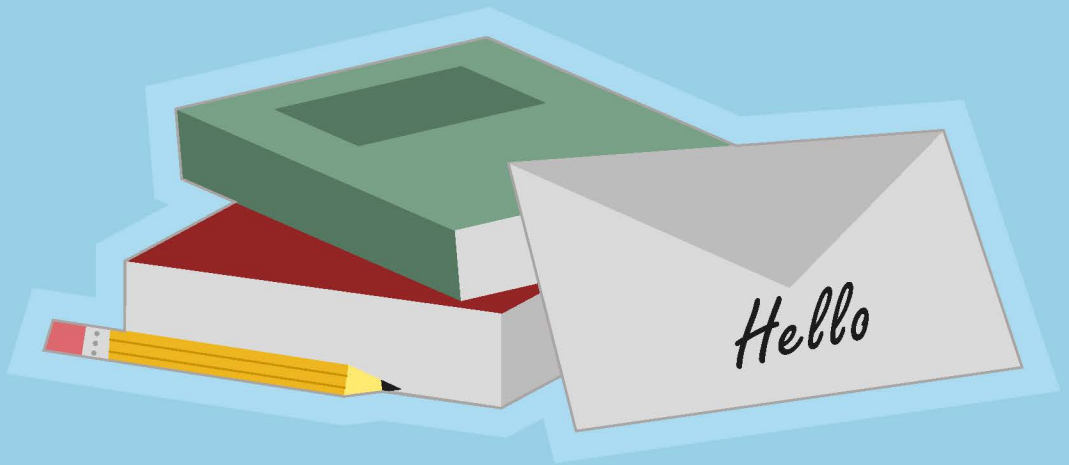


ENGLISH



NEW ROADS TO ENGLISH
seventh grade

NEW ROADS TO ENGLISH

séptimo grado

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Al alumno

Soñar que todos los educandos tengan las mismas oportunidades educativas logren mejorar el aprendizaje del Inglés es uno de los objetivos de este cuaderno, cuya estructura revela un enfoque comunicativo de la lengua, según las funciones comunicativas o la necesidad de comunicación enriquecida por las estructuras gramaticales características del idioma. Debes estudiarlas con profundidad, así como el vocabulario, y aplicarlo todo en otras situaciones: esta es la base del estudio, no solo del inglés, sino de cualquier otro idioma.

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

El cuaderno cuenta con varias secciones. A continuación, te explicamos cada una de ellas:

- ▶ Sección **Breaking the Ice**: contiene actividades que te sirven de base para recordar lo aprendido y prepararte para aprender el nuevo contenido.
- ▶ Sección **What's New?**: en ella encuentras nuevo contenido, vocabulario, así como nuevas formas de expresar las ideas.
- ▶ Sección **Let's Practice**: te facilita practicar la expresión oral y escrita, la lectura y la escucha, mediante juegos, canciones y ejercicios, que van desde muy simples hasta de mayor complejidad.
 - ▶ Subsección **Speaking**: actividades que te permiten practicar la expresión oral en situaciones muy cercanas a la vida cotidiana.
 - ▶ Subsección **In Black and White**: ejercicios para ejercitar la expresión escrita, para que puedas redactar textos sencillos relacionados con las temáticas que estudias. Este resulta un momento importante para fortalecer la relación sonido-grafía, ya que, como bien sabes, en Inglés existen diferencias entre la escritura de las palabras y su pronunciación.
 - ▶ Subsección **Listening**: ejercicios para desarrollar la habilidad de escuchar y reforzar lo aprendido.

- ▶ Subsección **Time to Read!**: para contribuir al desarrollo de la comprensión lectora, mediante técnicas y estrategias que te serán muy útiles.
- ▶ Sección **Reflecting on Language**: te ayuda a comprender aspectos muy específicos de la lengua inglesa, a los que debes prestar atención para poder expresarte y escribir correctamente.
- ▶ Sección **To Learn More**: curiosidades y contenidos que te permiten ampliar conocimientos.
- ▶ Sección **Project Work**: te ofrece muchas posibilidades para usar el idioma de forma creativa, investigar y relacionar lo aprendido con la vida diaria y con lo que has estudiado en el resto de las asignaturas. Debes crear tu ***Cuaderno Personal de Inglés (Personal English Booklet)***, en el que escribes tus reflexiones, puedes escribir nuevas palabras y frases de interés y además puedes archivar tus trabajos escritos.
- ▶ Sección **Self-reflection**: para que reflexiones sobre tu propio aprendizaje con la guía del profesor.

