

ENGLISH



NEW ROADS TO ENGLISH
eighth grade

NEW ROADS TO ENGLISH

8th grade

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Al educando

Soñar que todos los adolescentes tengan las mismas oportunidades educativas y logren mejorar el aprendizaje del inglés, fortalezcan sus valores ciudadanos, su capacidad de crear e investigar, trabajar en equipos y ampliar sus conocimientos sobre el mundo que los rodea, respetando la diversidad, son los objetivos de este cuaderno.

Su estructura revela un enfoque comunicativo de la lengua, en correspondencia con las funciones comunicativas, es decir, en función de la necesidad de comunicación enriquecida por las temáticas que se acercan a la vida cotidiana y el entorno del educando y un amplio vocabulario, que permite que apliques en otras situaciones que se te presenten. Ahí está la base del estudio, no solamente del inglés, sino de cualquier otro idioma.

Los ejercicios están diseñados de forma gradual, posibilitando el desarrollo de las habilidades lingüístico-comunicativas de forma ascendente, con una adecuada dosificación de su nivel de complejidad.

En cada unidad encontrarás diferentes secciones que favorecen el desarrollo de las habilidades comunicativas que se estudian en el grado, las cuales te presentamos a continuación:

- ▶ Sección **Breaking the Ice**: en esta se realizan actividades comunicativas iniciales que te acercan al contenido fundamental del tema.
- ▶ Sección **What's New?**: tiene como objetivo familiarizarte con el nuevo contenido de forma contextualizada. Encontrarás nuevas situaciones comunicativas, textos, así como nuevo vocabulario y aspectos lingüísticos.
- ▶ Sección **Let's Practice**: tiene como objetivo desarrollar hábitos y habilidades relacionados con las nuevas funciones comunicativas mediante diferentes ejercicios preparados de menor a mayor complejidad que te permitan desarrollar las habilidades de la lengua. Incluye un conjunto de subsecciones que se describen a continuación.
- ▶ Subsección **Speaking**: tiene como objetivo desarrollar la expresión oral, el pensamiento lógico y los valores a través de diferentes actividades,

que te permiten aplicar las nuevas funciones comunicativas, el vocabulario y las nuevas formas lingüísticas aprendidas en diversas situaciones de la vida cotidiana.

- ▶ Subsección **In Black and White**: tiene como objetivo contribuir al desarrollo de la expresión escrita y al pensamiento crítico, expresando tus vivencias personales, ideas y sentimientos, a través de la producción de textos sencillos.
- ▶ Subsección **Listening**: permite contribuir al desarrollo de la habilidad de comprensión auditiva y sirve como soporte para mejorar la pronunciación en la expresión oral y la comprensión de textos escritos.
- ▶ Subsección **Time to read**: tiene como objetivo contribuir al desarrollo de la comprensión y los hábitos de lectura, así como enriquecer tu vocabulario, desarrollar la expresión escrita y la expresión oral.
- ▶ Sección **Reflecting on language**: promueve el análisis y la reflexión sobre aspectos lingüísticos que te permitan expresarte y redactar con un uso correcto de la lengua y comprender con mayor facilidad textos orales y escritos.
- ▶ Sección **To learn more**: en esta sección aparecen contenidos relacionados con el idioma, la cultura y la sociedad que te permitirán fortalecer tus valores y ampliar tus conocimientos sobre diversos temas.
- ▶ Sección **Project work**: tiene como objetivo fortalecer tus capacidades para trabajar en equipo, investigar, crear e integrar las habilidades lingüísticas. Es un buen momento para demostrar cuánto has aprendido al finalizar la unidad.
- ▶ Sección **Self-reflection**: tiene como objetivo promover el análisis y la reflexión sobre tu propio aprendizaje, lo que te permite determinar en qué tareas de aprendizaje has logrado éxitos y en cuáles debes seguir ejercitando para obtener mejores resultados.

Al final del cuaderno encontrarás Activity bank y Reading corner, con diversas actividades y textos para tu estudio independiente y la consolidación de tus conocimientos. Además, cuenta con un inventario del vocabulario fundamental del grado para apoyar tu estudio individual.

Esperamos que facilite con éxito el aprendizaje a un nivel superior del idioma inglés, el desarrollo de tu creatividad y la aplicación de los nuevos conocimientos a la vida cotidiana durante el octavo grado.

Las autoras

OBJETIVOS COMUNICATIVOS Y CONTENIDOS POR UNIDADES

Unit 1 *Back to school*

Communicative functions

Talking and asking about yourself, your family and others.

Talking and asking about daily activities.

Talking and asking about current activities.

Describing people.

Writing and reading simple texts about basic personal information, preferences and routines.

Some ways to express the communicative functions

What is your name...?

Who do you live with?

How old is/are...?

What is ... job/ occupation?

What do you do every...?

What do/does... do for a living?

What do/does... do for a living?

Where is/are... from?

What is... nationality?

What do/does... look like?

What is/are... like?

What is it like?

Do/does... like...?

What is ... favorite?

Grammar

Simple present and present continuous

Information questions: who, what, where, when

There is/are

Prepositions: in, on, at

Possessive adjectives: my, your, her, his, their, our

Demonstrative pronouns: this, that, these, those

Vocabulary

Greetings

Adjective to describe people

Members of the family

Occupations

Numbers

Countries, languages and nationalities

Action verbs

Colors

Unit 2 *Around the city*

Communicative functions

Asking and giving directions.

Asking and saying where a place is.

Asking and giving instructions.

Writing and reading simple messages giving directions.

Some ways to express the communicative functions

There is/are...

Is/are there...?

Yes, it is.

Where is...?

It is on Main Street.

How can I get to...?

Walk...

Where is it located, please?

It is on...
Can/Could you tell me how to get to... please?
Sure, it is...
Can/Could you show me the way to...please?
Turn.../Walk to...
Where can I find...please?
It is...walk...
Where can I buy...please?
Walk for...blocks.
How far is it from...please?
It is near here/It is far from here.
Can/May I help you?
Yes, sure.../Of course. /It is a pleasure.

Grammar

Information questions: where/how
Imperative form of verbs
Prepositions of place
Simple present, affirmative and negative statements

Vocabulary

Places: museum, art gallery, stadium, library, school, cinema, sports area, disco, post office, bank, factory, bus stop, supermarket, church, university, theater, train station, swimming pool, airport.
Prepositions: behind, between, in front of, around, far, near, across (from), next to, on the corner of, on the left, on the right.
Verbs: walk along, walk down, walk up, turn right/ turn left, go straight ahead.
Adjectives: big, small, excellent, wonderful, beautiful, expensive, old, comfortable, cheap, modern, noisy, quiet and historical.

Unit 3 At the market

Communicative functions

Asking and talking about simple recipes.

Asking and giving suggestions about food.

Asking and talking about quantity.

Writing and understanding simple recipes.

Asking and giving instructions.

Some ways to express the communicative functions

How do you prepare ...?

How can I make ...?

Tell me the recipe ...

How much ... do I need? /How many ...do I need?

You need ...

Do you like...?

Yes, I like it/No, I prefer ...

What ingredients do/does ... use? /Which are the ingredients?

What's your favorite ...?

I prefer /I enjoy/ I adore ...

Would you like...?

Sure, .../Of course.../That is a great idea, thanks.

Grammar

Interrogative questions: how much and how many

Adverbs of quantity: some, a lot of, many, much, a few and a little

Countable and uncountable nouns

Verbs: boil, mix, add, cut, slice, put, serve, peel, cook, grill, brush, pour, flip, serve, garnish

Vocabulary

Food: salad, pizza, cake, rice, chicken, pork, spaghetti, meat, fish, sugar, milk, cheese, bread, butter, ham, mayonnaise, eggs, salt, flour, sandwich, hamburger, hot dog, soup, sauce.

Drinks: soft drink, chocolate shake, soda, milkshake, fruit, cocktail, coffee, tea, lemonade, ice cream.

Fruits: orange, banana, apple, mango, lemon, apple, grape, strawberry, guava, pineapple.

Vegetables: potatoes, onions, tomatoes, avocado, lettuce, carrots, cabbage, peppers, broccoli, radish, spinach, garlic.

Other: leaves, spoon, package, can, bowl, bottle, oven.

Unit 4 Let's compare

Communicative functions

Asking and answering questions comparing people and things expressing differences and similarities.

Writing and understanding simple texts to compare people, places and things.

Some ways to express the communicative functions

What does he look like?

He is taller than me.

What is she like?

She is quieter than me/She is more talkative than me/She is as nice as you are.

Is your brother taller than...?

Yes, he is. /No, he is shorter than me.

Are your friends younger than you?

Yes, they are younger. /No, they are older than me. /They are as old as I am.

Is Varadero beach more beautiful than...?

Sure, it is more beautiful.

My father is older than my mother.

Vanilla cookies are more delicious than chocolate cookies.

These biscuits are as delicious the others.

Grammar

Present tense of be

Comparison of equality and inferiority (as...as), comparison of superiority (-er ... than/more...tan)

Irregular adjectives: good/better, bad/worse

Vocabulary

Adjectives: small, tall, big, large, short, fat, intelligent, excellent, wonderful, beautiful, good, bad, expensive, cheap, delicious, lovely, careful, organized, demanding, hardworking, quiet, talkative, shy, interesting, difficult, easy, important, useful.

Unit 5 *Preparing the school games*

Communicative functions

Talking and asking about plans.

Talking and asking about sports.

Talking and asking about differences and similarities.

Making and refusing invitations.

Reading and writing small texts about plans and intentions.

Reading and writing texts related to sports and games.

Some ways to express the communicative functions

What are you going to do over the weekend?

I'm going to...

When is he going to...?

Next Saturday.

Where are you going to study?

In the library.

Who is going to help you?

My brother.

Are they going to stay at home?

Yes, they are. /No, they aren't.

Do you have any for next Saturday?

No, I don't

Do you want to go to...with me?

That's a good idea. /Sure, I'd love to.

Would you like to go...?

Sorry, I have to ... /I can't, sorry.

Let's go to a party on Saturday?

That sounds great.

Grammar

Future tense with going to

Interrogative questions: what, where, when, who

Vocabulary

Nouns: game, stadium, sport, area, swimming pool, coach, trainer, instructor, athlete, sports man, sports woman, extreme sports, competition

Expressions of time: tomorrow morning, tomorrow afternoon, tomorrow at night, week, next month, next year, tonight

Sports: volleyball, dominoes, football, tennis, baseball

Sports equipment: ball, cap, racket, bat, ball, skite

Sports verbs: win, lose, practice, swim, dive, climb, hike, skate

Unit 6 *Can you do it on your own?*

Communicative functions

Talking and asking about yourself, your family and others.

Talking and asking about daily activities.

Talking and asking about current activities.

Describing people, things and places.

Comparing people and things expressing differences and similarities.

Making and refusing invitations.

Talking and asking about recipes.

Talking and asking about future plans.

Grammar

Simple present.

Imperative of verbs

Question patterns: who, what, where, when, how much, and how many

Comparison of equality and superiority

Future with going to

Vocabulario

Vocabulary from unit 1 to unit 6

UNIT 1

Back to school



In this unit you are going to continue practicing the communicative functions:

- ▶ Asking and answering about yourself, your family and others.
- ▶ Asking and answering about daily activities.
- ▶ Asking and answering about current activities.
- ▶ Describing people, things and places.
- ▶ Writing and reading simple texts giving basic personal information, preferences and routines.

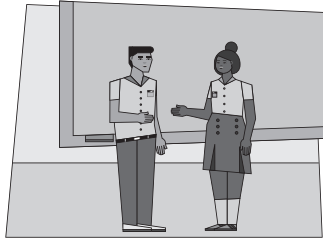


Breaking the ice

1. Finding out about each other.

Work in pairs.

Have a conversation and find out about your partner. Fill in the blank, the information about your partner.

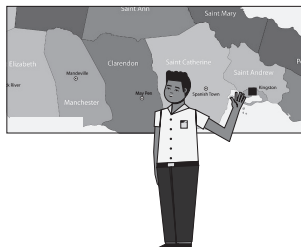


Name	
Age	
Address	
Municipality	
Province	
Country and nationality	
School name	



What's new?

Listen to the conversation between two students.



UNIT 1

At the break time some students are watching a football game in the sports area.

David: Oh, the game is really good. Are you new here?

John: Hi, yes I'm a new student. The game is really exciting.

David: I'm David, it's nice to meet you.

John: My name is John. It's nice to meet you too.

David: Do you practice any sports? I practice baseball. I am a member of a baseball club.

John: I enjoy chess. I practice in the evenings with my brother and my father.

David: Oh, I have a brother and a sister. I live with my grandparents too.

John: My grandparents are from Jamaica. They live in Kingston. They visit us on vacation. Do you live near school?

David: No, I live far from here. I take a bus. Would you like to come with me one day after school?

John: Oh, yes! Are your parents at home after school?

David: Yes, and my brother and my sister are at home too. I'd like to meet your family.

John: What does your sister look like?

David: She is tall, thin and very pretty.

John: What is she like?

David: She is polite, nice and honest.

David: That's sounds great!

John: Ok, see you after classes.

2. Answer the following questions about the conversation.

a) Are John and David in class?

b) Where does the conversation take place?

c) Is David's house near the school?

d) Does John accept the invitation?

e) What does David's sister look like?

Name _____




Age _____

Nationality _____

Languages _____

Physical appearance and personality traits _____

- 4.** Observe the following pictures and match with the right occupation.



5. Work in teams and talk about your parents' occupations. Use these questions:

- a) What does your mother do?
- b) What does your father do?
- c) What do your parents do?



Reflecting on language

Word order subject + verb	The use of (s) in third person singular
<p>In English, we always put the subject before the verb in positive statements</p> <ul style="list-style-type: none"> ▶ Peter is a student. ▶ Robert and Richard are carpenters. 	<ul style="list-style-type: none"> ▶ Lucy practices sports. ▶ My friend Robert studies English. ▶ Alfred goes to work every day. ▶ Alice teaches Math in school.

6. You have an interview in your new school. Complete a conversation between you and the school secretary.

Classmate: _____?

Secretary: Good morning.
_____ name?

Classmate: My _____

Secretary: What _____ your father's _____?

You: His name _____.

Secretary: How old _____ he?

Classmate: He _____ years _____.

Secretary: What about your mother?

Classmate: She is a _____ and she works _____.

Secretary: Is your _____ a singer too?

Classmate: No, my father _____ a musician. He _____ with my mother.



c) Work in groups.

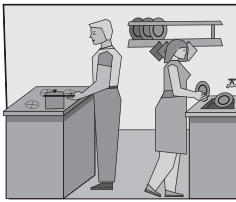
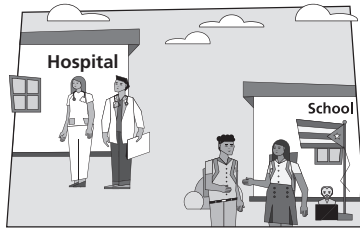
Describe one of your classmates.

Describe your house.

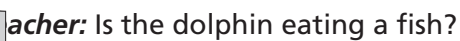
Describe your school.

Describe your school activities in the morning.

8. Read the conversation, match the number below the picture, then practice it with a partner.



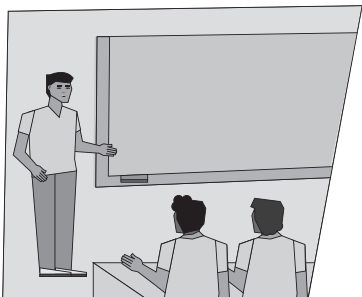
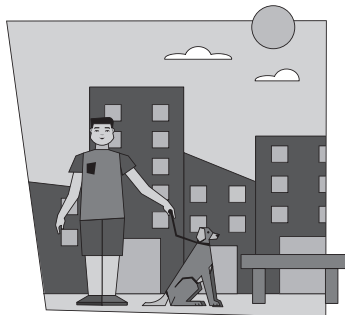
1. What is dad doing?
He is helping mother in the kitchen.
2. Do they have breakfast together?
Yes, they do. The family has breakfast together.
3. What do they do?
The children go to school and their parents go to work.
4. What does Rita do in the afternoon?
She cleans the house.
5. Is mum washing her teeth?
Yes, she is.



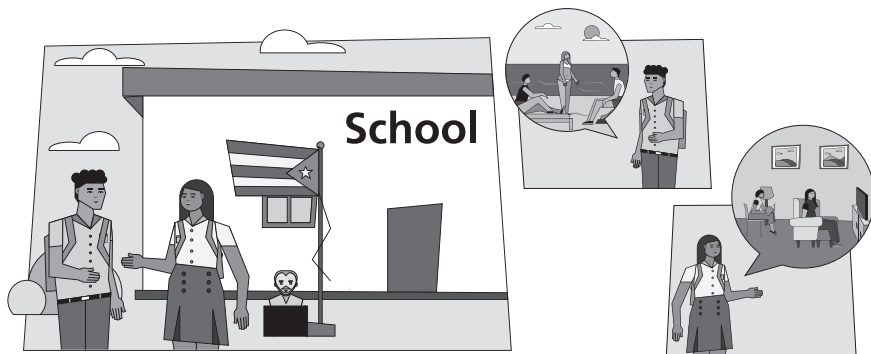
Student: No, it is not.

acher: What is it doing?

Student: The dolphin is playing with a boy.



9. Read the following dialogue with your partner.



Jane: What do you do on vacation Paul?

Paul: I always go to Varadero beach to my family's house. I like it very much. What about you?

Jane: I stay home with my mother. She does not like to go out, because she enjoys to read and to watch TV.

