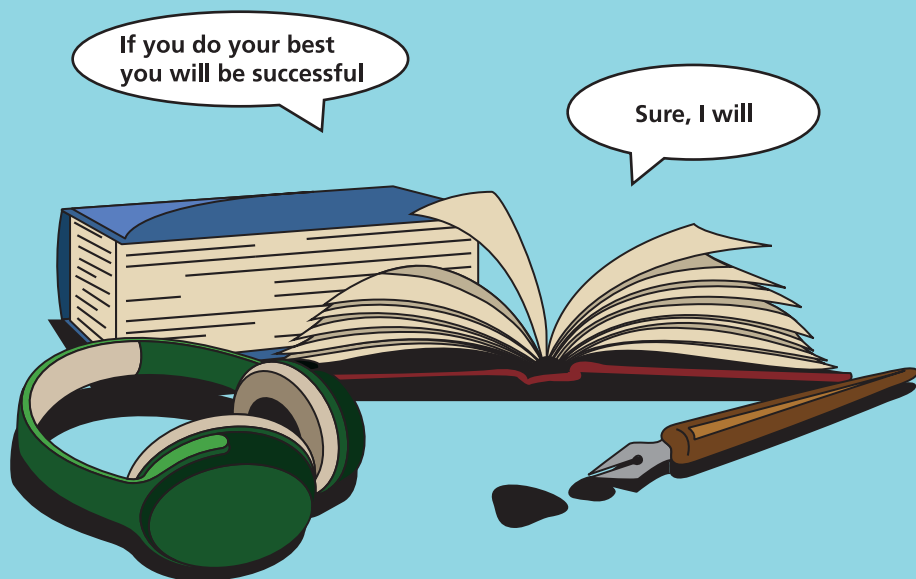


ENGLISH



NEW ROADS TO ENGLISH

twelfth grade

NEW ROADS TO ENGLISH

Twelve grade

NEW ROADS TO ENGLISH

Twelve grade

M. Sc. Marta Pinillos Pantiga
Dr. C. Isora J. Enríquez O'Farrill
M. Sc. Mayda Ramos Alemán



Este material forma parte del conjunto de trabajos dirigidos al Tercer Perfeccionamiento Continuo del Sistema Nacional de la Educación General. En su elaboración participaron maestros, metodólogos y especialistas a partir de concepciones teóricas y metodológicas precedentes, adecuadas y enriquecidas en correspondencia con el fin y los objetivos propios de cada nivel educativo, de las exigencias de la sociedad cubana actual y sus perspectivas.

Ha sido revisado por la subcomisión responsable de la asignatura perteneciente a la Comisión Nacional Permanente para la revisión de planes, programas y textos de estudio del Instituto Central de Ciencias Pedagógicas del Ministerio de Educación.

Queda rigurosamente prohibida, sin la autorización previa y por escrito de los titulares del *copyright* y bajo las sanciones establecidas en las leyes, la reproducción total o parcial de esta obra por cualquier medio o procedimiento, así como su incorporación a un sistema informático.

Material de distribución gratuita. Prohibida su venta

Edición y corrección:

- Lic. Fabiana Rodríguez Montes

Diseño:

- Instituto Superior de Diseño (ISDi)

Emplane:

- Amanda Prieto Perera

© Ministerio de Educación Cuba, 2025

© Editorial Pueblo y Educación, 2025

ISBN 978-959-13-5123-4 (Versión impresa)

ISBN 978-959-13-5136-4 (Versión digital)

EDITORIAL PUEBLO Y EDUCACIÓN

Ave. 3.a A No. 4601 entre 46 y 60, Playa,
La Habana, Cuba. CP 11300.

epueblo@epe.gemined.cu

CONTENTS

To the studentVII

1 Presenting information.....1

2 If you do your best, you will be successful.....27

3 Reading is knowledge55

4 Reviews77

Annexes..... 109

Bibliography 125

To the student

This is your 12TH grade workbook. It will help you to practice your English language skills in more complex situations. You will find here a variety of topics related to daily life, and sociocultural issues. 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 find different activities to help you reinforce linguistic knowledge and develop communication skills through the following subdivisions:
 - **Speaking:** You will improve your oral skills.
 - **In Black and White:** You will mainly improve writing skills to complement your oral expression.
 - **Listening:** You will improve your listening skills by listening to songs, poems, and news.
 - **Time to Read:** You will improve your reading skills, reinforce your linguistic knowledge 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 use linguistic forms to communicate ideas and messages more appropriately.
- **To learn more:** It has additional information to enhance your knowledge about the English Language and your general background knowledge as well.
- **Project work:** It enables you to research about a topic, create your own work and demonstrate the skills you have acquired.

- **Self-reflection:** It is a section to help you think and reflect about what you have learned and the abilities and content you need to reinforce.
- **Reading Corner:** It has a variety of additional texts about different topics to enhance your general culture.
- **Activity bank:** This is the last section of the workbook, after Unit 4, with a number of additional activities 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

Presenting information



Communicative functions

In this unit you are going to practice:

- Preparing and making an oral presentation
- Preparing and presenting a written report
- Identify and use connectors in oral and written reports
- Using punctuation correctly.
- Asking and answering questions about different topics

Breaking the Ice



1. Talk with your partner about a presentation of one of the project works you did last year, using these questions as a guide:
 - What was it about?
 - Where did you find the information?
 - Who helped you?
 - What aspects do you still remember?
 - How did you feel?
 - What did you learn from your presentation?

What's new?



2. Listen to the conversation between a young researcher and his advisor and underline the correct answer to this question:

Why is Mark so worried?

- a) Because he has a test.
- b) Because he has a presentation soon.
- c) Because he hasn't finished to write his paper yet.

Advisor: Hi Mark, I have seen you worried this week.

Mark: In fact, I have been worried. My presentation is in two weeks.

Advisor: Trust yourself. You have written a good paper.

Mark: Sure, but speaking in front of an audience is a little more complicated.

Advisor: You should rehearse it several times, it will help you. Have you started to work on your presentation?

Mark: Not yet, but I have written down some ideas.

Advisor: Well, firstly, plan it carefully, secondly, speak with confidence. Besides that, avoid reading the slides or your paper.

Mark: Could you tell me where I can find more advice to improve my exposition?

Advisor: There are some options to improve your skills, for instance, you can consult some websites on internet, you can watch some videos on YouTube, and you can also ask any expert or go to the library and find some articles and read them.

Mark: I feel confident about the written paper; however, I don't feel very comfortable for the oral presentation. How can I avoid being so nervous?

Advisor: Be yourself and start intensely. In conclusion, transform nervous energy into enthusiasm. In addition, you can attend the seminars to watch some people who are discussing their presentation next week.

Mark: Thanks, Mr. Brown. I'm feeling positive. It has been relaxing talking to you.

Advisor: Good for you. If you have any questions, I am ready to answer. You can count on me.

3. Listen to the conversation between Mark and his advisor again and do the following activities.

Mark is concerned about _____

- a) his written paper
- b) his oral presentation
- c) the content of his topic

The advisor gave Mark _____

- a) some websites to find information.
- b) some advice to improve his speech.
- c) some videos to watch recorded presentations at home.

4. Read the transcript of the conversation again and write yes next to the advice the _____ gave to Mark

a) Mark has to practice his presentation over and over again

b) Mark should make a careful outline _____

c) Mark should demonstrate self-confidence _____

d) Mark should read all the slides carefully _____

e) Mark should get expertise from other student's presentations

f) Mark can find tips for a good presentation on the internet

5. Read the following text about an effective presentation.

How to make a good presentation

This is an article that clarifies some aspects about a good presentation. How to make a good presentation? Important presentations are nerve-wracking. Whether it's an informal lunch appointment or a stand-up-in-front-of-a-room-full-of-important people, you know you've got a lot riding on what you say and how you say it. I've made hundreds of presentations, and I've learned a few critical skills:

- Create rapport. Usually, the most important thing your prospect is sizing up is YOU. While you're busily focused on the substance of your presentation, they're figuring out whether you're the kind of person they can work with and trust. So relax a little and Create a personal Connection.
- Get to your important points right away. Even if you don't prepare a formal presentation, don't let the discussion wander. Be very clear about your key points and get to them.
- Be prepared. You not only have to be prepared about what you're going to say, you need to research your audience. Knowledge is power!
- Prepare a Power Point presentation. Especially for formal presentations, I recommend preparing a PowerPoint computer slide presentation. A

PowerPoint presentation keeps you in control, enabling you to make certain you hit on all your key points. Preparing a PowerPoint presentation is a good discipline for figuring out what you want to say.

- Practice. Not only should you practice your presentation a number of times before you ever do one “live,” but you should schedule your least likely prospects first. Use those presentations as “practice” to learn to sharpen your message and skills.
- Don’t assume they’ve read anything. No matter what you’ve sent to people ahead of time, they probably won’t have read it.
- Have answers prepared. Before you go, anticipate as probable questions as possible and have clear concise answers ready. That way, you won’t be flustered. “I’m glad you asked that,” you can reply, and then launch into your prepared response.
- Know what questions you won’t answer. Some things shouldn’t be discussed in a first meeting or in a large group, and you should have an answer ready to deflect those questions. Have an appropriate response prepared: “It’s a bit premature to discuss this part of the topic or I don’t have a complete grasp of the project yet.”

(Taken and adapted from://www.inc.com/articles/2001/05/22582.html/
By Rhonda Abrams)

- Do you consider the article useful? Support your answer.
- Read the passage and underline the ideas linked by any connector.
- Find additional information about oral presentations. You may google it in internet. Then write a note to Mark offering tips to be successful in his presentation.

Reflecting on Language

Connectors are essential words that link phrases, clauses, or ideas to ensure clear, coherent communication.

Importance of linking words or connectors:

- Enhance cohesion and coherence in text
- Aid in understanding complex ideas
- Facilitate effective communication Mastering connectors demonstrates a higher level of language proficiency.

Types of connector words in English:

- Adding information: and, also, moreover
- Showing contrast: but, however, on the other hand
- Expressing cause and effect: because, therefore, so
- Making comparisons: as, like, similarly
- Illustration: For example, Such as, For instance

Listening**Before listening**

6. Look at the slides for each presentation. What do you think these people are taking about?

**While listening**

7. Listen to fragments from different talks. Select the two correct answers according to the contents discussed in each one.

Fragment 1

- a) The speaker is talking about environmental issues. ____
- b) The speakers is introducing himself. ____
- c) The speaker is summarising. ____
- d) The speaker is developing the topic. ____

Fragment 2

- a) The speaker is introducing the topic.____
- b) The speaker is introducing himself.____
- c) The speaker is going to talk about social media.____
- d) The speaker is ready to answer questions. ____

Fragment 3

- a) The speaker talked about his studies at the University. _____
- b) The speaker is an experienced teacher. _____
- c) The speaker is summarizing his presentation. _____
- d) The speaker is ready to answer questions. _____

After listening**Communication tips**

- 8.** Read carefully some tips for an effective presentation and discuss with your partner about each one.

Tips for a good presentation:

Functions	Language
Welcome your audience	"Good morning, <u>ladies and gentlemen</u> " "Good afternoon, everybody"
Introducing the topic	"Today, the topic of my talk is..." "My purpose today is to introduce". "I am going to talk about..." "I'd like to start by... telling". "Let's begin by..." "First of all, I'll..."
Outlining your structure	" To start with , I'll describe the progress we have made this year. Then I'll mention some of the problems we've encountered and how we can overcome them. After that I'll consider the possibilities for further growth next year. Finally , I'll summarise my presentation (before concluding with some recommendations)".
Giving instructions about questions	"I'll try to answer any of your questions after the presentation". "I won't comment on this now because..."

Finishing one subject...	"Well, I've told you about..." "That's all I have to say about..."
Giving further information	In addition... Moreover... Furthermore...
Giving examples	I can mention some important elements such as... A good example of this is... As an illustration...
Concluding	To sum up... In conclusion... This is all I have to say...
Giving recommendations	"In conclusion, my recommendations are..." "I would suggest / propose / recommend the following strategy".
Thanking your audience	"I thank you all for being such an attentive audience". "Many thanks for your attention".
Inviting questions	"Are there any questions?" "Now I'll try to answer any questions you may have". "Can I answer any questions?" "Do you have any questions?"

Let's practice

9. Identify the parts of a presentation in which you could use the following statements or expressions.

Introducing the message	Delivering the message	Concluding the message
-------------------------	------------------------	------------------------

- a) To sum up _____
 b) Today, I'm going to uncover a topic widely discussed at present

- c) In addition, I would like to say _____
- d) To illustrate what I have just said _____
- e) The following facts prove _____
- f) According to what we have just said _____
- g) All in all _____
- h) This is a polemic and updated topic _____
- 10.** Fill in the blanks with the appropriate connector from the list: **but, in addition, because, therefore, however, and.**
- a) We looked for some information in the National Library, _____ we couldn't find any additional facts.
- b) The information is useful _____ it is not updated.
- c) We have talked about that, _____ I'm going to explain again giving new elements.
- d) This is a difficult matter _____ I will explain it once more.
- e) I'm sure you understand these ideas _____ we have discussed the topic before.
- f) We have mentioned some important facts; _____, we are going to mention some others.
- g) We looked for more information _____ this is what we have found.



- 11.** You are attending a conference about social networks. Work in your team planning at least 4 questions you would like to ask to the presenter of the topic.

Question 1

Question 2

Question 3

Question 4

12. Read some ideas about social networks and complete them.

1. Some students spend most of their time in social networks, **as a result of that** _____

2. To be an influencer you should post daily, besides that _____

3. Social media has certain benefits; however, _____

4. You can find a lot of information on social media but _____

5. Social networks have advantages and disadvantages. In addition, _____

13. Work in teams. Suppose you are an outstanding personality in a field of study. Select one of the professions given below. Introduce yourself to the audience and tell the topic you are going to talk about.



14. You have to make a presentation about an important event of the History of Cuba. Practice with your partner before presenting in front of your class. You can follow these hints:

- Introduce yourself.
- Say what you are going to talk about.
- Divide your speech into three parts. You should use the following expressions :
 - Firstly
 - Secondly
 - Third or Finally
- Make a simple conclusion.
- Thank the audience.
- Say you are ready for questions.

Speaking

15. Team work. You have to make a presentation about dancing. Read carefully the outline and prepare your presentation. Then, present your findings to the group.



