?

- Do you think it is important for young people to follow role models?

How do you know?

Work in pairs and discuss these questions. Be ready to report back to class what you agreed or disagreed on.

1.3. Pronunciation Practice

1.3.1. In Unit 19 we will deal with the pronunciation of the word “*you*” preceded by words ending in –d and –t, as in *Did you...* and *...want you...* Read Section A of dialogue 19 and identify instances of these combinations.

1.3.2. The combination “–t *you*” is pronounced /tʃu/, /tʃʊ/ or /tʃə/ depending on how much stress is given to the pronoun. Read the following examples:

- I want you to visit the museum.
- I met you in Cienfuegos.
- Nice to meet you.
- Don’t you like painting?
- Didn’t you see the light house?
- Haven’t you been there yet?
- Wouldn’t you like to go again?

1.3.3. The combination “–d *you*” is pronounced /dʒu/, /dʒʊ/ or /dʒə/. Read the following examples:

- Would you like to know more about Cuba?
- Did you see the Statue?
- Would you go back again?
- Did you go to Santiago?

1.3.4. Add a tag-question to the following statements. Make sure you pronounce all combinations with “*you*” correctly.

- You lived in Mexico before. _____ you?
- You’ve just come back. _____ you?
- You haven’t met Karen. _____ you?
- You didn’t go to Santa Clara. _____ you?
- You bought these paintings in Cuba. _____ you?
- You didn’t go to Cienfuegos by plane. _____ you?
- You went to Tropicana. _____ you?
- You would go back again. _____ you?

1.4 Reading Aloud

Read the following narrated version of the story aloud.

Karen Miller tells Santiago about her recent visit to Cuba. She was here for two weeks and visited several cities. While in Havana, she made a one-day tour to the old part of the city, where she saw lots of restored buildings. She went to the Museum of Fine Arts where she bought wonderful Cuban paintings.

She was very impressed by Cuban history when she visited the Museum of the Revolution, and she was fascinated by what she learned about Jose Marti. Karen flew over to Santiago, and later travelled to Cienfuegos by bus. Then she went to Varadero where she stayed for the rest of her journey.

1.5 Project Work

PROJECT 6: Heroes or people we admire

Most people have heroes to follow or people to admire. Write a brief biography of him or her in which you sum up the most relevant aspects of his or her life you would like your friends and your teacher not to forget.

Suggestions:

- If you need to continue studying about the necessary grammar points to go on with your project you can go to your Software **RAINBOW** on the part devoted to grammar from page 41 to 52.
- You can interview a person you admire and you can include questions about his or her past, present and future.
- Create an imaginary dialogue you had with your hero in case you cannot interview him or her.
- Create a TV program in which you can play the role of the host and your hero can be the guest.
- If you prefer to work in teams you can have a round table for some VIPs. They can be Nobel Prizes etc.

Activity to prepare for this project

Here is a jumbled biography. Try to organize it so you may have an example of this type of text in English.

The quarrymen later changed their name to the Silver Beatles and then the Beatles. Ringo Star replaced Pete Best as drummer. Between 1958 and 1962 the group played in nightclubs in Liverpool and Hamburg, West Germany. Then the Beatles made a record called “ I Wanna Hold Your Hand “ and changed the history of rock and roll.

Some people called Lennon the “thinking man” Beatle. He was serious and creative, and many young people of the 1960’s and 1970’s thought he spoke for them.

On December 9, 1980, a confused young man shot John Lennon outside his apartment building in New York City. A few days later, thousands of people gathered in New York’s Central Park to remember him. For them, and for many other people in the world, he was someone very special.

Lennon was born on October 9, 1940, in Liverpool, England. During his childhood he listened to the music of rock and roll singers like Elvis Presley, Jerry Lee Lewis, and Little Richard. At 15, when he was in art school, Lennon started his first band, the Quarrymen. The band included Paul McCartney, George Harrison, and Pete Best, a drummer.

Many people think that Lennon was the most important singer and songwriter of the Beatles. In general, his songs are sensitive and intelligent, and they still influence today’s popular musicians.

UNIT 20

1. Speaking

1.1 Dialogue “A farewell visit to Santiago”

Santiago Rivera is flying back to Cuba tomorrow. He’s been in Woodhills for two years. Some of his friends have come over to say good-bye.

Section A

Santiago talks about what he will remember from Woodhills.

