



ENGLISH



NEW ROADS TO ENGLISH
eleventh grade

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**EDITORIAL
PUEBLO Y EDUCACIÓN**

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Dear student

This is your 11th grade workbook. It will help you to practice the English language in more complex situations. You will find here a variety of topics related to daily life, and sociocultural events. The workbook offers a diversity of themes that will enrich your vocabulary and strength your communicative skills.

The content of the workbook includes the following sections:

- **Breaking the ice:** in this section you will find contents you studied previously to support the introduction of the new ones.
- **What's new?** in this section you will find the new communicative functions, vocabulary and grammatical structures in different situations.
- **Let's practice:** in this section you will practice the following skills:
 - **Speaking:** you will improve your oral skills.
 - **In black and white:** you will improve writing to complement your oral expression.
 - **Listening:** you will improve your listening abilities by means of songs, poems, news.
 - **Time to read:** You will improve your reading abilities and the rest of the skills to progress in your communicative competence.
- **Reflecting on language:** it is a section where you will reflect about how to write and speak correctly.
- **To learn more:** it has additional information to enhance your knowledge.
- **Project work:** it enables you to investigate about a topic, create your own work and demonstrate the abilities you have acquired.
- **Self-reflection:** it is a self-evaluation. You will think and reflect about what you have learned to reinforce your knowledge.

At the end of the text you will find:

■ **Reading corner:** it has a variety of texts about different topics to enhance your general culture.

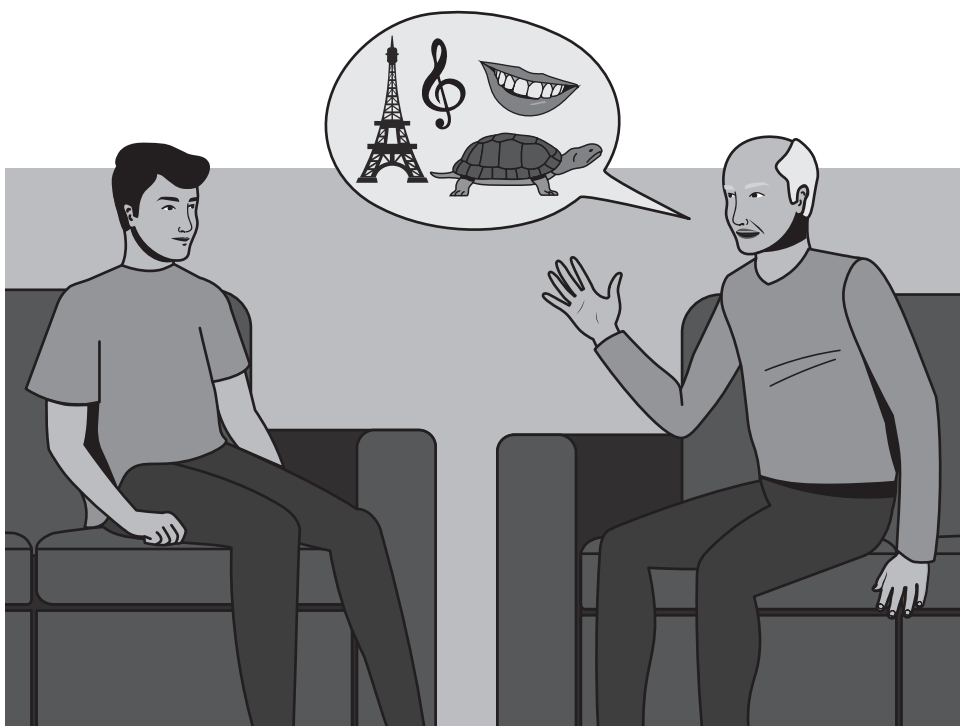
Activity bank: it has a number of exercises to reinforce the skills and contents you consider you need to practice more.

We hope this workbook could be useful and help you to go through English in an easy way.

The authors

UNIT 1

Once upon a time

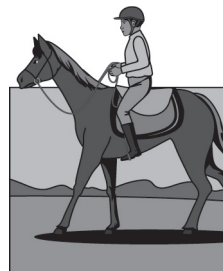


As you do the following exercises and activities you will practice some English language functions by:

- Asking and talking about past memories and experiences.
- Narrating and listening to stories.
- Reading and writing stories.
- Asking and talking about actions in progress in the past in different situations.

Breaking the ice

1. Look at these pictures about people who were on vacation last year.
- Where did they go?
 - What did they do on their vacation?



2. Sit in groups of five and try to complete the chart. Share the answers and questions in the group.

Name	Activity
E.g. Robert	E.g. Robert visited his family in the country.

3. Complete the following story using the verbs from the chart below.



When I was a child I _____ a little dog. His name _____ Balky. I _____ it so much. I _____ to go with Balky to the park every afternoon. One day I _____ a friend and _____ to talk to him and I _____ about my pet. Suddenly I _____ around and I _____ not _____ Balky. My friend _____ me. We _____ around. We _____ people, but nobody _____ us any information. I _____ home very sad I _____ really sad. Two days after I _____ home earlier. To my surprise Balky _____ for me at the entrance of the house. I _____ to him and he

_____ into me. We _____ so happy to be together again. I _____ myself to be more careful about my pet.

have, be, love, use to, meet, begin, forget, look, see, help, ask, give, come back, feel, return, wait, run, jump, be, promise

4. Discuss in small groups.

- Did you like the story?
- Does it have a happy or a sad ending?
- Do you have a pet?
- Tell your classmates some details about your pet.

5. Team work.

Tell your group a new experience you had last vacation. Remember to say:

- Who participated in
- What happened
- Where did it happen
- When did it happen
- Why was it important to you?

What's new?

6. Read these two stories and discuss these questions as a whole class.

One afternoon, when Anthony was walking back from school, he saw a little cat behind a tree. He took the cat as his pet.



A month ago, when Leila and Oliver were riding their bikes over the weekend, Oliver hit a tree and broke his arm.



- Which one of the stories has a happy ending?
- Was Anthony going to school or was he coming back from school when he found his pet?
- What were Oliver and Leila doing over the weekend?
- What happened to Oliver?

- 7.** Now observe the pictures and say what these people were doing.
- a) Where was Jennifer going a year ago?



- b) What was Kevin doing all morning yesterday?



c) What was Ruth doing when someone opened her door?



d) What were the kids doing while grandma was preparing lunch?



Reflecting on language

The Past Continuous or Progressive Tense is used to:

- Express an action that was going on during a certain time in the past.
I was living in Villa Clara in 1976.
- Actions which were in progress when something else happened.
We were having supper when the bell rang.
I was sleeping when I heard a strange noise.
- Actions in progress at the same time.
I was studying while my brother was preparing lunch for both.
- In this case we use the expression "all" to emphasize continuity (all day, all summer).
It was raining all night.

Structure

■ Affirmative

Subject + was/were + Ing form of the main verb + complements.

■ Negative

Subject + was/were + not + Ing form of the main verb + complements.

■ Interrogative

Subject + was/were + Ing form of the main verb + complements + a question mark.

8. Match the sentences to complete the statements.



- a) Alex was not listening carefully during all her vacation.
- b) The big dog bit John when the lights went out.
- c) Scarlet was visiting Rome when they were working together.
- d) They met each other when he was taking the photo.
- e) Leila was reading her paper while the teacher was reading.

9. Complete these stories using the verbs that express actions that were going on during a certain time in the past.



- a) I remember when Lucas _____(play) in our team during a year. He participated in the national contest and

unexpectedly he won the first price. He felt really happy and we were so proud of him.



- b) This all happened about six years ago. While Ethan's and Amy's parents _____(work) in Africa while they _____ (study) at high school. Ethan and Amy fell in love. They finished the university a year ago and got married. Now they have a child.



- c) Sally is a famous actress in her country. One day when she _____(walk) in the evening , suddenly a car hit her. She was in the hospital for two days but fortunately nothing serious happened.



- d) Once Paul _____(swim) in the coast with some friends when he found the skeleton of a strange animal. They called a research center and they took the skeleton to the science academy.

10. Discuss the following statement with your classmates:
Trips are always successful and enjoyable fun.
11. Listen to the text carefully and answer these questions.
- What was wrong during the trip?
 - Why did the problem end successfully?
 - How do you consider the lady's attitude?
 - Would you do the same the lady did?



I remember a year ago when I was spending a week in a hotel with my friends. We were having a very good time during the whole week till the last day when unfortunately, I realized I did not have my ID in my Wallet. I thought that I had **lost it when I was dancing at the disco**, but I was not sure. While some of my friends were asking some of the workers, I was walking around the pool but we did not find anything. After a while I came back to my room. We were discussing about the next step when someone knocked at the door. A young lady was there; to my surprise she had my wet wallet with all my money in one hand and my wet ID card in the other. I could only say thanks and gave her a hug. I will always remember her smiling face asking: **Were you looking for this ID this morning? Here you are. I found it when I was swimming at the pool. Please leave your ID in the room to go swimming.** I will always be grateful to that lady. Thanks to her in the end everything was right.

Remember**Communication tips for telling the story****Beginning the story**

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

When I was...

One day, when I was...

Once, when I was...

I remember when I was...

There was a time when...

Telling the story

Suddenly...

After a while...

So, ...

Then...

Ending the story

So, eventually...

In the end...

For showing interest on what is heard

Really!

How funny/amazing/sad!

Oh no!

What did mom /dad/ ... say?

So, what happened?

Writing tips to write a story

Introduce your story with a general statement.

Refer to the people in the story.

Give a time and place of the incident to be narrated.

Refer briefly to what happened.

Include what happened in the end.

Mention how people felt about the incident.

Describe how they remember what happened afterwards.

Expressions to show interest

So, what happened?

Really!

So sad!

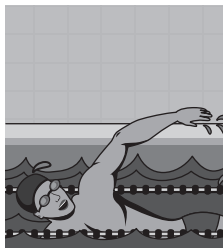
Oh no!

What a relief

Let's practice ■ Speaking

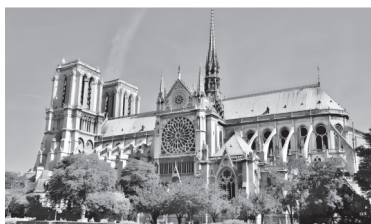
12. Work in small groups.

Observe the pictures and tell the story to the rest of the class.



13. Work with a partner.

These are two photos of a memorable trip Mark had with his friends a year ago.



Observe the picture and be ready to tell your story to the class.

Remember to say:

- What were they doing?
- What happened during the trip?
- Where they went?
- When they went?
- How they felt?
- How they remember the trip?

- 14.** Talk about the last time you went to a restaurant.
- Describe the restaurant.
 - Talk about the food.
 - Talk about the services.
 - Talk about the prices.
 - Compare it with another restaurant you visited before.
- 15.** Work in small groups.
Tell your classmates about something you did that was new or exciting. You should say:
- Who you shared the activity with?
 - What did you do?
 - Where and when you did this?
 - Why was it exciting?
 - How do you remember it?
- 16.** Think about a memorable story of your childhood. Draw a picture and tell the story to your class. Be ready to answer some questions.

In black and white

- 17.** Last Monday you were on a flight to London. Unfortunately, when you left the plane, you left a bag. You did not remember about the bag until you got to your hotel.



Imagen that you had a similar situation . Write an email to the airline:

- Explain what happened.

- Describe the bag and its contents, including clothes, documents and books.
- Ask how to recover it.
- Give details about the place you are.

- 18.** You and a classmate were planning to meet a friend who was coming from London but you had a problem. Write an email to a friend telling why you cannot go to the airport.

To: _____

From: _____

Subject: _____

Dear Arthur:

See you soon, _____.

- 19.** Observe the picture. Read carefully the beginning of this story and complete it.



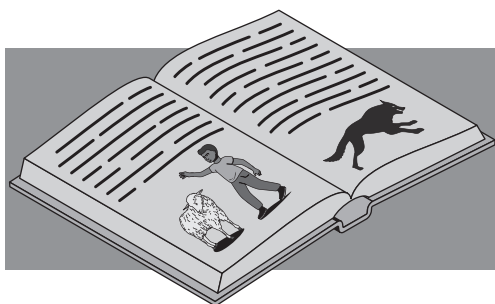
When I was a child my brother used to make a fire in our yard during Summer days and he used to invite some friends. I remember one day our parents were not at home and _____

Listening

20. Discuss with your partner. What kind of stories you like. Why?

- Real stories
- Ancient stories
- Animated stories
- Fables
- Illustrated stories

21. Look at the picture. What kind of story does the picture represent?



22. Vocabulary.

Find the meaning of the following words.

villagers_____	wolfs_____	kill_____
shout_____	joke_____	character_____
remain_____	lies_____	sheep_____

23. Listen to the text and say true or false:
- ☐ The main character of the story is a boy.
 - ☐ There were wolfs near the village.
 - ☐ The boy called the attention of the villagers.
 - ☐ The story has a sad ending.
24. Listen to the story again and select the correct answer.



- The boy of the story used to:
 - ☐ tell stories.
 - ☐ tell lies.
 - ☐ tell the true.
- The villagers usually:
 - ☐ stay at home when the boy was shouting.
 - ☐ answered rapidly to help the boy.
 - ☐ ran to catch the wolfs.
- The boy used to:
 - ☐ do the same joke daily.
 - ☐ respect the villagers.
 - ☐ run after the wolf.
- One day the villagers:
 - ☐ ran after the wolf when the boy was shouting.
 - ☐ remain at home when the boy was shouting.
 - ☐ followed the wolfs when the boy was shouting.

e) The wolf really entered the village and:

___ killed some animals.

___ killed the sheep.

___ killed the boy.

f) The moral of the story is:

___ Never shout in any situation.

___ Never lie, no matter how bad the situation is.

___ Never stay next to the wolfs.

25. Watch the video and answer the questions below:

a) Who is the singer?

b) Where is she from?

c) What languages does she speak?



26. Listen to the song again and select the correct answer.

This is a song for:

___ someone wanted to forget.

___ someone loved so much.

___ someone does not remember anymore.

27. Listen to the song again and fill in the verbs.

For all those times you **stood** by me,

For all the **truth** that you _____ me see,

For all the joy you _____ to my life,

For all the wrong that you made right,

For every dream you _____ come true,

For all the love I _____ in you,

I'll be forever **thankful**, baby.

You're the one who held me up,
Never let me fall.

You're the one who _____ me **through**, through it all.