- Origin of dancing
- Types of dancing
- Benefits of dancing
- Favorite dancers
- Your experience about dancing
- Your opinion about the topic

16. Observe the presentation of each team and tell if the presenters follow the following tips. Write Yes or No.

Tips	Team A	Team B	Team C	Team D	Team E
The presenter introduces himself/herself and greets the audience.					
The presenter introduces the topic correctly.					
The presenter keeps eye contact with the audience.					
The presenter speaks fluently.					
The presenter uses connectors properly.					
The presenter gives examples.					
The presenter Shows some images.					

-

[illegible]

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, and the paper is completely blank except for the lines.

19.



-
- 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 is no handwriting or other markings on the paper.

- 20.** You have to prepare a free talk for next class.

Which topic would you like to talk about? _____

Mention 3 aspects you want to discuss during your talk.

Where can you find information about your topic?

Time to Read

Before reading



- 21.** Team work. Discuss these questions in teams:

- Why are interpersonal relationships important?
- What are the three important elements in communication?

While reading

- 22.** Read the text and determine the right answer.

The author intention is:

- To criticize disrespectful communication people.
- To point out the relevance of effective communication.
- To give tips for effective communication.

Interpersonal Relationships

Interpersonal skills are extremely important for creating and maintaining meaningful personal relationships in our lives. People with good interpersonal communication skills can, therefore, build healthy relationships with their colleagues, friends, family and others.

Good interpersonal relationships help to work much better as a team. Interpersonal communication is often defined as communication that takes place between people who are interdependent and have some knowledge of each other: for example, communication between a son and his father, an employer and an employee, two sisters, a teacher and a student, two lovers, two friends, or two neighbors .

Effective communication and interpersonal skills have significant benefits in our daily life, including teamwork, clearer understanding of expectations and goals, enhanced relationships with partners and reduced conflicts and misunderstandings. It is extremely related to tolerance, respect to diversity, and acceptance.

After reading

- 23.** Work in small groups to discuss the advantages of having good communication skills.
- Think of some tips to be a good communicator and share them with your classmates.

Reading 3***Before reading***

- 24.** Tell **Yes** or **Not** according to your personal experience.
- When I have a presentation, I usually get nervous. _____
 - Most of the time I rehearse my presentations several times. _____
 - Sometimes I forget part of the content. _____
 - I sometimes hesitate during the explanation. _____
 - I generally speak fluently. _____

While reading

- 25.** Read carefully and say if the following statements are True (T) or False (F):

- a) The author of the article has a wide experience about the topic.

- b) The author explains widely how to make a personal connection.

- c) The author recommends being well informed about your listeners.

- d) The author considers Power Points are better than cards. _____
- e) The author praises for the speaker's ability to anticipate possible inquires. _____
- f) The author suggests you should be ready for any kind of question about the topic. _____

In Black & White

Writing an Outline for an Oral Presentation on Interpersonal Communication

Introduction

An oral presentation is not the exact written paper you have prepared for an event or so, because speaking is different from writing. Therefore, for your guidance while speaking you need to prepare an outline.

An outline is a plan of your presentation. Think of it like the skeleton of your speech. It lists the main points and supporting details you want to include in your presentation. The purpose of an outline is to help you organize your ideas and the structure of your presentation and make sure you cover all necessary points.

Understanding the Components of an Outline.

Hook: An engaging opening statement or question.

A clear statement of the main point or argument.

A brief overview of the main points to be covered.

Body

Main Point 1: Explanation and supporting details.

Main Point 2: Explanation and supporting details.

Main Point 3: Explanation and supporting details.

Conclusion

Summary of the main points.

Closing Statement: A memorable final thought or call to action.

Sample outline**Title: The Importance of Interpersonal Communication Among Teenagers****Introduction**

- a) **Greeting:** Good morning/afternoon everyone!
- b) **Introduce the Topic:**
 - Today, I want to talk about a crucial aspect of our lives: interpersonal communication among teenagers.
- c) **Importance:**
 - Understanding and improving communication skills can greatly affect our relationships and success in life.

Main Body**1. What is Interpersonal Communication?**

- **Definition:**
 - Interpersonal communication involves the exchange of information, feelings, and meanings between people through verbal and non-verbal messages.
- **Examples:**
 - Examples include chatting with friends, discussing homework with classmates, and resolving conflicts with family members.
- **Elements:**
 - Key elements of effective communication include active listening, clear speaking, and understanding body language.

2. Why is Interpersonal Communication Important for Teenagers?

- **Building Relationships:**
 - Good communication helps build and maintain healthy relationships with friends, family and teachers.
- **Conflict Resolution:**
 - Effective communication skills are essential for resolving conflicts peacefully and understanding different perspectives.
- **Emotional Support:**
 - Being able to express emotions and understand others' feelings fosters emotional support and reduces stress.

3. Challenges in Interpersonal Communication for Teenagers

- **Technology:**
 - While technology can aid communication, it can also lead to misunderstandings and reduced face-to-face interactions.
- **Peer Pressure:**
 - Teenagers might feel pressured to conform to group norms, which can hinder open and honest communication.
- **Emotional Turmoil:**
 - Adolescence is a time of emotional changes, which can make communication more challenging.

d) Tips for Improving Interpersonal Communication

- **Active Listening:**
 - Paying full attention to the speaker, showing interest, and providing feedback.
- **Clear and Concise Speech:**
 - Expressing thoughts clearly and avoiding ambiguity.
- **Empathy:**
 - Trying to understand and share the feelings of others.

Conclusion

1. Recap:

- In summary, interpersonal communication is vital for teenagers as it helps build relationships, resolve conflicts, and provide emotional support.

2. Personal Insight:

- Developing good communication skills can lead to more fulfilling and successful relationships.

3. Closing Statement:

- Let's all strive to improve our communication skills and make our interactions more meaningful and impactful.

Q&A

- Invite the audience to ask questions and engage in a brief discussion on the topic.

Use an outline

- You have a presentation about assertive communication .Cover the following topics.

The outline template can help you.



Use the following template.

Title:

Author:

Title: _____

Introduction

Greeting: _____

Introduce the Topic:

Briefly explain what _____ is.

Importance:

Mention why understanding _____ is important, especially for teenagers.

Main Body

1. What is Interpersonal Communication?

Definition:

Interpersonal communication is _____.

Examples

Examples of interpersonal communication include _____.

Elements:

Key elements of effective communication are _____,
_____, and _____.

Key elements of assertive communication are _____;
_____, and _____.

1. Types of Interpersonal Communication

Verbal Communication:

Verbal communication involves _____.

Non-Verbal Communication:

Non-verbal communication includes _____.

Written Communication:

Written communication can be _____.

2. Building Interpersonal Relationships

Examples:

Examples of interpersonal communication include _____.

3. Building Interpersonal Relationships

Definition:

Interpersonal relationships are _____.

Importance:

Having good relationships is important because _____.

Building Blocks:

Key factors in building strong relationships include _____,
_____, and _____.

4. Challenges in Interpersonal Communication and Relationships

Miscommunication:

Misunderstandings can occur when _____.

Conflicts:

Conflicts can arise from _____ and it is important to
_____.

Technology:

Technology impacts communication by _____.

Conclusion

Summarize the main points discussed, such as _____.

Share a personal thought or story about _____.

Closing Statement:

End with a positive message or call to action, such as _____.

Q&A

Invite the audience to ask questions about _____.

To learn more

Read the following tips or pieces of advice to make a successful dissertation.

Before the presentations:

- Plan carefully your speech
- Practice several times
- Attend other speeches

During the presentation:

- Arrive Early
- Meet and Greet
- Introduce yourself
- Speak with confidence
- Concentrate on your core message
- Support your topic with examples
- Make eye contact with the audience.
- Avoid reading from the screen.
- Use Positive visualization
- Use a pointer only when necessary.
- Answer questions gently

After the presentation:

- Say thank you to your audience for attending and listening your speech.
- Tell the audience where they can find more information or some literature you consulted.

Project work

26. Work in teams of three. Read the following topics and research about one of them.

- a) Prepare a presentation.
- b) Be ready to present your findings in front of the class.
- c) Support your presentation with data and images.
 - Famous explorers
 - Famous painters
 - Ancient and future jobs
 - Music
 - Extreme sports
 - Environmental Issues
 - The world's most colourful festivals
 - Incredible nature

UNIT 1

- The peculiar life of some -animals
- The world of plants

Self-reflection

Reflect about your learning and tick your self -evaluation according to your performance during this unit.

What can you do at the end of this unit?

I can	Very good	Good	I have to practice more
Prepare and make an oral presentation			
Prepare and present a written report for a presentation			
Identify and use connectors in oral and written reports			
Ask and answer questions about different topics			

UNIT 2

■ ■ ■ If you do your best, you will be successful ■ ■ ■



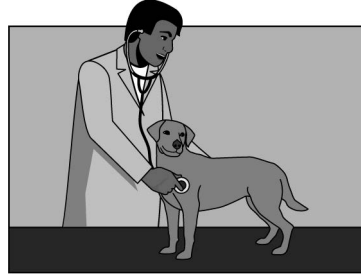
Communicative functions

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

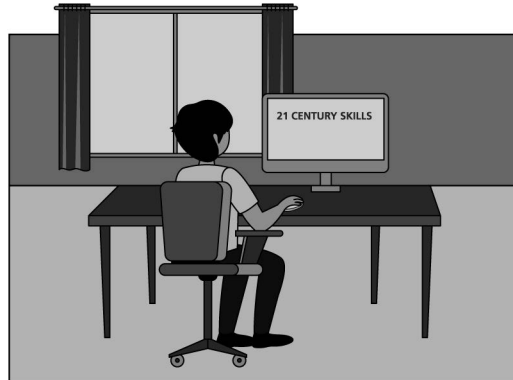
- Asking and talking about 21st century professions and skills
- Talking and discussing about skills and requirements for different activities.
- Asking and talking about present and future professions
- Writing an application letter
- Writing a report on a given topic

Breaking the Ice

1. Observe the pictures and discuss with your partners:
- What are their professions?
 - Where do they work?
 - What kind of abilities do they need to do their jobs?



What's new?



What are 21st Century skills?

21st Century skills are 12 abilities that today's students need to succeed in their future jobs and professions. Tick the ones you think you already have.

Skills	Yes
Creativity	
Critical thinking	
Collaboration	
Communication	
Information literacy	
Media literacy	
Technology literacy	
Flexibility	
Leadership	
Initiative	
Productivity	

2. Read the text carefully.

Choosing a career is a serious and responsible decision because it is the sum of your professional journey. Some students select a career because it can help them to achieve their goals. Other students make their selections because of their interest and passions.

In my opinion, you should also take into consideration your skills and strengths. Once you have a bigger picture of yourself, start to conduct research on various career possibilities combined with your top motivations. Don't forget to consider what you naturally enjoy doing, and what brings you happiness.

If you really like drawing, look at careers or industries requiring that talent to some extent. If one of your biggest strengths is creative problem solving, look for careers and industries that need your skill set. If you are patient, very sensitive and have research skills you can be a teacher or work in the branch of medicine. If you are good at dancing, painting or writing you may choose an Art career.

Finally think about 21st Century skills. The future requires people able to manage technology. Employers need people who are able to work in teams and with leadership skills to improve results in their field. You should also have to keep in mind then you need to be good at languages.

Being a good worker needs some skills and abilities if you do not have one of these skills you have the possibility to start working on them.

3. Underline the ideas expressed in the text.

- a) Motivation and upcoming objectives lead some students to select future studies.
- b) Parents help students to choose the future studies.
- c) There should be a close relationship between skills and future studies.
- d) You need to manage programming to select your future studies.
- e) There are some important skills you need to have in order to be successful.

4. Observe the following sentences from the text and analyze the message with your teacher.

- a) If you really like drawing, look at careers or industries requiring that talent to some extent.
- b) If one of your biggest strengths is creative problem solving, look for careers and industries that need your skill set.

Reflecting on Language

Conditions are frequently present when we talk.

Depending on what we want to express, we should use different types of sentences in English.

Conditional type 0 express present possible conditions, something that is true in the present.

- a) If you **have** the book, you **have** all the information.
- b) If you **need** more information, it is the library, please.
- c) If she **reads** the information, she **comes** immediately.
- d) If they **do not come** we have to work alone.
- e) If they **finish** on time you **don't have** to wait.

How do we form conditional sentences Type 0

If clause or hypothesis (simple present) + main **sentence or result**(simple present)

5. Complete the sentences using the correct form of the verb.

UNIT 2

- a) If you _____ the train at 5am you get to the farm before 11 am.
- b) If she _____ you finish early.
- c) They _____ better if you explain clear.
- d) She passes if she _____.
- e) We _____ If they come with us.

6. Now read the following sentences and analyze the message:

- a) If you are patient, you can be a teacher or work in the branch of medicine.
- b) If you are good at dancing, painting or writing you **may choose** an Arts career.

Reflect and analyze in your team under the guide of your teacher.

Conditional sentences type 1 expresses a future possibility E.g.:

- a) If you manage programming, you will be successful in a Math career.
- b) If she goes to the library, she can find more information
- c) If you are good at languages, you may be a tourist guide
- d) You may study botanic if you love plants
- e) They should arrive on time if they want to talk to the expert
- f) They cannot enter if they don't have the tickets

If clause or hypothesis

Simple present

main **sentence or result**

Future Will

Modal verbs can, may, should + infinitive

7. Match the sentences to complete the ideas.

- a) If you study languages _____ He can find more information
- b) If she doesn't come _____ They may study Chemistry or Biology.
- c) If she has a hobby _____ she will miss a good presentation.
- d) If they enjoy experiments _____ They can listen to students' experiences
- e) If he goes to the library _____ you may be a teacher of English

- f) If the students visit the University ____ They won't plan a new meeting
- g) If we can't go ____ It may be the antecedent for a future job.

8. Complete the following sentences. Use the correct form of the verbs.

- a) All of you may have a brilliant future if you _____.
- b) Martha may be the best of the group if she _____.
- c) If they are good at designing they _____.
- d) If she doesn't practice _____.
- e) If the teacher _____ everything will be successful.
- f) If we _____ the final activity will be great.
- g) If we don't attend to the first meeting _____.