Paul: Really, I don't like to stay at home in holidays.

Jane: Ok. See you later.

Paul: Ok. Good bye.

a) Write true or false:

___ Jane and Paul have different activities on vacation.

___ Jane has a lot of outdoor activities on vacation.

___ Jane's mother enjoy books and films.

b) Discuss in your group what you like to do on vacation.

10. Bio-Poem pattern.

a) Read the instructions and complete the poem.

Line 1: I am _____, _____, _____, and _____.

(Write four characteristics that describe you. For example: kind, honest, playful, or serious.)

Line 2: I like _____, _____, and _____.

(Write three things, people, ideas, or places that you like.)

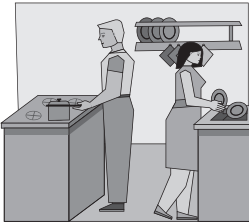
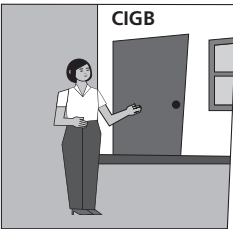
UNIT 1

and over the weekend I _____. What do you usually do during the week/on week-ends?. Well now you know about me how about you.

Write soon and tell me about your life.

Your friend, _____.

- 12.** Look at the pictures about Rose's day. Then, write a text about Rose's activities.



13. Look at the picture and write a small paragraph.

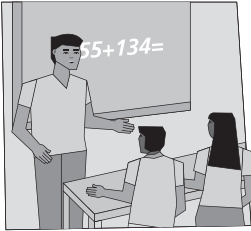
Example:

a)



Her name is Becky. She is at home, she is reading a magazine. She reads every afternoon.

b)

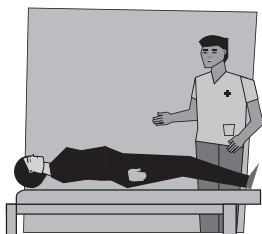


c)



UNIT 1

d)











e)



14. Work in small groups.

There are some new people in your town, this is the information about them. Tell the group about.

Data				
Name	Bill	Leila	George	Rob and Jane
Job	Software engineer	Teacher	Retired	Doctors

Data				
Place of work	University	Art School	————	Central hospital
Age	31	27	71	34
Phone number	59966724	55058230	52058630	72022526 54438990
Birthday	March 28 th	September 4 th	December 31 st	November 22 nd
Marital status	Single	Single	Married	Married
Sports	Baseball	Jogging	Chess	Tennis
Favorites	Music Action films To read police novels	Music Theater Films Dancing	To watch TV Music Play chess	Music Comedies To dance
Weekend activities	Clean the yard Share with friends Go to the disco	Take piano lessons Go to the theater Help in the community	Play chess with some friends Visit his grandchildren	Visit friends Go to the gym Have dinner out Take some rest

15. Find information about someone new in your community or your school. Share the information in your class.

- ▶ Name
- ▶ Job
- ▶ Place of work
- ▶ Age
- ▶ Phone number
- ▶ Birthday
- ▶ Marital status
- ▶ Sports
- ▶ Favorites
- ▶ Weekend activities

16. Game **Guessing the personality**

Work as a whole class.

Selected student: Imagine you are a famous person (actor, singer, sports person...).

Class: Ask questions to find out to identify the person the student imagines.

Example of questions:

- ▶ Are you a film star?
- ▶ Where do you live?



Speaking

17. Role play.

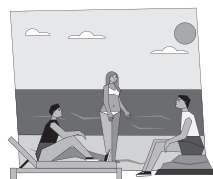
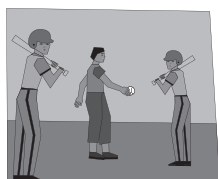
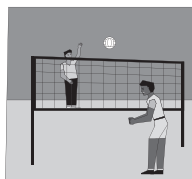
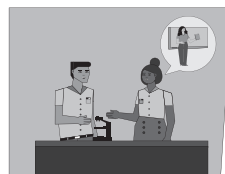
Work in pairs and act out the following communicative situation.



A: You are a journalist and you want to know about a famous actor/actress from your community. Ask basic personal questions.

B: Imagine you are a famous actor/actress and a journalist from your community wants to know about your life. Be ready to answer questions about yourself.

18. Observe the pictures carefully.



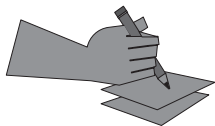
Share your information in class with a partner assigned by the teacher about:

- ▶ Family
- ▶ Best friends
- ▶ Neighborhood
- ▶ After school routines
- ▶ Weekend activities
- ▶ Likes and dislikes

19. Work in teams of three student.

Find information about the teachers in 8th grade. Take a photo and be ready to share the information in class.

- ▶ Name
- ▶ Birthday
- ▶ Family
- ▶ Subject
- ▶ Likes
- ▶ Routines
- ▶ Free time



In black and white

20. Find a new friend in the classroom whom you don't know very well and you would like to know more about.

Complete the chart below by yourself. Then ask questions to your partner, and fill in the information about him/her.

Activities	Your name	Your partner name
Go to the school library/when		
Practice sports/which		
Participate in school/classroom activities/what		
Read (any kind of book)		
Watch TV & favorite program		
Listen to music & favorite singer		
Go to the movies		
Favorite color(s)		

This image shows a blank 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.

22. Write about a person who is important to you in your school.

- ▶ Paragraph 1: give information about the person you selected.
- ▶ Paragraph 2: describe the person and his or her preferences.
- ▶ Paragraph 3: write about the activities the person does.
- ▶ Paragraph 4: explain why this person is important to you.

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

24. Read carefully and complete the chart.

Name	Job	Nationality	Kind of music

Eillean Regina "Shania" Twain is a Canadian singer and songwriter. She has over 100 million records, she is a relevant female artist in country music history. She has several titles including the "Queen of Country Pop". *Billboard* recognizes her as the leader of the '90s country-pop stars.

a) Listen to the song and circle the occupations you hear.

Astronaut-farmer-ballerina-doctor-valet-geologist-nurse-journalist-novelist-soldier-surgeon-waitress-policewoman-teacher-judge

b) Listen to the song again and write three verbal forms you hear.

1 _____ 2 _____ 3 _____

c) Read the following verbs that appear in the song and complete it as you listen.

Plays-hosts-rides-gets-coaches-takes-has-is-drives-pumps-flies-praises

She's not just a pretty face

She _____ a T.V. show, she _____ the rodeo,

She _____ the bass in a band,

She's an astronaut, a valet at the parking lot,

A farmer working the land,

She is a champion, she _____ the gold,

She's a ballerina, the star of the show.

Chorus

She's not just a pretty face.

Chorus

Chorus

e) Listen to the song again and select the correct answer.

- What is the song about? ► The title of the song gives you the idea that:

___ pretty girls ___ beauty is important
___ laborious girls ___ knowledge is very important

f) Work in teams.

Find out a song in present simple and share the lyrics in your class.
Tell some information about the singer.



Time to read

Before reading

25. Think about someone you admire and share the information in your class:

- ▶ Name
- ▶ Nationality
- ▶ Age
- ▶ Job
- ▶ Languages
- ▶ Personality traits
- ▶ Physical appearance
- ▶ Likes and dislikes

While reading

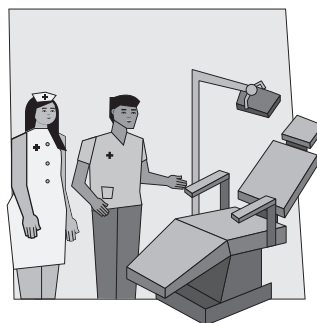
26. Complete the chart below.

Name	Marital status	Occupations	Place where they live
Georgina		dental nurse	
	married		

Read the following passage about Georgie:

My name is Georgina, but my friends call me Georgie. I live in an apartment in England and I'm a dental nurse. I work for a young Australian dentist. He's very nice and he's a very good dentist, but I don't like my job very much.

My sister is called Rosie. She's married. She has two children, a girl and a boy, and lives in a



27. Write about a nurse from your neighborhood.

Her name is _____



28. Select an important person in your community. You can make a poster or a power point presentation.

Find out for:

- ▶ Personal information
- ▶ Place where he/she works
- ▶ Personality traits
- ▶ Physical characteristics
- ▶ Activities he/she does
- ▶ Free time
- ▶ Preferences



To learn more

- 29.** Complete the poem ending to guess out what it is about. Learn the poem and be ready to tell it in class.

UNIT 1

I am home for fish
 I am rain for earth
 I am drink for people
 I am in bathroom for baby
 I am in the kitchen for cooking
 I am rivers for boats
 I am lakes for swimming
 I am waves for watching
 I am all that,
 And I am more.
 I am _____. You have to save me to protect our planet.



Self-reflection

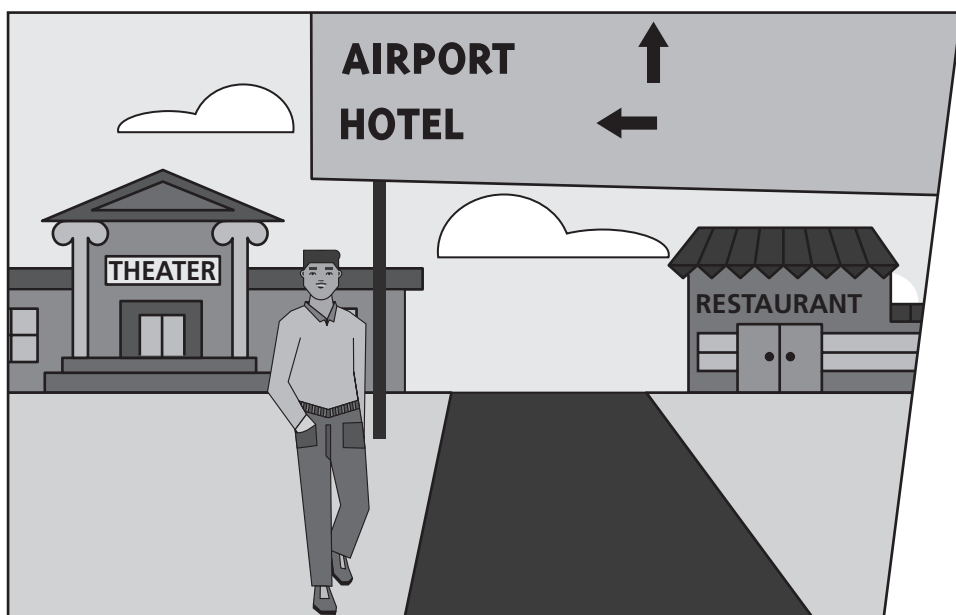
At the end of each unit, look back at your work and write down your thoughts about it in your learning journal.

Put an X in the box which most matches the things you feel confident about:

Topics	I can	I still need practice
Asking and answering about yourself, your family and others		
Asking and answering about daily activities		
Asking and answering about current activities		
Writing and reading simple texts about basic personal information, preferences and routines		

UNIT 2

Around the city



In this unit, you are going to learn:

- ▶ Asking and giving directions.
- ▶ Asking and saying where a place is.
- ▶ Asking and giving instructions.
- ▶ Writing and reading simple messages giving directions.



Breaking the ice

1. Look at the road signs below. What do you think they mean? Discuss with your partner.



What's new?

2. Listen to your teacher carefully and answer this question:



- Where does the visitor want to go?

At the local tourist office...

A young Jamaican boy wants to visit some places in the city.

Assistant: Good morning. May I help you?

Tourist: Yes, please. How far is the Revolution museum from here?

Assistant: It's not so far.

Tourist: How can I get there?

Assistant: You can walk.

Tourist: How long does it take to get there?

Assistant: It takes ten minutes.

Tourist: Thank you very much.

Some minutes later...

Tourist: Excuse me Sir, can you tell me where the Revolution museum is?

Man: Yes, of course. It's on Refugio #1 near the Fine Arts Museum.

Tourist: I do not live here. Can you tell me how to get there?

Man: Sure. Walk straight ahead for just a block, it is on the left across from the park.

Tourist: And one more thing, where can I buy souvenirs?

Man: There is a small shop next to the Museum of the Revolution.

Tourist: Thanks a lot.

Man: You are welcome.

a) Read as you listen to your teacher and select the correct answer.

- ▶ The assistant suggest the visitor:

to take a taxi

to take a bus

to walk

- ▶ The museum is:

____ far from the Agency

near to the Fine Art Museum

____ on Refugio #3

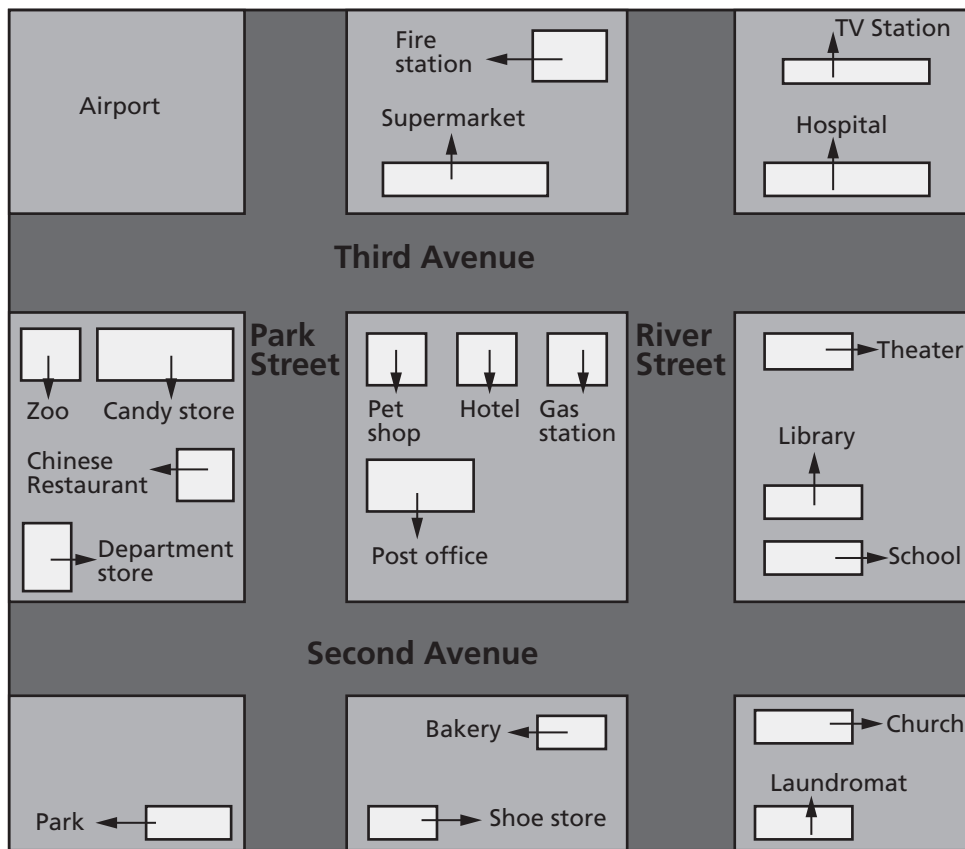
- The museum is

____ on the left on Refugio #1

_____ on the right on Refugio #1

_____ in front of the tourist agency

3. Observe the map and select the correct answer.



a) Where is the candy store?

___ The candy store is on Third Avenue.

___ The candy store is on Second Avenue.

b) Where is the library?

___ It is on Park Street.

___ It is on River Street.

c) Where is the bakery?

___ It is on Second Avenue.

___ It is on Park Street.

d) Where is the hotel?

___ It is on Second Avenue.

___ It is on Third Avenue.

4. Look at the map again (Exercise 3).

Where is the pet shop?

It is on Third Avenue. The pet shop is next to the hotel.

Where is the church?

It is on Second Avenue. It is across from the school.

Where is the motel?

It is on Third Avenue. It is between the pet shop and the gas station.

Where is the hospital?

The hospital is on the corner of River Street and Third Avenue.

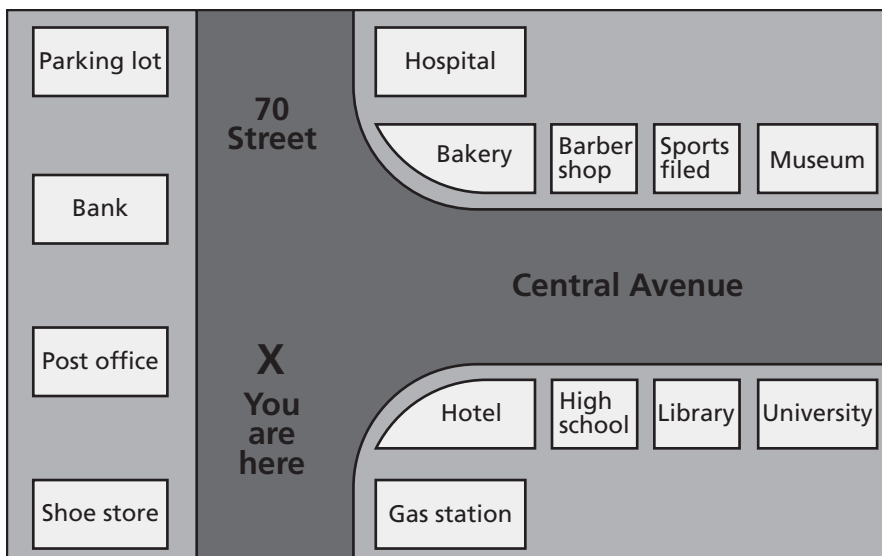
Look at the map and complete using **next to**, **across from**, **between**, or **on the corner of**.