- Margaret: Will you miss your friends in Woodhills, Santiago?
Santiago: I certainly will, Margaret. I will never forget any of you and my two years in this beautiful town.
Louise: I want you to take this calendar as a souvenir. It has pictures of Woodhills on every page.
Santiago: Thank you. It’s really nice. Look at this picture with my hospital in the background. I remember the day I started working there. I was very concerned about not being able to communicate with my patients in English.
Margaret: But that wasn’t a problem at all.
Santiago: No, it wasn’t. I will also remember my classmates at WLS. I’m sorry I won’t be able to say good-bye to all of them. Can you give them my regards, Margaret?
Margaret: I’ll be happy to do so.
Santiago: I also want to thank you again, Margaret, for helping me improve my English so much.
Margaret: Come on. It was a real pleasure to have you in my class.
Louise: And what do you plan to do in the next few months?
Santiago: I’ll take a short vacation and go back to work at the hospital again.

Section B

Santiago talks about what he will tell his family and friends when he gets back to Cuba.

- Bill: I’m sure you’ll tell your family and friends lots of stories about your two years with us.
Santiago: I certainly will. I have plenty of anecdotes. For instance, they’ll be surprised to hear that I went horse-riding with some friends and fell from the horse. I never told anyone in my family that I sprained my right ankle and had to wear a cast for three weeks. I didn’t want them to worry about me.
Margaret: I didn’t know that.

Santiago: That was before we met. I'll also tell my wife about the day I made some typical Cuban food for you. I know she will say I chose the easiest dish.

Margaret: It was actually very easy to make.

Bill: And what will you tell your children about?

Santiago: They'll be happy to hear about my visit to the zoo and the animals I saw there. I sent them pictures of some of these animals a couple of months ago.

Louise: What time is your flight tomorrow?

Santiago: My plane leaves at 7.50 am, but I must be at the airport three hours before.

Louise: But you should sleep for some hours. It's almost midnight. We'd better leave so you can rest before your trip.

Margaret: We wish you a very nice trip, and look forward to your emails from Cuba.

Bill: Give our regards to your family and friends.

Santiago: It's so hard for me to say good-bye. I promise you'll hear from me very soon. Thanks for being so close to me when I needed you. I'll treasure your friendship for the rest of my life.

1.2. How do you say it?

1. See someone off.

Do this:

Study these dialogues and then act them out in pairs. Finally, improvise similar dialogues based on situations created by yourselves in which you are seeing someone off.

Santiago: I will remember my classmates at WLS. I'm sorry I won't be able to say good-bye to all of them. Can you give them my regards, Margaret?

Margaret: I'll be happy to do so.

Santiago: I also want to thank you again, Margaret, for helping me improve my English so much.

Margaret: Come on. It was a real pleasure to have you in my class.

Margaret: We wish a very nice trip, and look forward to your emails from Cuba.

Bill: Give our regards to your family and friends.

Santiago: Thank you for everything.

2. Ask if someone remembers something, say that you remember or have forgotten something.

Santiago: Thank you. It's really nice. Look at this picture with my hospital in the background. I remember the day I started working there.

Do this:

Bring pictures or objects to class and talk about what you remember when you see them. You may start like this:

I remember the day

I remember the time

This (picture) reminds me of the (time) ...

It makes me remember the day ...

3. Tell an anecdote

I **went** horse-riding with some friends and **fell** from the horse. I never **told** anyone in my family that I **sprained** my right ankle and **had** to wear a cast for three weeks. I **didn't want** them to worry about me.

Some other ways to start an anecdote

Once ...

I won't forget the day I ...

I guess I've never told anyone about the day ...

Do this:

- a. Tell you class about the day you had this unforgettable accident in which maybe you broke your leg, sprained an ankle, bruised your face, or whatever. Tell them what they did to you at the hospital: maybe they gave you lots of stitches on your (leg), or put your leg in a cast for some days, or you had to have surgery, and so on.
- b. Read these fables written by Aesop and retell them to your peers in class.

Aesop was a Greek fabulist who lived approximately between 620 and 560 B.C. A **fable** is a narration intended to enforce a useful truth; especially one in which animals speak and act like human beings. (Adapted from **Webster's Collegiate dictionary**, pp. 298 and 1053.)