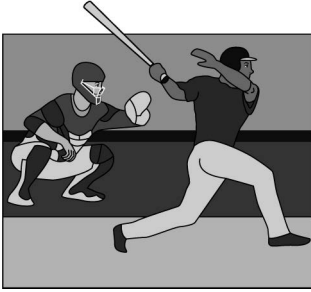
9. A Look at the pictures and complete the sentences.



_____ if the weather is sunny.



They are going to pass the test _____.



If they are free in the afternoon _____
_____.



_____ they can go
to the theater.

10. Read the following activities. Write the name of a member of the group next to each statement.

- a) A student able to solve any problem easily _____.
- b) A student who can explain Math exercises as good as a teacher
_____.
- c) A student who is very good at sports _____.
- d) A student capable to write excellent texts _____.
- e) A student who knows how to drive a motorcycle
_____.
- f) A student who is an expert at organizing group activities
_____.

Communication tips

<p>Talking about abilities. We can use can be able to manage to be good at know how to an expert at</p>	<p>Simple abilities Process More complex situations Specific skills in something</p>	<p>Examples: a) Rose can draw very well b) She was able to answer the most difficult questions c) Sue is very good at writing poems.</p>
---	--	---

	<p>Having certain skills a person with a high level of knowledge or skill relating to a particular subject or activity</p>	<p>d) She managed to arrange everything for the trip despite the complex situation.</p> <p>e) Bob is able to translate in different Languages.</p> <p>f) Amy is an expert at working computer programs easily.</p>
--	--	--

11. What are those people good at?



a) What are they able to?



b) What is their expertise?



12. Discuss with your partner the necessary skills for each job. The list can help you.

- a) Good at Math
- b) Know how to manage tech
- c) Good at writing
- d) Know how to type quickly
- e) Good at Languages
- f) Manage leadership skills
- g) Manage communication skills
- h) Able to be flexible

Tourist guide	Teacher	Accountant	Secretary

13. Complete the chart below. Take into consideration the skills described in each sentence.

- a) This is a person who knows how to speak more than three languages _____.
- b) This person is good at painting _____.
- c) This person is an expert understanding people _____.
- d) This is a person able to work in teams, very flexible, with excellent communication skills _____.

14. Discuss with your partner. Read column B and write there important skills for each profession.

Column A Professions	Column B Skills and characteristics
Journalist	Good speaker Great imagination Good at languages Good at Math

Column A Professions	Column B Skills and characteristics
Economist	Sensible Smart Creativity
Teacher	Good at cooking Good conversationalist Patient
Chef	Good at observing Good listener Excellent communication skills Expert in medicine
Surgeon	Good at drawing Good at writing Good at making decisions Original
Actor	Ability to handle stress.
Designer	

Speaking

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

16. Work in teams. Use two dices and answer the questions:

- What would you like to be in the future?
- What skills do you already have for this job?
- Tell what you will do if you get the option you selected.

1 Be a baker, a dentist or an accountant?	2 Work as a cook, a lawyer or a librarian?	3 Be a journalist, an editor or a pilot?	4 Be a cook, waiter, barman
5 Be a musician, an actor or a film maker	6 Be a teacher at the university, at elementary school at high school	7 Be a mathematician or a scientist?	8 Be a surgeon, a dentist, a nurse
9 Be a writer, a musician, flight attendant	10 Be a florist, welder, mason	11 Be a film maker, actor, housekeeper	12 Be an actor, an archaeologist, Agronomist.

17. Read carefully the following situations and state the right solution. Using a conditional sentence

- Roland is getting low grades in Math _____

_____.
- Alex wants to be an outstanding athlete _____

_____.
- Kate enjoys acting and dancing _____

_____.

_____.

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 is no handwriting or other markings on the paper.

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 is no handwriting or other markings on the paper.

19. Share with your partner:

- What skills do you have? How did you develop these skills?
- What job skills do you want to develop? Why?

19.1 Interview 5 of your partners or friends about what they will study when they finish high school. Take down notes and summarize about their jobs' expectation, the pros and cons they refer considering to their skills and academic results?

In Black and White

Writing an Application Letter to Join a Club

20. Read carefully and reflect in small teams.

1. Introduction

- Discuss about different types of clubs (e.g., sports, music, drama) and why students might want to join them.

2. Understanding the Structure of an Application Letter

- These the main components of an application letter:
 - **Sender's Address:** The writer's address at the top.
 - **Date:** The date the letter is written.
 - **Recipient's Address:** The address of the club or person in charge.
 - **Salutation:** A formal greeting (e.g., Dear Sir/Madam).
 - **Body:**
 - **Paragraph 1:** Introduction and purpose of the letter.
 - **Paragraph 2:** Reasons for wanting to join the club and relevant qualifications or interests.
 - **Paragraph 3:** A polite closing statement.
 - **Closing:** A formal sign-off (e.g., Yours sincerely) and the writer's name.

3. Analyzing a Sample Letter

- Read through the letter together and identify each component.
- Discuss the language and tone used in the letter.

The Drama Club
 456 President Ave
 Havana, Cuba
 Dear Sir/Madam,

Paragraph 1:

I am writing to apply for membership in the Drama Club. I have always been passionate about acting and theatre, and I believe joining your club will help me develop my skills further.

Paragraph 2:

I have participated in several school plays and have taken acting classes for the past two years. I am particularly interested in learning more about stage production and scriptwriting. I am confident that my enthusiasm and dedication will make me a valuable member of your club.

Paragraph 3:

Thank you for considering my application. I look forward to the opportunity to contribute to the Drama Club and learn from experienced members.

Yours sincerely,

[Your Name]

20.1 Writing Practice (20 minutes)

- Fill out the templates based on a club you are interested in joining.
- Use simple, clear language and focus on your reasons for wanting to join the club.

Outline Template for Writing a Letter**1. Date:**

- [Insert date here]

2. Sender's Address:

- [Your Address]

3. Receiver's Address:

- [Recipient's Address]

4. Greeting:

- [Dear Name/Title,]

5. Introduction:

- [Introduce yourself and state the purpose of your letter.]
- Example: My name is [Your Name], and I am writing to you to [state the purpose].

6. Body Paragraph 1:

- [Provide details about the main topic or reason for writing.]

- Example: I am very interested in joining [club or activity] because [reasons for interest].

7. Body Paragraph 2:

- [Discuss additional points or specific requests.]
- Example: Additionally, I believe that joining this club will help me [explain benefits or goals].

8. Conclusion:

- [Summarize your main points and restate your request or interest].
- Example: I hope you will consider my application to join [club or activity]. Thank you for your time and consideration.

9. Closing:

- [Sincerely/Best regards,]
- [Your Name]

20.2 Revision and feedback

- Pair students up and exchange letters.
- Each student should review their partner's letter and provide constructive feedback. Use this checklist.

Revision Checklist for Application Letters

Content:

Did you clearly state the purpose of your application?

Have you mentioned the specific opportunity you're applying for?

Did you explain why you are interested in this opportunity?

Structure:

Did you include a proper greeting (e.g., Dear [Recipient's Name],)?

Is your letter divided into clear paragraphs (introduction, body, conclusion)?

Did you use a polite and professional closing (e.g., Sincerely, Best regards,)?

Personal Information:

Did you include your full name and contact information?

Have you provided any relevant details about your background or experience?

Reasons and Qualifications:

Did you clearly outline your qualifications and relevant skills?

Have you provided specific examples to support your qualifications?

Did you explain how your skills and experiences make you a good fit for the position?

Grammar and Spelling:

Have you checked for correct grammar and sentence structure?

Did you proofread for spelling mistakes?

Have you used proper punctuation throughout the letter?

Tone and Language:

Is the tone of your letter polite and professional?

Did you avoid using slang or overly casual language?

Have you ensured that your language is clear and concise?

Formatting:

Is your letter properly formatted with consistent font and size?

Did you use proper spacing and alignments (e.g., address, dates)?

Have you signed the letter if a signature is required?

Revising feedback and editing (20 minutes)

- Based on peer feedback, students should revise their letters.
- Make sure you have met all requirements and that each section is well-organized and flows logically.

Sharing and publishing

- Have a few students volunteer to read their letters aloud.
- Discuss what makes each letter effective and any areas for improvement.

20.3 There is an international contest to select students to participate in a mountain tourist group and another for a teenagers' journal. Write a letter to the Board presenting your application for the group you would like to join and the reasons for your decision.

- u) Use the revision check list to revise your partner's work.
- v) Discuss the revision with your partner.
- w) Edit your writing.
- x) Give back your writing to your teacher.

Listening

- 21.** Some people are worried about different situations. Listen to them and select the most appropriate idea for helping each one.

Situation 1

- a) ___ If you play the guitar very well, you won't have any problem
- b) ___ If you take some piano lessons intensively, you can be part of the group
- c) ___ You can get into the group if you take guitar lessons

Situation 2

- a) ___ If you read some books in English, you may improve your vocabulary
- b) ___ If you listen to English music frequently, you can improve pronunciation and vocabulary
- c) ___ If you use a dictionary, you can improve your writing and vocabulary

Situation 3

- a) ___ If she studies biology, she may be able to work there
- b) ___ If she doesn't love plants, she should not work there
- c) ___ If she has low grades, she might not get a job at the botanic garden

Pre listening

- 22.** Bruno Mars' real name is Peter Gene Bayot Hernandez. What else do you know about him?

Comment in your group and share the information in your class.

- 23.** Listen to the song and select its main theme.

The song tells us about:

- a) A person looking for a friend
- b) Unconditional friendship
- c) A story about friendship

- 24.** Listen to the song and complete the spaces.

If you ever _____ yourself stuck in the middle of the sea
I'll sail the world to find you

If you ever find yourself lost in the dark and you can't _____

I'll be the light to guide you
 We'll find out what we're made of
 When we are called _____ our friends in need
 You can _____ on me like one, two, and three
 I'll be there
 And I _____ when I need it, I can _____ on you like
 four, three, two
 And you'll _____ there
 'Cause that's what friends are supposed to do, oh, yeah
 Ooh-ooh-ooh-ooh
 Ooh-ooh-ooh-ooh, ooh, yeah, yeah
 If you tossin' and you're turnin' and you just can't fall asleep
 I'll _____ a song beside you
 And if you ever _____ how much you really mean to me
 Every day I will remind you, oh
 We'll _____ what we're made of
 When we are called _____ our friends in need
 You can _____ me like one, two, three
 I'll be there
 And I know when I _____ it, I can count on you like four, three,
 two
 And you'll _____ there
 'Cause that's what friends are supposed to do, oh, yeah
 Ooh-ooh-ooh-ooh
 Ooh-ooh-ooh-ooh, ooh, yeah, yeah
 You'll always _____ my shoulder when you cry
 I'll never let _____, never say goodbye
 You know
 You can _____ me like one, two, three
 I'll be there
 And I know when I _____ it I can count on you like four,
 three, two
 And you'll be there
 'Cause that's what friends are supposed to do, oh, yeah
 Ooh-ooh-ooh-ooh
 Ooh-ooh-ooh-ooh, ooh
 You can _____ me 'cause I can count on you

25. Read the song and underline the sentences expressing future possibility.
26. Be ready to sing the song in the verse the teacher indicates for your team.

After listening

27. Discuss in your groups about people who are always ready to help you or to help others.
28. In which situations do you think people need support from friends or family?
 - a. Can you share any experience when a friend demonstrated that you can count on him or her.

Time to Read

29. Look at the pictures and write next to each one of them a skill the professionals in the picture should have.



30. Read carefully and identify soft skill or hard skills
 - a) _____ are usually certificated.
 - b) _____ can be measured.
 - c) _____ can be improved and have relation with your personality traits.

A little more about hard and soft skills

Hard skills are specific competencies, skills, knowledge, and abilities needed to perform a specific task or role. They can be learned through

education and professional development. Usually, they are technical (but not always) and easily measurable. Hard skills can be evidenced through educational certificates or practical demonstrations.

Soft skills are personality traits, social competencies and skills, knowledge, and abilities used to perform interpersonal activities and unique tasks. Sometimes they are also called **human** skills. Soft skills often stem from your inherent personality traits and social abilities, though they can be honed through practice and professional development. It's only in real-life situations that you can accurately see how well someone handles these areas.

There are certain soft skills you'd likely want all your team members to possess, such as punctuality and the ability to collaborate effectively. Other skills, like leadership, communication, strategic thinking, and problem-solving, might be crucial for specific roles. You really get to know a person's soft skills through personal interactions.

What's the difference between hard skills and soft skills?

The key difference lies in the nature of soft skills, which are closely intertwined with an individual's personality and aren't always teachable. While you can enroll your team members in courses to enhance leadership, communication, and other soft skills, there's always an innate aspect to consider.

Hard skills, on the other hand, are rooted in what people learn. These skills are task-specific and easier to teach. You can send people to development courses to acquire new hard skills or to refine existing ones.

- a) Work in small groups and discuss about soft and hard skills for the professions mentioned below.
- b) Make a list of some hard skill and some soft skills that professions in each group have in common.

Group 1	journalist	teacher	trainer	a lawyer
Group 2	a designer	an architect	an engineer	a mathematician

In Black and White

Writing a report

Prepare a report explaining your ideas on 21st-century skills and jobs. Discuss your opinion with your classmates.

Use the following template

Here's a simple structure for a written report on 21st-century skills and jobs:

Title: _____

Introduction

1. Introduction to the Topic:

- Briefly explain what 21st-century skills and jobs are.
- Mention why this topic is important.

Body

2. Key Skills Needed for 21st-Century Jobs:

- **Skill 1: Digital Literacy**
 - Explanation of what digital literacy is.
 - Why it is important in today's job market.
- **Skill 2: Critical Thinking**
 - Explanation of critical thinking.
 - Examples of jobs that require critical thinking.
- **Skill 3: Adaptability**
 - Importance of being adaptable.
 - How adaptability helps in various careers.

3. Examples of 21st-Century Jobs:

- **Job 1: App Developer**
 - Explanation of what this job entails.
 - Skills needed and future prospects.
- **Job 2: Influencer**
 - Overview of the responsibilities.
 - Key skills and training required.