The bakery is _____ the shoe store.

The fire station is _____ TV station.

The theater is _____ of River Street and Third Avenue.

5. Look at the map and read the conversation.



UNIT 2

A: How can I get to the library?

B: Walk to the corner and turn right. Walk straight ahead. The library is on the right. Just between the High school and the University.

A: How can I get to the hospital?

B: Walk up for two blocks. The hospital is on the right, next to the bakery.

a) Select the correct instruction.

► How can I get to the University?

___ Walk to 41st and turn left.

___ Walk to Central Avenue and turn right.

___ Walk for three blocks and turn right.



Reflecting on language

How to ask for directions	Questions about places to go	Description of a place
<p>Where is...?</p> <p>How can I get to...?</p> <p>Can you tell me where...?</p> <p>Can/ Could you tell me how to get to...?</p> <p>Can you show me the way to...?</p> <p>Where can I find...?</p>	<p>Where can I buy local handicrafts (artisanal)?</p> <p>Where can I find out about local history?</p>	<p>Tell me about Floridita restaurant.</p> <p>Can you describe it?</p> <p>What is it like?</p> <p>It is very nice and there are wonderful serves.</p> <p>It is very nice. The drinks are wonderful there. There are many important places around it.</p>

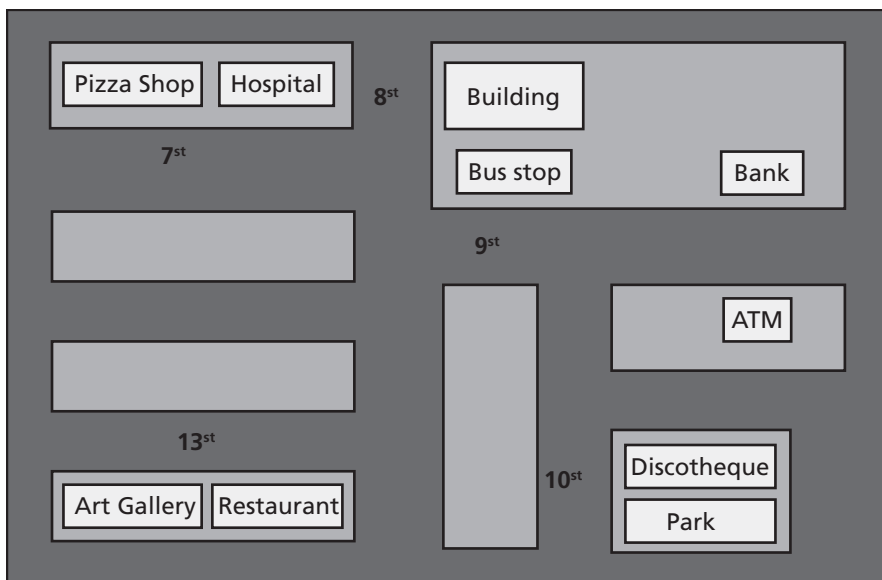


Let's practice



Speaking

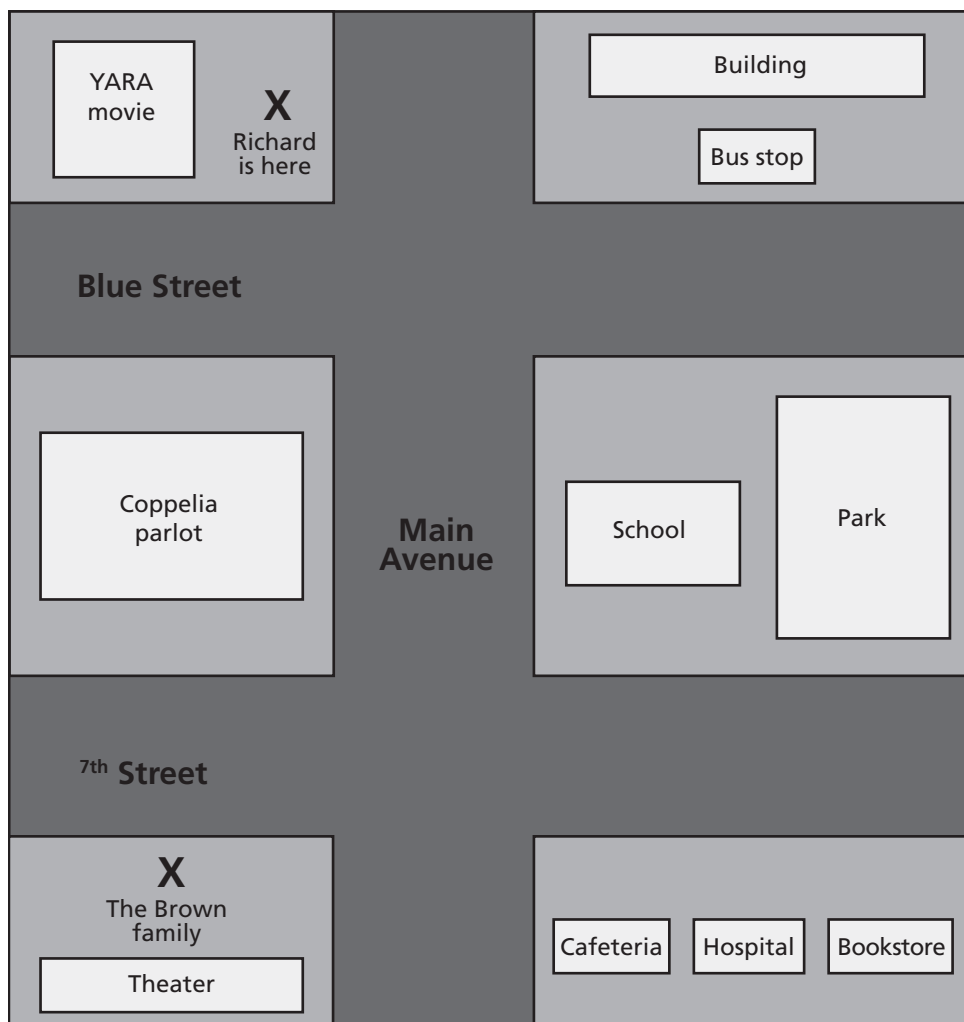
6. Write true or false according to the information showing in the picture.



- ___ The restaurant is far to the art gallery.
- ___ The disco is across from the park.
- ___ The Automatic teller machine is in front of the bank.
- ___ The building is behind the bus stop.
- ___ The pizza shop is on the right of the museum.

7. Mention and underline the indication that corresponds to the information shown on the map.

The hospital is between the cafeteria and the school.
 The building is behind the bus stop.
 The Brown family is in front of the theater.
 The school is next to the bookstore.
 The Yara movie is across from Coppelia Parlot.
 Richard is on the corner of Main and Red Street.



8. You and your friend are in the bank. Look up the map and work in pairs. Change the roll.

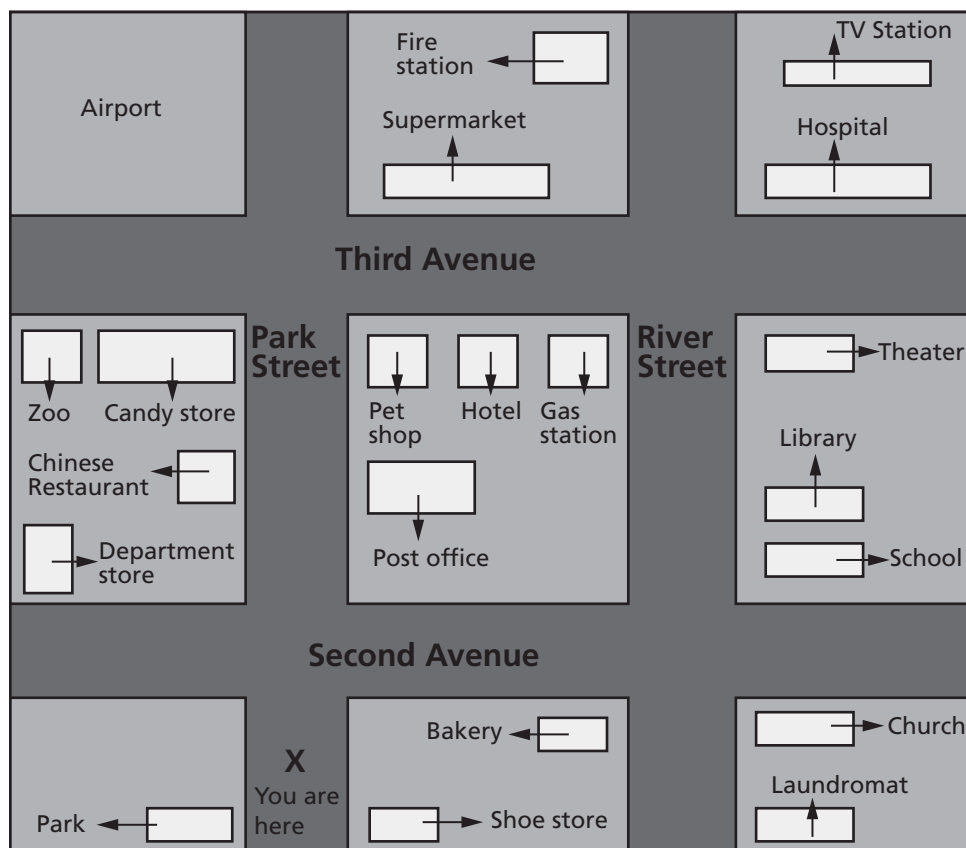
Student A: ask for direction.

Student B: answer according to the map.

Example:

Student A: How can I get to a restaurant from here?

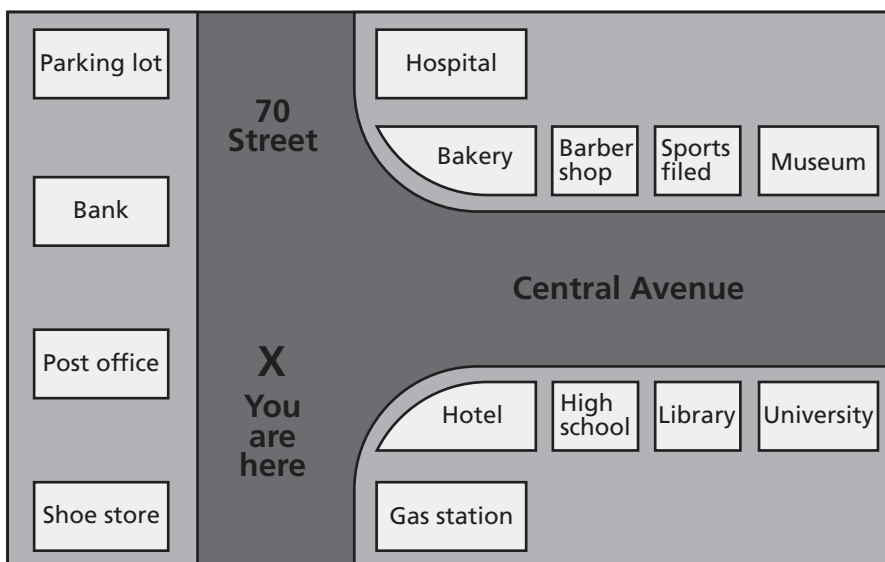
Student B: Walk up to Park Street, walk for a block and the restaurant is on the left.



9. Find out the direction to the following places:

- a) The church
- b) The airport
- c) The bakery
- d) The gas station

10. Now imagine you are new in another city and you are asking for help. Look at the map, complete the sentences and act one of situations out with your partner.



Example:

A: Excuse me. Could you please tell me how to get to the library from here?

B: Walk along Central Avenue and you will see the library on the right, across from the sports field.

A: Excuse me. Could you please tell me how to get to the museum from here?

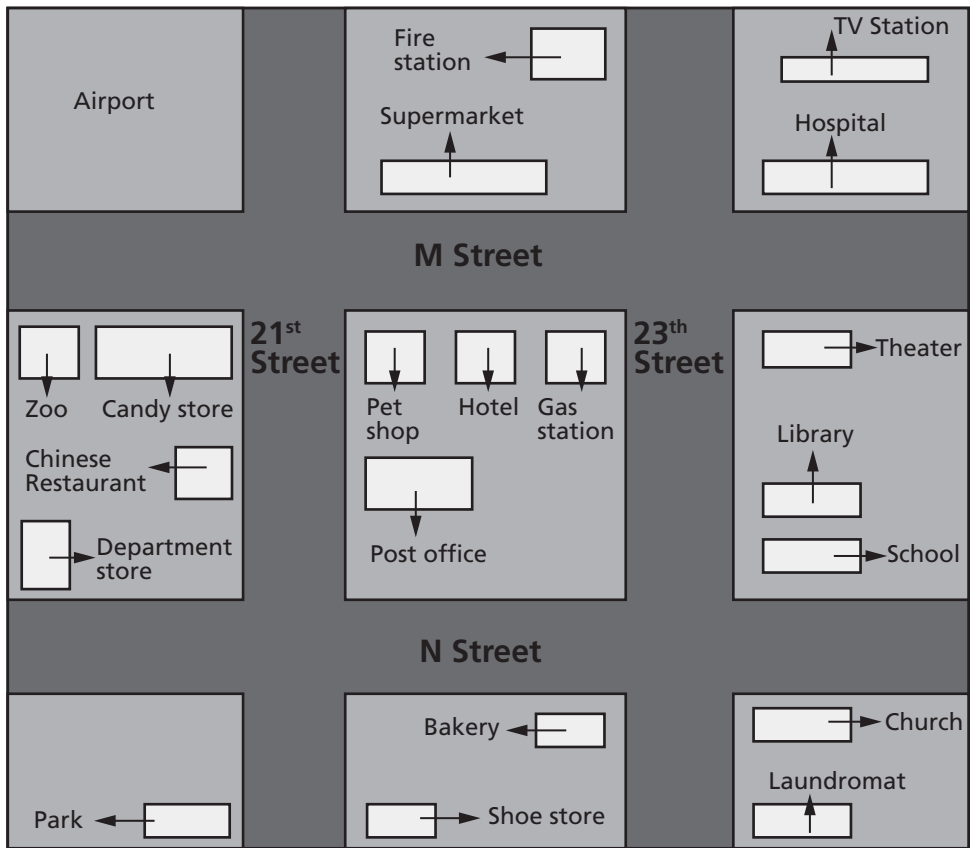
B: _____ Central Avenue and you will see the museum _____, across from the _____.

A: Excuse me. Could you please tell me how to get to the parking lot from here?

B: _____ 70 Street and you will see the parking lot _____, _____ the hospital.

A: Excuse me. Could you please tell me how to get to the shoe store from here?

B: _____ 70 Street and you will see the shoe store _____, _____ the post office.



13. Play the following game: Where are you now?
Look at the map your teacher brought to class. Listen to your teacher instructions and follow them. If you make a mistake you are out of the game.

- I am in the _____.
- I am next to _____.
- I am in front of _____.
- I am on the corner of _____ and _____.
- I am across from _____.

14. Work in two teams.
Draw the map of your team. You will follow the instructions given by a member of your opposite team. You get a point if you follow the correct direction and get to the right place.

E.g.: turn right, keep walking, turn left...
Then change the role.

15. Practice with your partner.

Student A: Draw a map of a city. Work with the map.

Student B: Write a list of three places you want to visit and ask your partner.

Example:

Student A: Where is...? How can I get there?

Student B: It is ...

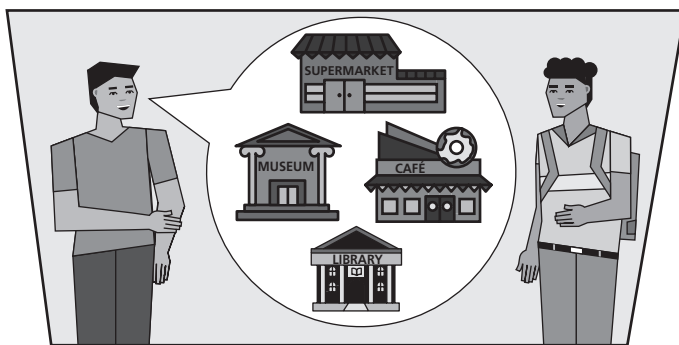


Speaking

16. Work in pairs:

Situations:

- ▶ You are new in town. You are at the school. Ask one of your classmates for a place you need to go after school (library, museum, supermarket, cafeteria).
- ▶ A new student from your classroom asks you for a place in your town. Give him/her directions. Draw a map while explaining the direction.



17. Work in pairs.

- ▶ Invite your partner to eat at a restaurant from your city or neighborhood. He/she does not know where the restaurant is. Give him/her directions. Act it out. Then change roles.
- ▶ Your partner invites you to eat at a restaurant from his/her city or neighborhood. You do not know where the restaurant is. Ask him/her for directions. Then change roles.

18. Work in pairs.

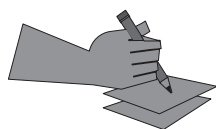
School	University	Theater	Library	Gym
Red avenue				
Stadium	Bookstore	Restaurant	Bus Stop	Cafeteria
Blue avenue				
Park	Hospital	Police station	Bus station	Department store
Yellow avenue				
Building 1	Bakery	Building 2	Parking area	Supermarket

A: You are for the first time in this city and you want to visit some places. You do not know anything about it. You go to the travel agency and ask for information about places (bakery, cafeteria or a theater)

B: You are a travel agent, someone is asking for information about places in the city; give him/her as much information as possible.

Student A: After seeing a film at the movie, you need to visit a friend who is in the hospital. Ask someone how to get there.