Al final encontrarás: Activity Bank y Reading Corner, con actividades y lecturas de consolidación o para ser utilizadas por los profesores en las actividades complementarias; además, un vocabulario fundamental del grado y la bibliografía consultada.

Esperamos que este cuaderno te ofrezca una propuesta interesante y te facilite el tránsito con éxito en el aprendizaje del idioma inglés, durante el séptimo grado, y te motive a seguir aprendiendo en el próximo curso.

Gracias.

OBJETIVOS COMUNICATIVOS Y CONTENIDOS POR UNIDADES

Unidad 1: *Coming back to school*

Objetivos comunicativos

Asking for and giving personal information (name, age, phone number, and address).

Expressing leavetakings.

Understanding simple oral and written texts.

Writing simple messages about themselves and others.

Formas

How are you doing? / How do you feel? / How's life?

Fine / Great / Good / O.K. / Bad / So-so.

I'm...My name's...This is... Nice to meet you (too).

Good bye / Bye / See you (later, soon) / So long / Good night.

How old are you? What's your address? What's your favorite...?

Do you like...?

Gramática

Verb to be (am, is, are).

Personal pronouns (I, you, he, she, we, they, it).

Articles (a, an)

Prepositions (in, at, on)

Vocabulario: Related to:

Personal information.

Numbers studied from 1 to 100.

Adjectives related to things and animals.

School objects.

Animals. Sports.

Means of transportation.

Unidad 2: *Lovely house*

Objetivos comunicativos

Asking and talking about the family.

Asking and talking about where people are.

Asking and answering questions about house, it's rooms, and furniture.

Describing the house and its rooms.

Understanding simple oral and written texts.

Write simple messages to describe the house and its rooms.

Formas

What's your house like?

What's there in your...?

Where is he / she?

Who is he / she?

Whose...?

Gramática

There + be affirmative and negative statements.

Yes or no and (Wh) questions.

Possessive adjectives (My / your / his / her / its / our / your / their)

Possessive form of the nouns.

Vocabulario:

Family members: cousin, son, daughter, niece, husband, wife, nephew.
greatgrandparents, godmother, goddaughter

Relative: Stepfather / mother

Part of the house

Furniture: Armchair, rocking chair, book case, coffee table, stove, desk,
bed, wardrobe, dresser, dressing table, bedside table

Adjectives: small, large, tall, beautiful, comfortable, lovely, ugly, big
y otros estudiados anteriormente.

Unidad 3: *Enjoying our activities*

Objetivos comunicativos

Asking and answering question about what someone is doing.

Talking about activities people are doing (now, in this moment, at the moment).

Understanding simple oral and written texts.

Write simple descriptions.

Formas

Who is he / she?

He is my father.

Where is your brother?

He is in the bedroom.

What is he doing?

He's playing.

What is he playing?

Chess.

Gramática

Verb to be (am, is, are).

Present continuous affirmative and negative statements

(Who, What, Where)

Vocabulario:

Fix the car / the bicycle / the sink.

Walk / try / sleep /

Swim / take / work /

Wash / dance / drink / clean / sweep / jump / fix / cook / drive / feed.

Incidental (call back / later / home lunch, dinner / paint the room / the house the wall y los estudiados en primaria que están en la OM)

Unidad 4: Describing people

Objetivos comunicativos

Asking and answering questions about people traits.

Describing people and things.

Understanding simple oral and written texts.

Writing simple descriptions about people and things.

Formas

What is he / she like?

What does he / she look like?

He's honest and intelligent.

She's tall and thin.

What is it like?

It is large and comfortable

Gramática

Verb to be in affirmative and negative statement

Vocabulario:

Adjectives (ugly, quiet, nice, cheap, great, easy-going, happy, gossipy, stingy, overweight, hardworking, tender, polite, gentle, weak, generous, handsome, slender, slim, attractive, goodlooking, strong, black hair/ eyes, y otros estudiados en grados anteriores)

Unidad 5: Occupations and daily activities

Objetivos comunicativos

Asking for and giving information about job / occupation.

Asking and talking about current activities.

Asking and talking about means of transportation.

Understanding simple oral and written texts.

Write simple texts about people and activities they do.

Formas

What's your job / occupation?

Where do you live?

How do you go to work?

What do you do every day?

How often do...?