Student A

The Kingdom of the Lion

THE BEASTS of the field and forest had a Lion as their king. He was neither wrathful nor tyrannical, but just and gentle as a king could be. During his reign he made a royal proclamation for a general assembly of all the birds and beasts, and drew up conditions for a universal league, in which the Wolf and the Lamb, the Panther and the Kid, the Tiger and the Stag, the Dog and the Hare, should live together in perfect peace and amity. The Hare said, "Oh, how I have longed to see this day, in which the weak shall take their place with impunity by the side of the strong." And after the Hare said this, he ran for his life.

Student B

The Wolf and the Crane

A WOLF who had a bone stuck in his throat hired a Crane, for a large sum, to put her head into his mouth and draw out the bone. When the Crane had extracted the bone and demanded the promised payment, the Wolf, grinning and grinding his teeth, exclaimed: "Why, you have surely already had a sufficient recompense, in having been permitted to draw out your head in safety from the mouth and jaws of a wolf." In serving the wicked, expect no reward, and be thankful if you escape injury for your pains.

(**Source:** These stories and many more have been kindly and patiently contributed one by one by Professor Yom Shamash from Vancouver, British Columbia, Canada. To him we are very thankful indeed.)

4. Ask and talk about experiences (travel and other experiences)

Do this:

Study how you ask and answer questions to talk about experiences. Practice pronouncing the questions and the answers with your peers.

Questions

Have you ever traveled to Santiago de Cuba?

Where have you been in Cuba?

Have you ever traveled by plane/ship?

Where have you traveled to?

Affirmative answers

Yes, I have.

I have been to La Gran Piedra a couple of times.

I have traveled to Pinar too.

Negative answers

No, I haven't.

I haven't ever been to Oriente.

Notice:

The present perfect expresses these **meanings**:

- That the situation began in the past and that it continues into the present.
- That the experience has current relevance.
- That the action was completed very recently.

These are some **time expressions** associated with the present perfect

Ever, never, already, just, yet, lately, before, since, for.
--

The present perfect **is formed** like this:

Affirmative sentences

Subject	Auxiliary	Past participle	Complement
I	have	traveled	around Cuba many times.
You			
They			

We			
He	has	flown	to Las Tunas from Havana a couple of times
She			

You form the negative by adding the particle *not* after the auxiliary verb have/has.

Do this now:

- a. Walk around the class and find someone who has been to a lot of places in Cuba. Ask them about what they have seen and done there. Be ready to report back to class what you found out.
- b. Watch **Youth in the Spotlight, Part 3, Section E**, and take down all the questions that are asked. Then listen again and try to summarize the answers. Finally discuss with your partner and the teacher what was new for you, what you already knew, what you don't agree with, what you agree with and why.

5. **Speculate about traveling in your country and the world years from now.**

✚ What will it be like in Cuba 20 years from now in terms of transportation?

✓ I think people won't have to go through a lot of trouble to travel from one place to another.

Other ways

I think there will be more buses available for everyone.

I'm sure we will have to pay less for transportation.

I think we will see more and more people driving electric motorcycles and riding on electric bikes.

I think we will have to resort to new sources of energy so we can travel better.

Perhaps people will be traveling more by means other than cars and buses.

We won't have to hitchhike, I'm sure.

6. Talk about your country

Do this:

Divide the class into nine groups. Each group will receive some information about Cuba that they will read, memorize and not let people from other groups read. Once everybody is ready, you will stand up and walk around the class asking this question:

Did you know that ...?

The person who answers is supposed to ask more questions before revealing his information to his/her partner.

(**Sources:** The information provided next has been adapted and translated into English from **Geografía de Cuba** Tomo 2, by Pedro A. Hernandez et. Al., Editorial Pueblo y Educación, La Habana, 2005. And from **Historia de Cuba: el desafío del yugo y la estrella**, by José Cantón Navarro. Editorial SI-MAR S.A., 1996)

Student 1

Bays and caves

Nipe is the largest bay in Cuba with an area of 250 km², covering a distance of 14.2 km along the northern coast, with a depth of 63 m at its entrance and 18 m within it.

The largest caves in Cuba are located in the Sierra Maestra mountains. These are:

- Furnia de Pipe with 145 m vertically.
- Cueva de Jibara with 260 m.

Student 2

Weather and rain

The driest area in Cuba is on the southern coast between Guantanamo and Sabanalamar, with an annual average of rain of less than 400 mm.