Student B: While waiting in a queue for ice cream at the ice cream parlor, someone asks for directions. Help him/her.



In black and white

- 20.** It is your mother's birthday. You want to give her a surprise for her birthday. You make a reservation in a chinese restaurant. Nobody in your family knows where it is. In a birthday card write where the restaurant is and how to get there from your house.



- 21.** Work in groups of three.
Draw a map and write a detailed description of your ideal school, using prepositions of place.

22. Your sister comes from Matanzas. She is at the bus station. She doesn't know how to get to your house. Send her a message from your cell phone explaining how to get to your house. Write the message here.

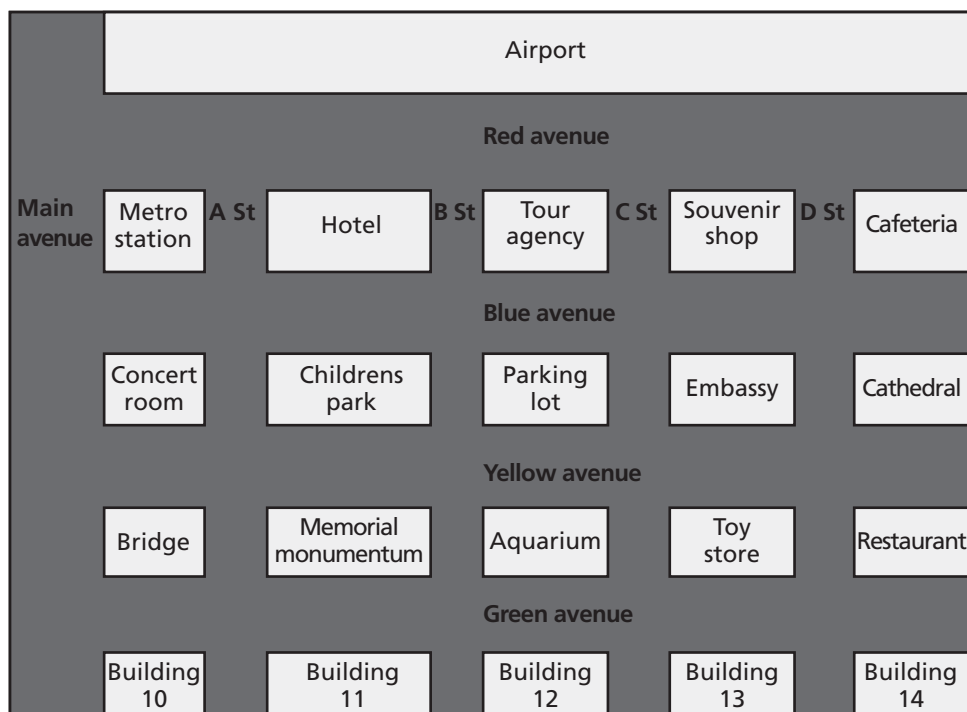




Listening

23. Listen to your teacher and select the sentences where you hear how to get to:

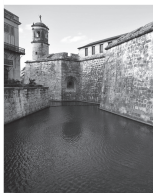
- | | |
|----------------------|----------------|
| a) Memorial monument | g) Embassy |
| b) Building 11 | h) Toy store |
| c) Restaurant | i) Building 10 |
| d) Aquarium | j) Restaurant |
| e) Building 14 | k) Bridge |
| f) Parking lot | l) Cafeteria |



Time to read

Before reading

24. Discuss with your partner: What places do you prefer to visit when you go to a new city?



UNIT 2

Some tourists from Kingston are in the airport. They are asking a woman in the information desk for directions about places in Havana city.

Clerk: May I help you?

Tourist: Yes, please. I'm on vacation and I'd like to visit some famous places. I'm really interested in Vedado. Can you tell me how to get there?

Clerk: Yes, of course. You can get there by bus, but I suggest a taxi.

Tourist: Oh, I prefer to walk. How long does it take to get there?

Clerk: About 35 minutes.

Tourist: Can you tell me other important places of Havana, please?

Clerk: Well, there are many interesting places to visit in the capital of Cuba. There are a National Aquarium, a National Zoo and a Botanical Garden. In old Havana you can visit museums, such as the Palace of the Captains-General, one of Cuba's majestic building, Fortress Castle and The Revolution museum. There also are many good restaurants where you can eat different typical Cuban dishes.

Tourist: Is there a good hotel in Vedado?

Clerk: Certainly. You can stay at The National Hotel, it is ancient, but very comfortable and glamorous.

While reading

25. Write the answers to the following questions:

a) Who are asking for information?

b) What nationality are they?

c) What places are the tourists asking for?

d) Where are the museums located?

26. Write a text suggesting two places tourists should visit in your city. Tell the following information:

- ▶ Name of the place
- ▶ Location
- ▶ Reasons to visit the place



To learn more

When you want to ask or answer about the distance and time it takes to get to some place, you can do it like this:

- How far is it from here to the hospital, please?
It's very far/not so far/near here/5 kilometers.
- How long does it take to get from Havana to Matanzas by bus, please?
It takes a long time/just a few hours/30 minutes.



Project work

- 27.** Create your own brochure about your province.

- a) Choose a city, a neighborhood, or a place you like and include the following information: location, short description, places to visit.
b) Illustrate it with pictures, photographs or drawings.



Self-reflection

What have I learned?

	Can	Can't do
Asking and giving directions		
Asking and saying where a place is		
Asking and giving instructions		
Writing and reading simple messages giving directions		



UNIT 3

At the market



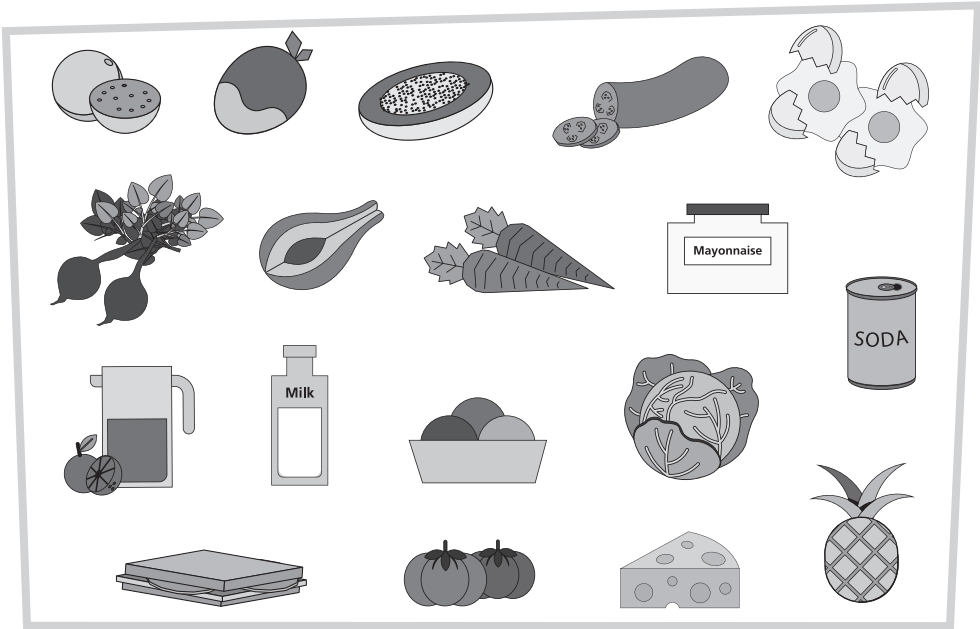
In this unit, you are going to learn the communicative functions:

- ▶ Asking and answering about quantity.
- ▶ Asking and answering for a simple recipe.
- ▶ Asking and giving instructions.



Breaking the ice

1. Observe the picture carefully and circle what you prefer.



2. You want to bake a cake for your birthday party. Put an (x) next to the ingredients you need.

<input type="checkbox"/> eggs	<input type="checkbox"/> milk
<input type="checkbox"/> flour	<input type="checkbox"/> butter
<input type="checkbox"/> sugar	<input type="checkbox"/> chocolate
<input type="checkbox"/> cornmeal	<input type="checkbox"/> salt

3. What does mother need to make a pudding?

Mother needs _____



What's new?

4. Look at the picture and select the correct answer.



___ Roland and Mary are at the market.

___ The market is on 2nd Street.

___ Roland and Mary want to buy fruits and vegetables.

___ Roland and Mary have a shopping list.

___ There are a lot of people in the market.

5. Listen to the conversation and answer the following questions:

a) Does Mary want to buy lettuce at the market?

b) How much does a pound of tomatoes cost?

c) Does Mary buy fruits too?

d) How much does Mary spend at the market?

Mary and her friend Roland are at the market.

Clerk: Good morning.

Mary and Roland: Good morning.

Clerk: What would you like to buy?

Mary: I would like some fruits. How much are the guavas?

UNIT 3

Clerk: Which one do you prefer the yellow guavas or the green guavas?

Mary: I'd like the yellow guavas. I want ten guavas. How much do they cost?

Clerk: They are 75 cents each one. Anything else?

Mary: Give me some tomatoes, please. How much are those please?

Clerk: They are five dollars each pound.

Mary: I need six-pounds please. What about cucumbers?

Clerk: They are three dollars a pound. How many pounds would you like to buy?

Mary: I need four pounds please. I also want some oranges and some mangoes please.

Clerk: Ok, anything else?

Mary: Is there any tomato sauce?








Clerk: How much tomato sauce would you like?

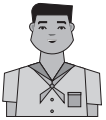
Mary: One bottle.

Clerk: Well, let me check. The tomato sauce is \$25,00.

6. Ruth and Peggy are at the market for some things to eat. Look at the table and answer the following questions:

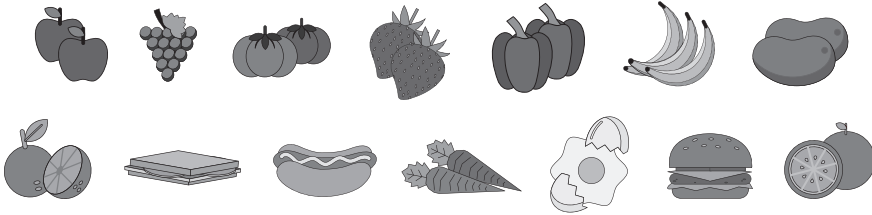
- How many carrots can you buy with \$20,00? _____
- How many mangoes can you buy with \$30,00? _____
- How much do 30 onions cost? _____
- How much do 6 avocados cost? _____
- How much apple marmalade can you buy with \$50,00? _____
- How much honey can you buy with \$100,00? _____

	Onions: 89¢ each
	Mangoes: \$8 each
	Avocados: \$9 each
	Carrots: \$1 each
	Bananas: 2 for \$1
	Apple marmalade: \$12
	Honey: \$15

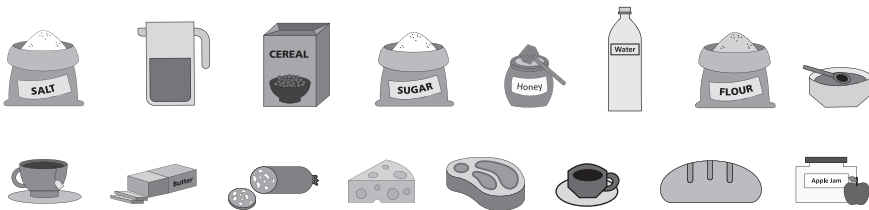


Reflecting on language

Countable nouns



Uncountable nouns



Countable nouns

May be singular or plural.
How many oranges do you need for the juice?

Things we can count:
apple, banana, grape, orange, tomato, lemon, strawberry, carrot, potato, egg, sandwich, hamburger, hot dog, peppers

Uncountable nouns

They always take a singular verb.
How much sugar do you need for the juice?

Things we cannot count:
bread, cheese, water, juice, flour, meat, chocolate, soup, cereal, coffee, tea, salt, sugar, butter, jam, honey, ham

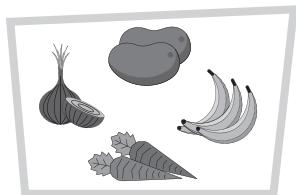
We use **how much** to talk about price.

Example: How much do the yellow bananas cost?

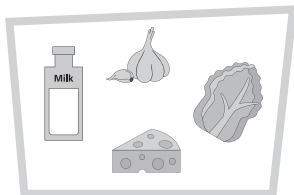
UNIT 3

7. Work in small teams.

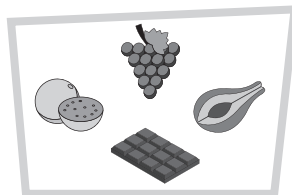
Can you write the name of vegetables and fruits in the following charts of pictures? If your team is the first to write all the names your team is the winner.



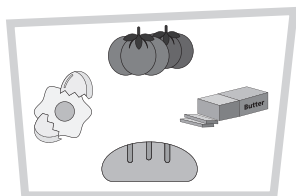
Team 1



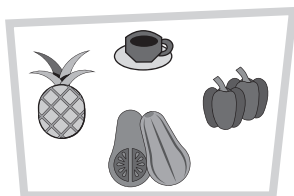
Team 2



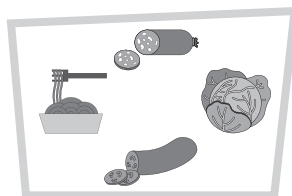
Team 3



Team 4



Team 5



Team 6



Let's practice



Speaking

8. Find out information about your partner's favorites.

Student A questions	Student B possible answers
How much sugar do you like in your juice?	a little
How much coffee do you like in your milk?	a lot
How many eggs would you like for a breakfast?	not much
How many apples would you like for your snack?	some eggs
How much does a chocolate bar cost?	two or three
How many carrots do you need for a salad?	only one
	a few

___ I drink very little water in a day.

___ I don't drink so much water during the day.

___ I prefer some different vegetables, about three and not so much vinegar.

___ I prefer few vegetables, a little oil and vinegar and not so much salt.

___ I do not mix any vegetable.

___ I use a lot of sugar.

___ I prefer not so much sugar.

A little.

_____ A little.

____ I don't add any coffee to my milk.

___ I like my milk with too much coffee.

10. Sandra is at the market. Read the conversation and complete it. Then, practice with your partner.

Clerk: Good afternoon, _____?

Sandra: Yes, please. I need potatoes.

Clerk: _____ pounds do you want?

Sandra: Five pounds, please. I would like _____ rice too.

Clerk: _____ rice do you need?

Sandra: I need 5 pounds. is everything?

Clerk: Everything costs \$20,00. Anything else?

Sandra: Can I pay in cash?

Clerk: Sorry. You have to pay with a card.

Sandra: Here you are. Thank you.

UNIT 3

11. Match column **A** with column **B** to finish these sentences. You can ask to your teacher for new words.

A

Much salt is
Vegetables have
To boil water is
Raw vegetable

B

important for our health.
can be wash to make a salad.
a lot of important vitamins, minerals and fiber.
bad for people health.

12. Work in teams.
You have to prepare a juice. List the ingredients you need and complete the chart.

Countable nouns	Uncountable nouns

- a) Organize the steps to prepare the juice.

___ Add sugar and ice.
___ Select the fruits.
___ Blend everything for some minutes.
___ Peel the fruits.
___ Wash the fruits.
___ Put the fruits in the mixer.
___ Serve in four glasses.
___ Cut the fruits in small dices.

13. Work in small groups.
Read the following recipe and discuss the questions in the group.

A Pie

Ingredients	Preparation
1 cup flour	In a bowl, beat the egg and the milk.
1-2 tbs sugar	Cream the sugar.
1 egg	<u>Add</u> the flour and beat until the mixture is smooth.
3/4 cup milk	In a hot pan or flat <u>grill</u> over medium-low heat, <u>brush</u> butter over cooking surface and <u>pour</u> 1/4 cup measures for each pancake.
50 g butter	<u>Flip</u> the pancake <u>over</u> and cook until lightly golden on the other side.
	<u>Serve</u> with honey.
	This recipe makes 8 pancakes.

- Is the recipe for lunch or for a snack?
 - Circle the ingredient that is countable.
 - Look at the underlined instructions and find the meaning in your dictionary.
 - Is the recipe easy or difficult to make?
 - Do you like it?
 - Do you usually make any recipe at home?
 - Which one is your favorite recipe?
14. There is a visit in your house. You want to prepare a delicious fruit cocktail for them. Complete the paragraph with the ingredients you need to prepare a cocktail for 6 persons. Share your recipe with the group.

I need _____ mangoes and _____ pineapple, _____ bananas and _____ guavas. _____ I also need sugar, _____, salt and _____ juice.

UNIT 3

a) Read the steps of the fruit cocktail recipe and organize it.

- ___ Add orange or apple juice.
- ___ Refrigerate for about 30 minutes.
- ___ Mix all fruits.
- ___ Peel the mangoes and the pineapple.
- ___ Serve it in small bowls.
- ___ Cut the fruits in small pieces.
- ___ Add sugar and salt.
- ___ Add ice.

15. Vocabulary.

Look at the following verbs and practice pronunciation.

Verbs to give instructions:

- ▶ add
- ▶ boil
- ▶ cook
- ▶ cut
- ▶ dress
- ▶ garnish
- ▶ marinate
- ▶ mix
- ▶ refrigerate
- ▶ serve
- ▶ slice

16. Find different kinds of food in the following soup words.

a) Make a list of your findings. Discuss which one do you like. How often do you eat them?

b	a	p	e	a	r	m	b	c	a	d	e
r	i	c	e	f	g	l	t	h	p	h	i
o	s	r	g	a	h	l	o	l	p	k	j
c	o	f	f	e	e	k	m	c	l	l	m
c	a	r	r	o	t	y	a	k	e	e	b
l	f	k	w	t	h	m	t	e	p	s	r
i	l	d	a	l	a	s	o	n	j	e	e
k	a	n	t	a	a	u	e	s	d	e	a
t	z	h	b	n	o	n	i	o	n	h	d
g	z	c	m	b	v	g	z	c	p	c	t
o	l	c	e	c	r	e	a	m	w	j	o
a	p	p	l	e	p	i	e	h	q	m	f

17. Fill in the blanks to complete the conversation.

Amy arrives home after school. She is talking to her sister.