Gramática

Present tense affirmative, negative, and interrogative sentences
(Yes or no, and Wh questions)

Third person singular ending: /s/, /es/, /lies/.

(Work, drink, dance, sing, drive, pain, serve, fix, sweep y otros estudiados anteriormente)

Vocabulario:

Professions: plumber, lawyer, barman, welder, housekeeper, librarian, nurse, accountant, driver, engineer.

Frequency adverbs: always, usually, sometimes, never

New: rarely, often, seldom

Unidad 6: *Let's practice English (Review)*

Objetivos comunicativos

Asking and talking about personal information.

Asking and talking about members of the family and the house

Asking for and answering question about what someone is doing.

Describing people, things and animals.

Asking for and answering about current activities.

Asking for and giving information about job / occupation.

Understanding simple oral and written texts.

Writing simple text about people and activities they do.

Formas

What do you do in the evening?

I go to school in the morning.

She goes to school in the afternoon.

Do you have English lessons on Monday?

Does she have lunch in school?

What time is it?

What's the time?

What's his job / occupation?

What do / does you / he / she do for a living?

How often do you...

Gramática

Simple present tense affirmative negative interrogative

Vocabulario:

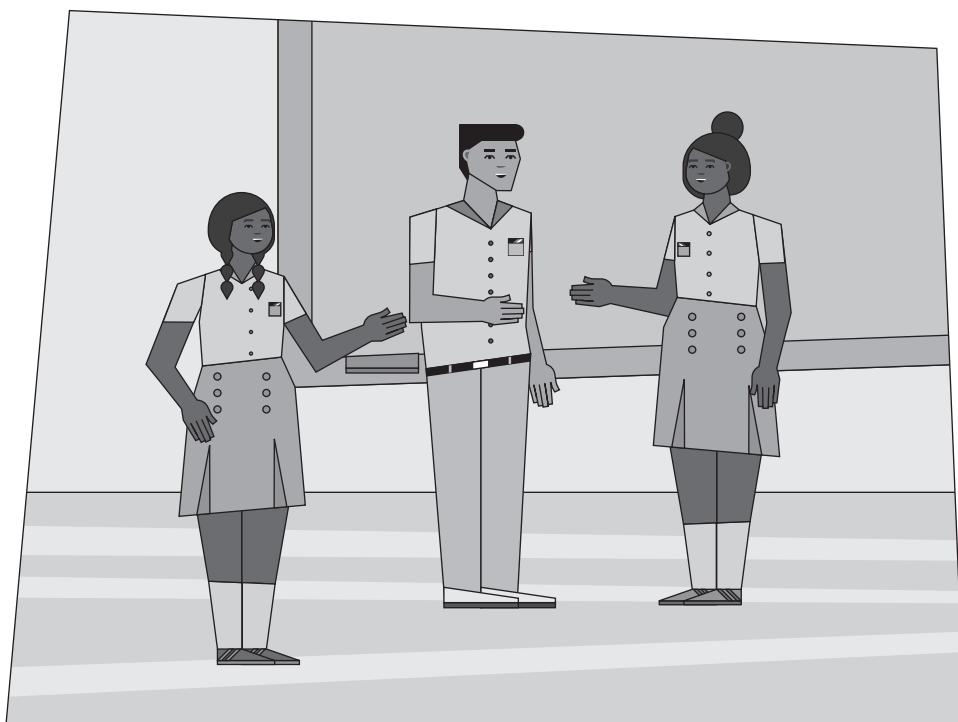
Frequency adverbs.

Vocabulary from unit 5 to 6.

- ▶ Numbers
- ▶ Parts of the house
- ▶ Furniture
- ▶ Adjectives to describe people
- ▶ Jobs and occupations

UNIT I

Coming back to school



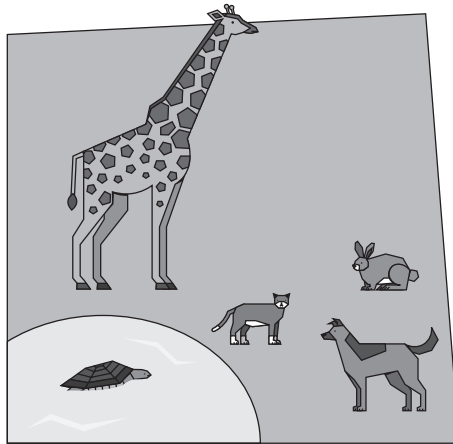
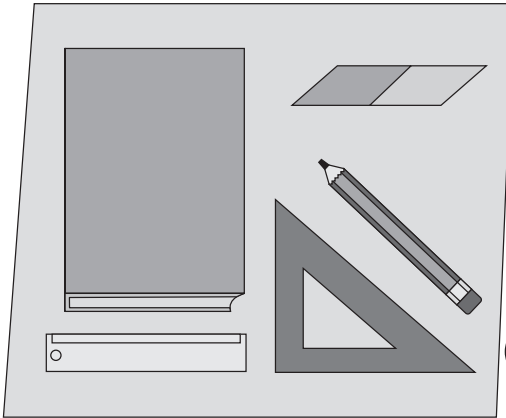
In this unit you are going to continue practicing the communicative functions:

- ▶ Asking for and giving personal information (name, age, phone number, and address nationality).
- ▶ Expressing leave-takings.
- ▶ Talking about preferences



Breaking the Ice

1. Work with your partner and make as many sentences as possible about the following pictures:



2. Select one of the pictures and create a mini dialogue. Observe the topics.

- ▶ Two students talk about school objects
- ▶ Two students meet in front of the school
- ▶ Two students talk about animals

3. Write one of the conversations

Student A: _____

Student B: _____

Student A: _____

Student B: _____



What's New?

Listen to the conversation and follow your teacher's instructions.



Angela and Marcia are cousins. They meet an old friend of Angela on the street.

Angela: Hi, Albert. How are you?

Albert: Hi, Angela. I am very well. Thank you. And you?

Angela: I'm great, thanks. Albert, this is Marcia. She is from Jamaica. She is 15 years old.

Albert: Nice to meet you, Marcia.

Marcia: Nice to meet you, too.

Albert: Angela, what's your phone number? I want to call you later.

Angela: That's O.K. My phone number is 7-206-4851.

Albert: Thank you. See you later.

Angela and Marcia: See you later.

Reflecting on Language

Personal pronouns	Verb to be
I	am
You	are
She / he	is
It	is
She / he	is
It	is
It	is

Affirmative	Negative
I'm (= am)	I'm not (= am not)
You're (= are)	You aren't (= are not)
He She's (= is) It	He She isn't (= is not) It
We You're (= are) They	We You aren't (= are not) They

I **am** a dentist.

You **are** a mechanic.

Questions	Short answers	
Am I?	Yes, I am	No, I'm not
Are you?	Yes, you are	No, you aren't
He?	He	He
Is she?	Yes, she is	No, she isn't
It?	It	It
We	We	We
Are you	Yes, you are	No, you aren't
They	They	They

Negative sentencesE.g. I am **not** a dentist.You are **not** a mechanic.He is **not** a plumber.**Interrogative sentences**E.g. **Are** you a mechanic?Yes I **am** / No, I **am** not

Ask and say about address.

A: What's your address?**B:** I live at 5112, 164 St. / I live at 16422, 51 Ave.**Observe:****In, on, at**I live **in** Holguín.I live **on** Neptuno Street.I live **at** 310, Neptuno Street.**In:** in the morning / afternoon / evening / in January / in winter / in spring / in 2016.**On:** on Sunday / on April 21st**At:** at 6:00 o'clock / at midnight / at night / at noon.



Let's Practice



Speaking

4. Practice in pair the conversation.



Sue: Hi! Jane. How are you?

Jane: Hi! Sue, fine, thank you, and you?

Sue: I am very well.

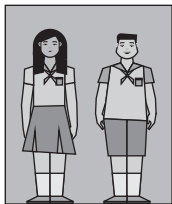
Jane: What's your phone number?

Sue: It is 72035748.

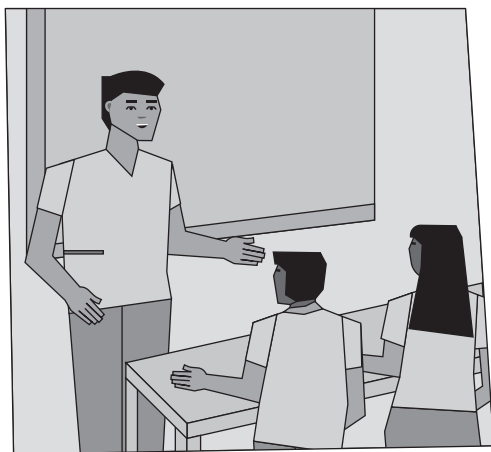
Jane: What's your address?