You _____ my **strength** when I was weak,

You _____ my voice when I couldn't speak,

You were my eyes when I couldn't see,

You _____ the best there was in me,

Lifted me up when I couldn't reach,

You gave me faith 'cause you _____,

I'm everything I am, because you _____ me.

You gave me wings and make me fly.

You _____ my hand, I could **touch** the **sky**.

I _____ my faith, you gave it back to me.

You _____ no star was out of reach.

You **stood** by me and I stood tall,

I had your love, I _____ it all.

I'm **grateful** for each day you _____ me,

Maybe I don't know that much,

But I know this much is true:

I was blessed because I was loved by you.

You _____ my **strength** when I was weak.

You _____ my **voice** when I couldn't speak.

You were my eyes when I couldn't see.

You _____ the best there was in me.

Lifted me up when I couldn't reach.

You gave me faith 'cause you _____.

I'm everything I am, because you _____ me.

You _____ always there for me,

The tender wind that carried me,

A **light** in the dark, shining your love into my life.

You've been my inspiration,

Through the **lies**, you _____ the truth,

My world is a better place because of you.

You _____ my **strength** when I was **weak**.
 You _____ my voice when I couldn't speak.
 You were my **eyes** when I couldn't see.
 You _____ the best there was in me.
 Lifted me up when I couldn't reach.
 You gave me faith 'cause you _____.
 I'm everything I am, because you _____ me.

- 28.** Listen to the song again.
 a) Mention the verbal tenses that appear in the song.
 b) Let's sing the song. Be careful with the pronunciation.
- 29.** Answer these questions:
 a) Did you like the song? Yes or no. Why?
 b) Can you mention other songs by Celine Dion?

Time to read

Text 1

Before reading activities

- 30.** Read life story of Celine Dion and answer this question:
 When did she start to be recognized as a popular singer?



A famous singer

Céline Marie Claudette Dion was born on March 30, 1968. She is a Canadian singer. Born into a large family from Charlemagne, Quebec, Dion began singing with her family when she was five years

old. She emerged as a teen star in her home country at the age of 12. Her recordings are mainly in French and English, although she has also sung in Spanish, Italian, German, Latin, Japanese, and Mandarin Chinese. She attracted further international attention for her Grammy Award-winning duet with Peabo Bryson on "Beauty and the Beast" (1991), from the Disney animated feature of the same name. Perhaps, Dion's greatest reknown, however, came from her recording of "My Heart Will Go On," the theme of the blockbuster motion picture Titanic (1997). Dion is regarded as one of pop music's most successful vocalists. She has won five Grammy Awards, including Album of the Year and Record of the Year.

- 31.** Fill in the chart using the reading information.

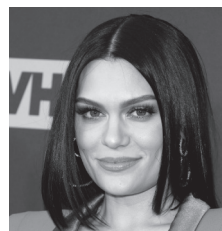
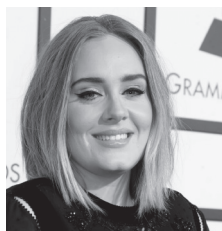
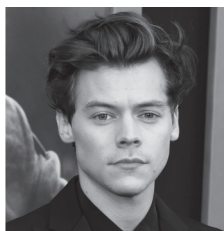
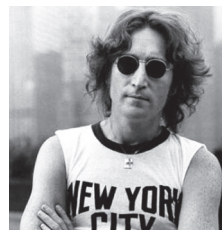
Name	Nationality	Languages	Films	Awards

While reading activities

- 32.** Find out more information about the artist. Add a new paragraph to the text.

After reading activities

34. Work in groups of four students.



- Think and select the best song of the following English song writers.
- Prepare an oral and written report including: full name, songs, films, awards, and other details you consider relevant.
- Bring a photo of the artist and the lyrics of the song you selected. Share the information with your fellows in class.
- Tell two reasons to explain why you selected the song.

- | | |
|---------------|----------------|
| ■ Ed Sheeran | ■ Harry Styles |
| ■ George Ezra | ■ Dua Lipa |
| ■ Mika | ■ Adele |
| ■ John Lennon | ■ Jessie J |

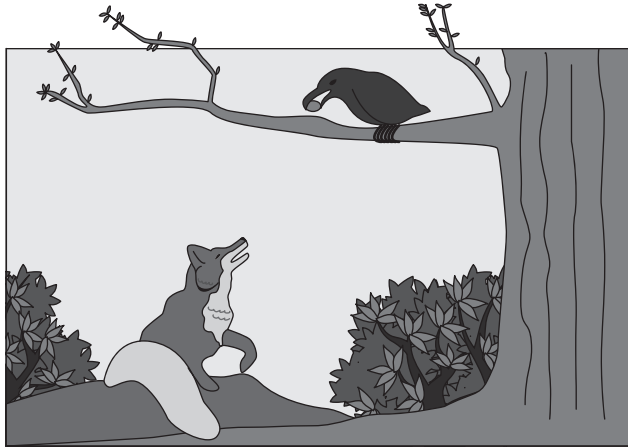
Text 2

Before reading activities

35. Do you know about Aesop's fable? Test your knowledge. Match the animals involved in the fables.

The fox
The rabbit
The mouse
The ant
The frog

The ox
The lion
The crow
The grasshopper
The turtle

While reading activities

36. Read the story "The fox and the crow" and underline the correct idea.

a) The fox wanted:

- ☐ to talk with the crow.
- ☐ to have the crow food.
- ☐ to listen the crow voice.

"The fox and the crow"

One day a fox was sitting under a tree. There was a crow in the tree and she had a big piece of meat in her mouth. "I want that meat", thought the fox. "But, how can I get it?"

Then, the fox had an idea. "You are very beautiful", he said to the crow. "What a beautiful head! What lovely black wings!"

The crow was very pleased. She lifted her head and spread her wings. "Yes, I am a beautiful bird".

"People say you can sing very well too", said the fox. "But I have never heard you," said the fox. "Won't you sing for me now?"

The crow was very happy. "Yes, I will sing for him", she thought. She opened her mouth and the meat fell down under the tree!

"Silly bird", said the fox. He picked up the piece of meat and ate it. "You can sing to me tomorrow, if you like. But not now, I always sleep after dinner".

Taken from Aesop's fable book.

36. Read the fable again and select the correct answer.

a) The fox asked the crow:

___ to come down.

___ to climb the tree.

___ to sing.

b) The crow:

___ stayed in silence and kept her food.

___ opened her mouth and lost her food.

___ sang and kept her food.

c) The fox:

___ gave back the food to the crow.

___ took the food and left.

___ took the food and ate it.

d) The moral of the fable is:

___ Compliments may be dangerous.

___ You should not be various.

37. Work in teams.

Look for a new Aesop's fable and bring it to class. Don't forget to tell the moral and explain why did you select it.

To learn more



Aesop, the supposed author of a collection of Greek fables, almost certainly a legendary figure. Aesop's fables, or the Aesopian, is a collection of fables credited to Aesop, a slave and storyteller believed to have lived in ancient Greece.

The fables originally belonged to oral tradition and were not collected for some three centuries after Aesop's death. The process of inclusion has continued until the present, with some of the fables unrecorded before the Late Middle Ages and others arriving from outside Europe.

The first printed version of Aesop's Fables in English was published on March 26, 1484, by William Caxton. Many others, in prose and verse, followed over the centuries.

Project work



38. Story telling show.

Choose one of the two alternatives.

- Work with a partner and find out an interesting story. Make a video telling the story and bring it to the class. The group will select the best story.
- Select a Fable from Aesop and be ready to dramatize it in class.

Self-reflection

After finishing this unit:

	I can	I need more practice
Ask and talk about past memories and experiences		
Narrate and listen stories		
Read, understand and write stories		
Ask and talk about actions in progress in the past in different situations		

UNIT 2

What have you done lately?



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

- Talking and asking about what people have done in a recent time.
- Talking and asking about past actions that are related to or continue into the present.
- Listening and answering information about what people have done over a period of time.
- Reading and understanding life stories.
- Writing and reading about what people have done over a period of time.

Breaking the ice

1. Look at the pictures and discuss these questions.



- a) Do you know these places?
- b) Where are they located?
- c) Do many people visit these places? Why?

What's new?

2. Look at the pictures and answer your teacher questions.



Grace has visited London recently.



Anderson has read some books these vacations.



The students have won the final competition several times.



Alfred has just had dinner.

3. Read the following activities and tell yes if you have had the experience and no if you have not had it.

	Yes	No
I have studied English for more than 3 years.		
I have never read a police story.		
I have received a love letter.		
I have participated in a Math context.		
I have never made a big mistake.		
I have studied a musical instrument.		
I have failed a Chemistry exam.		
I have done a homework in team.		
I have seen a film several times.		
I have got late to class more than once.		

Reflecting on language



Present perfect is used for:

- Recently completed actions:
Linda has travelled to another city recently.
- Complete past actions connected to the present with stated or unstated time reference:
Linda has accepted Mike's invitation.
- Past actions that are related to or continue into the present:
I have lived with my grandparents since I was five years old.
I have studied English for 8 years.

Some expressions used in present perfect are:

Already, just..., when the action finished very near the present (placed in the middle of the auxiliary and the verb)

I have just finished.

She has already arrived.

Yet (Incomplete task, only interrogative and negative sentences)

She hasn't taken any photo yet.

Recently, lately..., the action took place in an indefinite period in the past.

All morning/afternoon/night/day...

This month/year/morning/afternoon..., the action took place for a period of time in the recent past

I have been in class all morning.

I have studied hard this year.

- 4.** Look at the statements below and tick in already, just, yet, recently.

Activity	just	already	yet	recently
The teacher explained something new.				
We have finished tenth grade.				
We haven't done the final exams.				
We have started this new unit.				

Structure■ **Affirmative**

Subject+have/has+past participle verb+complements.

Amy has visited me recently.

■ **Negative**

Subject+have/has+not+past participle verb+complements.

I have not finished high school yet.

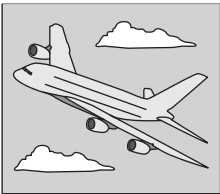
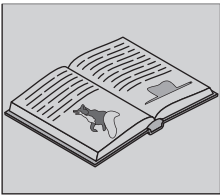

■ **Interrogative**


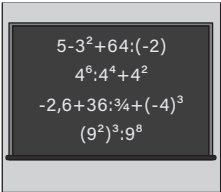
Have/has+subject+past participle verb+complements.

Have the students been in the lab all morning?

Yes, they have.

5. Listen to your teacher and look at the pictures. Cross X in yes or no according to your personal experience.

Question	Picture	Yes	No
Have you travelled by plane?			
Have you read "The little prince"?			
Have you been camping recently?			

Question	Picture	Yes	No
Have you visited any country this year?			
Have you ever failed a test?			

Verbs

Infinitive	Simple past	Past participle	
GROUP 1: form doesn't change.			
Cost	Cost	Cost	It has cost a fortune.
Cut	Cut	Cut	They have not cut any tree this year.
Put	Put	Put	She has already put everything in order.
GROUP 2: same past and past participle forms.			
Buy	Bought	Bought	She has bought a present for her brother.
Leave	Left	Left	She has just left the room.
Send	Sent	Sent	She has sent a message this morning.

Group 3: three different forms.

Write	Wrote	Written	She hasn't written to me yet.
Beging	Began	begun	Have they have begun the course recently?
Take	Took	Taken	We have taken a lot of pictures during the trip.

6. Linda and Mike haven't seen each other this vacation. Listen to their conversation and answer this question. What are they planning to do?



Mike: Hi Linda, I haven't seen you in days. How have you been?

Linda: Fine, I have been out of town. I have just come back from an amazing trip.

Mike: That sounds great. I haven't taken a vacation this year. I have to think about that.

Linda: Have you ever travelled by boat in a cave?

Mike: I haven't had that experience.

Linda: You may have it. Plan a holiday to Viñales. Have you been to Viñales?

Mike: No, I have not been there but I've heard it is one of the most beautiful places in Cuba.

Linda: Well, you can start making your plans. I will be glad to go back there.

Mike: I promise I will think about that. Would you like to go with me?

Linda: I'd love to. Just call me.

7. Now read the text and write true or false.

___ Mike and Linda have travelled out of town together.

___ Mike has been on vacation recently.

___ Linda has accepted Mike's invitation for a holiday.

8. Match the questions with the correct responses:

a) Have you been to Viñales?

___ To Viñales.

b) Who has been to Viñales recently?

___ No, he hasn't.

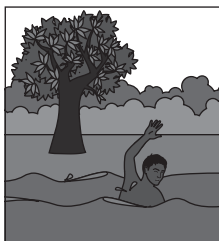
c) Has Mike been to Viñales?

___ Linda.

d) Where has Mike invited Linda?

___ Yes, I have. I've been there twice.

9. Read at the poem "Just wonderful!" and cross out the picture that is not related with the poem.



Just wonderful!

Has anyone counted the stars in the sky?

Or the fish in the deep blue sea?

Has anyone counted the flowers in spring?

Or the leaves on an apple tree?

No, they haven't, but...
 They're wonderful, just wonderful!
 No, they haven't but...
 They're wonderful, just wonderful to see.
 I haven't counted the stars in the sky
 Or the fish in the deep blue sea!
 I haven't counted the flowers in spring
 Or the leaves on an apple tree!
 No, I haven't, but...
 They're wonderful, just wonderful!
 No, I haven't, but...
 They're wonderful, just wonderful to see.
 Taken from Sam by satellite. Webster

- 10.** Read the poem again and write the sentences next to the corresponding picture.
- 11.** Work in groups.
 Read the poem and select the best reader to represent your team in a class competition. The group will vote to select the best reader.

Reflecting on language

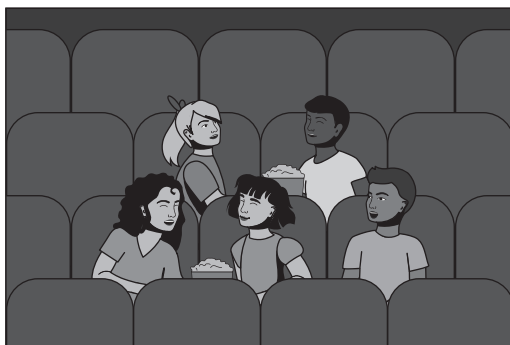
- 12.** Read and reflect under the guidance of your teacher.

Verbal forms in English			
Simple present verb	Simple past verb	Past participle verb	Example
be	was / were	been	Linda and Mike have been to Cienfuegos.
visit	visited	visited	Robert has visited Santiago recently.
find	found	found	I have already found the information.