Conclusion

4. Summary of Main Points:

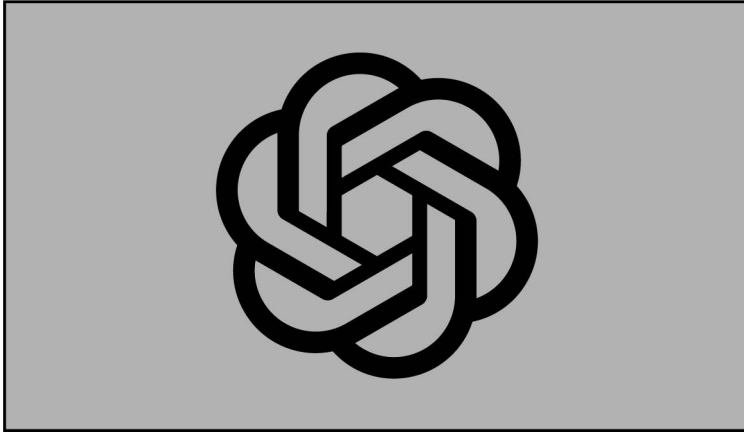
- Recap the essential skills discussed.
- Highlight the significance of these jobs in today's world.

UNIT 2

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 is no text or other markings on the paper.

Reading 2***Before reading***

31. Look at the image and tell what it represents.



a) What do you know about it?. Be ready to share your information with the class.

32. Read the text carefully and give a suitable title for the text according to its content.

Artificial Intelligence is a concept that has been around formally since the 1950s when it was defined as a machine's ability to perform a task that would've previously required human intelligence. This is quite a broad definition that has been modified over decades of research and technological advancements.

Artificial intelligence involves using computers to do things that traditionally require human intelligence. Also is considered a branch of computer science that dedicated on creating systems and machines able to perform tasks like human beings. They include learning, perception, reasoning, decisions, making and problem solving.

These machines are able to write poetry, music, even to respond human's conversations or simulate human's activities and gestures.

Nowadays, artificial intelligence has revolutionized many aspects of our lives. For instance, in the field of medicine, education, commerce, and cyber security, that enhanced the efficiency and accuracy of them. Is a tool that can be used for both beneficial and harmful purposes, depending on how it is developed and used. It is important to approach AI with caution

and responsibility, ensuring that it is developed and used in an ethical and transparent manner.

After reading

- 33.** Find out some advantages and some disadvantages of artificial intelligence.

Advantages	Disadvantages
1.	
2.	
3.	

Project work

34. Here are some interesting project ideas to explore the topic of artificial intelligence (AI). Gather in teams as indicated by the teacher. Choose one project idea to be developed with your partners:

1. Artificial intelligence in everyday life: Create a presentation or video explaining how AI is used in everyday applications like virtual assistants, recommendation systems, and smart home devices.
2. AI and Ethics: Research and present a report on the ethical considerations of AI, including privacy concerns, bias, and the impact on jobs.
3. AI-Powered Games: Design a simple game that uses AI elements, like a tic-tac-toe game where the computer opponent learns from each move.
4. AI in Entertainment: Analyze how AI is transforming the entertainment industry, from special effects in movies to personalized content recommendations on streaming platforms. Create a presentation or video.

To learn more

Professional skills are skills that directly demonstrate competency in a specific job. These are the skills that can be used in the workplace to get a job done, done well, and efficiently. Such skills include communication, presentation, and leadership skills. They also involve the specific technical skills needed for a specific job.

There are many hard and soft skills, so that we will list only a few.

Hard skills	Soft skills
Web development Microsoft office Interpreting data Financial planning Project management Programming skills Spoken languages Research Design	Critical thinking Creative thinking Collaboration Active listening Positive attitude Confidence Problem-solving Adaptability Conflict resolution

Spoken languages Research	Emotional Intelligence Networking Flexibility Self-confidence
------------------------------	--

Some top skills to be a successful worker

- problem-solving skills
- the ability to work in a team
- a strong work ethic
- analytical and quantitative skills
- communication skills
- leadership qualities.

Self-reflection

Reflect about your learning and tick your self -evaluation according to your performance during this unit.

What can you do at the end of this unit?

I can	Very well	OK	A little
Talk and discuss about some professions			
Talk and discuss about skills and requirements for different activities			
Ask and talk about present and future possibilities			

UNIT 3

Reading is knowledge

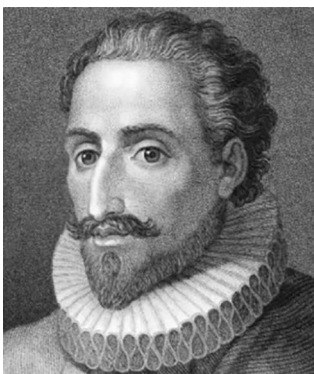


Communicative functions

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

- Agreeing and disagreeing
- Giving personal opinion
- Talking and reflecting about the importance of reading
- Writing a simple book review

Breaking the Ice



1. Look at the pictures and identify the following outstanding writers.

- a) Tell their nationality.
- b) Tell which of them are poets.
- c) Mention at least one book written by them.

2. Match the title of the book and the writer.

- | | |
|------------------------|--------------------------------|
| a) William Shakespeare | <i>The Old Man and the Sea</i> |
| b) Ernest Hemingway | <i>Tom Sawyer</i> |
| c) Orson Welles | <i>Romeo and Juliet</i> |
| d) Mark Twain | <i>Harry Potter</i> |
| e) Agatha Christie | <i>The Diary of Anne Frank</i> |
| f) Ana Frank | <i>Death on the Nile</i> |
| g) Margaret Mitchell | <i>Oliver Twist</i> |
| h) J.R.R. Tolkien | <i>To the Lighthouse</i> |
| i) J.K. Rowling | <i>Wars of the Worlds</i> |

j) Charles Dickens

The Lord of the ring

k) Virginia Woolf

Gone with the Wind

3. Work in teams. Find information about the writers above and be ready to share in class about their:

- Country or nationality
- Date of birth and century they belong to
- Type of Literature
- Mention two of their most important books

What's new?



4. Read some points people gave about reading in an interview for a TV program.

- a) Tell whether you agree or disagree with these opinions

Example I agree with Mike but I disagree with Ted

Mike Tindal: Today people read more digital books than printed books.

Elizabeth Middleton: Reading improves your vocabulary and your writing skills too.

George Brown: Young people whose parents are good readers are good readers too.

Luke Jackson: Science fiction is the most exciting literature.

Ted Jordan: Reading the story is more exciting than watching it in a film.

Jane Reese: There are some books that all people should read.

5. Read the statements again and explain your opinion.

Example. I agree with Mike, young people consume a lot of digital books
I disagree with Mike, people still prefer printed books.

Communication tips

Agreeing and disagreeing: When discussing your point of view people may or may not agree with you. There is a range or scale which goes from agreement-partial agreement-and disagreement. But we can distinguish the differences between agreeing with someone and agreeing to something.

	Agreeing with someone	
Agreement	I totally agree with you.	You are absolutely right.
	I am in total agreement with you.	That's for sure.
	I think so.	Exactly.
	Up to a point to a certain extent.	Absolutely.
	I agree with you but...	I'd accept that but...
Disagreement	(I am afraid) I can't agree with you. I don't agree. I'm afraid, I disagree. I don't think so.	That's not always true. I'm not so sure about that. that's not always the case.

6. Practice with a partner.

Listen to your partner's ideas and tell whether you agree or disagree.
Use the expressions from the chart.

- Swimming in the ocean is better than swimming in a river.
- Dogs are better pets than cats.
- Summer is the best season of the year.
- Speaking in English is more difficult than writing for me.
- There are many people that believe that social media is dangerous.

7. Read this fragment of the article about music.

Music improve your health and well being

Susan explains me that an article says that a study from Harvard University has shown that relaxing music may lower blood pressure and heart rate after physical activity, it also improves mood and reduce anxiety, and through bringing people together can be an antidote to loneliness and social isolation.

- a) What is your opinion about the content of this article? Do you agree with the results of the study?

Reflecting on Language

Useful expressions to give opinions

Giving opinion:

- | | |
|--|-----------------------|
| ■ I'm convinced that... | I feel that |
| ■ I'm sure that... | I am in favor of |
| ■ I strongly believe that... | To tell you the truth |
| ■ I certainly definitely think that... | |

- I really think that...
- In my opinion...
- I /consider/
- I believe that...
- As I see it...
- From my point of view...

Examples

- **In my opinion**, reading a good book is really a relaxing way to avoid stress
- **I think**, people should read more about climate change
- **From my point of view**, there should be more promotion about literature for young people
- **I consider** some good books are very expensive
- **I strongly believe** that printed books will disappear in the future
- **I feel that** people used to read more years ago
- **I am in favor of** digital literature
- **To tell you the truth**, I have heard about this author for the first time
- **If you ask me**, I prefer to buy the book than to borrow it from the library

Let's Practice

- 8.** Team work. There are different types of books. Which one do you like the most? Discuss in your group your opinion. Validate your answer. Go back to the chart if is necessary.
- a) Poetry
 - b) History
 - c) Science fiction
 - d) Police Novels
 - e) Action and adventure
 - f) Mystery
 - g) Novels
 - h) Autobiography
- 9.** Read the statements carefully and tell whether the speaker is giving an opinion, expressing agreement or expressing disagreement. Write the statement in the correct box.
- a) I consider that dancing is one of the best exercises to lose weight.
 - b) They say that Ted did not study for the exam but this not the case
 - c) If you are studying extra hours, you are absolutely right
 - d) They found the test very easy but I don't think so
 - e) From my point of view studying late at night is not convenient
 - f) Exactly, her idea was the best

Giving an opinion	Agreeing	Disagreeing

10. Practice the conversation with your partner. Express agreement or disagreement and give your opinion

Student A: Cooking is an art.

Student B:

Student A: Math and Chemistry are difficulty subjects.

Student B:

Student A: Sunny days are the best.

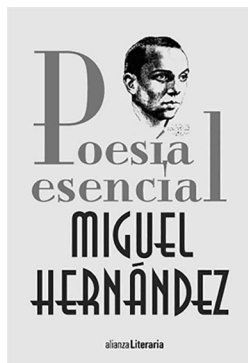
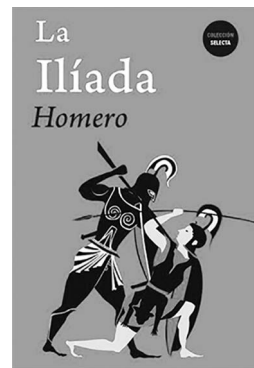
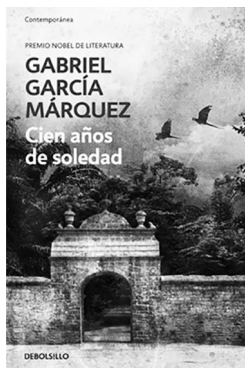
Student B:

Student A: Having a cell phone is very useful and complicated at the same time

Student B:

Speaking

11. Here you have the title of five books. Find out the authors and some basic information about them. Tell briefly about the topics of the books and main characters. Give your opinion about the book or about the author.



12. Read the following opinions. Agree or disagree and support your answers with at least three elements.

- "I am absolutely convinced that reading lifts imagination and creativity. Reading helps to explore life from different perspectives. While you read books you are building new and creative thoughts, images and opinions in your mind."
- "Getting completely involved in a book can help us relax and feel calm so reading reduces stress."
- "Reading is boring and a tedious activity"
- "Reading is really good for vocabulary expansion and strengthens your writing abilities...."

13. Team work.

- Get together in teams.
- Write in a piece of paper three statements about things you believe.
- Submit the statements and put them in the classroom box (Don't forget to check with your teacher before dropping the statements in the box).
- As indicated by the teacher, students from each team will pick out one piece of paper from the box and say whether they agree or disagree.
- Listen carefully to the rest of the students' opinions about your team's proposal. .

Listening

Pre listening



14. Discuss in teams.
 - a) Do you consider useful to have a bookcase at home?
 - b) Do you have a bookcase at home?
 - c) What kind of literature do you have in your bookcase?
15. Listening to the speaker talking about reading and underline the ideas expressed in the text.
 - Reading is like traveling by places you do not know.
 - You should start reading at early childhood.
 - Novels are the kind of literature most people prefer.
 - People prefer printed books than digital literature.
 - People enjoy to have a place for books at home.

After listening

16. Go to the school library and interview the librarian, to find out which of the books she has in the library will be a good option for

you to read and why. Search for novels, adventures, science fiction, biographies, poetry. Write a brief report and bring the information to class.

17. Look at the picture.



- What does the person have in her hands?
- Why do you suppose she has in her memory?

Before listening

18. Find the meaning of the following words taken from in the song

- Ripped _____
- Heal _____
- Mend _____
- Soul _____
- Bleed _____
- Lamppost _____
- Whisper _____

- a) Read and listen to the song Photograph by Ed Sheeran
- b) Listen to the song and focus on the black verses.
 - Why does the singer has that opinion about photograph?
 - What do you like from the song? You can tick more than one.

The melody
The video
The meaning

Photograph

Loving can hurt, loving can hurt sometimes
 But it's the only thing that I know
 When it gets hard, you know it can get hard sometimes
 It is the only thing makes us feel alive
We keep this love in a photograph
We made these memories for ourselves
Where our eyes are never closing
Hearts are never broken
And time's forever frozen still
So you can keep me
Inside the pocket of your ripped jeans
 Holding me closer 'til our eyes meet
 You won't ever be alone, wait for me to come home
 Loving can heal; loving can mend your soul
 And it's the only thing that I know, know
 I swear it will get easier
 Remember that with every piece of ya
 Hmm, and it's the only thing we take with us when we die
Hmm, we keep this love in this photograph
We made these memories for ourselves
Where our eyes are never closing
Hearts were never broken
And time's forever frozen, still
So you can keep me
Inside the pocket of your ripped jeans
 Holding me closer 'til our eyes meet
 You won't ever be alone
 And if you hurt me
 That's okay, baby, only words bleed
 Inside these pages, you just hold me
 And I won't ever let you go
 Wait for me to come home
 Wait for me to come home
 Wait for me to come home
 Wait for me to come home
 Oh, you can fit me

Inside the necklace you got when you were sixteen
 Next to your heartbeat where I should be
 Keep it deep within your soul
 And if you hurt me
 Well, that's okay, baby, only words bleed
 Inside these pages, you just hold me
 And I won't ever let you go
 When I'm away, I will remember how you kissed me
 Under the lamppost back on Sixth street
 Hearing you whisper through the phone
 "Wait for me to come home"

After listening

- c) Do you usually keep Photographs? Why or why not?
 Bring a photograph to class that froze an important memory of your life.
 Tell why the photograph is memorable to you.