Amy: I'm thirsty. Is there any juice in the fridge?

Becky: No, _____. But there are _____ soft drinks.

Amy: Nice. I am hungry too. Is there anything to eat?

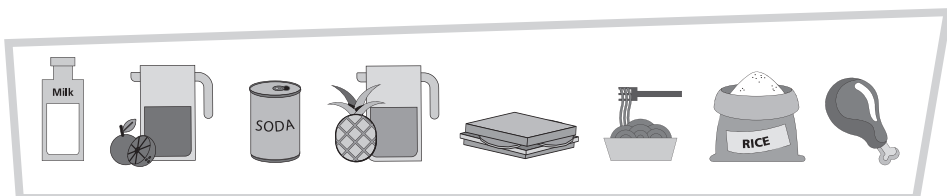
Becky: _____ is bread and _____ mayonnaise too.

Amy: Sorry, I don't like mayonnaise.

Becky: How about _____ pizza then?

Amy: That's great. I love pizza so much.

a) Now model a conversation with your partner using the following ingredients: milk, orange juice, soft drink, pineapple juice, sandwiches, spaghettis, rice with chicken.





Speaking

18. Read the following recipe and answer. Discuss the following questions in your team .

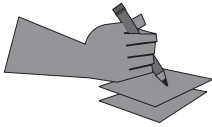
- Which of the two recipes take more time?
- Which of the recipe would you like for you? Why?
- Which dish need less time to be prepared?
- Which one would you prepare for a visitor? Why?
- Which ingredients can you add to make dish1 more colorful?
- Which ingredient can you add to dish 2 to make it more delicious?
- Which ingredient would you eliminate in each dish?

Ingredients	Preparation
4 eggs 10 lettuce leaves 250 g cheese 6 slices of ham 1 cucumber dressing 2 table spoon mayonnaise 1 table spoon vinegar 1 table spoon oil salt and pepper	Boild the eggs. Cut the eggs, the vegetables and the ham into small pieces. Add dressing. Serve for 5 persons.
1 package of pasta one big onion 500 g cheese 1kg ham 1 can tomato sauce	Cook the pasta for 15 minutes. Cut the ham into big pieces. Slice the onions. Put the pasta in a bowl. Add the cheese and the ham. Add tomato sauce. Mix everything. Garnish it with the onions. Serve for five persons.

UNIT 3

her for special food or drink you can prepare for the celebration and how to prepare it.

Friend: accept your friend invitation. Ask him/her how to get to his/her house. Say him/her food you like to eat in the celebration, explain him/her how to prepare it too, then say his/her about special drink.



In black and white

23. It's your turn.

Interview five classmates and find out their preferences about drinks, vegetables, fruits and food and fill the chart with the names of the students who like the three options given.

Options	Name	Name	Name	Name	Name
Milkshakes					
Soft drinks					
Tea					
Pizza					
Spaghettis					
Ketchup					
Mango					
Pineapple					
Strawberries					
Orange juice					
Pineapple juice					
Coconut water					
Fried eggs					
Chocolates					
Mayonnaise					
Cabbage					
Rabbit					
Carrots					

[illegible]

- Potatoes, meat, tomato sauce, mayonnaise, vinegar, ground beef, flour, ground bread, chicken, pasta, salt, onions, garlic, pineapple, oil, butter, ham, cheese.

Dish 1	
Ingredients	Preparation

Dish 2	
Ingredients	Preparation

UNIT 3

26. Your friend X write you an e-mail for a good restaurant. Suggest him/her your favorite place, the food you like or dislike to eat there, and how your friend can go there from his-her house.

Write your e-mail here:

27. Think and write about a traditional dish from your town or from Cuba.

- | | |
|--|-----------------------------------|
| a) Name of the dish | e) Steps to cook the dish |
| b) Origin | f) Taste of the dish |
| c) Reasons for which you like the dish | g) When people prepare the dish |
| d) Ingredients | h) Write your own poem about food |



Listening

28. Circle the fruits you usually find in the market:
Guava-pineapple-mangoes-papaya-oranges-bananas-grapes

I never drink juice after meals. ____

I usually have fruits in my lunch. ____

I enjoy pineapple juice. ____

I know how to make a pizza. ____

I like all kinds of vegetables. ____

I love avocado. ____

I love fried eggs. ____

I dislike carrots. ____

I enjoy mixed salad. ____

I seldom eat bread. ____

30. Write a small paragraph about the most delicious fruit for you.

Name the fruit.
Describe it.
Tell why you like it.
Tell different ways to prepare it.

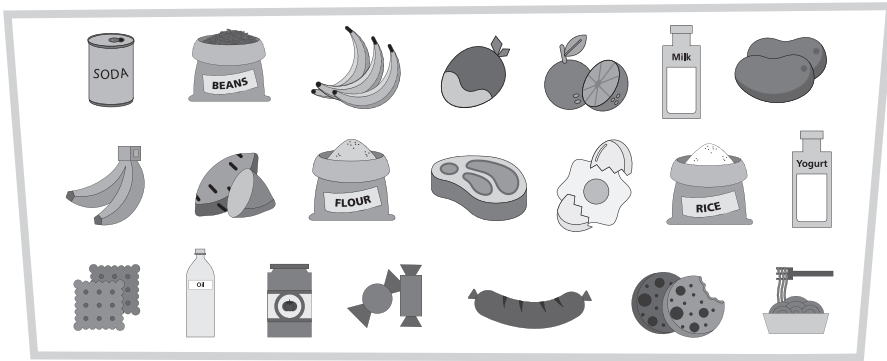


Time to read

Text 1.

Before reading

31. Do you help your mother going shopping? Look at the following products. What does your family usually buy for a week?



While reading

32. Read the text and mention some uncountable nouns that you hear.

"At the market"

On Sunday morning, Mrs. Robinson asks her son, Willie, to go to the market. He doesn't like to do the errand because he says that going to the market is for girls.

- Willie -mother says- there are some things I want you to buy. First, buy three pounds of beans, and then get some milk.

- But, how many bottles of milk mother? -asks Willie.

- Well, buy only two. You can also bring some bread and butter.

- Are there any eggs in the refrigerator?

- Yes, there are some. We don't need any.

Willie takes a shopping bag and goes to the market. At the market he meets his friend Sammy, and Willie asks his friend:

- Do you often go shopping, Sammy?

- Oh, yes, I always do shopping. Mum says I know a lot about shopping, and another thing is, I must help.



a) Read carefully and tell true, false or DS:

___ Willie likes to go to the market.

___ Willie's mother wants to buy bread and butter.

33. Read the text again and write the dishes that the family can prepare with the food they got in the market.

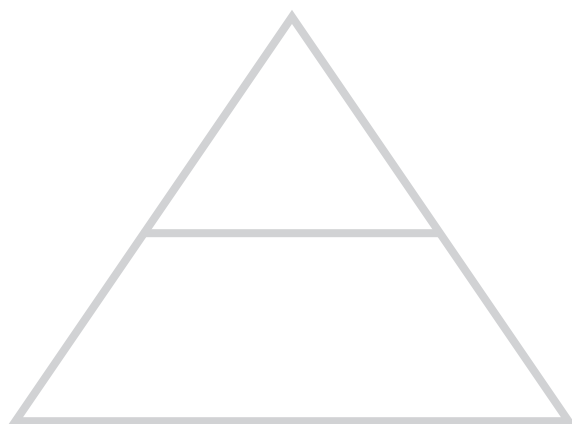
- What can Willie offer to his friend for a quick snack?
- Discuss in your team which is your favorite snack. Is it easy to find the ingredients?
- Do you prepare it by yourself?

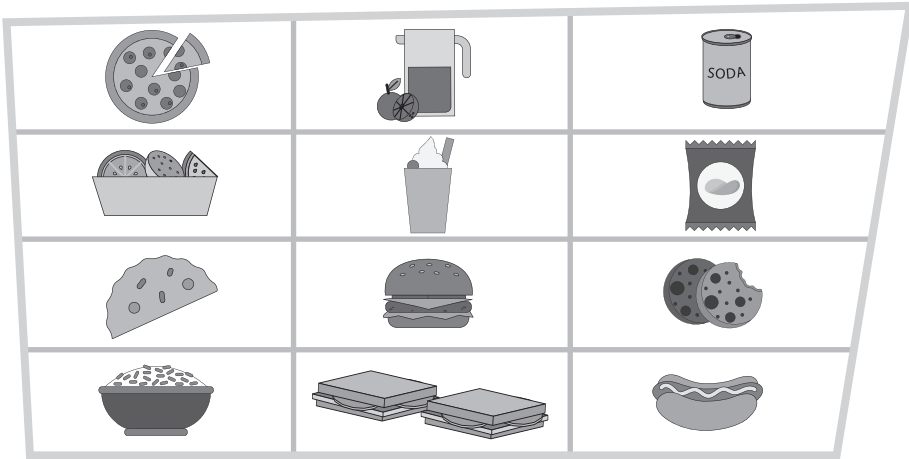
Before reading

- 34.** Discussing time.
In groups of three, look at the picture in the chart below and say which food is healthy and which one isn't.
Compare your points with your classmate's opinion in a short paragraph. These expressions can help your writing:

I agree with ... because ...

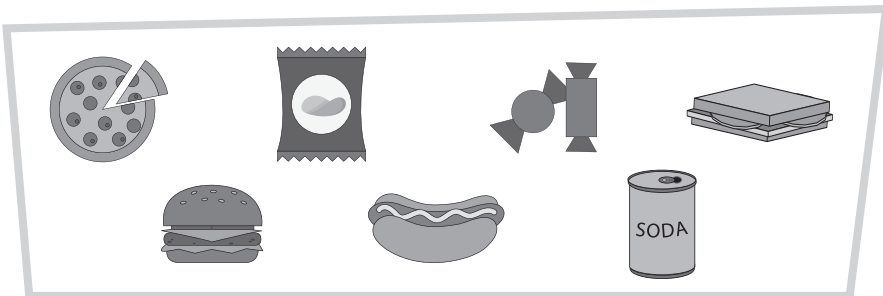
I disagree with ... because ...





While reading

35. Can you mention some kind of junk food mention in the reading?



"Junk Food: Garbage or not?"

Junk food isn't made up of garbage, but it does describe food that is not good for your body. Junk food has lots of fat; sugar and salt that make it taste good. Many people like junk food and it's easy to eat a lot of it.

When you eat junk food, you are not giving the body the energy and vitamins it needs it. Junk food can damage your heart and lungs and may lead to disease. Too much junk food can make you fat and turn your skin a poor color. The sugar in junk food damages your teeth and can cause cavities. When you eat lots of junk food, it can cause a stomachache and you get tired quickly.

You shouldn't buy packets of cookies and cans of soda. Instead, choose fruit juice and snack like bananas or some cheese. Milk, meat, spaghetti,

UNIT 3

Banana	Vitamin A	0,04
	Vitamin B1	0,03
	Vitamin B2	0,36
	Vitamin B6	10 000
	Vitamin C	0,016
	Folate (folic acid)	0,008
Tomato	Vitamin A	0,05
	Vitamin B1	0,02
	Vitamin B2	0,08
	Vitamin B6	15 000
	Vitamin C	0,008
	Folate (folic acid)	0,088
Grapefruit	Vitamin A	0,07
	Vitamin B1	0,02
	Vitamin B2	0,03
	Vitamin B6	40 000
	Vitamin C	0,015
	Folate (folic acid)	0,028
Avocado	Vitamin A	0,06
	Vitamin B1	0,12
	Vitamin B2	0,36
	Vitamin B6	17 000
	Vitamin C	0,008
	Folate (folic acid)	0,11
Mango	Vitamin A	0,03
	Vitamin B1	0,04
	Vitamin B2	0,04
	Vitamin B6	23 000
	Vitamin C	0,023
	Folate (folic acid)	0,053

Fruit and vegetables	Vitamin	Content in fruit (mg)
Lemon	Vitamin A	0,06
	Vitamin B1	0,02
	Vitamin B2	0,04
	Vitamin B6	40 000
	Vitamin C	0,008
	Folate (folic acid)	0,001

Read more:

<https://www.lenntech.com/fruit-vegetable-vitamin-content.htm#ixzz7rXUblFXu>

Nearly all food comes from seeds planted in the soil, moistened by the rain, and warmed by the sun. Tomatoes, potatoes, peppers, peas, all begin as tiny seeds. Apples, pineapples, melons and mangoes start with seeds, too. In fact, almost all plants on Earth grow from seeds.



Project work

Traditional foods are foods and dishes that are passed on through generations or which have been consumed for many generations. Traditional foods and dishes are traditional in nature, and may have a historic precedent in a national dish, regional cuisine or local cuisine.

a) Find out information about traditional dishes from these countries and bring the recipe to class: Italy, Japan, Spain, USA, Venezuela, Angola, Trinidad y Tobago, Granada.

- ▶ Tell the name of the dish.
 - ▶ Tell the ingredients.
 - ▶ Tell the direction.
 - ▶ Tell when the dish is served.
 - ▶ Bring images.
- b) Would you like to prepare it? Why or why not?

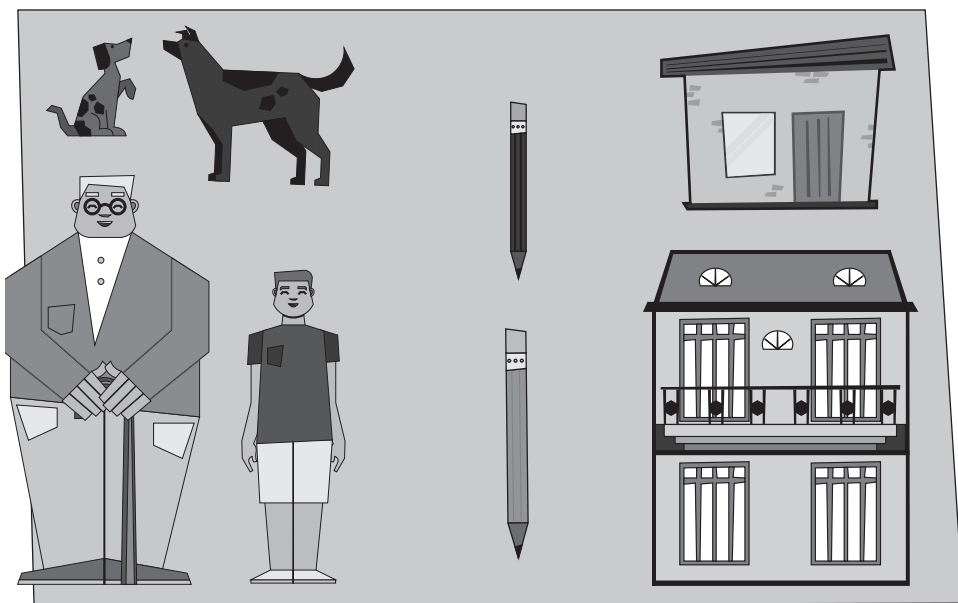


Self-reflection

	I can do	I need more practice
Ask and answer about food, fruit and vegetables		
Ask and give instruction to prepare a simple recipe		
Get to the market to buy some food		
Ask and answer about quantity		
Ask and answer questions about food		
Write and read simple recipes		
Identify healthy food		
Identify traditional food in different cultures		

UNIT 4

Let's compare



In this unit, you are going to learn the communicative functions:

- ▶ Asking and answering questions comparing people and things.
- ▶ Comparing people and things expressing differences and similarities.
- ▶ Writing simple messages to compare people, places and things.



Breaking the ice

1. Find the antonym of each word in column B.

A
Slow
Bad
Strong
Short
Easy
Thin
Pretty
Noisy

B
Quiet
Wonderful
Difficult
Fat
Fast
Tall
Good
Ugly
Weak



What's new?



2. Rose is talking to her friend Lena. Listen to the conversation and underline the topic of the conversation.
They are talking about: Family-Weekends-Friends

"Let's go to the swimming pool"

Lena: Rose, do you usually go out over the weekends?

Rose: Yes, Saturdays are more relaxing. I usually go out with my brother. He is only a year younger than me. How about you?

Rose: Great! I love to swim.

- Are Lena and her friend talking about holiday?
- Does Lena agree with Rose invitation?
- Why does Lena like to go out with her friends?
- What's Lena's opinion about the new swimming pool?

- ___ Rose thinks Saturdays are more exciting than Sundays.
- ___ Rose is older than her brother.
- ___ Lena is as young as her brother.
- ___ Lena is as old as Rose.
- ___ The new swimming pool is better than the old swimming pool.



Reflecting on language

Read this information.

One of the most common ways of expressing differences and similarities in English.

Short adjectives one or two syllables	Short adjectives
Rose is 15 years. Ann is 14 years old. <i>Ann is younger than Rose.</i> <i>Rose is older than Ann.</i>	...er than Nice: <i>nicer than</i> Fat: <i>fatter than</i> Thin: <i>thinner than</i> Pretty: <i>prettier than</i>

5. Read carefully and select the correct answer:

- a) A cat is (faster than-slower than) a mouse.
- b) Mangoes are (bitter than-sweeter than) than grapefruits.
- c) Summer is (colder than-hotter than) spring.
- d) English is (easier than-cooler than) Chinese.
- e) Elephants are (quiter than-noisier than) monkeys.