Verbal forms in English

go	went	gone	She has gone to the library twice this week.
write	wrote	written	They have just written two messages.
take	took	taken	We have not taken any picture yet.
see	saw	seen	Have you seen the new film?

- 13.** Read the following questions and ask them to your partner. Tick the affirmative answers.
- ___ Have you ever gone camping?
 - ___ Have you ever swum in a river?
 - ___ Have you ever seen snow?
 - ___ Have you ever written a poem?
 - ___ Have you ever met a famous person?
- 14.** Report to the class the activities your partner has already done.
- 15.** Work in small groups and find information in your team. Read the following example:



Example: Rose: Have you seen the new film?

Bob: No, I haven't. But I have heard it is really amazing.

Yes, I have. It has been an exciting experience.

- a) Have you read Harry Potter?
- b) Have you ever been to any concert?
- c) Have you written any speech for a group of people?
- d) Have you ever sung for an audience?
- e) Have you won any important competition?

16. Report to the teacher the activities most of your fellows haven't done yet.

17. Talking about experiences.
Find out whether your partner have had these experiences or not.
Use the expressions given in the chart.

	Affirmative possible answers	Negative possible answers
<ul style="list-style-type: none"> ■ Have you ever travelled by plane? ■ Have you ever eaten octopus? ■ Have you ever been hospitalized? ■ Have you ever witnessed an accident? ■ Have you ever been in love? ■ Have you ever met a famous person? ■ Have you ever been in a dangerous situation? ■ Have you ever won an important award? ■ Have you ever felt the happiest person of the world? ■ Have you ever done something risky? ■ Have you ever received an unexpected present? 	<ul style="list-style-type: none"> ■ Sure, several times. ■ Yes, I have had that shocking experience. ■ I have, it is something amazing. ■ Yes, I have been in that situation but I don't want to remember it. ■ Yes, I have and I would do it again. ■ Yes, sometimes I have felt like that. 	<ul style="list-style-type: none"> ■ No, I haven't, but I'd love too. ■ I have never had that experience. ■ No, I haven't but I have heard it is impressing. ■ I have never been in a situation like that.

Let's practice



Speaking

- 18.** Find someone who...
Go around the class and complete the chart.
E.g.:
- Have you visited another province?
 - Yes, I have. / No, I haven't.

Arthur	visit another province	Arthur has visited another province.
	read more than ten books	
	receive a love letter	
	write a poem	
	go to a concert recently	
	see the same movie several times	
	plant a fruit tree	
	buy a present for someone	
	be to a birthday party this month	

a) Report your findings in your class.

- 19.** Observe the following pictures and circle the activities your partner has never done.
Have you ever...?

A



B



20. Think about the places you have visited recently and describe one of them. You should tell:

- The name of the place, municipality, province or country.
- Who you went with.
- What you did there.
- Why you chose to go there.
- Why the place was special to you.
- How the journey was.
- How you can get there.
- How you felt there.

a) Would you like to suggest any other place to visit? Which one? Why?

21. Pair work.

Talking about films.

- a) Have you ever watched a film in English?
- b) Do you consider it useful? Why?
- c) What kind of films do you prefer?
- d) What are the most popular types of films among people you know?
- e) Do you think there is too much violence in films at present?
- f) Have you seen any film more than once? Which one? Why?
- g) Can films influence on people's behavior? Explain.
- h) Would you like to see films made by teenagers? Why or why not?

In black and white



22. You are participating with two students in a research with students from England. Read the plan and send a report about the things your team have already done.

- a) Present the project to the research group.
- b) Write two articles about the research.
- c) Publish the second article.
- d) Read the last book about the topic.
- e) Go to the National Library for relevant information.
- f) Prepare the power point for the next presentation.
- g) Send the power point to the tutor.

- 23.** You have had a busy week. Write small texts about recent and pending activities during this week.

This week I have been very busy. I _____

_____ I have to reorganize my plan because I haven't _____

- a) Find information about your partner and write about his recent activities.

My friend _____

_____, but _____

- 24.** Write about a film that you have seen recently. After that, you should:

- Say the film maker
- Where it was made
- What kind of film it was
- Say the main characters

- What happened in the film
- Explain why you enjoyed it

Listening

Before listening activities.

- 25.** Look at the picture and discuss the questions.



There are a great number of young people from other countries in Cuba.

- a) Why are they here?
- b) Where do most of them come from?
- c) Have you ever met any of them?

While listening activities

- 26.** Listen to a voice message Andrew sent to his sister and select the correct answer.
- a) Andrew is in Cuba:
 - ___ for a vacation
 - ___ to do research
 - ___ to study
 - b) Andrew has visited:
 - ___ some provinces
 - ___ some places in the city
 - ___ some families in the city



Hi Lucy:

I've just read your email. I have been really busy the whole week but I feel fine although I am a little homesick. I have arrived in Cuba recently so I haven't been to many places yet. I have been to my first classes at Havana University this week. Besides that, I have already visited the Fine Art Museum, I have enjoyed a concert at the National Theater and I have walked around the city more than once. I have learned some little things about life in Cuba, and I like this country very much. Please don't worry if I do not send emails and messages so frequently. I have a lot of homework and I am not still very skillful at doing the housework so I am really busy. I think in a month things will go better and I will have a little more free time.

I miss you.

- 27.** Underline the ideas that you hear from the message.
- Andrew sent the voice message after he read the email.
 - Andrew is studying Biology at Havana University.
 - Some places Andrew has visited in Havana.
 - The theater Andrew has been to.
 - The exact place where Andrew is living right now.
 - How Andrew has felt lately.

Time to read



Text 1

Before reading activities

- 28.** Discuss these questions with your partner.
- Do you enjoy reading?
 - Have you read any news or book about famous or significant people?
 - Can you mention the name of the book?
 - Do you know anything about Rigoberta Menchu?

While reading activities

- 29.** Read carefully and answer this question.
What important award did Rigoberta Menchu obtain?

A life story: Rigoberta Menchu

"The horrors I have suffered is enough for me. And I have felt in the deepest part of me, what discrimination is, what exploitation is. I have written a book: it is the story of my life."

Rigoberta Menchu is a Quiche Indian. She was born in a mountain village in Guatemala in 1959. Her family was very poor. She began to work with her parents and relatives when she was a child. Her father, Vicente Menchu and his partners were assassinated for their political protest in January 1980. For this reason, her family had been persecuted.

In 1981, after her mother's death, she flew to Mexico. A Venezuelan writer helped her to write her story which was published as a book in 1983. She received the 1992 Nobel Prize in recognition of her social labor on behalf of the Indian Community. She will use the 1, 2 million dollars to set up a human rights foundation in her father's name.

- 30.** Read the text carefully and say if these ideas are Correct (✓). Correct the others with the real information:
- ___ Rigoberta Menchu comes from a poor family.
 - ___ She belongs to the native population of Central America.
 - ___ She has published some books.
 - ___ She won an international recognition.
 - ___ She wants to set up a foundation in honor of her father.

After reading activities

- 31.** Discuss the questions below with your partner.
- Can you mention some other women who have got the Nobel Prize?
 - Why did they get the award?

Text 2***Before reading activities***

- 32.** Work in small teams. Match the title of the book with the name of the writer. Discuss in your team where they are from.

Agatha Christie



***Now is the time to open
your heart***

Isabel Allende



The body in the library

Alice Walker



Paula

- a) Go to the school library and find information about these writers and bring it to class. You can make a simple presentation or any other alternatives.

33. Vocabulary.

Study the meaning of these words before reading the passage.

Sharecropper: a tenant farmer.

Blind: a person who can't see.

Valedictorian: a student having the highest grades in a class.

Scholarship: academic study of high level.

34. Read the text carefully and answer this question.

While reading activities

What is the title of the book that made Alice Walker well-known all over the world?

Alice Walker

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

She has written several novels. Is the first one, ***The third life of Granger Copeland*** (1970).

It was her third novel, ***The colour purple*** (1982), that made Alice Walker popular. For this novel she has received the American Book Award and the Pulitzer Prize. The book has also been made into a successful

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

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

- 35.** Read the text again and answer these questions.
- Which is the main topic of Alice Walkers' books?
 - What handicap did Alice have? How did she overcome her handicap?
 - Is the book ***The colour purple*** famous?
 - Do you know other people who have overcome a handicap?
- 36.** Can you mention some more women who are famous writers and name some of their books? Did you enjoy the book? Why?

To learn more

Seven phrases using present perfect tense:

I've known her for ages.

I've had a tough day.

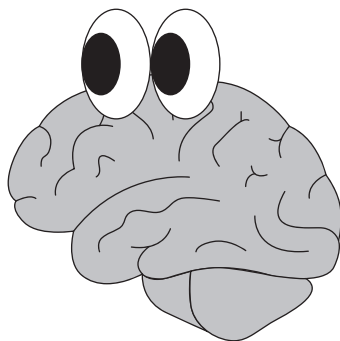
This is the first time I've been here.

I haven't done it yet. I'll do it now.

I've had a great evening. Let's do it again soon!

I've had enough.

Have you heard...?



Project work

- 37.** Work in small teams.
- Investigate about four relevant women in the world in sports, science, music, and in History. Be ready to make a presentation in your group. Take into consideration:
- Prepare a poster or a presentation
 - Basic personal information
 - Background
 - Awards

- Why is the woman relevant?
- Give your personal impression about each one

Self reflection

What have I learned?

	I can	I need more practice to
Talk and ask about what people have done in a recent time		
Ask for and give information about what people have done over a period of time		
Read and understand life stories		
Write and read about what people have done over a period of time		



UNIT 3

Experiences

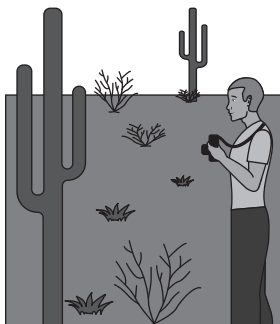


As you do the following exercises and activities you will practice some English language functions by:

- Talking and asking about past memories and experiences.
- Narrating and listening stories and life experiences.
- Asking for and answering about past activities.
- Talking and asking about what people have done over a period of time.
- Reading and understanding texts about relevant people.

Breaking the ice

1. Find out whether your partner has done these activities or not, then change the role.



- a) Be ready to share in your group an experience you and your partner have had.

Let's practice ■ Speaking

2. Work in a small group.
George went on holiday a month ago and took this photo. Imagine the story of his holiday. Then compare your story with the other team. Similar or different stories?



- a) First, think about these questions:
 - Who did he go with?
 - What happened?
 - Where did he go?

- When did he go?
- How was everything finally?

b) Give as much information as you can. Start like this: "George had a really interesting holiday. He went to..."

3. Work in teams.



The manager of the hotel Continental in Santiago de Cuba is looking for a new guide to start giving ecological tours of the surrounding area. There are three applicants. Read part of the CV of each one.

Who do you think is the most suitable applicant for the job, and why? Discuss in pairs. Next, discuss with another pair and compare your answers.

■ Sarah

- ___ She has studied English and French.
- ___ She has taken courses about Environmental Issues.
- ___ She has never gone by bike for long distances.

■ Roland

- ___ He has studied English, German and French.
- ___ He has participated in trips to the mountains since he was a child.
- ___ He has worked with foreign explorers.

■ Alex

- ___ He has studied four languages.

___ He has participated in hiking competitions.

___ He has never worked with foreigners.

4. Observe the picture carefully and discuss with your partner.



- Which are some causes of environmental problems?
- What have some people done to mitigate them?
- What have you done as a citizen to contribute to take care of our planet?

In black and white

5. Work in groups of four.



You are participating in a project to combat pollution. Decide your area of environmental concern, (plastic waste, dirty beaches, noise, gasoline...).

Together make a list of: the things you have already done, the things you have not done yet.

[illegible]

- 6.** Read the advertisement and write your letter to the magazine in no less than 100 words.



Our column publishes letters written by students from different countries about environmental issues in their community.

Write your letter now, you only have to:

- Give your personal information briefly.
- Tell why you are interested in the topic.
- Tell about environmental issues in your community.
- Tell some activities you have done to protect the environment.
- Give advice to students all over the world.

7. When Jane and Leila went for a walk last week, they had a shocking experience.

Look at the picture and write the story.



Listening

Before listening activities

8. Do you know the musical group U2? What do you know about it?

9. Find the meaning of the following words that appear in the song.

healing	_____	stone	_____
fingertips	_____	devil	_____
bleed	_____	bonds	_____

10. Complete the song lyrics while watching the video.

"I still haven't found what I'm looking for"

I _____ the highest mountains,

I _____ through the fields,

Only to be with you,
 Only to be with you.
 I _____, I have crawled,
 I _____ these city walls,
 These city walls,
 Only to be with you.
 But I still _____
 What I'm looking for.
 But I still _____
 What I'm looking for.
 I _____ honey lips,
 Felt the healing in ger fingertips,
 It burned like fire
 This burning desire.
 I have spoke with the tongue of angels,
 I _____ the hand of a devil,
 It was warm in the night,
 I was cold as a stone,
 But I still _____
 What I'm looking for.
 But I still _____
 What I'm looking for.
 I believe in the Kingdom come,
 Then all the colors will bleed into one,
 Bleed into one,
 But yes, I'm still running.
 You broke the bonds and you loosed the chains,
 You broke the bones and you loosed the chains,
 Carried the cross of my shame,
 Of my shame.
 You know I believe it,
 But I still _____
 What I'm looking for.
 But I still _____
 What I'm looking for.
 But I still _____
 What I'm looking for.

11. Listen to the song and select the correct statement.
 ___ The song is about a love experience.
 ___ The song is about a secret love.
 ___ The song is about what someone has done for love.
12. Read the song and underline the sentences in present perfect tense.
13. Read the song and sing it in your class.

After listening activity

14. Discuss as a group.
 Most of the people usually listen to music.
 - Why is music important to many people?
 - Do you listen to the same kind of music your friends listen to? Why or why not?
 - Do you enjoy more street concerts or theater concerts? Explain.
 - Do you think that listening to music is important for English language learners? Why or why not?

Time to read

Text 1

Before reading activities

15. Observe the picture and think: What are we going to read about?



16. The following words appear in the text. Find out the meaning in the dictionary.

growcrops _____
chemical _____

pump _____
sewage _____

- 17.** Read the text carefully and select the correct answer.