Time to Read



19. Observe the picture do you prefer E-books or printed books? Support your answer.

The power of learning books

Learning from a book is a good hobby for all the ages. Besides, is a great way to obtain knowledge and grow as a person? When you read,

you are able to transport into many places, situations, costumes, languages, you know different characters, people from other countries and many ideas.

Around the world, we can find history, action, science/fiction or romantic books. Every one of them carries us to a fantastic stories or real situations. For example, a history book narrates events that happened in the past, while reading a science book, you can learn about how the world works, about the millions of plants and animals that inhabit in our planet.

Books always teach something new, such as important life lessons, values like honesty, love, friendship or perseverance to achieve some of the main dreams people have.

If you are bored at home, at school, at the bus stop, read a good book, they are our best friend. With them, we can improve our intelligence, our memory, our spelling and specially, we can feel a huge pleasure and experiment happiness.

Since our early childhood, parents and teachers should encourage children to read. It is important for the future life style.

20. Read the underlined sentences and tell your agreement or disagreement with the statements. Support your answer.

18.1 What kind of literature did you use to read when you were a child, what do read now? Give reasons in your answers.

21. Read carefully.



Would you like to read this book? What information could you find in it? What could you learn from this book?

“Why is reading important”

Reading is important for a variety of reasons. We will look at some of those fundamental reasons below _____. With reading, a person can go anywhere in the world... or even out of it! They can be a researcher, an explorer, an adventurer, a hero, or...a policeman. The possibilities are endless. Non-readers never experience these joys to the same extent.

Reading develops the creative side of people. When reading to children, stop every once in a while, and ask them what they think is going to happen next. Get them thinking about the story. When it is finished, ask if they could think of a better ending or anything that would have improved it. _____. Get the creative juices flowing!

Good reading skills, improve spelling. As students learn to sound out letters and words, spelling becomes easier. Also, _____

_____. Reading new words puts them in their mind for later use.

Math teachers engage students in learning to read numbers, symbols of operation, and problems presented in English teachers teach students how to read the literature of another culture or another time in order to gather ideas and thinking expressed by the author. Each science class involves student in learning to read mathematical and scientific formulas, equations, symbols, and pertinent vocabulary words. Music teachers teach students to read the symbols that translate into performance; _____

(Taken and adapted from <https://www.learn-to-read-prince-george.com/why-is-reading-important.html>)

22. The following ideas belong to different paragraphs of the reading. Complete each paragraph with the right idea.

- a) Each teacher in school is a member of the cadre of educators involved in developing reading skills.
- b) Reading helps to expand the vocabulary.

- c) Reading develops the imagination.
 - d) If they really liked the story, encourage them to illustrate it with their own drawings or to make up a different story with the same characters.
- 23.** Work with a partner Select one of the books you have studied during high school years in class. Write a text including information of the author and about the topic of the book. Tell whether you liked it or not.

Introduction

Explain what a book review is: a summary and evaluation of a book. It helps others decide whether they should read the book.

Understanding the Structure

Describe the basic structure of a book review:

- Introduction
- Briefly mention the book's title, author, and genre.
- State your main opinion about the book.
- Summary
- Provide a brief summary of the plot without giving away spoilers.
- Evaluation
- Discuss what you liked and didn't like about the book.
- Mention the characters, plot, and writing style.

Conclusion

Summarize your overall thoughts.

Recommend (or not) the book to others.

Analyzing a Sample Review

Title: Harry Potter and the Philosopher's Stone by J.K. Rowling

In "Harry Potter and the Philosopher's Stone," J.K. Rowling introduces readers to the magical world of Hogwarts. The story follows Harry Potter, a young boy who discovers he is a wizard on his 11th birthday. The book's engaging plot, well-developed characters, and imaginative setting make it a must-read for all ages.

The plot is captivating and keeps you hooked from beginning to end. The characters, especially Harry, Hermione, and Ron, are relatable and well-written. Rowling's writing style is descriptive and immersive, making it easy to visualize the magical world.

Overall, "Harry Potter and the Philosopher's Stone" is an enchanting book that I highly recommend to anyone who loves fantasy and adventure.

Practice Writing

Choose a book you've read recently and fill in the outline template.

Outline template for book reviews:

Book title:

By [Author]

Introduce the book and state your main opinion.

UNIT 3

Example: In “The Hobbit,” J.R.R. Tolkien takes readers on an epic adventure through Middle-earth.

Provide a brief summary of the plot.

Example: The story follows Bilbo Baggins, a hobbit who embarks on a journey to help dwarves reclaim their mountain home from a dragon.

Evaluation. Discuss what you liked and didn’t like.

Example: The characters are charming and the plot is full of unexpected twists. However, some parts felt a bit slow.

Conclusion. Summarize your thoughts and recommend the book.

Example: Overall, “The Hobbit” is a delightful read for anyone who enjoys fantasy adventures.

Revision and Feedback Checklist

Provide students with a checklist to help them revise their book reviews:

Content:

Did you introduce the book and state your main opinion?

Have you provided a brief summary of the plot?

Evaluation:

Did you discuss what you liked and didn’t like about the book?

Did you mention the characters, plot, and writing style?

Conclusion:

Did you summarize your overall thoughts?

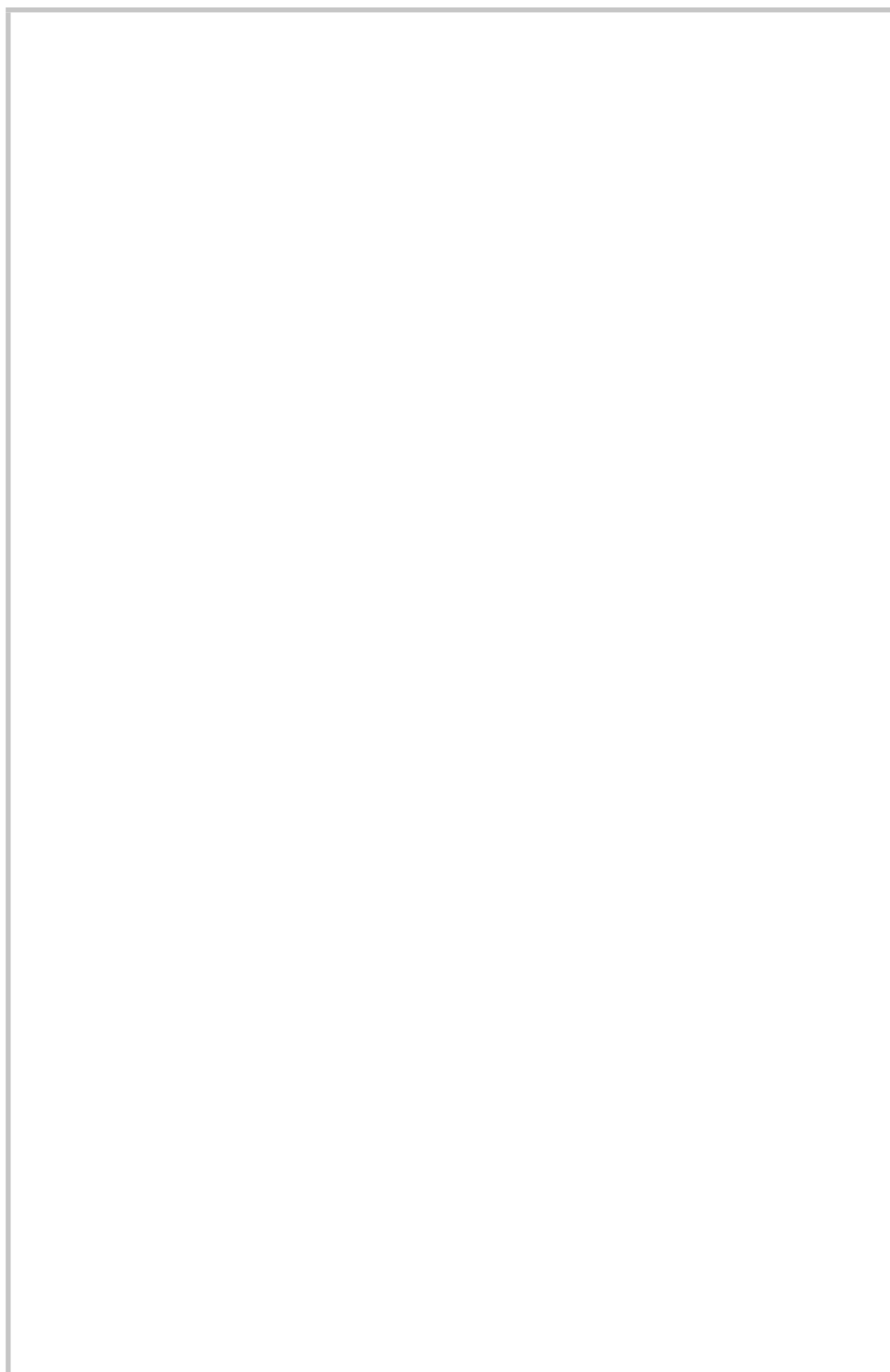
Have you recommended (or not) the book to others?

Individual work

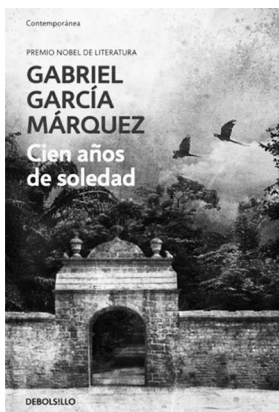
24. Think about a book you would like to recommend to your class. Write a book review. Do not forget to include:

1. Title of the book and genre
2. Basic personal information
3. Describe main characters
4. Tell the plot of the book briefly
5. Tell the lessons you learned from the book

25. Give reasons to recommend the book to the group.

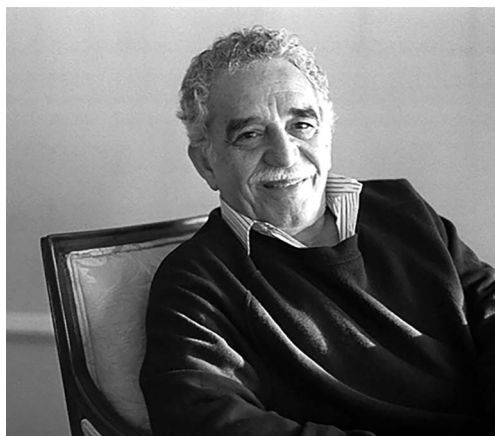


26. Find out in the Reading and fill the card.



Before reading

27. Look at the books in the pictures. Who is the author of these books?



An Outstanding Writer

Gabriel García Márquez was born in 1927 in the small town of Aracataca, situated in a tropical region of northern Colombia, between the mountains and the Caribbean Sea. He grew up with his maternal grandparent – his grandfather was a pensioned colonel from the civil war at the beginning of the century. He went to a Jesuit college and began to read law, but his studies were soon broken off for his work as a journalist. In 1954 he was sent to Rome on an assignment for his newspaper, and since then he has mostly lived abroad – in Paris, New York, Barcelona and

Mexico – in a more or less compulsory exile. Besides his large output of fiction, he has written screenplays and has continued to work as a journalist. He was best known for his novels *One Hundred Years of Solitude* (1967), *The Autumn of the Patriarch* (1975) and *Love in the Time of Cholera* (1985). His books were mainly about satire, solitude, magic realism, realism, and violence.

He won the Nobel Prize in Literature in December 1982. The reason was “for his novels and short stories, in which the fantastic and the realistic are combined in a richly composed world of imagination, reflecting a continent’s life and conflicts”.

Márquez wrote his last book in 2004. He retired in May 2008 because of his age and health.

Since 2012, Márquez was sick with Alzheimer’s disease. He lived with his wife, Mercedes Barcha in Mexico City. Márquez died in Mexico City from pneumonia. He was 87 years old.^[2]

Name:

Birthday:

Place of birth:

Places he lived in:

Jobs:

Books:

Awards:

Death:

Project work

28. Prepare a presentation or a poster

Find out in the library of your school information about the Nobel Prize in Literature. Select one of the authors who have been awarded with the Nobel Prize.

Self-reflection

Reflect about your learning and tick your self -evaluation according to your performance during this unit.

What can you do at the end of this unit?

Communicative functions	Very well	OK	A little
Reflecting and Giving opinions			
Talking and reflecting about the importance of reading			
Talking and reflecting about books authors and Literature in general			
Writing texts giving opinions			
Reflecting and expressing agreement and disagreement about a given topic or opinion			

UNIT 4

Reviews



Communicative functions

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

- Making presentations
- Talking about possible situations and their results
- Describing someone's skills requirements and qualification.
- Reading and understand the main ideas of a text
- Talking about actions and their results

- Writing and reflecting about different opinions
- Reflecting and expressing agreement and disagreement about a given topic or opinion
- Writing simple news articles for a class newspaper about school activities and students' stories

Breaking the Ice

1. Find a new partner and find the following information. Share the information in the group and make a list about people and their skills

a) Are you good at painting?



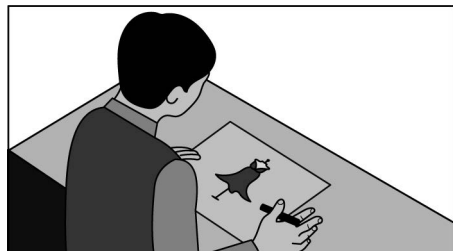
b) Do you know anything about artificial intelligence?



c) Can you organize group activities easily?



d) Do you have any skills for designing clothes and sew?





e) Are you able to dance any kind of music?



f) Did you get any new skill last year?

Activities	Names
Good at painting.	
Know about artificial intelligence.	
Able to dance any kind of music.	
People who got new skills.	
Organize group activities easily.	
Skills for designing clothes.	

Let's practice

2. Sarah and Luke are talking during the break.



Luke: I have already filled my form to enter the University. My first two options are Sociology and Literature. Studying sociology is one of my dreams and reading is one of my favorite entertainments, so if I get Literature I will enjoy my career.

Sarah: You are in the right area. Writing is something you also do very well. I think you could become a very well known writer in the near future.

Luke: Thanks for the compliment. I have not thought about that. How about you?

Sarah: I have not filled mine yet. If am free in the afternoon, so I will go to the secretary's office. I will be an electric engineer.