6. Read carefully and select the correct answer:

Long adjectives	Long adjectives
Adjectives of more than 2 syllables	
Dogs are more intelligent than cats. Cats are less intelligent than dogs.	more...than/less...than more expensive than more exciting than more comfortable than less important than less difficult than

- a) A dinner is (less expensive-more expensive) than a breakfast.
- b) Love is (more important-less important) than money.
- c) Subjects at high school are (more complicated-less complicated) than subjects at middle school.
- d) Hiking mountains is (more dangerous-less dangerous) than climbing trees.
- e) Butterflies are (more colorful-less colorful) than bees.

The tiger is as wild as the lion. The tiger is as dangerous as the lion.

Music is as beautiful as dancing.

Dogs are as useful as horses.

- a) Plants are as important as _____.
- b) Math is as important as _____.
- c) Mangoes are as sweet as _____.
- d) Girls are as responsible as _____.
- e) Going to the beach is as nice as _____.

- ▶ Dropping final-y

Pretty+-er=prettier

- ▶ Doubling final consonant and dropping final-y

Funny+-er=funnier

- ▶ Doubling final consonants

fat+-er=fatter

big+-er=bigger

sad+-er=sadder

- Some adjectives have irregular comparative forms, read carefully.

good-better

bad-worse



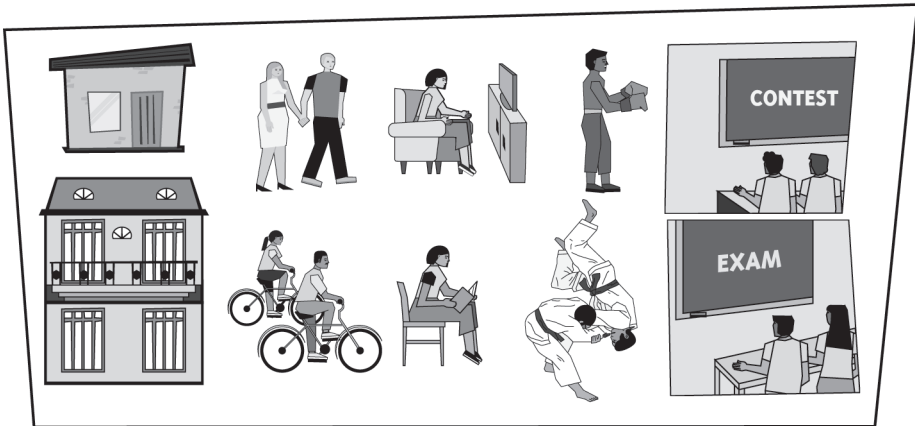
- 8.** Discuss in your team the following statements giving your personal opinión.

UNIT 4

Tell *Yes that's right* for affirmative or *I don't think so* for negative.

- a) Cristiano Ronaldo is better than Leonel Messi.
- b) Secondary school is more complicated than elementary school.
- c) Friends are as important as family.
- d) To read a book is more exciting than to watch a film.
- e) Dogs are nicer than cats.
- f) Russian is easier than English.
- g) Plants are as important as animals.
- h) Spanish is easier than other languages.

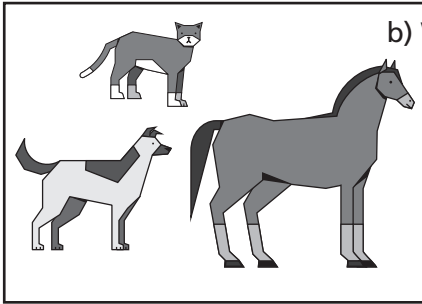
9. Observe the pictures and complete the sentences giving your opinion.



The first house is _____ than the second house.
 Walking is _____ than biking.
 Reading is _____ than watching TV.
 Boxing is _____ than judo.
 Contest are _____ than exams.

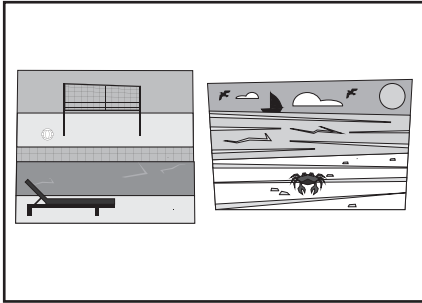
10. Read the information and write correct or incorrect.

- ___ The Turquino Peak is higher than other mountains in Cuba.
- ___ Cauto river is longer than Almendares river.
- ___ Varadero beach is not as wonderful as Guanabo beach.



b) What pet do you prefer?

friendly-lovely-useful



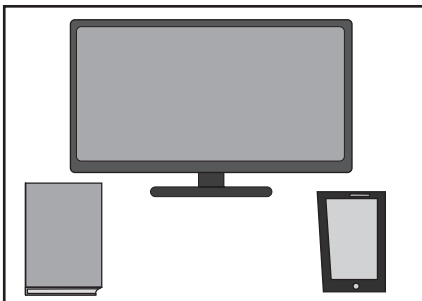
c) Where do you usually go in Summer, to the beach or to the swimming pool?

good-healthy-exciting,
dangerous



d) Where do you prefer to live, in a house or in an apartment?

comfortable-reserved,
noisy, good, quiet



e) Do you prefer to read or to watch TV?

boring-interesting, useful,
important, relaxing



f) Do you prefer the country or the city?

relaxing-noisy-quiet-fabulous

- 13.** Work in pairs. Follow the example.

Tony: I like to study Math because English is more difficult than Math.

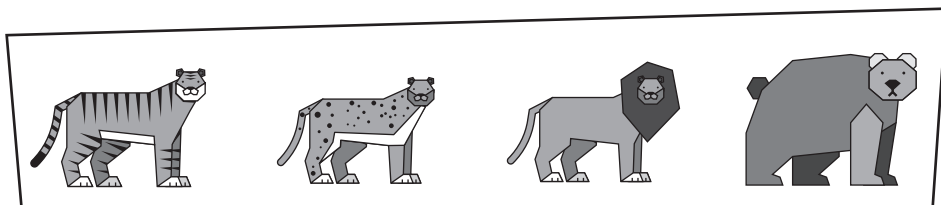
John: Really, but for me English is easier than math.

- a) Chocolate-vanilla-strawberry-ice-cream
b) Baseball-football-basketball-game
c) Cartoons-soup-opera-music



Speaking

- 14.** Team work. Look at the chart. Compare the animals in the chart. Share your opinions with the rest of the group to see if they are similar or different.



- ### 15. Game Guess the person

Instructions: Name your team. Write the name of a member of your team in a paper. Answer the questions your partners ask in a complete sentences.

Example:

Question: Is the person taller than you?

Possible answer: Yes, the person is taller than me.

No, the person is not taller than me.

Rule: You have to ask more than 3 questions before telling the name of the person.

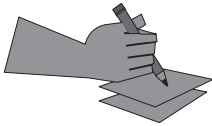
16. Team work.

Bring to class a box to with 15 small pictures cards (places, animals, sports, actors).

The opposite team has to pick out a card from your box and compare with new elements.

Example: Figure of a baseball player. I think that baseball is more exciting than football.

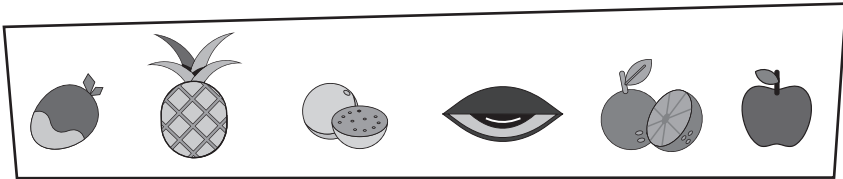
Each team will have 10 chances. The winner is the team with more correct answers up to ten. Think about your family and discuss in your small team.



In black and white

17. Read carefully the instructions and write small paragraphs.
Observe the following pictures.

Fruits



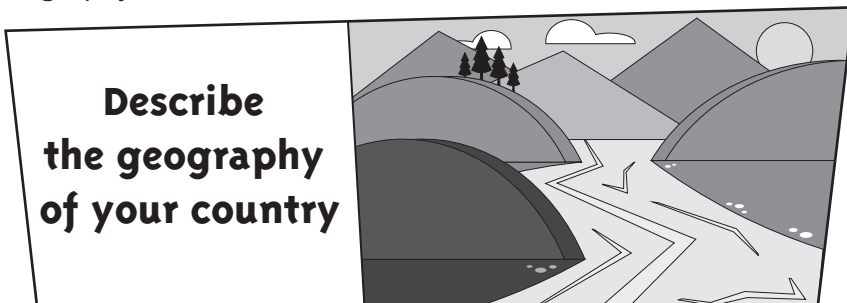
- How do you compare them?
- Which one is better for juice?
- Which of them is your favorite fruit? Why?
- How often do you have it?

UNIT 4

- c) What are your parents like?
- d) Who is more talkative or quieter than you in the family?
- e) Who is like you in your family?

- 18.** Write about provinces you like from your region. Compare them, and don't forget to include an important person who lives there. Find out in the dictionary the meaning of some words if necessary.

- 19.** Read the following call for participating in an international Geography contest.





Listening

- 20.** ▶ What do you usually do on vacation?
▶ Do you go with your family or with your friends?
▶ Do you like outdoor or indoor activities for holidays?

a) Listen to your teacher. Say correct or incorrect.

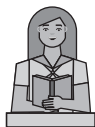
- 21.** Now listen about Beth vacation.

Beth wants to go on vacation and she has to make some decisions. She enjoys camping but her friends prefer to go to a small hotel near the beach. She thinks that in the camping area they can explore, they can ride horse and go dancing at night without walking out of the area. Besides that, the swimming pool is next to the dining area and the restaurants cost about \$10,00. In the hotel the activities are mainly indoor activities and they have to walk half a kilometer to go to the beach, the food is about \$20,00 and dancing area is really small. Only a few friends wants to go camping because they think the hotel is their first experience and it is going to be fabulous.

Listen carefully and write true (T), false (F), does not said (DS).

- ___ Beth thinks that camping is a better option for a break.
- ___ The dancing at camping site is smaller than the one at the beach.

- ☐ Indoor activities are less exciting for Beth.
- ☐ The dinner at the camping area is cheaper.
- ☐ The beach is farther than the swimming pool.
- ☐ Beth thinks that going camping is more fabulous.



Time to read

Before reading

22. Work in pairs and make a list of three Cuban cities you studied in Geography or History. Compare two of them.

While reading

23. Now let's read Lucy's letter and select the right option:

- ☐ Lucy is in Havana alone.
- ☐ Lucy is in Havana with her family.
- ☐ Lucy is in Havana with her partners.

Havana, March 20

Dear Rose,

I am in Havana now and I miss Finer Town a lot. It is a beautiful city. I am for the first time in such a big city. There are many interesting places, where we can see the tradition of our country. There are many restaurants, but really expensive, museums, parks, hotels, shopping centers, etc. There are lots of people everywhere.

I like to visit Old Havana. It is more marvelous and amusing than other places in the city, because there we can visit many historical and interesting places, as José Martí's birth place, Fine Arts museum, Revolution museum, Cathedral Square; it is really a majestic place. Our buildings in Finer Town are really modern. Not far from Cathedral Square, we can find El Temple, a small neoclassic building finished in 1828; it is the place where the inhabitants of Havana celebrate every November 16, the anniversary

UNIT 4

The human ear can tell difference between more than 1500 different musical sounds. Your hair grows faster in the morning than it does at night. When you sneeze, you force air out of your lungs at a speed of up to 165 km per hour, this is faster than a hurricane! Do you know that you have as many bones in your neck as a giraffe? Seven! Do you know that the covering on your teeth is stronger than your bones?



Project work

Work in teams. Research about two animals, two flowers and two exotic plants in Africa, Asia, South America, and Europe. Give a simple information including:

- ▶ Name
- ▶ Description
- ▶ Compare them
- ▶ Bring images to share with the group

Team members	Continent	Country	Flower	Animal	Description	Comparison



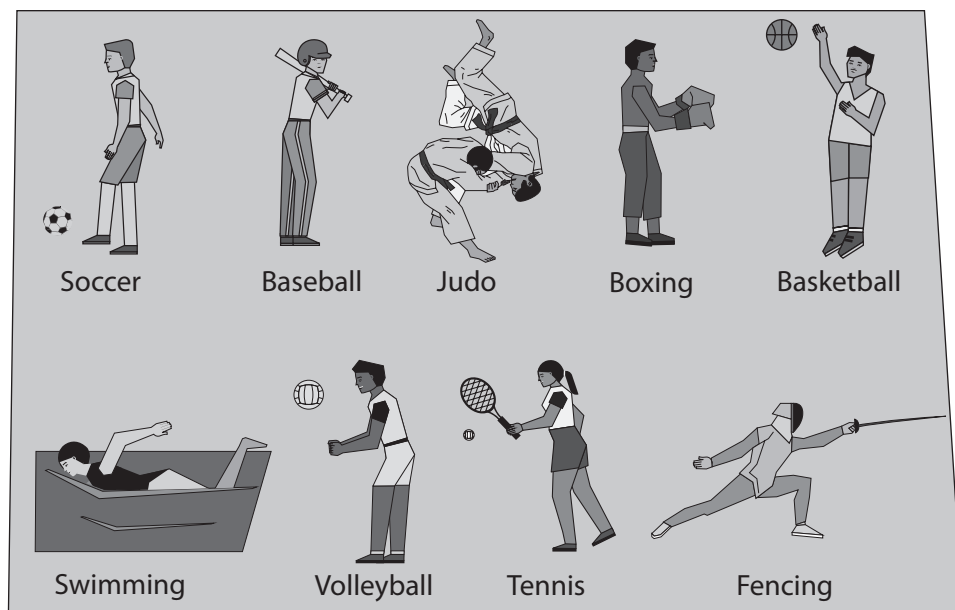
Self-reflection

What can you do to improve your English with the content of this unit? Reflect on this by answering these questions.

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UNIT 5

Preparing the school games



In this unit you are going to learn and practice:

- ▶ Asking and answering information about plans.
- ▶ Asking and answering about sports.
- ▶ Asking and answering about differences and similarities.
- ▶ Making and refusing invitations.
- ▶ Reading and understanding plans.
- ▶ Writing small texts about plans, intentions and sports.



Breaking the ice

1. Work in pairs.
Look at these images carefully. Mention the name and nationality of an athlete for each sport.



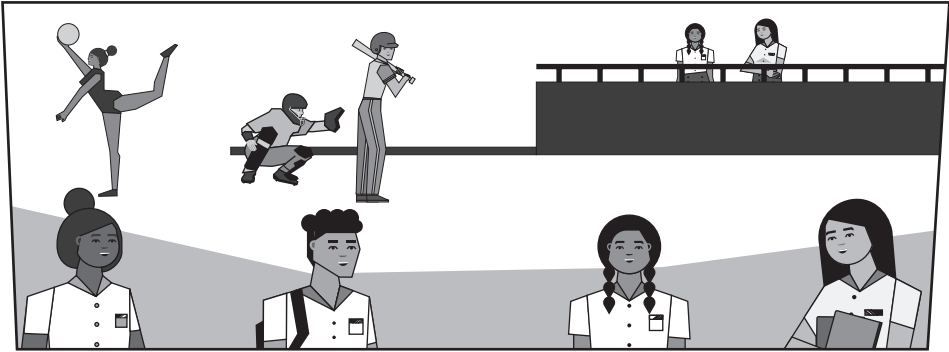
What's new?

2. Work in teams.
Find out who practices sports in your classroom and write down the name and the sports the person practices.

Name	Sports

3. Listen to the conversation and answer the following question:

Are all friends going to watch the baseball game?



"Let's do something together"

A group of people are planning their activities over the weekend.

Eduard: Sarah, what's your favorite sport?

Sarah: Gymnastics. I really like it.

Joanna: Do you like Gymnastics, Eduard?

Eduard: I like to watch it on TV, but I prefer baseball. That's my favorite.

Joanna: I enjoy baseball too. We are going to go to our school baseball tournament next Saturday. Do you want to join us?

Eduard: Of course, thanks for the invitation. I am going to stay there, what about Jane and Sara?

Joanna: Sara is going to be with us. I am not sure about Jane.

Jane: Sorry, I love sports but I can't go. On Saturday is my sister's birthday. We are going to have a family dinner. Maybe next time.

Eduard: Don't worry, you are going to have another opportunity.

4. Listen to the text again and underline the information that is not given.

- a) Sarah enjoys Gymnastics.
- b) Eduard is a member of the school team.
- c) The baseball game is going to be next Saturday.
- d) Sarah and Eduard are going to the baseball game.
- e) The family dinner is going to be in a restaurant.

Read these sentences from the conversation. Do they express habitual actions or future plans?

- ▶ We are going to go to our school baseball tournament next Saturday.
- ▶ I am going to stay there.
- ▶ Sara is going to be with us.
- ▶ We are going to have a family dinner.
- ▶ You are going to have another opportunity.

We use future tens to talk about plans and intentions.

Subject + Be + going to + verb + complements

We are going to go to our school baseball tournament next Saturday.

106

Refusing and invitation

Sorry, I'm busy.

Sorry, I have a plan.

I have to study.

Accepting and invitation

That sounds great.

That's a good idea.

Sure, I'd love to.