The author has not mention:

___ Water pollution

___ Noise pollution

___ Land pollution

___ Air pollution

Pollution

Pollution is the contamination of air, water and soil by different materials that interfere with human health. For example, the emissions from industries and cars are big causes of air pollution. Water is also suffering from pollution by home and industrial waste. Finally, the soil pollution is the introduction of substances like petroleum or pesticides into the soil. It is our responsibility to stop damaging the environment.

- 18.** Tick the ideas presented in the reading.

___ Different types of pollution

___ Causes of soil pollution

___ Consequences of pollution

After reading activity

- 19.** Discuss in teams.

- Is there pollution in your city?
- Are people working to fight it?

a) Write two consequences of pollution and two ways to avoid it.

Text 2

Before reading activity

20. Look at the picture. What does it suggest to you?



While reading activities

21. Read the conversation and tell what important event will Gina have soon.

22. Read the conversation again and do exercise given bellow.

Gina: Could you help me with my research presentation Lynn?

Lynn: Oh, I'd be glad to! Do you have the topic?

Gina: Sure. It is about endangered species.

Lynn: Have you begun to collect information?

Gina: I have gone to the library and I have found some in internet, but the bibliography is not well organized.

Lynn: You must have a lot to do.

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

Lynn: Sure, what?

Gina: Would you help me with the Power Point presentation?

Lynn: I'd be glad to.

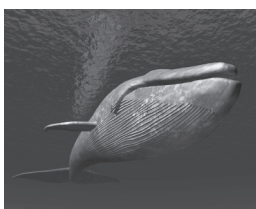
23. Look at the statements below and tick in already, just or not yet.

	Already	Just	Not yet
Gina has asked Lynn to be helping her.			

The teacher has given Gina the topic.			
Gina has collected some information.			
Gina has the bibliography completely ready.			
Gina has asked Lynn for help with the Power Point presentation.			

After reading activity

- 24.** Discuss in your team.
These are some endangered species.



- Identify them.
- Where they are from?
- Why are they near to disappear?
- What have people done to protect them?

Project work

- 25.** In this unit you will present the project work you made in Unit 1 and Unit 2.

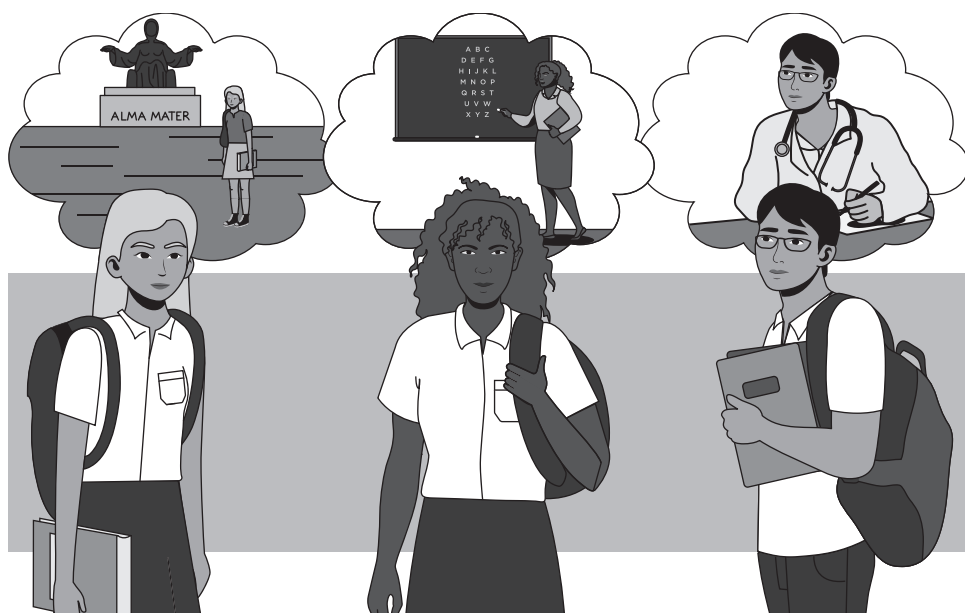
Self reflection

What have I learned?

Skill	I can	I need more practice to
Talk and write about past memories and experiences		
Narrate stories		
Talk and ask about past and recent events		
Talk and discuss about some environmental issues		
Read and write about environmental issues		

UNIT 4

Making plans



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

- Making, accepting and refusing invitations.
- Asking and talking about future plans and intentions.
- Asking and giving information about plans and intentions.
- Reading and understanding texts about plans and future events.
- Writing texts about plans and future projects or events.
- Asking and giving information about plans and intentions.
- Reading and discussing about the future.
- Discussing and reflecting about the importance planning your future and the future of mankind.

Breaking the ice



1. You have two tickets for a concert next weekend.
Look around the classroom people without ticket and invite.
Start the conversation like this: "Have you made any plan for Saturday?"

What's new?

2. Look at the plans Rosemary and Bob have for this Saturday and discuss in your group the following question. Are they similar or different to your plans?



3. Betty and Alexia haven't seen each other in weeks. Listen to their conversation and answer the question:
What are they talking about?



Betty: Alexia, I haven't seen you in weeks. How have you been?

Alexia: I been fine, but really busy. We need to have some time together to catch up.

Betzy: Sure, but I have something to do in an hour or so.

Alexia: Then, what are you going to do over the weekend?

Betzy: I'm not sure. I haven't made any plan yet, why?

Alexia: Because I'm thinking to go to a live concert. Would you like come along?

Betzy: Oh, yes, of course I haven't gone to a concert in months. Who's performing?

Alexia: Buena Fe, they are going to launch their latest album.

Betzy: Have you bought the tickets?

Alexia: My brother will do it for me. He will buy them tomorrow. The concert will be on Saturday and we may have pizza after and chat for a while. It is going to be a great night.

Betzy: Ok, I'll be waiting for your confirmation about the tickets. Sorry, I have to go now. I am having a meeting at 2 pm.

Alexia: I've got to go too. I am having my guitar class at 1:30. Let's keep in touch.

Betzy: Ok. Thanks for inviting me. It's has been nice talking to you.

Alexia: It's been nice meeting you too. Don't forget to call me.

4. Listen to the conversation again. Say true (T) or false (F).

___ Alexia and Betzy have already made plans for Saturday.

___ Alexia is going to buy the tickets.

___ Alexia and Betzy are going to be free in the afternoon.

___ Betzy accepted the invitation happily.

5. Read the conversation again and write down the sentences where people are talking about plans and intentions.

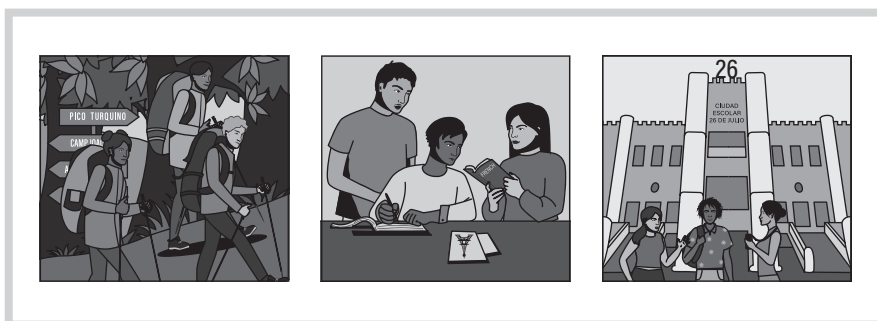
6. Work with a partner.

Here you have three groups of people. Observe them carefully and talk about their plans.

- Group 1: Tell the plan each person has for tonight. What are they going to do tonight?



- Group two: What will they do in two years or so?



- Group 3: Where are they going?



- 7.** Work in groups.
Observe the groups again and find out:
a) Which group has an immediate plan?

b) Which group has a nearer plan?

c) Which group has taken decisions?

d) The three groups have different plans. What differences do you notice? Discuss in your team.

Reflecting on language

8. Think and reflect in class.

Simple Future

Future with **going to**.

Subject+verb be+going to+action verb+complements.

It is used:

- For plans, intentions.
They are going to go to a concert.
- In predictions about the future when there is evidence to support it.
It is going to be a great night.

Future with **will**.

Subject+will+going to+action verb+complements.

Is used:

- To predict something.
I think the concert will be great.
- For promises.
I will be there.
- To make decisions.
I will accept the invitation.

Present Continuous with future intention.

Subject+verb be+action verb+ing+complements.

It is used for fixed arrangements in the near future.

I am having a meeting at 2:00 pm.

9. Read the chart and do the following exercise.

	Decision	Prediction	Arrangement	Intention
I will tell them everything.				
I'm meeting them at the bus stop at 6:00 pm.				
Everything will be right.				
She is going to have dinner with us.				
I will not go with them.				

10. Read the statements and complete the sentences.



Ann: I have decided what to buy Mum for her birthday.

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

Alex: Did you ask Jackie for the party?

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

Amy: Could I speak to Jim, please?

Bill: Wait a minute. I _____ (call) him right now.

Annie: What are your plans for the weekend?

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

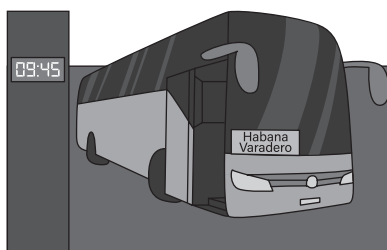
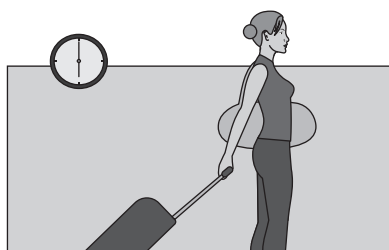
Arianne: What are you doing on Friday night?

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

Anna: Have you tidied your room?

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

- 11.** Complete the conversation and practice it with your partner.
Susan and her family will be setting out on holiday tomorrow morning.



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

Sue: We (leave) _____ the house at about 6:00 a.m.

Meg: 6:00 a.m.! Why so early? You don't have to check in till 9:45. You (arrive) _____ at the station terribly early!

Sue: I know, but the station is very busy at this time of the year and we want to avoid the rush. We (check in) _____ as quickly as we can, then we (have) _____ breakfast at the cafeteria.

Meg: I'm sure that's wise of you. Imagine! Tomorrow afternoon you (swim) _____ on the beach and I (do) _____ my homework or something!

Sue: I hope you're right! but, you (be) _____ on vacation soon.

12. Work in pairs.

Observe the examples below, then find out what decisions your partner has made, as in the examples. Use the information given below.

a) Attend music lessons on vacation.

Student A: Are you going to attend music lessons on vacation with me?

Student B: No, I'm not. I have made some plans.

b) Study at the library.

Student A: Are you going to study at the library with us?

Student B: Yes, I am. I have decided to go with you.

Information:

a) Ask the principal for the schedule next week.

b) Take the History book back to the library.

c) Book the tickets for the concert.

d) Order something to eat now.

e) Go out with friends this weekend.

f) Visit your friends tonight.

13. Work in small group.

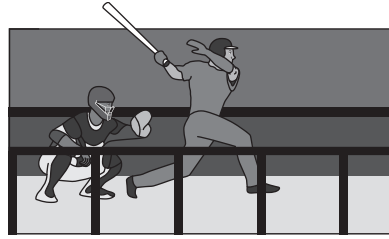


Here you have two invitations for your team. Discuss which one will you accept and which one you will refuse. Give at least two reasons for your choice.

Communication tips

Making an invitation	Accepting an invitation	Refusing an invitation	Confirm the details
Would you like to ...?	Wouldn't miss it.	I'm afraid I can't... I have to ...	It is going to be great.
Have you made any plan for ...? I'd very much like you to...	We will be there.	Unfortunately, I can't... I already have plans.	What would you like us to bring?
Are you free on ...? Why don't we ...?	Count me in.	I'm sorry. I'm afraid I can't make it.	What time should we meet?
Do you have anything in mind for? Let's ...	I'd love to come.	Sorry, I'd like to, but a'm not able to come.	Is there anything I can do to help?
I have Would you like to join me?	Absolutely.	I wish I could, but ...	Fabulous, see you then.
There is a How about going together?	I'll be there for sure.	Sorry, but I would love to catch up another time.	How lovely, I can't wait.

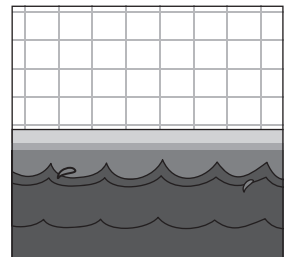
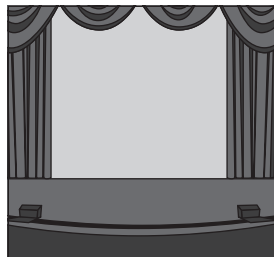
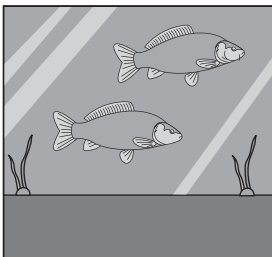
- 14.** Select one of the following options, go around the classroom and find someone to go with. Start following the formula:
- Do you like ...?
 - Have you ever been to ...?
 - Invite.
 - Accept the invitation.
 - Confirm details.



15. Work in pairs.

Student A: Invite your partner to go out over the weekend to three different places.

Student B: Refuse the invitations and give a different excuse for each one.

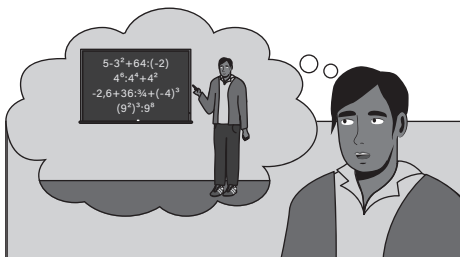


Let's practice ■ Speaking

16. Work with a partner.

- Make plan for next break to visit 3 provinces and a list of places to visit and things to do. Share the list with your partner.
- Make a list of provinces you have visited and things you have done there. Share your experience with your partner and make suggestions to the plan your partner has just made.
- Discuss differences and similarities between your partners plan and the things you have done.

17. Find out the people in the classroom who have made the same decision as you have about what to do after high school. Invite these classmates to do something together related to your future decision.



18. Work in small groups.

You: You have a ticket for four people to go to a concert. Invite your partners and give details about the activity, place and time.

Partners: Accept or refuse the invitation. If you accept, discuss and set time and place to meet and suggest time to come back home.

19. Team work.

Planning.