Sue: I live at 304 Galiano Street.

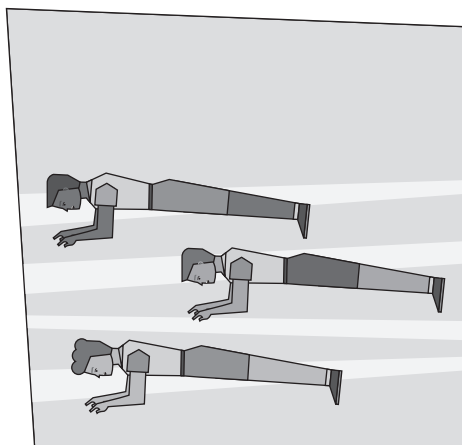
5. Your teacher is going to ask you some yes or no questions about the following pictures. Be ready to answer them.



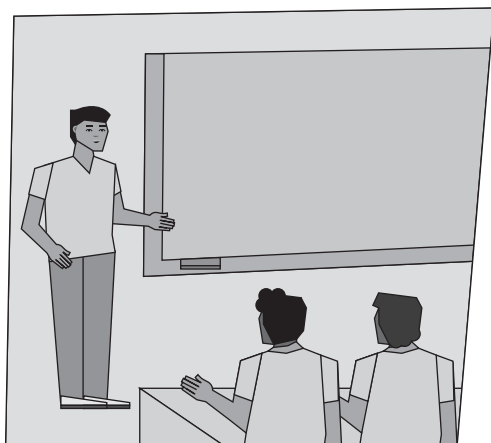
6. Look at the pictures and greet people according to the hour the picture suggests. Then practice with your partner.



8:00 am



2:00 pm



3:00 pm



4:45 pm

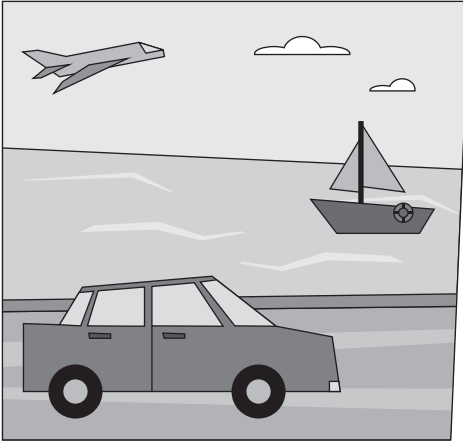
7. Substitute the words in black by the information suggested in the pictures. Then work in pairs to practice the conversation.

E.g. **A:** Do you like **to travel**?

B: Yes, I do.

A: What's your favorite **means of transportation**?

B: My favorite **means of transportation** is the car.



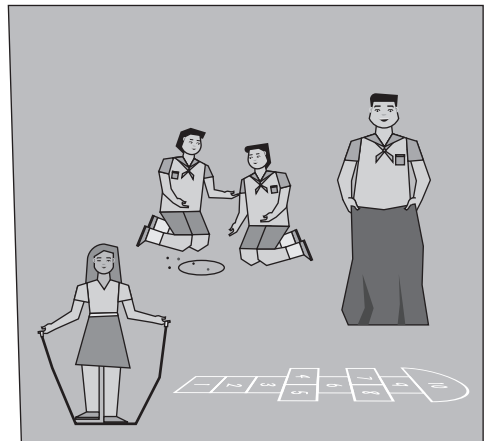
Means of transportation



Subjects



Sports



Games

8. Choose the correct answer to the question: How are you? Practice with your partner.

How are you?

- a) How do you do?
- b) It's O.K.
- c) I'm O.K.

9. Select the expression to complete the dialogue. Practice the conversation.

Student A: This is our new teacher.

Student B: ____ See you later.

____ Nice to meet you.

____ Very well, thank you.

10. Circle the correct expressions for each intention. Tell the answer to your class.

a) To greet someone. (*Bye!* / *Hi!* / *O.K.*)

b) To say your age. (*They are 12* / *He's 12* / *I'm 12*)

c) To introduce yourself. (*I'm Tom Cruise* / *That's Mrs. Brown* / *This is Mrs. Brown*)

d) To ask for personal information. (*Is this a ruler?* / *What's your phone number?* / *What's your favorite color?*)

e) To describe a place. (*What do you do?*, *What is it like?* / *What do you like?*)

11. Match column A to column B. Ask the questions to your partner.

A

- a) What do you like to do at school?
- b) How are you?
- c) Where is Leslie?
- d) What's your address?
- e) How old are you?
- f) What is your school like?