The highest temperatures in Cuba have been found in Guantanamo and Granma: 38.6 °C, in 1969 and 1996 respectively.

Student 3

Rivers

The Cauto River is 343 m long and covers the largest area in the country: 8969 km².

The waters of the Toa River flow at 53.2 m³/s, which makes it the fastest one in Cuba.

Main rivers in Central Cuba

Rivers	Area in km²	Length in km
Sagua la Grande	2188	144
Caonao	1235	132
Màximo	653	59.6
Tacajò	620	54
Damuji	1167	62
Arimao	287	86
Agabama	1713	118.5
Zaza	2413	145.1
Jatibonico del Sur	835	117.0
San Pedro	893	115.5
Najasa	895	103.5
Sevilla	743	91.5

(Taken by Hernandez et. al., 2005, from INRH, 2004, in www.hidro.cu/cuencas.htm)

Student 4

Mountains

The largest mountains in Cuba are the Nipe-Sagua-Baracoa mountains with 9350 km².

The eastern part of Cuba is the region with most mountains: 50 % of its total area. The Sierra maestra mountain is the longest of all in Cuba with 242 km.

The Turquino Peak is the highest mountain in Cuba with 1972 m.

In western Cuba the highest mountain is Pan de Guajaibòn with 962 m. Then there are other mountains:

Mountain	Height
Pan de Matanzas	389 m
Palenque	372 m
Sierra del Grillo	317 m
Sierra de Cañada	303 m
Bejucal-Madruga-Coliseo	220 m

In Central Cuba the highest mountains are:

Pico San Juan 1156 m (Trinidad)

Loma de Banao (Sancti Spiritus)

Student 5

Constructions

The oldest house built by the Spanish in the western hemisphere is in Santiago de Cuba: Diego Velazquez`s house.

The **first seven villas** founded by Diego Velázquez in Cuba are these:

Villas	Foundation date
Baracoa	1511
Bayamo	1513
Trinidad	1514
Sancti Spiritus	1514
Santa María del Puerto del Príncipe	1515
San Juan de los Remedios	1515

Santiago de Cuba	1515
------------------	------

Other cities founded later:

Cities	Foundation date
San Isidro de Holguín	1523
Santa Clara	1689
Cienfuegos	1819
Ciego de Ávila	1840
Las Tunas	1752
Nuevitas	1775
Baire	1700
Jiguaní	1701
Mayarí	1757
Guisa	1768
Guantánamo	1797

Student 6

Roads and railways

The first royal road in Cuba was built between Santa Maria del Puerto Principe and Sancti Spiritus in 1534.

The first royal order to build a road between Havana and Santiago de Cuba was passed in 1854.

The first railroad in Cuba was inaugurated in 1837, between Havana and Bejucal, and later this road was extended up to Güines. Cuba was then the first country in Latin America with the railroad and the sixth in the world, along with Great Britain, The USA, France, Austria and Belgium. Later in 1837 Russia and Holland joined the small group of countries with the railroad.

Student 7

Distances between Cuba and its closest neighboring countries

Haiti and the Dominican Republic	77 km (East)
Jamaica	140 km (South)
The Florida Peninsula (USA)	180 km (North)

Mexico

210 km (West)

Student 8

More information about Cuba

The Cuban archipelago covers an area of 111, 000 km²

Its main island, Cuba, is 1200 km long, 190 km on its widest part and 32 km on its narrowest area.

Cuba has 14 provinces and 169 municipalities.

Our national flag and our coat of arms were made by Miguel Teurbe Tolòn, a poet from Matanzas, in 1849.

Our national anthem was written by Pedro Figueredo in 1867 and it was first sung on October 20, 1868.

Student 9

Something curious

The smallest bird in the world lives in Cuba: the Zun-Zùn or fly bird.

The Toco-ro-ro, which is our national bird, has feathers with all these colors: blue, red, white, green, black, grey and vermillion.

1.3. Pronunciation Practice

1.3.1. Dialogue 20 integrates most of the linguistic content included in the whole book, in terms of grammar and pronunciation. Read dialogue 20 aloud, making sure you put into practice all the pronunciation habits you have developed along this year.

Remember that pronunciation includes vowel and consonant sounds, as well as word and sentence stress, rhythm and intonation patterns. Record your voice as you read and listen to your reading to identify possible mistakes which you should try to correct.