- Exercise A. Discuss the following questions:
 - Do you like to plan carefully in advance or do you prefer to be more spontaneous?
 - Discuss advantages of planning.
 - Discuss disadvantages of doing things without planning.
 - Share your opinions in your class.
- Exercise B. Now discuss your view about planning.
 - Are you people that plan your life in detail, or do you prefer not to make plans? Why?
 - Do you have any immediate plans?
 - What plan do you have for this vacation?
 - What plan do you have for this year?
- Exercise C. Discuss the following questions:
 - Do you often buy something without a plan or not?
 - What happens if you fail in your plans? How do you react?
 - Do you share your plans with another people? Why or why not?

- Exercise D. Projects.
 - Which are your plans after ending high school? Will you keep on studying? Why or why not?
 - Have you thought about your future carrier or job?
 - Where would you like to work?
 - When are you planning to get marry?
 - Are you going to have children soon? Why or why not?
- Exercise D. Discuss the following questions:
 - What new things would you like to do or learn in the future?
 - Give some reasons to do it.
 - Think about some problems you can face in this activity, how can you learn it, and the possible results and what benefits can the activity bring to you.

In black and white

20. A classmate sent the following text message to your group.



Hi, friends:

My sister has just won the gold medal in the National Taekwondo Contest and my parents hired a swimming pool to celebrate tomorrow from 10:00 am to 4:00 pm. I am inviting all of you. The swimming pool is the one next to the Gym. Let me know if you are coming.

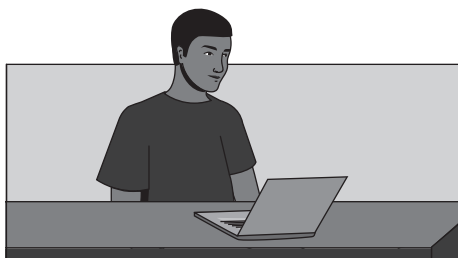
I am sorry to tell you so late; the competition was this morning.
Happy Friday.

- a) If you decide to accept the invitation, tell the time you will arrive.
- b) If you decide to refuse the invitation, give an excuse and apologize.

- 21.** There are going to be some activities in town over the weekend. Write an invitation to go out over the weekend to a classmate assigned by your teacher and other to a classmate you select. Put your message in the classroom box. Wait for your invitation, accept or refuse it.

Dear _____

- 22.** You receive an email from an English-speaking gaming friend who is arriving on Friday and wants to meet you in Havana next weekend. This is his first time in Cuba, so he asks you to suggest interesting places to visit.



From: andybrown@gmail.com

To: rwyc@gmail.com

Dear friend:

I am arriving on Friday at 10am, my flight is 4432. I am very excited.

Please send me some suggestions of things to do.

I'm looking forward to meeting you in person.

Andy

23. Write a basic email to respond to your friend's email.

Prompts:

- Express how you feel about his arrival.
- Accept or decline his invitation.
- Write about some of your favorite places in Havana.
- Explain the reasons.
- Suggest places to visit or suggest a plan for the weekend.
- Join your ideas by using simple connectors.

From:

To:

Listening

Before listening activities

24. Discuss with your partner.

Do you prefer to write messages or to send voice messages? Explain your preference.

While listening activities

25. Edsuan is listening some voice messages.

- Hi! it's Brenda. It's about 9 o'clock. Remember our dinner plan. I'll meet you in front of the restaurant at 6:00 pm on Monday, ok? Bye.
- Hello! it's me, Leila. Where have you been? I am calling about the meeting on Thursday morning at 9:00 am. See you then.
- Hello my nephew! This is your aunt Dagmar. I am arriving about 11pm. I want you to pick me up at the airport at 11:00 pm. Kisses. Good bye.

26. Help Edsuan to complete his plan.

		I am going to dinner with Brenda.
Thursday		
	11:00 pm	

After listening activity

27. Write a short message to a friend planning something for next weekend.

Before listening activity

28. Observe the singer in the picture.



- a) What is her name?
- b) What else do you know about her?

While listening activities

- 29.** Listen to the song and complete the information:
- a) The title of the song is _____.
 - b) The style of the song is _____.
 - c) The song implies _____. (a plan-a promise-a prediction)
 - d) The song is about a romance that _____.
(begins-continues-finish)
- 30.** Read the lyrics as you listen to the song. Listen carefully to the pronunciation of the underlined words.

If I should stay,
 I would only be in your way.
 So I'll go, but I know
 I'll think of you every step of the way,
 And I will always love you,
 I will always love you.
 You,
 My darling, you.
Bittersweet memories,
 That is all I'm taking with me.
 So goodbye, please don't cry.
 We both know I'm not what you, you need.
 And I will always love you,
 I will always love you.
 You
 I hope life treats you kind
 And I hope you have all you've dreamed of.

And I wish you joy and happiness,
 But above all this, I wish you love,
 And I will always love you,
 I will always love you,
 I will always love you,
 I will always love you,
 I will always love you,
 I, I will always love you.
 You
 Darling, I love you,
 I'll always, I'll always love you.

After listening activities

- 31.** Do you like the song? Why or why not?
 Bring to the class a new song from the singer. Explain your choice.

Time to read

Text 1

Before reading activities

- 32.** Look at the picture.



- What are they celebrating?
- What are you going to do on your birthday?

While reading activities

- 33.** From the reading you get that:
 ___ People always celebrate their birthday with family.

- ___ People's birthday celebration is different in some countries.
 ___ People usually receive presents in their birthdays.

Elena Monterrey, Madrid, Spain.

My twenty1st birthday is on Saturday, and I am going to go out with my friends. To wish me a happy birthday they are going to pull my ears 21 times, once for each year. It is an old custom. Some people do it only once, but my friends are very traditional.

Sun Hee Shi, Taipei, Taiwan.

Tomorrow is my sixteenth birthday. It is a special birthday, so we are going to have a family ceremony. I am probably going to receive some money in "lucky envelops" from my relatives. My mother is going to cook noodles; noodles are for a long life.

Mr. and Mrs. Isai, Kyoto, Japan.

My husband is going to be 60 tomorrow. In Japan, the 60th birthday is called KANREKI. It is the beginning of a new life. The color red represents a new life. Therefore, we always give something red. What am I going to give my husband? I cannot say. It is a surprise!

- 34.** Read the paragraphs and correct these statements:
- To celebrate her birthday, Elena is going to pull on her friend's ears.
 - Sun Hee is going to cook some noodles on her birthday.
 - On his birthday, Mr. Isai is going to buy something red.
 - Sun Hee won't receive money from her relatives.

After reading activities

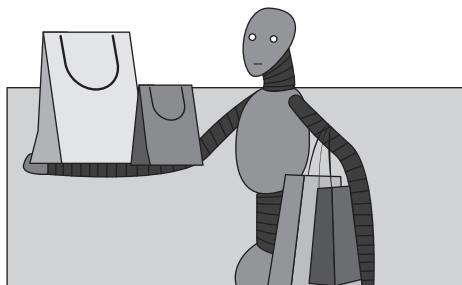
- 35.** Do you have plans for your next birthday? What are you going to do? Share in your group how you and your family usually celebrate birthday parties.
- 36.** Think and discuss in your team:
- When is your birthday?
 - Do you have any special plan for your birthday? Describe place, music, food, guests.

- c) Will you do something different from other birthdays?
- d) How do you think people will feel?

Text 2

Before reading activity

37. Which is the greatest invention of the xx century? Why?



38. Read the following article taken from "National Geographic Kids" and response the exercises:

Robot delivery

In 20 years, you might be able to walk back from the mall without carrying a bunch of bags, or go to the airport without lugging suitcases. The Cargonaut -just a concept for now- is a human size robot that flies around picking up and delivering personal items. Containers called skyboxes would be available at Cargonaut locations in malls, airports and hotels. To ship something ahead, you find a station place your stuff inside a skybox and punch in the Cargonaut location closest to your destination. That's where you pick up your package. The Cargonaut flies above the tops of buildings carrying your cargo. Meanwhile, your hands are free for more important tasks-like texting your friends about where you are off to next.

After reading activity

39. Discuss in your group.
- Do you think it is possible a future life with robots?

- Are robots important in modern life? Why?
- Can you tell us, according to you, how will be life in future?
- Give some examples about what robots could do in the future.

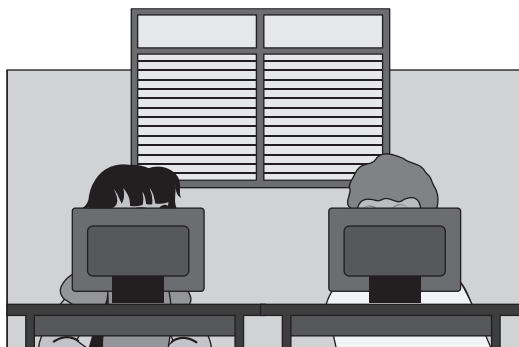
Text 3

Before reading activity

40. Mention some inventions that have changed the world in the latest 3 centuries.

While reading activity

41. Read the text carefully. Do you think Mr. Romero is right? Why?



Marina and I are at an exhibition in Argentina. It's called "Tomorrow's World". Mr. Romero has planned this exhibition.

Susan: What will tomorrow's world be like, Mr. Romero?

Steve: Will children still go to school?

Mr. Romero: Perhaps. However, if they go, there will be a computer terminal on every desk. They will have digital books and the teachers will correct the exams on line.

After reading activity

42. Can you predict two probable changes in the future? Share your ideas in the class.

When writing and invitation remember that:

- ## Project work

- 79

Self-reflection

What have I learned?

Skill	I can	I need more practice to
Make, refuse and accept invitations.		
Ask and talk about future actions, plans and intentions.		
Write invitations.		
Write to accept or refuse an invitation.		
Read and write about the future.		

UNIT 5

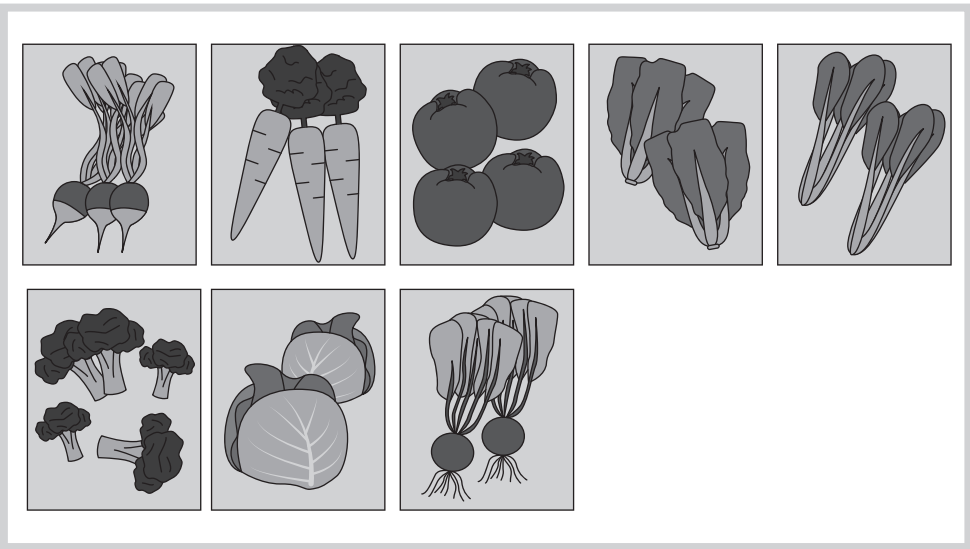
How to make it



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

- Asking for and giving instructions.
- Asking and talking about quantity.
- Reading and writing instructions.
- Discussing and reflecting about traditional and healthy food.

Breaking the ice



1. Think and discuss in small groups.
 - Which vegetables are common in Cuba?
 - Which vegetables do you like the most?
 - Why is it important to eat vegetables?

2. Match the vegetables and fruits with the vitamin and mineral they contain.

Carrots	Magnesium, Vitamin C
Spinach	Vitamin C
Cucumbers	Vitamin B6, Vitamin C
Cabbage	Vitamin A, Vitamin B6
Avocado	Vitamin E

What's new?

3. Read the following texts and identify them as follow:
 - Recipe
 - Prescription
 - Instruction manual

<p>Firstly, turn off the electricity. Secondly, remove the light bulb. Then, screw in the new light bulb. Finally, turn the electricity on and switch on the light. Remember: turn off the electricity before touching any cables.</p>	<p>Marinate the chicken with one table spoon oil and garlic. Sear the chicken. Spread the cheese over the chicken. Put the chicken in the oven and bake it for 30 minutes. Garnish the chicken with fresh cilantro.</p>	<p>Shake the bottle. Put a drop in each eye. Keep your eyes close for ten minutes. Put a drop in each eye again. Open your eyes after five minutes. Repeat the procedure twice a day. Stay away from the sun. Do that for 5 days.</p>

4. Read the following recipe carefully.

Stuffed peppers



- Firstly, cook the rice and the meat.
- Secondly, ground the cheese.
- Then, cut the top part of the peppers.
- After that, mix the rice and the ground meat and spoon them in the peppers.
- Then, put the cheese on top.
- Add tomato sauce.
- Bake the pepper in the oven for 20 minutes.
- Garnish the peppers with onion.
- Serve the peppers.

5. Answer the questions below.

- Which is the main ingredient in the recipe?
- Which one is an additional ingredient?
- Which ingredient is to decorate?
- What ingredient would you like to add?

6. The following verbs are used to describe how food is prepared and cooked. They are also used to give instructions. Work in small groups, divide the verbs and write them under the correct box. Use a dictionary if you consider it necessary.

Cut	Mix	Heat	Season	Others	
slice	blend	fry	marinate		

Verbs:

- peel-melt-grill-add-carve-roast-sprinkle-thaw
- mince-fry-beat-dice-bake-stir-slice-mince
- pour-grate-chop up-blend-boil-poach-broil-mix
- marinate-season-whisk-serve-put

7. Prepare your own recipe using the verbs from the list.

- _____ the eggs and _____ tomato sauce.
- _____ the cheese and _____ it to the chicken.
- _____ the chicken in pieces and _____ it in the oven
_____ the rest of the ingredients.

4. _____ the potatoes _____ them _____ the onions _____ mayonnaise.

Reflecting on language

Giving instructions

We use the imperative form to give orders or instructions.

Example:

- Add all the ingredients.
- Take one tablet daily.
- Turn on the machine.

To make a negative imperative, put "do not" or "don't" before the verb. (Don't is more informal than "do not".)

Don't forget to turn off the electricity!

Do not wash it in hot water.