Luke: Being an electric engineer is difficult for a woman.

Sarah: Pardon? Is this comment serious? My cousin Jane is an electric engineer, and she is doing great. In fact, she is very talented.

Luke: Your stronger area is Science for sure. Why don't you go for Math in a second option?

Sarah: I need to read more about possible jobs for a Mathematician. Thanks for your observation.

Luke: Oh, time to go. I've got a class in 10 minutes.

Sarah: It's been nice talking to you.

3. Listen to the dialogue and follow the text carefully to write True or False.

- a) ___ Sarah and Luke are talking about their future studies.
- b) ___ Sarah and Luke are interested in the same area.
- c) ___ Luke could also be a good editor.
- d) ___ Sarah is very good at Math.
- e) ___ Sarah has enough information about both careers.

4. What skills do Sarah and Luke need for their future studies. Give at least two options.

Sarah _____

Luke _____

5. Work in groups. Think of three jobs in these categories.

Jobs that require skills in music	Jobs that require writing creatively	Jobs that require knowing a foreign language

6. Observe the following situations and discuss the best solution.

a) Some students have not good results in Math. What can the group do or the students do together?

a. If the group _____
 _____.

b. The group can _____
 _____.

c. If The students _____
 _____.

b) The group wants to have a special day together?

- a. If they _____

 _____.
- b. They may _____

 _____.
- c. If they do not _____

 _____.
- c) Some students need to improve their pronunciation in English
 .what can the teacher and the students do together to get this
 objective
- a. If they _____

 _____.
- b. They may _____

 _____.
- c. If they do not _____

 _____.

7. Read carefully the following sentences and join them with the correct connector

For instance / In fact / Firstly however / as a result of that

- a) Dennis is taking extra classes in English _____ he has improved in pronunciation and vocabulary.
- b) Robert is taking piano lessons _____ I think he has to improve a little more when playing with the orchestra.
- c) Kate is very good at dancing, acting, and singing;
 _____ I think she is perfect for the role of the main character in the musical film.
- d) _____ we could select who is going to lead the activity and later we may think in who are going to be the participants.
- e) There are some fields that need good communication skills

_____, education, medicine, tourism and press,
among others.

Speaking

- 8.** You are the secretary at school; you are helping students to fill in the form for their future career. Give advice to the students about their choice. Taking into consideration the skills they have.

Full Name				
ID	Birthday	Address		
Phone number				
Option 1				
Option 2				
Option 3				
Signature		Date		

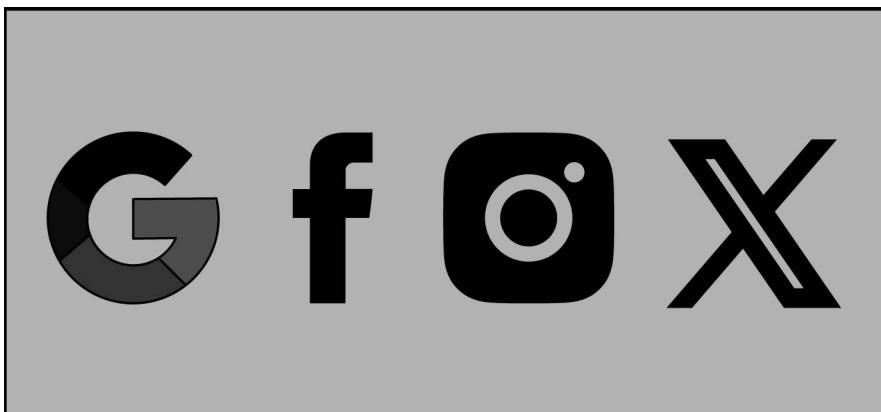
- 9.** Read these eight important job skills: Answer these questions:
- Which of these skills do you think are the most important?
 - Check the skills that you think you have?
- 10.** What jobs do you think you might be good at? Talk about a usual career you'd like to have.
- Can solve problems.
 - Work well with people.
 - Teach others how to do things.
 - Good at math and science.
 - Good conversationalist.
 - Speak another language.

11. Read carefully the following opinion about reading and discuss in teams.

"I am absolutely convinced that we need to form good readers. Only if people learn to read for a pleasure or determination they will become first-rate readers. If people get to discover that Reading is an enjoyable activity people will read better and receive the benefits through reading."

- a) Which of the following opinions is not related to the author's opinion?
 - a. ____ Reading for preferences is the way you can get more from a book
 - b. ____ Reading must be an obligation for all people.
 - c. ____ To have people who enjoy reading is a need of any society.
- b) What benefits can a good reader receive? Express these benefits with your own words.
- c) Do you consider yourself a good reader? Why or why not?

In Black and White



12. Reading and getting information from social media is very common nowadays. Most young people are really involved in social media readings at the moment. No matter advantages or disadvantages. Write a report about the topic **Reading in Social Media**. Consider the following ideas:

- Social media in general
- The most common and popular social media young people are involved

UNIT 4

- The impact of social media in our lives
- Social media you are exactly more involved in
- Sources where you get most of the information you have
- Recommendations about reading social media

Reading in Social media

Listening



13. Answer the following questions:

- a) Do you like poetry?
- b) Are you able to write poems?
- c) Mention some poets you know?
- d) Which of them do you prefer? Why?

14. Listen to the poem and underline the correct answer.

- a) The poem is about:
 - Busy time -rest time
- b) The poem mainly refer to:
 - Outdoors activities -indoor activities
- c) The poem is about:
 - Making invitations -accepting invitations

If you are happy I am happy too
 If you go for a walk I 'll go with you
 But if you are not in a mood you don't worry at all
 If you stay at home I'll give you a call
 If Saturday is sunny we can go to the beach
 But if you prefer, we may have a picnic
 If you want more fun we can invite friends
 If they join us It will be nice, to share with them

Enjoy your free time in party, at the beach
 If you plan a camping, you can count on me
 There are many things that for fun we can do
 Cause if you are happy I´m happy too

15. Work in groups.

- a) Add a new verse to the poem
- b) Be ready to tell the poem in front of the class
- c) Learn the poem by heart to tell it in a class activity guided by your teacher.

Listening

Before listening

16. Read this text about Brandy and answer these questions.

- a) Have you ever heard about this singer?
- b) Is she very popular among young people?

Brandy Rayana Norwood, better known as Brandy, is an American singer, songwriter and actress. Her sound is characterized by heavy voice-layering and riffs. As of 2024, she has sold over 40 million records worldwide, with approximately 8.62 million albums sold in the United States. Her work has earned her numerous awards and accolades, including a Grammy Award and an American Music Award.

While listening

17. Listen to and read the song "Have you ever?". What verbal tense is most frequent in the song?

- a) Simple present ____
- b) Simple past ____
- c) Present perfect ____

Most of the sentences are:

- a) Affirmative ____
- b) Negative ____
- c) Interrogative ____

18. Complete the first part of the song.

- a) The questions in black and discuss in your team possible answer

_____ so much it makes you cry?

Have you ever needed _____ so bad you can't sleep
_____?

**Have you ever tried to find _____ but they don't come
out right?**

Have you ever, have you ever?

Have you ever been _____, been in love so bad
you'd do anything to make them _____?

Have you ever had _____ steal your heart away
you'd give anything to make them feel the same?

**Have you ever searched for words to get you in their heart
but _____ what to say and you don't know where to
start?**

Have you ever loved _____ so much it makes you
cry?

Have you ever needed _____ so bad you can't sleep
at night?

Have you ever tried to find the words but they don't come out right?

Have you ever, have you ever? Ooh

**Have you ever found the one you've dreamed
_____?**

You'd do just about _____ to look into their eyes

Have you _____ found the one you've given your heart
to only to find that one won't give their heart to you?

_____ and dreamed that they were there
and all you can do is wait for the day when they will care?

Have you ever loved somebody so much it makes you cry?

Have you ever needed something so bad you can't sleep at night?

Have you ever tried to find the words but they don't come out right?

Have you ever, have you ever? Ooh

What do I gotta do to get you in my arms, baby?

What do I gotta say to get to your heart

to make you understand how I need you next to me?

Gotta get you in my world

'Cause, baby, I can't sleep

Have you ever loved somebody so much it makes you cry?

Have you, have you ever needed something so bad you can't sleep at night?

Have you ever tried to find the words but they don't come out right? Ooh

Have you ever, have you ever?

Have you ever loved somebody so much it makes you cry?

Have you ever needed something so bad you can't sleep at night?

Have you ever tried to find the words but they don't come out right?

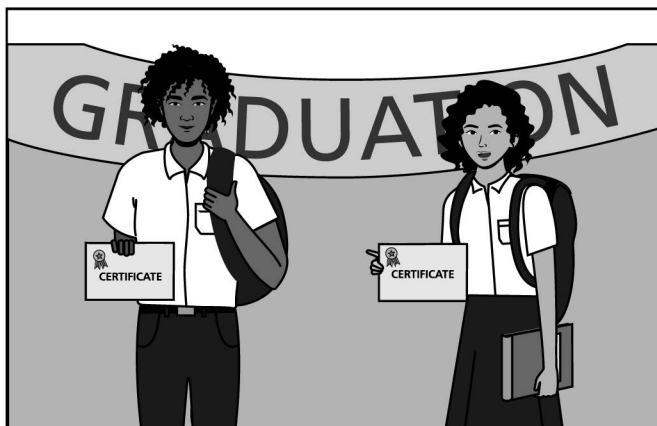
Have you ever, have you ever, ever, ever?

Ooh, have you ever?

After listening

- 19.** Work in teams. Bring to class a song from your favorite singer. Tell the group the reason you selected the song and give some information about the singer

Time to Read



Before reading

- 20.** What are you planning to study?
- Give some reasons for your choice
 - Do you have the necessary skills for your future studies?
 - Which ones do you need to improve?

21. Read the following text. Answer the questions below.

More and more students these days graduate from high school, each student with his or her own interest or motivation, but it is a fact that some of them don't study what they really want to and as a consequence they feel frustrated. And they leave the career.

When I was at high school I always wanted to be an English teacher and my determination was possible till these days, my friends at high school forced me to study the same they wanted to study but I knew what the best for me was, I didn't like math, I hated and also chemistry and physics. English opened me the door for a better work and socialize with people from different parts of the world that was the time when I worked at the Latin-American school of medicine where I could enhance my knowledge. Being an English teacher is to open the door of a new set of communication, with the students and teachers. I always devote time for them that's why if you want to feel satisfied with yourself you have to study what you really want to. Think about yourself. What kind of person you are and what makes you happy. Once I heard that I'd rather be a failed at something I like than be successful at something I hate. What do you think? What is your next step?

While reading

22. Can you suggest a title for the reading?

23. After reading the text select the best choice.

- The author exposed his/her ideas about:
 - a. ____ an article recently published.
 - b. ____ the selection of careers.
 - c. ____ the conception of the new World.

He/she thinks that:

- a. ____ the new generation does not study or work.
 - b. ____ you have to study according to your conditions.
 - c. ____ if you study what you like you will be gratified.
- What he/she always liked since high school was:
 - a. ____ Chemistry.
 - b. ____ Mathematics and informatics.

- c. _____ English and French.
- d. _____ Only English.

After reading

- 24.** Write three advice for those students who are going to graduate this year.

1.

2.

3.

Before reading

- 25.** Answer the following questions
- a. Do you have any friend abroad?
 - b. Do you usually keep in touch?
 - c. How do you keep in touch?

- 26.** Read the following email:

Caracas, December 10, 2003.

Dear Albert:

It's been a long time without getting in touch with you but I'm not annoyed, because I suppose you are in the same position as me, I've had little time.

Remember the worries we had before starting the course?

I've eliminated step by step. At the beginning I had to make a great effort... imagine, since I didn't study. But little by little I understood everything. The facilitator and the leader of the group have helped me a lot. In a few days I will finish the first semester. How are you doing? I keep on dreaming on the idea that we will study the same career.

If I am able to travel for Christmas we will have a nice time together
A kiss for your parents and a great kiss for you.

Carmen.

While reading

27. Say true (T) or false (F) according to the reading:

- a) ___ Albert is sad because he doesn't know about Carmen.
- b) ___ Carmen hasn't written to him because of the time.
- c) ___ Carmen and Albert are siblings.
- d) ___ She remembered how they enjoyed in the past.

28. Complete the statements with the information of the letter:

- a) Carmen wrote Albert because _____
- b) It is supposed that Albert _____
- c) When they see each other _____
- d) The career Carmen wants to study is _____

After reading

It is important to keep in touch with friends and relatives, especially with those who love far away. Writing emails can be a great way to share news and experiences and keep connected. Therefore, it is useful to learn about its structure.

1. Understanding the Structure

- Greeting
 - Begin with a friendly greeting to the recipient.
- Introduction. Briefly mention the purpose of the email.
- Body. Provide details about recent activities.
- Conclusion. Summarize the email and express hope to hear back soon.
- Sign-off. End with a warm closing and signature.

2. Analyzing a Sample Email.

Read the following text. Identify its parts.

Subject: Catching Up!

Hi Alex,

I hope you're doing well! I wanted to share some of my latest activities with you.

I've been busy with school projects lately. Last week, we had a science fair, and my project on renewable energy won first place! I was so excited. After school, I've been taking guitar lessons. It's been challenging, but I love learning new songs.

Last weekend, my family and I went hiking in the mountains. The view was incredible, and we had a lot of fun exploring the trails.

How have you been? I'd love to hear about what you've been up to.

Take care and write back soon!

Best, Emma

3. Creating the email.

Write an email to a friend who is abroad telling him/her the latest news about you. Use the following template as a guide.

Outline template for writing an email

Subject:

[Subject of the email]

Greeting:

Hi [Friend's Name],

Introduction:

[Briefly mention the purpose of the email]

Example: I hope you're doing well! I wanted to catch up and share my latest news with you.

Body:

Paragraph 1: [Details about recent activities]

Example: I've been busy with school projects. We had a science fair last week, and my project won first place!

Paragraph 2: [More details about recent activities]

Example: Besides school, I've started taking guitar lessons, which has been really fun and challenging.

Conclusion:

[Summarize and express hope to hear back]

Example: How have you been? I can't wait to hear about what you've been doing.

Sign-off:

[Warm closing and signature]

Example: Take care, [Your Name]



Revision and Feedback. Use the checklist.**Content:**

Did you include a friendly greeting and introduction?