Let's practice

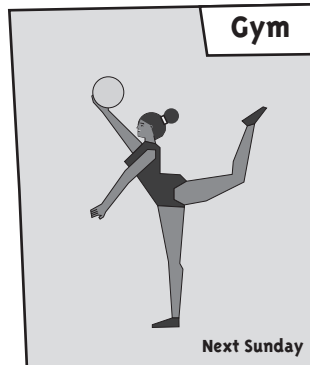
5. Read the sentences and underline the ones that express future plans.

- a) Alison is going to celebrate a party in her house tomorrow.
- b) Erickson is going to represent us in the competition.
- c) Sue is studying for the exams.
- d) Richer goes to school by bus.
- e) Sandy and Franklin are going to participate in the competition.

6. Organize the sentences.

- a) next month-Rob-to begin-a new course-is going
- b) Sunday-Amy-going to-visit-not-her family next-is
- c) going to-for the teacher-the group-is-prepare a surprise?
- d) going to-for the math test-I-study-am
- e) their friends-help-are they-going to
- f) not-on time-going to-here-Ken-is-be
- g) the yard-going to-they-are-tomorrow-clean?

7. There is a competition in different places. Look at the picture and ask your partner the following questions.



- What are they going to play?
- Where are they going to play?
- When are they going to play?
- Invite your friend to any of the activities from the exercise.



Speaking

8. Game

Organize the students into groups of 5 or 6 to work in teams. The winner will be the team who finishes all the items first.

- Complete the word to guess the sports, then draw the sport or equipment related to it in the chart.

S O _ _ _ _



V _ L _ _ _ B _ _ _



H _ _ _ _ _



B _ _ _ B _ L L



BO _ _ _ _



S W _ _ _ _ _



9. Talk about the sports you like or dislike and tell why.

I love...

I don't care for...

I like

I can't stand...

I really like...

I dislike...

I prefer...

I hate...

10. There will be a competition and these sports are going to be included: football, tennis, baseball, chess, basketball, volleyball. There are five options. What are you going to do?

- ▶ Participate as a player
- ▶ Watch on TV
- ▶ Watch on line
- ▶ Go to the stadium
- ▶ Do other activities

Example: I am going to participate in baseball as a player. I am not going to watch football on line.

Invite two of your friends to join to one of the activities out door.

- | Questions | Possible answers | Some sports |
|---------------------------------|----------------------------|-------------------------|
| What is your favorite sport? | Tomorrow in the afternoon. | Ball sports: |
| When are you going to practice? | Next Tuesday. | Baseball, basketball, |
| | Tonight. | tennis, badminton, |
| | Next weekend. | football, golf, |
| | Tomorrow in the morning. | handball, hockey, |
| | | soccer, softball, table |
| | | tennis, volleyball |

12. Sports equipment. Fill in the blanks with the correct sport. Look it up for the meaning of the new words in the dictionary. Practice the pronunciation with your teacher.

- 13.** Find words related to sports in the puzzle.

UNIT 5

B	R	G	L	O	V	E	S	S	G	Y	S	V
A	R	A	C	K	E	T	B	K	Y	B	N	O
T	Q	B	O	X	I	N	G	I	M	A	O	L
A	C	Z	G	J	D	R	B	S	N	S	W	L
B	A	S	E	B	A	L	L	R	A	K	B	E
A	F	G	Q	D	H	A	V	S	S	E	O	Y
S	O	R	O	P	E	E	C	I	T	T	A	B
K	H	Y	A	A	E	R	A	N	I	B	R	A
E	N	J	B	A	L	L	P	N	C	A	D	L
T	E	N	M	S	D	D	H	E	S	L	I	L
S	L	K	U	R	D	N	M	T	G	L	N	Y
M	S	H	E	L	M	E	T	R	H	K	G	K
F	O	O	T	B	A	L	L	N	M	M	S	J

a) Which of them are team sports or individual sports?

b) Which of these sports do you like?

- 14.** There is a big tournament in your city. The following sports are on the competition. Invite your partner to go to one of them.

Swimming

Baseball

Cycling

Tennis

Gymnastics

Football

Boxing

Ping pong

Example:

A: I am going to go to the swimming competition, do you want to join me?

B: When is the competition going to be?

A: On Saturday at 2pm.

B: Ok, I am going to wait for you at the entrance at 1pm.

Some phrases:

...is a great sport for me.

...is definitely a fun sport. I'm really fond of fencing.

...involves a lot of physical effort.

...can be dangerous.

15. Look at the pictures.

Tell where are those people going and what are they going to do there.



Speaking

16. You are planning a holiday. Tell your friend about your plans for next holiday.

- ▶ Place
- ▶ People
- ▶ Transportation
- ▶ Plans

17. You and your friend want to see a baseball game. It is going to be next Sunday, the green team versus the orange. You are going to talk about your preferences.

Student A: Invite your friend to go to the stadium.

Student B: Accept your friend's invitation. And ask him/her about his/her favorite team. Ask him/her why.

Student A: Tell your friend about your favorite team and give the reasons. Ask about his/her opinion.

Student B: Give your opinion.

18. Work with a partner and act out the following situations. You can use the information below.

Student A: You have a list of activities you intend to do next week. You want to determine the best options to invite your friend Beth. Then you need your classmates' opinions. Talk to your plan for next week.

Student B: Your friend needs your point of view about his plan of leisure activities for next week. Give your own opinion about each of them. You may use the following expressions and reasons.

Expressions, simple reasons:

- ▶ I really don't like that...
- ▶ It's too boring/ awful/ bad/ far...
- ▶ I think/ believe/ feel...
- ▶ It's fine/ wonderful/ terrific...

19. Frank is having a phone conversation to Peggy about an invitation to a future sports event. Act the conversation out as if you were Frank and Peggy.



20. There are some options all over the weekend. Select one and invite two people from your class.

A concert / A birthday party / A trip to Ciénaga de Zapata / A book fair

21. Write about your plans for your next summer vacation. Share your information with your partner.

- ▶ Place and brief description
- ▶ People
- ▶ Transportation
- ▶ Activities you plan
- ▶ Activities you are not going to do. Reasons
- ▶ Reasons to go

- 22.** Write a message to a friend inviting him or her to watch a sport competition.

- 23.** Write about your favorite sports.

- ▶ Name
- ▶ Describe the sport
- ▶ Favorite players
- ▶ Reasons you like it
- ▶ Frequency and time you practice
- ▶ Future competitions



Listening

24. a) Which are the most popular sports in Cuba?
b) Which are the relevant players?
c) What team do they belong too?

25. Now listen to the teacher and say:

- ▶ The name of school
- ▶ When the baseball team is playing
- ▶ Color of the uniform

Text 1

Many people practice sports in Cuba, especially baseball. We have a baseball team in Juan Manuel Márquez School and we usually win all our games. Our players are practicing now because next weekend we are going to play against different teams in the sports field near our school.



We are going to wear red and white uniforms and we are going to use new bats and balls.

26. Write a small text about a team from your school or from your community.



27. Answer these questions:

- ### ***While Reading***

- 28.** Select the elements from the text that help you to guess why the athlete is one of the best in the world.



"Rose's favorite athlete"

Rose is my close friend; she is training for the next school game. She wants to win the 100 meters race and beat the school game record.

Her favorite athlete is Ana Fidelia Quiroz. She is a glory of the Cuban sports. Cuban people admires this woman, because she represents a medal signifying the dignity of the nation and also

recognizes her extraordinary efforts to compete in the Atlanta Olympics of 1996. More than anyone else, this runner from the Antilles defends a legend. But her case is a triumph of human possibilities in the face of destiny imponderable. Training her for the 800 meters run in the Atlanta Olympics of 1996, on the threshold of becoming a champion for life.

In January 1993, she had a household accident that burned forty per cent of her body and required prolonged intensive care.

In 1995, she wins The World title in 800 meters at Gothenburg in Sweden. She is one of the best runners in the world in its distance.

Rose likes to be like her, that's why she is going to the sport field next weekend; she invited me to go with her.

After Reading

29. Find out information about a famous runner and write a small text.



To learn more

Popular martial arts in Cuba: where are they from?

China	Japan	Korea
Kung fu	Karate	Tae kwon do
Tai chi	Judo	

Sport	Number of player
Baseball	9
Basketball	5
Field Hockey	11
Ice Hockey	6
Polo	4
Soccer	11
Softball (Fast Pitch)	9
Softball (Slow Pitch)	10
Volleyball	6

Country	Most Popular Sport
Cuba	Baseball
Canada	Ice Hockey
Germany	Soccer
Japan	Baseball
The Netherlands	Ice Skating
Norway	Skiing
Philippines	Basketball
Scotland	Golf
Thailand	Kite Flying
U.S.	Baseball



Project work

Find out an athlete from your community or your province and write about her/him.

There are relevant athletes in Cuba and all over the world. Find out an

UNIT 5

active athlete from the following sports and bring information about them to class.

Team A	Team B	Team C	Team D	Team E
Baseball	Football	Athletism	Volleyball	Basketball

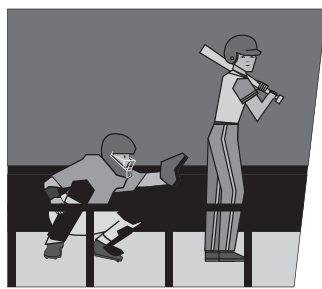
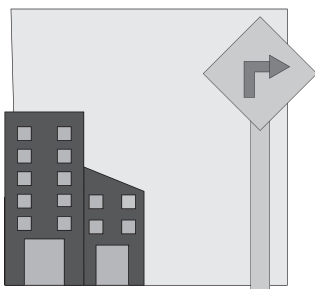
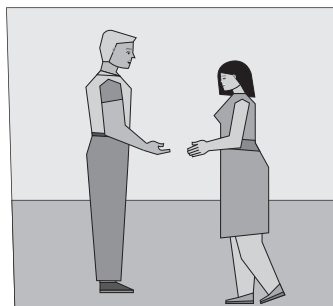


Self-reflection

	It is easy for me	It is difficult for me
Ask and answer about near future.		
Ask and answer about sports.		
Describe outstanding athletes.		
Write about future plans.		
Ask and answer invitations.		
Read and understand texts about sports and future activities.		

UNIT 6

◆◆◆◆◆ Can you do it on your own? (Review) ◆◆◆◆◆



In this unit you are going to practice communicative functions studied from units 1 to 5:

- ▶ Asking and giving directions.
- ▶ Asking and answering about quantity nouns.

- ▶ Talking about plans.
- ▶ Comparing people and things expressing differences and similarities.
- ▶ Describing people and places.
- ▶ Asking and refusing invitations.
- ▶ Asking and answering about sports.
- ▶ Writing about different activities related to food, sports and games.
- ▶ Asking and answering about routines.



Breaking the ice

1. Game Find someone who:

- ▶ -is going to travel to another province next vacation
- ▶ -is going to participate in a competition next month
- ▶ -is going to buy a present to someone in next week
- ▶ -is going to do something very relaxing on Saturday
- ▶ -is going to have a family party

a) Report your findings to class.

b) Make a list of the three things most of the people in your class are going to do.

c) Make a list of the two things people are not going to do.



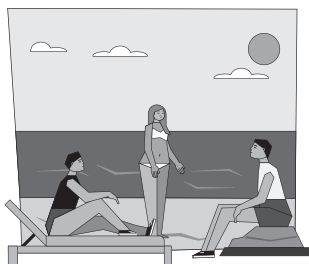
Speaking

2. Observe the map. Read carefully and tell correct or incorrect.

- ___ The parking area is next to University.
- ___ The stadium is near the school.
- ___ The central park is in front of the green grocer.
- ___ You have to walk ahead to go from the school to the hospital.
- ___ The school is farther from the restaurant than from the bus station.

Stadium	Swimming pool	Sports area	Gym
3rd street			
Coffee shop	Restaurant	University	Library
2nd street			
Police station	Bus station	Central park	Super market
1st street			
The hospital	Parking area	Green grocer	School

3. Invite your classmate to one of these places over the weekend and tell your partner where the places are and how to get there.



4. Find out the plan.

A student representing team will pick up a card with a picture from the box the teacher have. Each team will try to find out the student plan. Only yes or no questions. Each team has three possibilities to ask questions.

Get a point the team that finds out the plan. Are you going to...?

UNIT 6

5. Invite a friend to your house. Discuss what you can prepare for lunch, you have the following ingredients:

Potatoes, mince, some fruits, oil, garlic, onions, butter, cheese, eggs, vinager.

6. Work in teams.
How much you know about famous athletes? Discuss in your group the information you have about these famous athletes.

- ▶ Javier Sotomayor
- ▶ Ana Fidelia Quirot
- ▶ Cristiano Ronaldo
- ▶ Maikel Jordan
- ▶ Leo Messi

a) Be ready to give the information to your group when the teacher points out your team.

7. Observe the following activities. Cross out the ones you are not going to do next week. Be ready to inform the group what you have in your plans.

- | | |
|---|-------------------------------|
| ▶ Going to a party | ▶ Run some errands |
| ▶ Study for a text | ▶ Buy a present for a friend |
| ▶ Go to the library | ▶ Give a surprise to a friend |
| ▶ Visit some relatives | ▶ Stay home all afternoons |
| ▶ Watch some films at home | ▶ Prepare a project work |
| ▶ Have dinner in a restaurant | |
| ▶ Go to the gym | |
| ▶ Watch a football game with some friends | |
| ▶ Chat with some friends | |
| ▶ Organize your bedroom | |

a) Find out when your friend are going to do the activities they have in their plans.

b) Now read the alternative again and compare them. Give at least two reasons for your choice.

8. Match the correct country with its traditional sports.

A	B
Country	Tradicional sports
Canada	baseball
France	tennis
Uruguay	rider
England	football
China	cricket
Cuba	hockey
Brazil	soccer
Japan	sumo wrestling

a) Select two sports from the list and write a small paragraph giving information about them: countries in which the sports is famous, international competitions the sports have, best players, followers at the stadium, your criteria about the sports.

9. It is your birthday party. Send a message to the student, inviting him or her. Please tell how to get to your house.

UNIT 6

10. Your school games week has started. Invite your best friend to attend the day you are playing. Tell her/him about the date, time and place of your team game.

11. Imagine you receive a letter from a friend who likes sports. He wants to know about the Cuban baseball teams and players.

a) Work in group of four. Fill in the details about baseball.

Name of Cuban Baseball team	Location	Famous player (Position he plays)	Colors of the uniform	Team emblem (Draw it)

b) Answer your friend letter using the information from the chart.

-

-

- *****

-

-

-

-
-
-
-
-



Listening



15. Listen to the text and write true (T), false (F), or does not said (DS).

- ___ The writer has a plan for his next break.
- ___ The writer is going with his family.
- ___ The trip is going to be for seven days.
- ___ The trip is going to include dancing.
- ___ The writer is going to meet the relative of a member of the group.
- ___ Hotels are more expensive places to stay.
- ___ Dinner in restaurants are going to be cheaper.
- ___ The writer is going to enjoy his trip.

Next holiday I am going to be 15 years old, so I am going to travel without my parents for the first time. I am going to have a trip with some friends. We are going to visit different provinces. We are not going to sleep in hotels, we are thinking we are going to rent small places because this is cheaper. During the days we are going to walk around and visit the iconic places of each city.

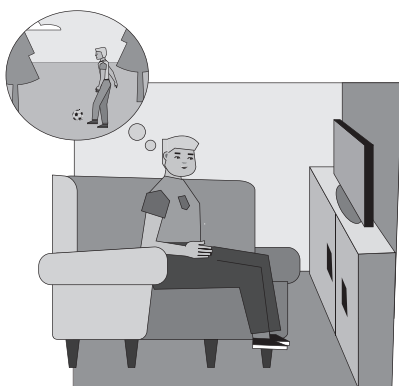
At nights we are going to dance in night clubs or dinner in small restaurants. A friend is going to take us to his relative's house for her cousin's birthday and I believe I'm not going to have so much free time but I am sure am going to enjoy my first trip alone.

Before reading

- 16.** Read the following options and select the ones you prefer. You can select more than one.

___ to watch sports at home
___ to practice sports
___ to watch sports at the stadium

While reading



Whether as a player or merely as a spectator, just about everyone likes sports today. Of course, some people like one game and some like others. For example, many people like to watch boxing while many others don't; they say it's too violent. And there are sports preferred by men and those preferred by women. Men often like boxing, but some women don't. This doesn't mean

that all men like to box and that no women do. It does mean that a female boxer is news, while a male boxer is not. Again, there may be women who hunt. But some people think that hunting is a man's sports.

One big change in sports in modern times is the idea of personal anticipation. The spectator sports of the past something merely too see or hear are the players of today. An old man who likes football but cannot play it because of his age, now is an spectator.

Today schools offer sports programs for all students, they can play different sports. They can participate in competitions in and out of their countries. Future champions are now in most of the classrooms.

17. Read carefully and underline the information given in the text.

- ▶ Most of the population enjoy sports in a way or other sports.
- ▶ Why some people refuse boxing.
- ▶ Some people opinions about hunting and gender.
- ▶ All changes sports have today.
- ▶ The way schools help to improve sports.
- ▶ How often students participate in competitions.

After reading

18. Discuss in your team about sports in your school.

- ▶ Are you a member of any school sports team?
- ▶ Do you usually participate in competitions?
- ▶ Are you a player or a spectator?
- ▶ Does your team win in competitions?
- ▶ Do you practice in more than one sports?
- ▶ Who are other members of your team?



To learn more

Some proverbs:

All good things must come to an end.

All is fair in love and war.

All roads lead to Rome.

All the world loves a lover.