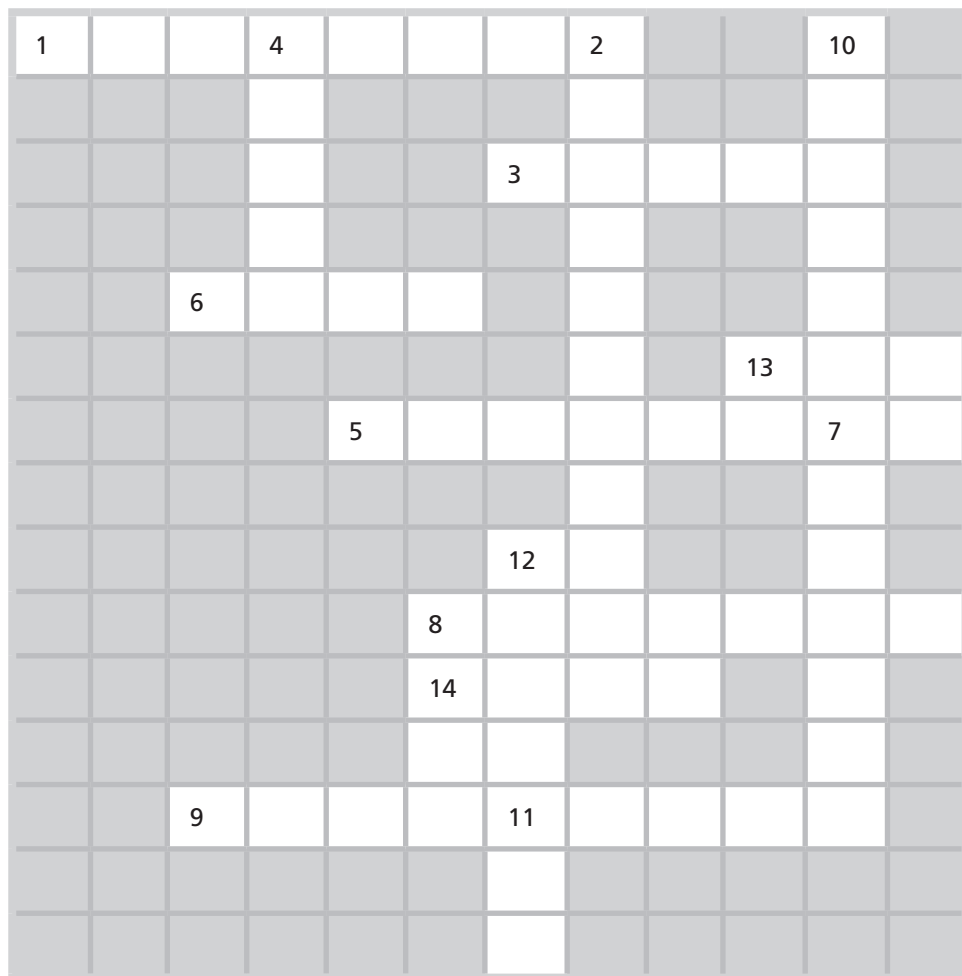
8. Read the following instructions to send an email and organize them.
- ___ Correct any mistakes you see and read it again to have a last check.
 - ___ Then think carefully about what you need to say.
 - ___ Finally, choose 'send'.
 - ___ After that, check the email by reading it carefully.
 - ___ First, choose 'reply' on the email you need to answer.
 - ___ Next, write the email.

Writing tips

A standard recipe must contain the following data:

- Title
- List of ingredients with accurate measurements
- Step-by-step directions
- Preparation and cooking time
- Accurate nutrition information
- Number of servings and serving size

9. Complete the puzzle about vegetables:



Across

1. A red vegetable (Plural)
2. A vegetable that takes tears out
5. A green vegetable that resembles a little tree
6. A vegetable that grows in pods
8. An orange vegetable rich in vitamin A
9. A citric fruit of the orange family
13. Red meat served as a snack
14. A beverage made with grapes fruit

Down

3. Snack made with ham, cheese and bread
 4. Red fruit that grows in cool countries
 7. A green vegetable with leaves
 10. A yellow fruit rich in potassium
 11. White outside, yellow inside
 12. A potassium chloride that is necessary in all meals
 13. Red meat made with pork
- 10.** Select some of your favorite vegetables from a puzzle and write a recipe for a mix salad for a dinner.

- 11.** Select some ingredients from the puzzle and prepare a snack for a visitor.

	Ingredients	Instructions
Mixed salad		
Snack		

12. Read the following instructions to make a birthday card and underline the correct answer.



- a) How much paper do we need for this card?

☐ A lot of paper.
☐ Not so much.

- b) How much glue do we need?

☐ A little.
☐ Two bottles.

- c) How many markers do we need?

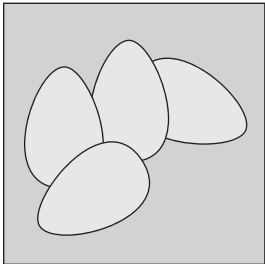
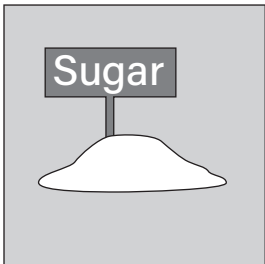
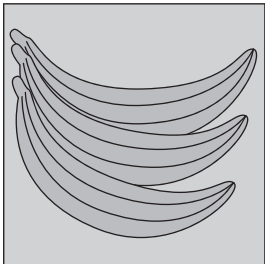
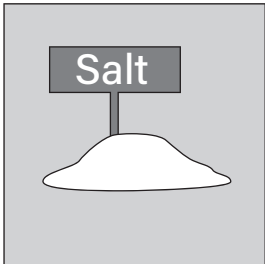
☐ Three or four.
☐ About twenty markers.
☐ One.

- d) How many paintbrushes do we need?

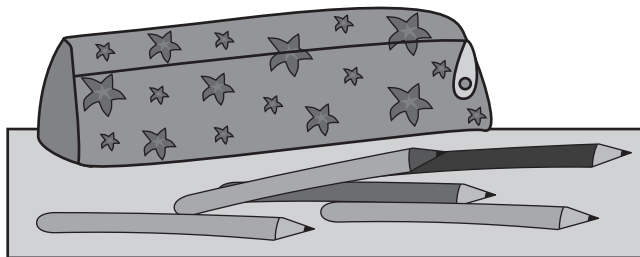
☐ More than five.
☐ Only one.

Materials	Instructions
Paper Glue Markers Scissors Paintbrush	Firstly, outline your hands in the paper. Secondly, cut them. Then, glue the hands together. After that, cut some flowers and stick them in hands. After that, color the flowers. Finally, write a message inside the hands.

Reflecting on language

Countable nouns How many	Uncountable nouns How much
<p>eggs</p> 	<p>sugar</p> 
<p>bananas</p> 	<p>salt</p> 
<p>Countable nouns are nouns we can count. We use some, any, many, a lot of, a few, before countable nouns. A few eggs. They have a singular and a plural form. eraser-erasers An eraser, two erasers, three erasers...</p>	<p>Uncountable nouns are nouns we can't count. We use some, any, much, a lot of, a little, little, before uncountable nouns. A little glue. Uncountable nouns always use a singular verb. The paper is colorful. This tomato sauce is delicious.</p>
<p>Use how much when you refer to money. How much money do you need to by the present?</p>	

- 13.** Read the instructions to make a pencil case and organize them.



- ___ Close the back into the front of the pencils case.
- ___ Cut out the patterns in 4 pieces: back, 12 by 4 cm; and front, 9 by 4cm.
- ___ Stick some flowers in the front part.
- ___ Apply glue to adhere both the front pieces together.
- ___ Glue the back and the front part together to create a pocket.
- ___ Put the pencils in your new case.
- ___ Apply glue to adhere the two back parts together.

- 14.** Read the instructions again and circle the materials that were used to make the pencil case.

cartoon-markers-adhesive tape-fabric-scissors-ruler-glue

a) Discuss in the classroom.

Communication tips

Useful languages to give instructions:

- First, ...
- Second, ...
- Then, ...
- First all you have to...
- Don't forget...
- Don't...
- The first thing you have to do...
- After you've done that, you...
- Be careful not to...

15. Work in small teams.

Observe the following ingredients and prepare a recipe.

chicken	garlic	mayonnaise	carrots
mince	onions	cheese	lettuce
spaghettis	pepper	tomato sauce	cabbage
potatoes	salt	oil	peas
rice	oreganus	butter	tomatoes

Name of the dish: _____

Ingredients	Directions	Time to serve it

Speaking**16.** Role play.

Finding a chef vacancy. There is an opening in a restaurant to be a chef. Try to get the position attending to an interview.

Student A: Possible questions for the owner of the restaurant.

- Name
- Age

- Experience
- Favorite dish
- Describe a recipe.
- Decide if you are going to accept the applicant or not.

Student B: Possible questions for the applicant.

- Days of work
- Hours
- Salary
- Vacations

- 17.** Think about your favorite dish and be ready to explain the recipe to your class.



- 18.** It is your friend's birthday and you would like to prepare a special lunch for the day. Ask your partner to suggest you a recipe to invite your friend to have lunch at home.



- 19.** Work in pairs
You are going to participate in a culinary program. You have to prepare a dinner for a special occasion.

Step 1: Select the name of your dish.

Step 2: Make the list of the ingredients you will need.

Step 3: Explain the class how to prepare the dish.

- 20.** You are alone at home over the weekend and this is the first time you are going to wash your clothes. Ask your friend for some instructions to wash everything you need.
- 21.** Choose one of the following situations:
- Show a friend how to play a game.
 - Show a foreign friend how to make a typical Cuban dish or a typical dance.
 - Explain to your classmates how special equipment works.

In black and white

- 22.** Write a recipe of your favorite dish.

Ingredients	Directions

- Which vegetables and fruits grow up in your area?
- Which ones do you prefer the most? Why?
- What are the healthiest? Why?
- Which ones do you grow up in your own house?
- Which are the benefits of planting or having them at home?
- Can you explain some benefits of eating vegetables?

[illegible]

- 26.** You and your friends want to plant some vegetables in a land space in your community.

- Decide what you are going to plant.
- Research and write the instructions from planting to harvesting.

- 28.** A friend of yours is preparing a party for the first time. Write 7 instructions you would give to your friend to be an excellent host.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

6 _____
 7 _____

- 29.** Dancing is difficult for some people. Write some instructions for your classmates who do not know how to dance.



1 _____
 2 _____
 3 _____
 4 _____
 5 _____
 6 _____
 7 _____

Listening

- 30.** Have you been to any restaurant recently? How was the experience?



31. Listen to Ernesto's restaurant reviews.

Last Sunday, I tried two new restaurants, Martha's and Iris'. They are both Cuban traditional restaurants. Martha's is a small place with twenty tables. The waiters and waitresses are very polite and the service is excellent. I ordered chicken with rice and a salad. Then, I had strawberry ice cream. The chicken was delicious, but the ice cream was not very good. The meal cost two hundred Cuban pesos. Iris' is a much bigger restaurant and was very crowded. I waited thirty minutes for a table. Iris' restaurant is noisier than Martha's. The waiter was very slow with my meal. I ordered roasted pork with fried potatoes. The roasted pork was tough and not hot. For dessert, I had a guava pie. The meal was expensive. We paid five hundred Cuban pesos. I would go to Martha's restaurant again, but not to Iris.

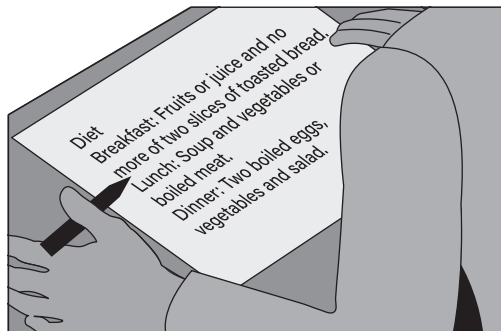
Circle T (True) or F (False).

- a) T-F Martha's restaurant is smaller than Iris' restaurant.
- b) T-F Ernesto did not have dessert at Martha's.
- c) T-F He liked Iris' restaurant.
- d) T-F The service was good at Martha's.
- e) T-F Ernesto thought the meal was excellent at Iris'.
- f) T-F Martha's is more expensive than Iris'.

32. Discuss in your group which is the best restaurant in your town. Why?

Time to read

Text 1



Before reading activities

- 33.** Discuss in your group.
- Have you ever been on a diet?
 - Why do some people go on a diet?

While reading activities

- 34.** Read carefully some tips about going on a diet. Underline three aspects that you think are easier for you to follow. In your opinion which is the most difficult to accomplish? Why?
- Don't go into strict limitations to eat healthy.
 - Don't eliminate foods you enjoy completely.
 - Make a few small changes at a time. It is better.
 - Diminish sugar in your juices and desserts.
 - Keep your goals modest, it can help you achieve more.
 - Add more healthy choices as your small changes become habit.
 - Eat food that is as close as possible to the way nature made it.
 - Add more fruit and vegetables to your diet.
 - Add colorful vegetables, they can vary the flavor and make meals more visually appealing.
 - Eat breakfast, and eat smaller meals throughout the day.
 - Avoid eating late at night. It's not just what you eat, but when you eat.
 - Don't eat before going to bed.

After reading activities

- 35.** Discuss with partner.
- What do you recommend to people who want to lose weight: to go on a diet or to do exercises? Explain.

Text 2***Before reading activities***

- 36.** Unhealthy food habits can lead to bad consequences. Discuss in your group some concerns of bad eating habits.

While reading activities

- 37.** What is the reading mainly about?
- ___ How eating habits can be improved.
 - ___ How eating habits have changed in the school.
 - ___ Why the chef's kitchen was successful.

Food for life

A celebrity chef is on mission to change people's eating habits. As part of this mission he opened a new community food center in Virginia. He chose this region largely because of the city's high rates of food related illnesses. At the time, over 45 percent of the adult population was obese, according to a government report. His team spent five months at school coaching people about fresh food. In the kitchen, his team taught cooking lessons and serve healthy meals. Three years after the kitchen opened, obesity levels have dropped by 10 percent.

The chef says that also sees problems in stores and restaurants where people buy food. Fast food restaurants offer cheap meals that are often high in sugar and fat, but low in nutrition. Additionally, the portion sizes in them are huge, encouraging people to eat more than healthy.

The chef has some ideas about how people can address to these problems. For example, he encouraged people to share simple recipes, so that more people get into the habit of home cooking. He also suggests that supermarkets hire specialized people to help consumers make better choices about the foods they buy. He has also worked with schools to develop healthier meals and to help children learn about good nutrition.