Have you shared details about your recent activities?

Structure:

Is the email organized into clear paragraphs?

Did you include a conclusion and a sign-off?

Grammar and Punctuation:

Have you checked for grammar mistakes and correct punctuation?

Clarity:

Is your email clear and easy to understand?

Did you avoid overly complicated words or phrases?

Revising and editing**Sharing and publishing****Project work****29.** Our journal.

- Get together in teams of five students, as indicated by the teacher. Select a team leader.
- In teams outline the most important memories of this year to prepare a class newspaper.
- Decide with the whole class guided by your teacher, the sections of the class newspaper. Each member of the team will write its section
- Work together to create the newspaper. You need to include images and photos.
- Finally prepare an end-of -term activity to share the journals in class, and be ready to make comments about yours and about the presentations made by the rest of the groups.

Self-reflection**After this I can**

Communicative functions	I can do it very well	Not very well	I simply can't do it
Describing possibilities using conditional sentences with if clauses.			

Listening and understanding description of skills and jobs preferences.			
Talking about situations and their results.			
Reading and understand the main ideas of a text.			
Writing an email quite well.			

Reading corner

Reading 1

"The dictionary (a friend)"

Usually a word has more than one meaning and we have to master very well the different meanings not to be mistaken when we read, speak and write. Therefore the importance of the context; always offer a key to understand the meaning of words to guide us in its multiple meanings.

Of course, the analysis of the context does not solve everything. Most of the time we have to look for a dictionary, a language dictionary, an etymology dictionary, or a bilingual dictionary. Every situation demands the use of dictionaries.

Also, the dictionary of synonyms and antonyms is very useful that in most of the cases help us to find the appropriate word, because when we write we can find unnecessary repetitions of the same word or phrase, as a conclusion it is very unpleasant and moreover it makes difficult the communication, have thought why?

To use this type of dictionary is not difficult, you just have to guide by the alphabetical order and you have more possibilities, the problem is in the selection of the most suitable word according to what we want to express.

As a student you must take this into consideration, obviously in your phones you have a dictionary application but I advise you to buy a dictionary, they are the most precious jewel and you will wide your vocabulary.

Reading 2

"Multiple Intelligences"

"Supertalents" is an inspiring and encouraging song. Many people expresses that every person is born with a unique gift or talent, which he or she should practice and use every day. Everyone is good at something!

Of course, this idea is not new. Psychologists have developed a theory of multiple intelligences in the 1980s.

According to this theory, there are at least eight types of intelligence. Individuals think about things in different ways. These different intelligences affect people's learning, memory, thoughts, and interests. As a result, different people are good at different things.

- a) **Verbal-linguistic intelligence:** This intelligence governs the ability to use language and words. Linguistically intelligent people are able to listen to, speak, read, and write well in one or more languages and they tend to **conceptualize** 5 thoughts using words rather than pictures.
- b) **Logical-mathematical intelligence:** This intelligence controls the ability to use logic, numbers, and scientific reasoning. People who have logical-mathematical intelligence ask lots of questions and like to make connections among pieces of information.
- c) **Visual-spatial intelligence:** People with visual-spatial intelligence like to **visualize** 6 their thoughts in pictures and hold information in their minds in the form of images. They can also navigate well through unfamiliar spaces.
- d) **Musical intelligence:** Musically intelligent people are **perceptive** and responsive to sounds, rhythms, tones, and patterns. They are often involved in producing music.
- e) **Bodily-kinesthetic intelligence:** This type of intelligence regards the control of body movements and the expression of ideas through movements. People with this intelligence have good hand eye coordination and sense of balance. They learn best by doing and actively interacting with their surroundings.
- f) **Interpersonal intelligence:** People possessing this type of intelligence have the ability to relate to and empathize with other people. They perceive other people's feelings and moods, while at the same time, they communicate well with others.

- g) ***Intrapersonal intelligence:*** People with **intrapersonal** intelligence are able to reflect on their own feelings and the inner workings of their minds and hearts. They like to analyze themselves by recognizing their personal strengths and weaknesses.
- h) ***Naturalistic intelligence:*** The eighth type of intelligence refers to the ability to take care of the natural environment and recognize the objects that are in it.

The multiple intelligences theory is still considering if there are other intelligences to add to the typology. Everyone is born with a unique gift or talent. We just have to find it and make use of it every day!

(Adapted from Traditional Songs & American Rhythms, published by the Office of English Language Programs).

Reading 3

"Water crisis"

What do you know about water? It is the most important element to keep life of plants, animals and the human being. Today, many people don't have water access and the water crisis is a significant challenge that affects a lot of countries. It is product of several factors such as climate change, population growth, pollution inefficient water management and bad water consumption practices.

This situation affects seriously drinking water, agriculture, industry and general ecosystem health, mainly affects the development of communities and impoverished areas.

The hydraulic crisis can be avoided with an appropriate water management practices, promoting water conservation, and promoting the importance of preserving this vital resource.

All people need international cooperation, innovative solutions to safe water. Are essential to mitigate the impact of water scarcity and ensuring a sustainable water supply for future generations.

By working together and taking proactive measures constitute the solution to this problem. We have to build a better world with safe water for all. Every drop counts and many countries fight to control water. Maybe water will be the cause of the 3th World confrontation. Safeguarding our most precious resource is our duty.

Reading 4**“Jazz music”**

Jazz got its start at the beginning of the 1900s in New Orleans. Other important cities in the history of jazz are Saint Louis, Kansas City and Chicago. According to legend, jazz music is important to American history because it combines musical traditions from European immigrants¹ and African slaves. During the eighteenth and nineteenth centuries, many Europeans from Ireland, Italy, France, the United Kingdom, and Germany immigrated to the United States. The Atlantic slave trade brought many Africans to the United States.

This new style of music included many of the rhythms and melodies common to African musical traditions. From European traditions, the style adopted many instruments as well as the use of harmonies. The result is the unique style of music today called jazz.

How is jazz special? When you hear a jazz song, the melody is usually played first and then repeated several times.

Popular instruments for jazz are traditionally the saxophone, trumpet, trombone, piano, drums, clarinet, tuba, string bass, and banjo. Nowadays jazz musicians also use the vibraphone, cello, and guitar.

The focus of jazz is often on how the performers improvise or make up tunes as they play with the melody. Many styles of jazz have developed since the early twentieth century. In one style, singers sometimes sing lyrics with no meaning. Do you remember the lyrics “ba boop beeeee biggitty”? This is an example of scat song, because these sounds have no meaning in English.

(Taken from Traditional Songs & American Rhythms, Published by the Office of English Language Programs, Bureau of Cultural and Educational Affairs)

Reading 5**“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!

Reading 6

"The Sydney Opera House"

It is almost impossible to write of the Arts in Australia without mentioning the building that first put the country firmly on the world cultural map - the Sydney Opera House. Completed in 1973 after 14 years of much heated discussion and at a cost of almost £60 million, it is not only the most well-known Australian building in the world but perhaps 5 the most famous design of any modern building anywhere.

Its distinctive and highly original shape has been likened to everything from the sails of a sailing ship to broken eggshells, but few would argue with the claim that the Opera House is a major contribution to world architecture. Set amidst the graceful splendor of Sydney Harbour, presiding like a queen over the bustle and brashness of a modern city 10 striving to forget a financial reputation in a tough commercial world, it is a reminder to all Australians of their deep and abiding love of all things cultural.

The Opera House was designed not by an Australian but by a celebrated Danish architect, Jorn Utzon, whose design won an international competition in the late 1950s. However, it was not, in fact, completed to his original specifications. Plans for much of the intended 15 interior design of the building have only recently been discovered. Sadly, the State Government of the day interfered with Utzon's plans because of concerns about the escalating cost, though this was hardly surprising - the building was originally expected to cost only £5.5 million. Utzon left the country before completing the project and in a fit of anger vowed never to return. The project was eventually paid for by a State-run lottery.

The size of the interior of the building was scaled down appreciably by a team of architects whose job it was to finish construction within a restricted budget. Rehearsal rooms and other facilities for the various theatres within the complex were either made considerably smaller or cut out altogether, and some artists have complained bitterly about them ever since. But despite the controversy that surrounded its birth, the Opera House has risen 25 above the petty squabbling and is now rightfully welcomed as a modern architectural masterpiece. The Queen officially opened the building in 1975 and since then, within its curved and twisted walls, audiences of all nationalities have been quick to acclaim the many world-class performances of stars from the Australian opera, ballet and theatre.

Reading 7

"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 signalling 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 10 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 15 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-coloured frogs of the species *Rana klepton esculenta* 20 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

Speaking

- Be ready to talk about the following topics.
 - Sports Music Environmental Issues
 - Animals important things in life
 - An outstanding personality Facebook and Instagram
 - School subjects Future plans

Writing topics

- Write about the following topics.
 - a) Some people prefer to study at home others prefer to go to school.

Which one do you prefer?

- b) Some people like to see animals in the Zoo others think animals must be free .What's your opinion?
- c) Search about traditions in different countries. Select three traditions that impressed you the most .Compare with our traditions
- d) Inventions that have changed the world
- e) Collecting is one of the most famous hobbies
- f) Impressing monuments built at the first two decades of 21th century
- g) Talk about a book that became a film .Which one you prefer the book or the film? Why?
- h) The importance of learning other languages.

Reading activities

"Five reasons why everyone should have music in their lives"

Most of us come across music pretty much every day, whether that be on the radio, TV or a singer on the street. But why is it so important?

1- Music brings people together

Music creates social cohesion, Music is a universal gift and its power to connect people is without question. It is an art form with human interaction at its center.Music has the ability to bring people together by the instruments they play or a shared interest in a particular style of music

2- Music improves your health and wellbeing

Music stimulates the brain which in turn helps with pain relief, reducing stress and memory. A study from Harvard has shown that relaxing music may lower blood pressure and heart rate after physical exertion. It can also improve mood and reduce anxiety and through bringing people together, can be an antidote to loneliness and social isolation.

3- Music can improve confidence and resilience

In a digital age where many services and products are instantly available with the click of a button, learning a musical instrument provides a platform for people to achieve through discipline and perseverance.

4- Music is a creative outlet

It provides an opportunity for people from all social and cultural backgrounds to express themselves.

5- Music is fun!

The joy you can get from music will help lift your spirits and those of everybody else involved.

Whether it's learning your favorite tune, performing on stage or a good old sing-a-long with your mates, music brings fun!

3. Read the test carefully.
4. Select three the most important ideas you consider can help you better understand the importance of music .Give your opinion about these ideas.
5. What kind of music do you recommend to listen in these situations Why?.
 - a) People who are studying
 - b) People who want to lose weight
 - c) People who are under stress
 - d) People who are planning a date
 - e) People who want to learn how to dance

“A warm embrace that saves lives”¹

Some years ago, a young Chinese investigator went to India with the goal of solving a terrible problem: infant mortality. More than a quarter of infant deaths in the world occur in India, and many of these deaths occur because a baby is born premature.

Premature babies can't regulate their own body temperatures because they don't have enough fat to stay warm; the babies are not able to grow properly. Those babies that do survive sometimes grow up with long-term health problems such as diabetes or heart disease.

Many of these problems could be prevented if premature babies were kept warm. The scientist spent time talking to mothers and health workers in India. She quickly realized that expensive, high-tech solutions-such as incubators-were not the answers. As she says, she wanted to help people by creating a more human centered design.

Her idea worth spreading is that we can save babies' lives and improve their quality of life in the long term, with a simple, low-cost infant warmer. The embrace only use a pad of hot water and a pouch of wax covered.

¹ Taken and adapted from *National Geographic Learning 21st Century Readings*

6. Use the information given and answer the questions. After that, share your answers to the class.

a) What health problem did she study in India?

b) Why do premature babies sometimes develop health issues later in life?

c) Why do you think an expensive, high-tech solution is not the answer in India?

Grammar

7. Conditional sentences

a) We may go to the beach if _____

b) They will come this vacation if _____

c) The teacher will explain again if _____

d) If you help us _____

e) If we have enough money _____

f) If you have a facebook page _____

g) They can participate in the activity _____

h) If they practice sports daily _____

Connectors

9. Fill in the blanks using the right connector.

Later, firstly, even though, however, as a consequence of that, however, so

a) _____ the weather was rainy they decided to make their picnic under a tent

b) Rob got late to the meeting point _____ he couldn't go visit the most distance caves

c) She sent the email in advance _____ no one went to pick him up to the bus station _____ she had to pay a taxi

d) _____ she spoke about Data in general , _____ she explained each particular case.

e) She gave plenty information in her presentation , _____ , she brought a video to support her speech

Verbal tenses

- a) I believe you should _____ (take) some time off to visit your grandparents.
 ■ took am taking Take
- b) I agree with you, Elsie _____ (have) to take the situation more seriously .
 ■ has had haven't
- c) I agree that Louise _____ (feel) very happy since she passed all exams.
 ■ was feeling feels has felt
- d) Mark _____ (want) to go swimming, but the water was too cold.
 ■ have wanted want wanted
- e) Sophie _____ (call) his mother yesterday night
 ■ has called called was calling
- f) I totally agree that Kent _____ (be) able to solve the problem easily.
 ■ was were been
- g) Alfred _____ (stand) on the balcony when he saw the accident .
 ■ was standing stood stands
- h) I am convinced that if they _____ (study) hard for the exam all these days
 ■ studies have studied will study
- i) I believe Bob _____ (stop) his work for a vacation next month because he is really tired.
 ■ have stopped will stop stopped
- j) I'm sure Henry _____ to a new apartment because his apartment is really narrow
 ■ moved moves move

Exercises in comparisons

- a) In my opinion, my father is _____ (intelligent) out of all the members of my family
- b) There isn't much traffic today, so we should arrive _____

- _____ (soon) than we expected.
- c) I strongly believe that If you study _____ (hard),
you will get successful grades
- d) I totally agree that the English tennis player performed
_____ (good) his opponent and won the tournament.
- e) Erik thinks Maths is _____ (difficult) subject.
- f) I am sure that the world's population is growing _____
(fast) today than at any point in history.