All's well that ends well.

Bad news travels fast.

Better late than never.

Better be safe than sorry.

Better die with honor than live with shame.

The sooner the better.



Self-reflection

	I can do	I need more practice
Ask for and give directions.		
Ask and answer about quantity nouns.		
Talk about plans.		
Compare people and things expressing differences and similarities.		
Describe people and places.		
Ask and refuse invitations.		
Ask and answer about sports.		
Write about different activities related to food, sports and games.		
Ask and answer about routines.		

Reading corner

"A letter"

Dear Mike:

Thanks for your letter. I hope we get to know each other well.

First of all, let me tell you a few things about myself. I am 14 years old and I live in Playa, Havana city. My mom is a doctor, she works at Finlay's hospital. She lives in Venezuela now. She is an internationalist worker. My dad is a police officer. They both work long hours. I am a student at "Villena Secondary School". I am an only child.

School starts at 7.30. I wake up every day at 6.00, take a shower, have breakfast and go to school on foot. Sometimes my dad takes me in the car, especially when the weather is bad. I get back home at 4.30 in the afternoon. I usually do my homework in the evenings for an hour or two. Then I often watch TV. On Tuesday and Thursday, I have English lessons. On Saturdays, I always go out with my friends. We like go to the movie theater.

What about you? What kind of films do you like? What do you do in your free time? Please write soon!

Your friend Lily.

a) Now write a letter to a pen friend who live in another province about yourself.

"The Alvarez family"

The Alvarez family lives in Havana. The parents work as teachers in a secondary school in Marianao, from Monday to Friday, and the children go to an elementary school in the same municipality. On Sundays, they go to Lenin Park. Read about how they spend their time.

On Sundays we get up early, have breakfast and go to Lenin Park, a big, beautiful park on the city outskirts.

First we ride horses. Then, we sit under the trees and have our picnic lunch. After that, the children and all of us take a nap.

In the afternoons the small children ride their bicycles and I read a book, because I always read on Sunday afternoons. At about five o'clock, our parents buy candies or ice cream for us and then we catch the bus home.

In the evenings, we have dinner at home and then the children go to bed. We usually go to bed early on Sundays.

a) Brainstorm about the places you can visit on weekends and the

Fred: Hello! Come in. This is my wife, Liz. Liz, these are the new teachers, Diana and Paul.

Fred: Hello! Come in. This is my wife, Liz. Liz, these are the new teachers, Diana and Paul.

Liz: Hello. Nice to meet you. Do you come a long way?

Diana: No, we just walk across the park. You live very near the park.

Liz: Yes, we're lucky. I work in Kensington and I often ride my bike to work.

Diana and Paul: Happy anniversary!

Fred: Oh, thank you very much. Come in and make yourself at home.
In the dining room:

Diana: It all looks delicious!

Fred: Would you like chicken or beef, or both?

Diana: I'd like beef, please.

Fred: How about you, Paul?

Paul: The same for me, please.

Liz: Would you like salad with it?

Paul and Diana: Yes, please.

Liz: What sort would you like?

Diana: I don't know. What is there?

Liz: There's potato salad, green salad and bean salad. Feel free to try them all.

Diana: OK. I'd like some of each, please. Thanks.

Fred: And to drink? What would you like?

Paul: I'd like...

1. Write true (T), false (F), or does not said (DS).

___ Fred and Liz are going camping and they invite a young couple to go with them.

_____ Fred and Liz live near the park.

___ Paul and Diana are going to celebrate Liz and Fred's anniversary by eating and drinking.

___ Diana likes beef, but Paul prefers the chicken.

Liz offers Diana three kinds of salad.

_____ There is a big cake for dessert.

ACTIVITY BANK

Unit 2

1. Complete these sentences:

-Is the Revolution museum an _____ place?

-Yes, _____.

-Where _____?

-It _____.

-Where is Revolution Square?

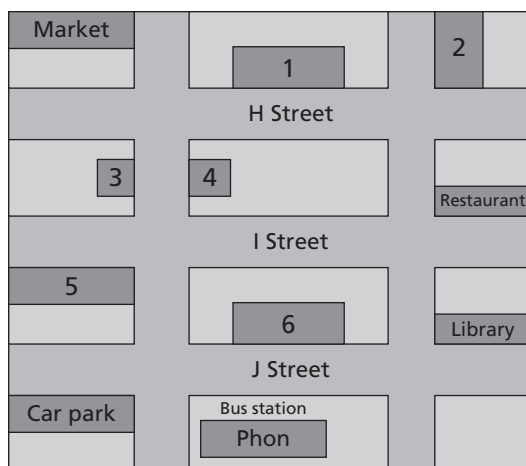
-It is _____.

-What is it like?

-It _____.

a) Compare then according to your thought.

2. Imagine your Jamaican friend is walking around Varadero, but there are some places he can't find on the map. He's at the bus station talking to you on the phone.



Work in pairs, one of you has the instructions and the other one has the map (this is a real map). Complete it. Name the places and draw a line indicating the way to.

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

Instructions:

1. Turn left and then right on 23rd Street. Go along 23rd Street. The post office is on the right.
2. Turn left and then turn right. Go along 23rd Street and turn left. The coffee shop is on the left on 1st Street.
3. Turn right and then turn left on 21st Street. Keep walking for two blocks. The theater is on the right.
4. Turn right and then turn left. Walk to the corner and turn left. The pharmacy is on the left.
5. Turn right and then turn left. Walk straight ahead for two blocks and then turn left. The bookstore is on the right.
6. Turn left and then right. Go along 23rd Street. The bank is on the left.

a) Look at the map again and write one sentence about each place.

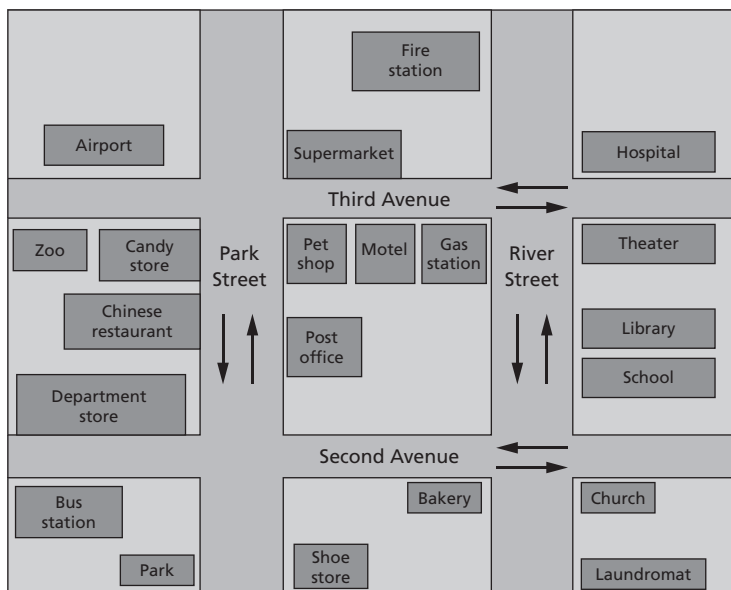
E.g.: The bus station is near the park.

B) Make a dialogue, invite your partner to any place for food. Give him/her directions. Act it out.

3. Find the preposition of places in the puzzle and ask your partner for directions. Use a place of your community.

W	A	L	K	D	O	W	N	Q	F	J	O
A	R	I	N	F	R	O	N	T	O	F	N
L	B	S	G	H	J	K	T	R	M	Q	T
K	E	D	A	T	G	J	U	O	D	N	H
U	S	A	D	C	X	B	R	H	N	Y	E
P	I	N	U	O	Y	F	N	C	Q	B	C
A	D	A	F	F	S	F	R	W	J	D	O
N	E	D	K	S	M	M	I	Q	G	N	R
B	E	T	W	E	E	N	G	T	D	I	N
C	R	R	O	J	F	D	H	A	H	H	E
H	C	T	H	Z	J	W	T	T	X	E	R
A	I	T	U	R	N	L	E	F	T	B	G

4. Mrs. Brown is very busy today. She has to go to several stores, but she doesn't know the city very well. She needs your help.



E.g.:

1. She's at the post office and she wants to go to the bakery to buy some bread. Tell her how to get there.

Walk down Park Street to Second Avenue and turn right.

Walk along Second Avenue and you will see the bakery is on the right, across from the church.

2. Now she's at the bakery and she's hungry now. She wants to go to the Chinese restaurant. Tell her how to get there.

_____ Second Avenue to Park Street and _____.

_____ Park Street and you will see the Chinese restaurant

_____, _____ the candy store.

3. She's at the Chinese restaurant and she wants to go to the library to get a book. Tell her how to get there.

_____ Park Street to Second Avenue and _____.
_____ Second Avenue to River Street and _____. _____
River Street and you will see the library _____
_____, _____ the _____ and the _____.

4. She's at the library and she wants to go to the shoe store to buy a comfortable pair of shoes. Tell her how to get there.

5. Mrs. Brown is very tired and she wants to sit in the park before she goes home. Tell her how to get there.

a) Now practice a dialogue with your partner as if you were Mrs. Brown. Use the information below and one of the following questions:

Can/ could you tell me how to get to...?
Can you show me the way to...?
Where can I find...?

Unit 3

1.

Game Bean Bag

The teacher will place food pictures face up on the floor or copy the names on the board to help you remember the foods. She will begin by tossing the bean bag to a student while saying: "I like/I don't like/ Do you like...? If she says "Do you like..." the student who catches the bean bag must reply before asking another student.

A: I am a good runner, but you are _____ me.

B: No, kidding. You are _____. (fast)

A: Car and buses are always nice means of transportations. Aren't they?

B: Yes, that's true, but airplanes are _____ cars and buses. (comfortable)

A: Learning English is difficult.

B: But I consider that Spanish is _____ English. (easy)

A: You are wrong. History is _____ English. (difficult)

A: Some people like to smoke while dancing. It is bad habit. It is not good for the body.

B: I'm agree with you, but drugs are _____ smoke. (bad)

2. Fill in the blanks.

I liked your old rocking chair.

It was _____.

That's right! But my new rocking chair is _____.

3. Select five adjectives from the list below, then write three sentences comparing places, persons or things.

pretty

rude

expensive

thirsty

warm

young

hot

cheerful

humid

intelligent

cold

big

long

tall

elegant

4. Which adjective describes your classmate? Make sentences about him/her.

handsome

interesting

intelligent

5. Match the correct alternative.

What's the translation? Los libros son más interesantes que las revistas.

I read more interesting books than magazines.

Books are more interesting than magazines.

a) Translate these phrases into English.

El cine es más emocionante que la televisión.

La vista no es más importante que el sentido del olfato.

6. Work in pair.

Ask your partner some of these questions:

- ▶ What is your mother's name?
- ▶ How old is she?
- ▶ What is she like?
- ▶ What does she like to do?
- ▶ What is his favorite food?
- ▶ Where are they going to go next vacation?
- ▶ Compare your mother and your father.

a) Answer your partner questions. Then switch the role.

Unit 5

1. Cross out the word that doesn't belong to the rest.

Baseball: bat, ball, boat

Volleyball: ball, car, net

Tennis: racket, net, truck

Sports: apple, golf, fencing

2. Find the missing word.

b _ _ _ _ ll

h _ _ _ _

s _ _ _ _

_ _ _ _

3. Find the hidden sport.

Today, I'm going to play bebsaall with my friends.

Amy loves nisten but I hate in.

We watched an interesting cersoc game on tv.

- ___ clean the house
 ___ have lunch
 ___ take a vacation on...
 ___ go to a restaurant, museums, party
- ___ watch TV programs
 ___ prepare food
 ___ cook

- How are you going to celebrate your birthday?
What are you going to do?
What are you going to eat?
Who are you going to celebrate with?

-
- A crossword puzzle grid consisting of white squares for letters and black squares for empty space. The grid is oriented horizontally. Numbered squares are located at the following positions: 1 (top left), 2 (top center), 3 (middle left), 4 (top right), 5 (center), 6 (center), 7 (bottom left), 8 (center right), 9 (bottom right), 10 (far bottom right), 11 (bottom center), 12 (center), 13 (bottom left), 14 (bottom center).

Across

1. A red vegetable _____
3. A possessive adjective in singular _____
5. An animal _____
7. A comparative form of good _____
9. Part of the body _____
11. An Italian food _____
13. A kind of sport _____

Down

2. A season of the year _____
4. A fruit _____
6. A synonym of beside _____
8. An antonym of short _____
10. A part of the house _____
12. A mean of transport _____
14. A member of a family _____

- 11.** Write the words in the correct column according to the sound you hear at the end of the word.

doors-messages-doctors-nights-
aunts-matches-lamps-tourists-
ages-race-beds-oranges

IZI
doors

/S/
aunts

/ IZ /
messages

VOCABULARY

Prepositions

About: *sobre*

Above: *por encima de*

500 m above sea level: *500 m sobre el nivel del mar*

Above all: *por encima de todo, sobre todo*

Across/from: *al otro lado de*

After: *después*

Against: *contra*

Along: *a lo largo de*

Around: *alrededor*

Around the corner of: *al doblar*

At: *en*

Because of: *debido a*

Before: *ante*

Behind: *detrás*

Below: *debajo*

Beside: *al lado*

Between: *entre*

But: *pero*

Down: *abajo*

During: *durante*

Except: *excepto*

For: *para*

From: *desde*

In: *en*

Inside: *dentro*

Beautiful: **hermoso**
Old: **viejo**
Cheap: **barato**
Pretty: **bonito**
Comfortable: **confortable, cómodo**
Quiet: **tranquilo**
Difficult: **difícil**
Short: **bajito**
Easy: **fácil**
Small: **pequeño**
Great: **grandioso**
Tall: **alto**
Happy: **feliz**
Thin: **delgado**
Heavy: **pesado**
Ugly: **feo**
Large: **grande**
Young: **joven**
New: **nuevo**
Honest: **honesto**
Nice: **agradable**
Intelligent: **inteligente**
Talkative: **hablador**
Outgoing: **extrovertido**

Long: *largo*

Something: *algo*

Canoeing: **canoa**

Friuts

Apple: *manzana*

Banana: *plátano, guineo*

Cantaloupe: *melón amarillo*

Cashew: *marañón*

Cherimoya: *chirimoya*

Cherry: *cereza*

Coconut: *coco*

Currant: *grosella*

Date: *dátil*

Fig: *higo*

Grape: *uva*

Grapefruit: *toronja*

Guava: *guayaba*

Honeyberry: *mamoncillo*

Lemon: *limón*

Lime: *lima*

Mango: *mango*

Medlar: *níspero*

Melon: *melón, sandía*

Orange: *naranja*

Papaya: *papaya*

Peach: *melocotón*

Pear: *pera*

Pineapple: *piña*

Plum: *ciruela*

Pomegranate: *granada*

Prune: *ciruela pasa*

Raisin: *pasa*

Soursop: *guanábana*

Star apple: *caimito*

Strawberry: *fresa*

Tamarind: *tamarindo*

Tangerine: *mandarina*

Watermelon: *melón de agua*

Verbs

To be

Am

Is

Are

Present

Act out: *actuar*

Answer: **contestar**

Arrive: *llegar*

Ask: *preguntar*

Begining: **comenzar**

Belong: *pertenecer*

Break: *romper*

Bring: *traer*

Buy: **comprar**

Call: *llamar*

carry out: *llevar a cabo*

catch: **coger, atrapar**

change: ***cambiar***

choose: *escoger, elegir*

close: ***cerrar***

come: **venir**

continue: *continuar*

cook: *cocinar*

copy: *copiar*

cut: **cortar**

dance: ***bailar***

decide: ***decidir***

die: *morir*

do: *hacer*

drink: **tomar**

drive: **conducir, manejar, guiar**

eat: *comer*

end: ***finalizar***

excuse: *excusar, disculpar*

explain: *explicar*

fall of: *caerse*

feel: **sentir**
 find: **encontrar**
 finish: **terminar**
 forget: **olvidar**
 get up: **levantarse**
 give: **dar**
 go: **ir**
 happen: **ocurrir, suceder**
 have: **tener**
 hear: **oír**
 help: **ayudar**
 include: **incluir**
 invite: **invitar**
 keep: **mantener**
 know: **saber, conocer**
 learn: **aprender**
 like: **gustar**
 listen: **escuchar, oír**
 live: **vivir**
 look: **mirar**
 lose: **perder**
 love: **amar**
 make: **hacer**
 miss: **perder (un vehículo), extrañar**
 need: **necesitar**
 observe: **observar**
 open: **abrir**
 organize: **organizar**
 play: **jugar**
 practice: **practicar**
 prefer: **preferir**
 put: **poner**
 put on: **ponerse**
 rain: **llover**
 read: **leer**
 receive: **recibir**
 recover: **recuperarse**

remember: **recordar**
rest: **descansar**
ride: **montar, cabalgar**
run: **correr**
say: **decir**
see: **ver**
select: **seleccionar**
show: **mostrar**
shut: **cerrar**
sing: **cantar**
sit: **sentarse**
sleep: **dormir**
speak: **hablar**
stand up: **ponerse de pie**
study: **estudiar**
sweep: **barrer**
swim: **nadar**
take: **coger**
talk: **hablar**
tell: **decir**
think: **pensar**
travel: **viajar**
try: **tratar**
understand: **entender**
use: **usar**
visit: **visitar**
wait: **esperar**
walk: **caminar**
want: **querer**
wash: **lavar**
watch: **mirar, ver**
wear: **usar**
win: **ganar**
work: **trabajar**
write: **escribir**



**See you
soon**