Inspired by his experiences, he created an annual event called Food Revolution that reminds people that cooking with fresh ingredients is fun. He wants to create a movement to educate every child about foods and to inspire families to cook healthier.

- 38.** Underline the ideas expressed in the reading:
- a) The chef was worried about people and their eating habits.

- b) Some of the chef initiatives were successful.
- c) Parents received instructions from the chef in the school.
- d) The chef gave some advice to supermarket owners.
- e) The event created by the chef became very popular.

After reading activities

- 39.** Discuss in your group which group eat healthier: children, young people or adults. Why?

To learn more

- Fish and chips is a typical dish in Britain, consisting of fish, which is dipped into a mixture of flour and milk and then cooked, in oil, served with long, thin pieces of French fries.
- In most cultures, food is an essential part of the celebration. Read about these exotic dishes from all four corners of the world!
- The symbol of Martinstag is a goose in Germany. People roast goose and serve it with potatoes and red cabbage.
- In Iceland, people celebrate midwinter by eating meat and sausages. They sometimes eat fish with bread and potatoes as well.
- When the cherry blossom tree flowers, the Japanese celebrate with picnics or parties under a tree. A popular dish is sushi, made of fish and rice. They also drink a special drink called sake.

Project work

- 40.** Research and bring information to the class about traditional or exotic dishes from different countries.
- a) Make a presentation.
 - b) Bring images of the dish.
 - c) Tell the ingredients.
 - d) Name the country.
 - e) When the dish is served.
 - f) Would you like to try the dish? Why or why not?

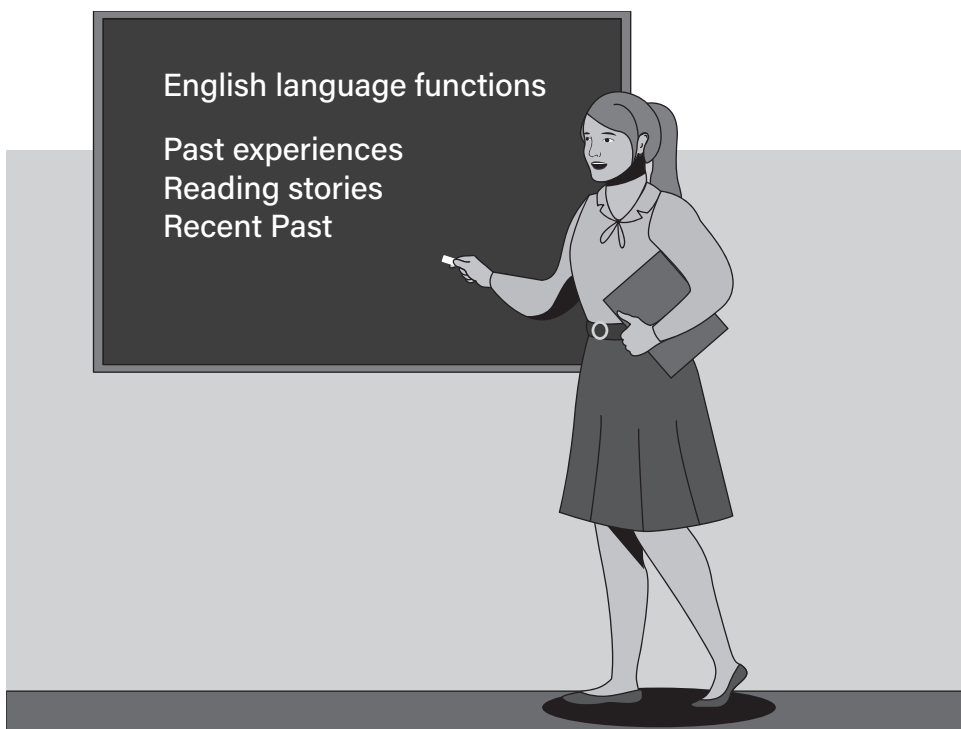
Self-reflection

What have I learned?

	I can	I need more practice to
Ask and give instructions		
Ask and talking about quantity		
Read and write instructions		
Ask and talk about traditional food in some countries		
Ask and talk about healthy food habits		

UNIT 6

Review



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

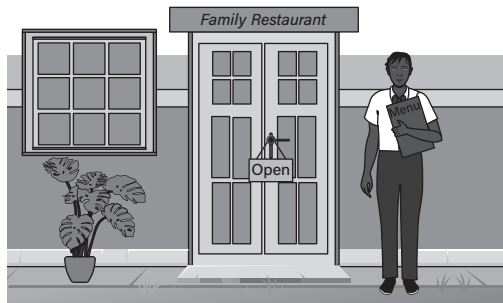
- Talking and asking about stories and past experiences.
- Asking and talking about the recent past.
- Making, accepting and refusing invitations.
- Talking and asking about future plans and intentions.
- Asking for and giving instructions.
- Reading and writing stories.

Breaking the ice

1. Read the sentence and be ready to tell class if you have done or not the following activities.
 - Been in a live concert
 - Participated in a TV program
 - Won a gold medal
 - Met a Cuban actor
 - Witnessed an accident
 - Sung in a Karaoke
- a) Select one of the affirmative answers and tell the experience to the group telling when, where and how you felt.

Speaking

2. Work in teams.



You are planning to open a new restaurant.

- a) Observe carefully your list of ingredients and prepare a restaurant menu for the opening.
- b) Describe the recipe of your main dish.
- c) Compare your menu with the menu prepared by the other teams.
- d) Select the menu you prefer. Give reasons.

Fish	Rice	Mayonnaise	Orange	Sugar
Lobster	Beans	Cheese	Bananas	Salt

Chicken	Potatoes	Butter	Apples	Coffee
Ground beef	Carrots	Oil	Pineapple	Bread
Crab	Cucumbers	Tomato sauce	Onions	Tea
Turkey	Cabbage	Vinager	Garlic	Beer
Rabbit	Tomatoes	Wine	Big peppers	Fluor

Restaurant menu

Starters

Main courses

Salads

Desserts

Drinks

Recipe for the main course

Ingredients	Preparation

- e) Which of the recipes is healthier?
- f) Which one needs more time to cook?
- g) Where do you use more ingredients?
- h) For which recipe would you like to add any ingredient from the list?

3. Most of us have had a remarkable experience. Tell your team about that experience. What did you learn from that experience?

4. Role play.

Student A: There will be a dancing competition. You want to participate but you need a partner. Invite a friend to participate with you.

Student B: Find out some information about the proposal and decide to refuse or accept the invitation. Give reasons.

5. Some people prefer soft drinks and fries, other people prefer natural juice and salads. Which one do you prefer? Why?

6. There will be a Literature meeting in your community library in two days.

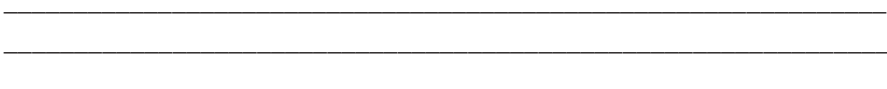
- a) What book will you recommend to children or friends from your community? Why?
- b) What book you have not read but you would like to read? Give reasons.
- c) Write a message to your friends inviting them to participate.

In black and white

- 7.** Sue has three offers for dinner over the weekend. Which one will you recommend her to select? Why?
- a) A family dinner at her grandparent's house
 - b) A picnic with some friends next to the river
 - c) A dinner in a large new restaurant with her partner

-
- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

9. Look at the picture and write three statements the image suggests to you.



10. Before listening to the song, discuss in small groups:

- What kind of music do you prefer?
- Who is the most popular singer in this moment?
- Give some information about them.



11. Listen to the song and answer these questions.

- Name of the singer
- Nationality
- Title of the song
- Style of the song
- Topic of the song

12. Listen to the song and select the theme of the song.

- ☐ Friendship
☐ Love
☐ Happiness

13. Listen to the song again and write eight words you listen clearly.

1	
2	
3	
4	
5	
6	
7	
8	

14. Listen to the song and follow the pronunciation of the underline words.

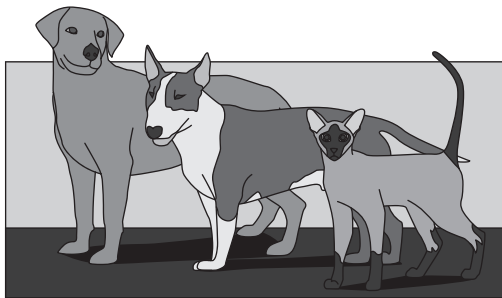
When your legs don't work like they used to before
 And I can't sweep you off of your feet
 Will your mouth still remember the taste of my love?
 Will your eyes still smile from your cheeks?
 And darling I will be loving you till we're 70
 And baby my heart could still fall as hard at 23
 And I'm thinking 'bout how people fall in love in mysterious ways
 Maybe just the touch of a hand
 Well me I fall in love with you every single day
 And I just wanna tell you I am
 So, honey now
 Take me into your loving arms
 Kiss me under the light of a thousand stars
 Place your head on my beating heart
 I'm thinking out loud
 And maybe we found love right where we are
 When my hair's all but gone and my memory fades
 And the crowds don't remember my name
 When my hands don't play the strings the same way, mm
 I know you will still love me the same
 'Cause honey your soul can never grow old, it's evergreen
 Baby your smile's forever in my mind and memory
 I'm thinking 'bout how people fall in love in mysterious ways
 Maybe it's all part of a plan
 Well I'll just keep on making the same mistakes
 Hoping that you'll understand
 That baby now
 Take me into your loving arms
 Kiss me under the light of a thousand stars
 Place your head on my beating heart
 I'm thinking out loud
 And maybe we found love right where we are, oh
 So, baby now
 Take me into your loving arms

Kiss me under the light of a thousand stars
 Oh darling, place your head on my beating heart
 I'm thinking out loud
 And maybe we found love right where we are
 Oh baby, we found love right where we are (maybe)
 And we found love right where we are

- 15.** Read the song and underline the verse where you find imperative forms.
- 16.** Team work.
 Find out the lyrics of another love song, bring it to class. Write some information about the singer, and tell why you selected the song. You can bring a video to the class.

Time to read

Before reading activity



- 17.** Do you like stories about animals? Which are the films about animals that you have seen?

While reading activities

- 18.** Read carefully and find the following information:
- The theme of the book: _____
- The reason the pets left: _____
- The guide of the group: _____
- People who may not read the book: _____

The incredible journey

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

When a Canadian family went to England for a long trip, they left their three pets with a friend who lived 100 miles, although well treated by the friend; the pets missed their family. One day they were able to leave the friend's house unnoticed and began the long journey alone, but they took care of one another, and all three made it and joined to their owners.

The main characters in this book are a Siamese cat, an old English bullterrier and a young labrador retriever, the leader of the group. Each animal has a distinct personality, but they care for one another almost as if they were a family.

My favorite of the three was the old bullterrier. Because of his age, the journey was the most difficult for him, but amazingly he found the strength to make it. I liked the book very much. The author didn't try to turn the animals into people, speaking and acting like humans. Instead, she was faithful to their characteristics as animals and showed us their journey through animal eyes. That made the book both interesting and unbelievable. I would recommend the book to anyone who likes the animals. Because most of the book focuses on the animals and contains little dialogues, someone who is not interested in animals probably would not like the book. But I think that anyone who has ever had a pet or wanted a pet would enjoy it.

19. Complete the sentences:

The author of the story is _____.

The story takes place in _____.

The three pets were two _____ and a _____.

20. Select the correct option according to the reading:

The writer _____ was not so young.

The pets wanted _____ acted like family.

The three pets _____ would be pleased reading the book.

The bullterrier

Pet owners

___ used to travel.

___ illustrates animals intelligence.

___ to stay with their owners.

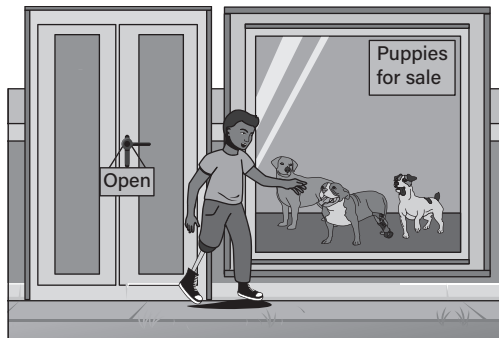
After reading activities

21. Do you have a pet? Tell the classroom about your pets.

22. In teams write some instruction for those students who are going to have a pet for the first time.

23. Read the text

Puppies for sale



A store owner was tacking a sign above his door that read "Puppies for sale". A little boy appeared under the storeowner's sign — How much are you going to sell the puppies for? — he asked. The store owner replied —Anywhere from \$30 to \$50. The little boy reached in his pocket and pull out the money.

—Can I please look at them?

The store owner smiled and whistled and a lady came followed by five little dogs. One puppy was limping considerably. Immediately the little boy pointing at that puppy said: —What’s wrong with that little dog?

The store owner explained that the veterinarian had examined the little puppy and had discovered, it had problem with his hip, so it would always be lame. The little boy became excited.

—That’s the puppy I want to buy.

The store owner said:

—You don’t have to buy that dog. If you really want it, I will give it to you. The little boy got upset. He looked straight into the store owner eyes and said:

—I don’t want you to give him to me. That dog is worth as much as the other dogs and I will pay full price.

The store owner counted the money and said:

—This dog is never going to be able to run, jump and play with you like the other puppies. To this, the little boy rolled up his pant leg to reveal a crippled left leg, supported by a big metal brace. He looked at the store owner and replied:

—Well, I do not run, so well myself, and the little puppy will need someone who understands.

24. Identify the false statements and write the correct idea.

- a) The store owner was giving the puppies free. _____
- b) The little boy had some money. _____
- c) The store owner was clear about the puppy’s problem. _____
- d) The little boy agreed with the owner’s proposal. _____

25. Find in the reading:

- a) The sentence that state the puppy’s problem didn’t have a solution.

- b) The sentence that states a handicap cannot change the puppy’s value.

26. Answer this question about the reading:

- a) What calls the boys attention about one of the puppies immediately?

- b) Did the boy want to take the puppy without paying?
 c) Why did the boy feel identified with the limping puppy immediately?

Self-reflection

What have I learned?