ANNEXES

Prepositions

Prepositions of time

At Use <i>at</i> with times	at 12:00	Brad usually leave school <i>at 12:00.</i>
Other common expressions with at	at night	They often stay home <i>at night.</i>
	at Christmas (during a period of time	We visit our family and friends <i>at Christmas.</i>
	at the age of...	I moved to California <i>at the age of two.</i>

On Use <i>on</i> with dates and days	on January 18th	Sue's birthday is <i>on May 18th.</i>
	on Saturday evenings	We usually go out <i>on Saturday evenings.</i>
		We have a special meal <i>on my birthday.</i>

In Use in + a period of time = a time in the future	in a few minutes	The bus will arrive in a few minutes .
	in five weeks also: in five weeks' time	I learned to ride a bicycle in five weeks . We will start summer vacation in five days
Use in for longer periods of time	in the 1960s	The astronauts explored the moon in the 1960s .
	in the 20th century	The Beatles became very popular in the 20th century .
	in December	In December , you will study less.
	in 2010	The Winter Olympics were held in Vancouver in 2010 .

Preposition	Use	Example sentence
In	Inside or encapsulated by	The shoes are in the box.
At	Used to indicate a particular point or location	I will meet you at the airport.
On	Indicates location on the surface of something	I left your backpack on the chair.
Inside	Within something else	Can you pass me the box that's inside the bag?

Over	Above or beyond something	The house is just over the hill.
Above	Higher than something else	The picture frame is on the shelf above the couch.
Below	Lower than something else	The sun has officially set — it's finally below the horizon!
Under	Below something else	Did you know that there's a tunnel under Ocean Boulevard?
Underneath	Below something else	Our garage is underneath our house.
By	Close to or near something	Did you go to the cupcake shop by the park?
Near	Close by	I went to the pizza place near campus.
Next to	Beside	What happened to the bike that was next to our car?
Between	In the middle of two things	I don't want to sit between two strangers on the plane!
Among	Within a group	There is an impostor among us.
Opposite	Directly across	Jenny's house is opposite a massive mall.

Questions adverbs

How long How long have you been studying English?
What kind? What kind of music do you like?

Pronouns requiring singular verbs

Anybody	everybody	no one
Anyone	everyone	one
Anything	everything	somebody
someone	nobody	something

Example:

- Everybody wants to hear more information about the topic.
- Does anyone have the complete information?
- Someone is going to explain all the details

Irregular Verbs

1. The put-group: resultan ser excepciones de la regla

Infinitive	Past	Past Participle	Meaning
Bet	Bet	Bet	Apostar
Cost	Cost	Cost	Costar
Put	Put	Put	Poner
Hurt	Hurt	Hurt	Herir

2. The learn- group (either regular or irregular verbs)

Infinitive	Past	Past Participle	Meaning
Burn	Burnt/burned	Burnt/burned	Quemar
Learn	Learnt/learned	Learnt/learned	Aprender

Smell	Smelt/ smelled	Smelt/ smelled	Oler, olfatear
Spell	Spelt/spelled	Spelt/spelled	Deletrear, maldecir

3. The spend-group: Cambia la **D** por la **T**

Infinitive	Past	Past Participle	Meaning
Bend	Bent	Bent	Doblar
Build	Built	Built	Construir
Lend	Lent	Lent	Prestar
Send	Sent	Sent	Enviar
Spend	Spent	Spent	Gastar, consumir

4. The read-group: la **EE**, **O** y la **EA** cambian por **E** y **EA** se mantiene o cambia por **E**

Infinitive	Past	Past Participle	Meaning
Bleed	Bled	Bled	Sangrar
Dreed	Bred	Bred	Criar
Feed	Fed	Fed	Alimentar
Lead	Led	Led	Conducir, guiar
Read	Read	Read	Leer.

5. The sleep-group la consonante final cambia por T

Infinitive	Past	Past Participle	Meaning
Dream	Dreamt/dreamed	Dreamt/dreamed	Soñar
Feel	Felt	Felt	Sentir
Keep	Kept	Kept	Retener, guardar
Leave	Left	Left	Abandonar, dejar
Mean	Meant	Meant	Significar
sleep	Slept	Slept	Dormir
sweep	swept	swept	Barrer

6. The strike-group: la vocal A/i cambian por la vocal U

Infinitive	Past	Past Participle	Meaning
Dig	Dug	Dug	Cavar
Hang	Hung	Hung	Colgar, suspender
Stick	Stunck	Stunck	Clavar, estacar
Sting	Stung	Stung	Picar, pinchar
Strike	struck	struck	Golpear, pegar

7. The bring-group: Las vocales i, U y EE cambian por OU y terminan en GHT

Infinitive	Past	Past Participle	Meaning
Bring	Brought	Brought	Llevar, traer
Buy	Bought	Bought	Comprar
Fight	Fought	Fought	Combatir, luchar
Think	Thought	Thought	Pensar, creer
bind	Bound	Bound	Atar, ligar, vendar
find	Found	Found	Encontrar

8. The get-group: La i, la E, la O y la OO cambian por la O

Infinitive	Past	Past Participle	Meaning
Get	Got	Gotten	Obtener, coger
Lose	Lost	Lost	Perder
Shine	Shone	Shone	Brillar
Shoot	Shot	Shot	Disparar con arma
Sell	Sold	Sold	Vender
Tell	Told	Told	Decir

9. The come-group: La **E**, la **O** y la **U** cambian por **A**, pero su pasado participio se mantiene como su infinitivo en presente simple

Infinitive	Past	Past Participle	Meaning
Become	Became	Become	Convertir
Come	Came	Come	Venir
Run	Ran	Run	correr

10. The show-group: En este grupo el pasado simple del infinitivo es regular, termina en **ED**, pero su pasado participio puede ser regular o irregular

Infinitive	Past	Past Participle	Meaning
Show	Showed	Showed/shown	Mostrar
Swell	Swelled	Swelled /swollen	Hinchar, inflar

11. The speak-group: La **EA**, La **OO** y La **A** cambian por **O**, y terminan en **EN**

Infinitive	Past	Past Participle	Meaning
Break	Broke	Broken	Romper
Choose	Chose	Chosen	Escoger
Freeze	Froze	Frozen	Congelar
Speak	Spoke	Spoken	Hablar

Steal	Stole	Stolen	Robar, hurtar
Weave	Wove	Woven	Tejer
Bear	Bore	Born/borne	Sostener, parir...
Swear	Swore	Sworn	Jurar, declarar...
Wear	wore	worn	Usar ropa, llevar puesto

12. The know-group: LA O cambia por la E

Infinitive	Past	Past Participle	Meaning
Blow	Blew	Blown	Soplar
Grow	Grew	Grown	Crecer
Know	Knew	Known	Conocer, saber
Throw	Threw	Thrown	Lanzar

13. The bite-group: cuando el infinitivo pasa al pasado simple pierde la E final y cuando pasa al pasado participio se dobla la consonante de la silaba del medio

Infinitive	Past	Past Participle	Meaning
Bite	Bit	Bitten	Morder
Hide	Hid	Hidden	Esconder

14. The Take-Group; La **A** cambia por **OO** en su pasado simple, pero retoma la **A** para terminar en **EN** cuando forma su pasado participio

Infinitive	Past	Past Participle	Meaning
Shake	Shook	Shaken	Agitar
Take	Took	Taken	Llevar

15. The Write-Group: La **i** cambia por **O** y su pasado participio termina en **EN**

Infinitive	Past	Past Participle	Meaning
Drive	Drove	Driven	Manejar
Ride	Rode	Ridden	Montar
Rise	Rose	Risen	Alzar
Write	Wrote	written	Escribir

16. The Drink Group: La **i** cambia por la **A** cuando pasa de infinitivo a pasado simple, pero esa misma **A** cambia por **U** cuando pasa a pasado participio

Infinitive	Past	Past Participle	Meaning
Begin	Began	Begun	Comenzar
Drink	Drank	Drunk	Beber

Ring	Rang	Rung	Circular
Sing	Sang	Sung	Cantar
Sink	Sank	Sunk	Hundir
Swim	Swam	Swum	Nadar

<u>Prefixes</u>	<u>Meaning</u>	<u>Example</u>
un-	not	unhappy
in-, im-, ir-, il-	not	incredible, impossible, irregular, illegal
dis-	not	dishonor, discover, de-struct
a-	without	amoral
de-	to reverse the action of	decode, decompose, de-generate, dehumanize
super-	better, extra	supernatural
sub-	under, lower than, less than	subway, subnormal
hyper-	extra	hypercritical, hyperacid

<u>Prefixes</u>	<u>Meaning</u>	<u>Example</u>
mini-	little	miniskirt, minitennis
co-	with, together	cooperate, coexist
inter-	between, among	international
ex-	past, former	ex-wife
re-	again	rewrite, review
pre-	before in time before in place	preuniversity prefix(<i>attached to the front of a root</i>)
post-	after in time after in place	postpone postnasal(<i>behind the nose</i>)

	Suffixes	Meaning	Example
Noun suffixes	-er, -or, -ar	one who	worker, lawyer, sailor, liar
	-ist	one who	artist, motorist, novelist
	-cian	one who	musician, electrician mathematician

	-ary, -ery, -ory	a place where	armory, bakery, reformatory
	-hood	status	childhood, womanhood, brotherhood
	-ness	state, condition	kindness, sickness
	-ment	state, process	amazement, development
	-ship	state, condition	citizenship, friendship, au- thorship
	-ance/-ence	action or process	performance, importance, conference, existence
	-ion	act or process state or condition	action, expansion, opposition
	-ity	quality, state, degree	similarity, purity, simplicity
Adjective suffixes	-y	characterized by, full of	dirty, lucky, shiny
	-ous	full of, having, possessing the qualities of	famous, nervous, religious, mysterious
	-al	full of, having, possessing the qualities of	natural, dental

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

Useful questions for polite interactions

These three phrases will help you sound polite when asking questions in English.

- *Do you mind if I...?*

You can use this expression to ask if an action would disturb someone. For example, "Do you mind if I close the window?" Or "do you mind if I smoke here?"

- ***I was wondering if...***

This is an indirect way of asking a question. : "I was wondering if you wanted to watch the game with me."

- ***Could you give me a hand?***

Give someone a hand means help someone, usually with something physical.

Polite language

Sometimes we just need a simple, polite phrase for the appropriate situation. Here are four easy phrases that you can use to sound more natural in common social contexts.

- ***Excuse me.***

This phrase is useful in many situations. You can use it to apologize for something small,

- ***I really appreciate it.***

When you want to say more than just 'thank you',

- ***That's really nice of you!***

This is another way to give someone an extra 'thanks'.

- ***I'm sorry to hear that.***

This phrase is useful when someone gives you bad news

Useful replies

- ***I'll let you know.***

This means "I will tell you."

- ***I'll get back to you soon.***

To 'get back to' someone means to reply to someone who is waiting for information.

- ***I will call you back.***

Call back is a common phrasal verb. If you are talking on the phone with someone and you need to hang up and call the person again later.

BIBLIOGRAPHY

ALBURQUERQUE, R., L. GONZÁLEZ-BUENO y otros: *En el aula de inglés*, Longman, Madrid, 1990.

ALEXANDER, L. G.: *Practice and Progress*

ANTICH, ROSA y ADA JHONES. Teaching English to Young Learners. Seminario a profesores de inglés de la Asociación de Lingüistas de Cuba. La Habana, 1999.

Colectivo de autores: *English for Tenth Graders, English for Eleven Graders, English for Twelfth Graders*, Ed. Pueblo y Educación, La Habana 1990.

Colectivo de Autores: Curso de Inglés, *Universidad para Todos*, La Habana, 2000.

DEWITT, LISA F.: *Cue Cards Famous Women of the Twentieth Century*, Pro Lingua Associates Publishers, USA, 1993.

DÍAZ SANTOS, GILBERTO. Hacia un enfoque interdisciplinario, integrador y humanístico en la enseñanza del inglés con fines específicos. Trabajo presentado para el examen de mínimo de Pedagogía. ISPEJV, 2000.

DOOLEY, J. y V. EVANS: *Grammar way*, Express Publishing, USA, 1999.

English Teaching Forum magazine, vol. 55, No. 3, 4, USA, 2017.

FONT MILIÁN, SERGIO e ISORA ENRÍQUEZ O'FARRILL. *El Enfoque Comunicativo aplicado a la enseñanza del inglés en la Secundaria Básica*. Conferencias del Curso de Postgrado. ISPEJV, 1999.

GONZÁLEZ CANCIO, ROBERTO: *La Clase de Lengua Extranjera Teoría y Práctica*. Ed. Pueblo y Educación, La Habana, 2009.

GREGSON, MARK, ISORA ENRÍQUEZ. *Content-based Instruction in Cuba. Teacher-training workshop guide*. La Habana, 1999.

- HARMER, JEREMY. *The Practice of English Language Teaching*. Longman: Malasya, 1991.
- JACK C. RICHARD: *Changes workbook*, Cambridge University Press, [s.a.].
- MOHAN, B., M. EARLY y otros. *Whole_School Language-Content Development as a challenge for a learning organisation*. TheUniversity of British Columbia, B.C., Canada, [s.a.].
- Modelo de la Secundaria Básica Cubana para el próximo milenio*. ICCP. La Habana, 1999.
- National Geographic Kids magazine, [s.n.], USA, [s.a.]*.
- New English Digest*, vol. 2, issue 2, USA, 1999.
- Published by the Office of English Language, Programs Bureau of Cultural and Educational Affairs.
- RODRIGUEZ BARRERAS ELOISA, Morales MORALES EZEQUIEL, LEÓN GUEVARA EDUARDO. *Orientaciones Metodológicas* . Ed. Pueblo y Educación 1989.
- Sea Life Writing Prompts. Teaching Tree, USA.
- SOARS, JOHN AND LIZ: *Headway for Intermediate students, [s.a.]*, England, [s.a.].
- SNOW, ANN M. "Teaching Language Through Content". *Teaching English as a Second or Foreign Language*. Second Edition by Celce-Murcia. Heinle and Heinle: Massachusetts, 1991.
- SNOW, ANN M., VIVIANA CORTÉS, ALEJANDRA V. PRON. "EFL and Educational Reform.Content-based Interaction in Argentina". *English Teaching Forum*. Jan.Mar. 1998.
- Traditional Songs & American Rhythms*, Published by the Office of English Language Programs.
- UR, PENNY. *A Course in Language Teaching*. Cambridge University Press, United Kingdom, 1996.
- YALDEN, JANICE. *Principles of Course Design for Language Teaching*. Cambridge University Press, USA, 1987.

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.