1.4. Reading Aloud

Read the following narrated version of the story aloud.

Santiago is flying back to Cuba tomorrow and some of his friends have come to say good-bye. Santiago tells them what he will remember from Woodhills and his friends, and asks Margaret to give his regards to his classmates at WLS.

Santiago talks about the day he went horse-riding and fell from the horse. He sprained his right ankle and had to wear a cast for three weeks. He will tell his wife about the day when he cooked Cuban food at Margaret's. He's sure his children will be happy to hear about his visit to the zoo and the animals he saw there.

Santiago's plane leaves at seven fifty in the morning, but he must be at the airport three hours before. He finds it difficult to say good-bye to all of his friends in Woodhills, because they were very close to him when he needed them. He promises they will hear from him very soon.

1.5 Project Work

PROJECT 7: End-of-the school year project

This is your last project and you need to finish your academic year the best way you can. Work with your friends or work on your own in any of the many topics you have worked in classes. Do it for pleasure because that is the best way to learn. You can invite your parents, your friends, your teachers, or anybody else to help you.

Suggestions:

- You can work in teams to create and dramatize a mini play, with the help of your teacher of Arts, through which you reflect the best experience you got from your first year at your Pedagogical University.
- You can interview a sample of students from your course about their results in the learning process. Use diagrams to reflect the data gathered.
- Write a letter to yourself in which you refer to your failures, your success and your plans.

Activities to get ready for your Project 7

1. Choose the Spanish equivalent for the following words.

Character _____ carácter
 _____ personaje
 _____ característica

Setting _____ escenario
 _____ lugar
 _____ parque

Plot _____ complot
 _____ trama
 _____ parcela.

A mini -play

_____ un cuento
_____ una obra de teatro pequeña
_____ una novela

2. Identify in the following fragments an example of a mini-play.

A

Lennon was born on October 9, 1940, in Liverpool, England. During his childhood he listened to the music of rock and roll singers like Elvis Presley, Jerry Lee Lewis, and Little Richard. At 15, when he was in art school, Lennon started his first band, the Quarrymen. The band included Paul McCartney, George Harrison, and Pete Best, a drummer.

B

Porter: Ah, here's an empty compartment. Where shall I put the luggage?

Old Man: Put the big suitcase up there (points) and the other one up there.

Thank you very much. Here you are (giving money).

Porter: Thanks.

Old Lady: Listen! Can you hear a noise?

Old Man: It's coming from the suitcase. Oh, it's only a clock.

Old Lady: No, it isn't. It's too loud! Perhaps it's a bomb!

Old Man: What shall we do? Call the guard? Stop the train?

Old Lady: No, let's throw it out of the window!

Old Man: Well, that's better....

Man: Hey, where is my suitcase?

C

Cook together for 10 minutes. Stirring constantly.

2 large onions, sliced thin

4 tablespoons of butter

Add

4 cups of chicken stock

Cook slowly for 30 minutes.

Add

1 cup of cream.

Heat. Just before serving

Add 1 tablespoon of chopped green pepper.

3. **A guide to learning a foreign language.**

Every human is capable of learning his or her native language perfectly, and this is usually a painless process. Why, then, is learning easier for some people than others?

To do this you can interview your own classmates, tourists on the street, or people in general.

The following questions can help you in your project: Think of some other questions you may want to ask.

1. How many languages do you know? Which are they?
2. Rate your ability in your second language(s) on a scale of 1 to 6 where 1 is poor and 6 is excellent:

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____

3. Think about the foreign language you are most fluent in. How did you learn it? For example; at school, while teaching, working, or studying in the country where this language is spoken as a native or official language.

4. To what extent was the teacher responsible for your success in learning this language? Rate his /her share of responsibility on a scale of 1 to 6 where 1 means that he/she was not responsible at all and 6 means that he/she was definitely very responsible.

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

5. To what extent were you responsible for your success in learning this language?

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

6. What other factors contributed to your learning (for example, books, tutors, classmates, the language was very easy, native speakers were helpful?

7. Try to describe some of the learning strategies you used while you were learning this language. Examples of strategies are:

- Having conversations with strangers.
- Keeping a notebook with you all the time.
- Asking native speakers for help.

Add some others.

8. In your opinion, which is the better way to learn a foreign language, in class or out of class?