	Now I can	I need more practice to
Talk and ask about stories and past experiences		
Ask and talk about the recent past		
Make, accept and refuse invitations		
Talk and ask about future plans and intentions		
Ask for and give instructions.		
Write about plans and intentions		
Write instructions		
Read and understand texts about stories, food and future plans		
Write messages to invite, refuse and accept invitations		

READING CORNER

Read the following texts and follow your teacher's instructions.

Text 1

Last summer vacation, my family and I spent our holidays in the beautiful country of Thailand. We went by plane and we were very excited because it was our first trip there. The trip was amazing and we have, fortunately, very good partners. The time was marvelous, hot and rainy days, without clouds. We spent a few days of the Thailand capital, a city named Bangkok. As you know, we got a river bus to the floating market. My family bought some local and delicious fruit. After that, we visited an interesting temple called the Emerald Buddha. We didn't have enough time to go to any other temples. However, we went to two historic cities: Ayuthaya and Sukhothai, where I took many photos to share with my friends at school. Both were great, it is impossible to say what was the best thing about the trip. I felt in the sky and I would like to go there again.

Text 2

Who invented the hamburger? Many people throughout the world claim that it was their invention. Here are some theories: some people believe that it was invented in Hamburg, Germany. In the early 19th Century, German immigrants arrived in America. They cooked their beef-steaks in a very similar way the Americans cook hamburgers today. However, some maintain that American, Charlie Nagreed created the hamburger in 1885 at the age of 15. Also, Frank Menches' family, claim that he invented the hamburger by substituting beef for pork in his famous sausages on one

day when the heat and humidity forced butchers to stop slaughtering pigs. With names like Whopper, Big Mac and Flame grilled steak burger - hamburgers became a specialty in most American restaurants. The wide-open spaces in America and its growing automobile culture helped make the hamburger a great success. The first chain-restaurant was opened by Walter Anderson and Billy Ingram in 1921. However, it was the McDonald brothers, Richard and Maurice, who opened the doors to fast-food. The first McDonald's opened in 1948. Soon there were more than 100 restaurants all serving exactly the same burger. Nowadays, the hamburger is not only loved by Americans but also by people all over the world. Americans alone consume almost 11 billion burgers a year.

The hamburger is liked so much because of its simplicity and convenience. It can be bought and eaten anywhere, it can be accompanied with anything, e.g: cheese, tomato, ketchup, lettuce, onions, mayonnaise, etc. Today McDonald's hamburger is the most popular in America. And while we may never find out exactly who really discovered the hamburger, one thing is clear: Burgers have existed in America for over a century and they show no signs of going away!

Taken and adapted from ***English for teenagers***, Jobabo, Las Tunas.

Text 4

Smoking

It's very easy to stop and decide to smoke.

Everybody knows that smoking is a dangerous pastime and many people try to give up, but giving it up is difficult to achieve. Women who smoke when they are pregnant have a greater danger of miscarriage or of their baby being born premature or underweight. The big question is: do you really want to stop smoking? Because this is the key to success. It is very easy to stop and decide to give it up. To help you make your decision, think about what you'll gain if you stop: you will be free from an expensive and damaging habit, you will save money, you'll be healthier and breathe more easily, and you'll be free from the worry that you may be killing yourself. Your family and friends will also gain: they can enjoy fresher air. Children who live in smoke-free homes are less disposed to get colds. Non-smokers who live with the smoker have a higher chance of getting chest diseases.

(Taken from Folleto de Lectura, Tesis de Maestría de Josefa Febrero Fernández)

Text 5

New language learners

Good language learners think about how to learn. They use the new language as much as possible by practicing it every day. They read, write and listen to the new language. They find people to speak to. When they don't understand, they don't get nervous. They try to guess the meaning of many words and expressions in sentences. They try to use new words and expressions in sentences. They listen to correct pronunciation. They repeat words out loud. They sometimes talk to themselves in the new language. They also think about grammar. They try to understand how the new language works.

Text 6

Yellowstone National Park

Yellowstone National Park, located in Idaho, Montana, and Wyoming, was established as the first national park in the United States. The park is a popular destination for visitors who enjoy ecological tourism as it offers forests, mountains, and abundant ecosystems to explore. Some of Yellowstone's most well-known landmarks are its geothermal hot springs and geysers, the most famous of which is named Old Faithful.

Last fall, Lisa and her friends decided to take a camping trip to Yellowstone National Park. They arranged to stay at one of the park's many convenient campsites. For their camping trip, they brought their backpacks, sleeping bags, and a cooler of food and drinks. They pitched their tents immediately upon arriving to their campsite. During their trip, Lisa and her friends hiked the many trails of the park, exploring its natural surroundings. In the forest, they saw a lot of local wildlife. Lisa was surprised to see a family of grizzly bears, some gray wolves, and even bald eagles flying overhead. Outside of the woods, they admired the beauty of some of Yellowstone's natural cascades.

Since Yellowstone contains many hot springs and the world's largest area of active geysers, Lisa and her friends visited many different geyser sites. They even spent an afternoon swimming in Yellowstone's Boiling River. Of all of the sites, Lisa and her friends agreed that Old Faithful was the most impressive. Lisa and her friends waited patiently for the geyser to erupt. After about 40 minutes, a stream of boiling water over

100 feet tall sprayed from the ground and up into the air. Fortunately, no one got wet!

Text 7

Something about plants

For plants to make food, several elements must play a role: air, light, stomata, water, roots, and chloroplasts. The process, which takes place mostly in the leaves, is called photosynthesis. First, plants need air. Air enters the plant through openings in the leaves called stomata. Stomata are located on the surface of leaves between cells. Another important element is light, which contains energy. Water is also necessary. It enters the plant through a network of underground tubes called roots. When you transplant a plant, be careful not to break these off. Last are the chloroplasts, which are oval green bodies located in the leaf cells and containing chlorophyll. Photosynthesis works like this: light is absorbed by the chloroplasts, and air enters the leaves through the stomata. At the same time, water is taken in by the roots and travels to the leaves. Energy from the light is used to split the water molecules into hydrogen and oxygen. The hydrogen molecules combine with carbon dioxide from the air and form a sugar like compound. This is changed to carbohydrates, which the plant uses for food. In summary, plants need air, light, and water in addition to their own parts for the process of photosynthesis to take place.

Taken and adapted from Basic Composition for ESL by JannHuizenga.

Text 8

A natural disaster

On August 30, 1979, Hurricane David began a week of destruction in the Caribbean and in parts of the D.S. The savage storm ripped across the islands of Dominica and Puerto Rico on August 30. Scores of people were left dead, injured, or homeless. On August, the hurricane headed north and struck the Dominican Republic. More than 1,000 people died and thousands were injured. The 100 miles per hour winds and huge tides destroyed crops, power lines, and water supplies. In addition, an estimated 100 000 people lost their homes. On September 3, Hurricane David hit Florida near Palm Beach. Power lines were knocked out, and buildings and cars suffered heavy damage. The following day, the storm headed inland,

across the islands off the coast of Georgia. It reached the Northeast on September 7. The storm ripped power lines throughout the area and cut of electricity for more than 2.5 million people in New York. Eight deaths were reported.

Taken and adapted from Basic Composition for ESL by Jann Huizenga.

Text 9

Frogs

When was the last time you saw a frog? Chances are, if you live in a city, you have not seen one for some time. Even in wet areas once crowded with frogs and toads, it is becoming less and less easy to find those slimy, hopping and sometimes poisonous members of the animal kingdom. All over the world, even in remote jungles on the far side of the globe, 5 frogs are losing the ecological battle for survival, and biologists are at a loss to explain their demise. Are amphibians simply over-sensitive to changes in the ecosystem? Could their rapid decline in numbers be signaling some coming environmental disaster for us all?

This frightening scenario is in part the consequence of a dramatic increase over the last quarter century in the development of once natural areas of wet marshland; home not only to frogs but to all manner of wildlife. Yet, there are no obvious reasons why certain frog species are disappearing from rainforests in the Southern Hemisphere which are hardly touched by human hand. The mystery is unsettling to say the least, for it is known that amphibian species are extremely sensitive to environmental variations in temperature and moisture levels. The danger is that planet Earth might not only lose a vital link in the ecological food chain (frogs keep populations of otherwise pestilent insects at manageable levels), but we might be increasing our output of air pollutants to levels that may have already become irreversible. Frogs could be inadvertently warning us of a catastrophe.

An example of an inexplicable occurrence regarding a species of frog dates from the summer of 1995, when 'an explosion' of multi-colored frogs of the species *Rana klepton esculenta* occurred in the Netherlands. Normally these frogs are brown and greenish-brown, but some unknown contributory factor is turning these frogs yellow and/or orange. Nonetheless, so far, the unusual bi- and even tri-coloured frogs are functioning similarly to their normal-skinned contemporaries. It is thought

that frogs with lighter coloured skins might be more likely to survive in an increasingly warm climate due to global warming.

One theory put forward to explain extinct amphibian species that seems to fit the facts concerns the depletion of the ozone layer, a well-documented phenomenon which has led to a sharp increase in ultraviolet radiation levels. The ozone layer is meant to shield the Earth from UV rays, but increased radiation may be having a greater effect upon frog populations than previously believed. Another theory is that worldwide temperature increases are upsetting the breeding cycles of frog.

ACTIVITY BANK

- 1.** Read this description and number the events from 1 to 9 in the order they occurred.

A terrible time! What happened?

- ___ I ate lunch and then found I didn't have enough money!
 - ___ She was very nice and brought some money to the restaurant.
 - ___ After that, I called my sister but she was out too.
 - ___ I had a terrible time on Saturday.
 - ___ First, I called my parents but they were out.
 - ___ So, finally I called my neighbor at home.
 - ___ I went out to do some shopping. Then, I went to the restaurant for lunch.
 - ___ Then I tried my friend but he was out too.
 - ___ It was awful. Next time I will eat at home.
- Taken from Changes, English for International Communication.

- 2.** Pair work.

People use to change the color of their hair. Have you ever changed the color of your hair? Discuss in your group what changes have you made in your life during the last five years. What changes will you have in the next five years?

- 3.** We are always learning new things. Tell about three things you have learned this year. Mention two benefits of this learning. Tell something you haven't learn yet but definitely you will try to learn. Why is this knowledge important for your future life?

- 4.** Most of us like to take photos but not all photos are very good. Research and write at least 5 instructions to take better photos.

5. Write a recipe telling the ingredients, the instructions and something particular about the dish. Exchange your recipe with your class. Read it carefully and make comments based on these questions.
- Is the recipe a healthy dish?
 - Is there any ingredient you would like to add or eliminate?
 - Is there any information your partner omits?
 - Would you like to prepare dish for a special visitor? Why or why not?
6. Read the following statements and tell True or False from your personal experience.

	T	F
I have never been in love.		
I have visited more than 3 provinces.		
I have always dreamed to be famous.		
I have got more than 95 grades in all subjects.		
I have changed the color of my eyes.		
I have never trouble along in a long trip.		
I have combined studying and working.		

- Which of the true experiences have been more meaningful to you?
 - Which one of the false would you like to accomplish soon?
7. Read carefully the following ingredients and the verbs. Then complete the instructions.

Verbs: add, boil, cut, mix, pour, put, remove, serve, slice

Ingredients for a Dressing

2 eggs

1 table spoon of mayonnaise

8 lettuce leaves

1 table spoon tomato ketchup
1lb cheese
1 table spoon vinegar
4 slices ham
1 table spoon oil
1 small cucumber salt and pepper
1 large tomato

Instructions

_____ the eggs for 10 minutes.
_____ up the lettuce leaves and put them into a salad bowl.
_____ the cheese and the ham into small pieces and add them to the bowl.
_____ the cucumber and cut the tomato into pieces, then add them to the bowl.
_____ the shell from the eggs, slice them and put them on top of the salad.
For the dressing
_____ the mayonnaise, tomato ketchup, oil and vinegar into a small bowl and _____ them well. _____ salt and pepper. Finally, _____ the dressing over the salad. _____ with fresh bread.

8. Complete the following recipes:

a) A fruit cocktail

You need _____ apples and oranges, _____ pineapples, _____ or two bananas and some grapes. _____ the fruits and _____ some _____. I always finish with _____ but not too much, we don't want to get fat!

List: cut, one, some, add, a lot of, a, sugar, cream.

b) A chocolate milkshake

You need _____ milk, cocoa powder and _____ the _____ into the blender. After that, you _____ them, _____ some ice and _____ them again. Then, you _____ it to your friends.

9. Let's play.

Ask Yes/No questions/wh questions using the elements given using Present Perfect tense. Then answer them. You can use what, where, how long, when or why.

E.g.: **Student A:** Have you started a new course recently?

Student B: Yes, I have.

Student A: What kind of course have you started?

Student B: It is about Informatics.

Start a new course	Play piano	Swim in a river	Write a song
Ride horse	Explore a cave	Lay in a sports team	Be to another country

ANNEXES

Anex 1

Base Form	Past Simple (V2)	Past Participle (V3)
arise	arose	arisen
awake	awoke	awoken
be	was/were	been
bear	bore	born(e)
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred

Base Form	Past Simple (V2)	Past Participle (V3)
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt/burned	burnt/burned
burst	burst	burst
buy	bought	bought
can	could	... (been able)
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven

Base Form	Past Simple (V2)	Past Participle (V3)
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit

Base Form	Past Simple (V2)	Past Participle (V3)
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
lean	leant/leaned	leant/leaned
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
lie (in bed)	lay	lain
lie (to not tell the truth)	lied	lied
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
may	might	...
mean	meant	meant
meet	met	met
mow	mowed	mown/mowed
must	had to	...

Base Form	Past Simple (V2)	Past Participle (V3)
overtake	overtook	overtaken
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw	sawed	sawn/sawed
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shall	should	...
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown

Base Form	Past Simple (V2)	Past Participle (V3)
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
sow	sowed	sown/sowed
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught

Base Form	Past Simple (V2)	Past Participle (V3)
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
Wake up	Woke up	Woken up
wear	wore	worn
win	won	won
wind	wound	wound
write	wrote	written

Annex 2

Kitchen appliances and implements	
Tea maker, toaster, kettle, mixer, refrigerator, blender, microwave, oven	cabinet, cupboard containers, frying pan, large pot, ladle
can opener grater, measuring cups cutting board	dish, soap, dishes, glasses, bowls, knife, fork and spoon, bread, knife

Annex 3

Cooking verbs

grill, bake, steam, roast, microwave, simmer, frying, boil, grate, mix, add, cut, peel, knead, ground, chop, blend, squeeze, barbecue, cook, cover, cool, dice, drain, slice, heat, mash, melt, mince, wash

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