B

- ____ Hi! I'm great. How about you?
- ____ It is really big
- ____ I am twelve.
- ____ I prefer to do oral activities.
- ____ How do you do.
- ____ I live at 6th on 5th avenue in Playa.
- ____ She is at the hospital.

- 12.** Complete with *a*, *an*, *in* and *on*. Practice the conversations with your partner.

a) What is this?

This is ____ book. It is ____ the table.

b) What is that?

That is ____ English book. It is ____ my bag.

c) What are these?

These are notebooks. They are ____ the teacher's table.

d) What are those?

Those are rulers. They are ____ the shelf.

- 13.** Read what is happening at the Millers'. Choose the correct form of the words given in parenthesis.

Mr. Miller is painting (his / her) car in the garage. Mrs. Miller is feeding (her / our) baby. The baby is eating all (your / his) food. Little Johnny Miller is walking (its / his) dog in the backyard. The dog is moving (its / his) tail. Both Mr. and Mrs. Miller are educating (its / their) children very well.

- 14.** Organize the expressions bellow to create a dialogue. Then practice the dialogue with your partner. You can add some of your own statements.

Hello, Anna.

Yes, It is.

I'm O.K., thanks. How are you?

Do you live near here?

Hi, Peter. How are you?

What is your house like?

No, I live far from here.

Well, Anna, see you later.

I'm fine.

It is large and beautiful.

Is your house comfortable?

15. Complete the following dialogue with the correct form of the verb to be and practice it in pairs.

Victor: Excuse *me*, _____ you Lisa Liu?

Lisa: Yes, I _____

Victor: I think this _____ your book.

Lisa: You _____ right. It _____ my English book.

Victor: By the way. I _____ Victor Garcia.

Lisa: It _____ a pleasure. Nice to meet you, Victor.

16. Find 6 numbers in the following word-soup and ask for someone's age and answer it using the numbers you found.

E.g. What's your sister's age?

She is _____

N	I	T	E	T
I	F	W	F	H
N	F	O	U	R
E	I	S	N	E
R	V	I	R	E
T	E	X	T	O

a) Form 10 numbers using the list. Ex: Forty two.

17. Complete the following conversation. Then act it out with your classmates.

Angeline: What's your name?

Keyla: My name is _____.

Angeline: _____ address?

Keyla: _____.

Angeline: _____ phone number?

Keyla: _____.

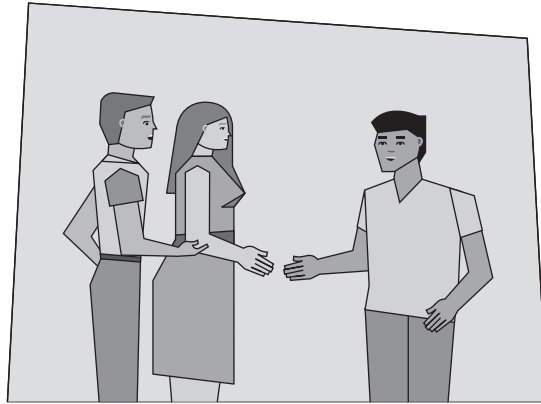
Angeline: Do you live in a house or in an apartment?

Keyla: _____.

Angeline: What is it like?

Keyla: _____.

18. Observe the picture and act out a dialogue. Follow the instructions.



- ▶ Greeting someone formally.
- ▶ Introduce a friend.
- ▶ Ask and answer using personal information (name, age, nationality).
- ▶ Ask and answer questions about activities you do at school.
- ▶ Ask and answer questions related to your preferences.

19. Work in pairs. **A new student from an English country is in your class.** Use the following information to get to know him better.

- ▶ Greetings
- ▶ Name
- ▶ Country and nationality
- ▶ Age
- ▶ Address
- ▶ Phone number
- ▶ Likes and dislikes

20. Role play. Select one of these situations and practice it. Exchange role.

a) You are practicing English for the exam. Act out the following situations.

A: You are a new English teacher at school. Introduce yourself to one of your students. Ask him/her about personal information and about his /her family.

B: You are a new student in the classroom. Meet your new teacher and introduce yourself. Answer him/her the questions.

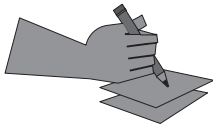
b) An international delegation is visiting your school.

A: As head of the Pioneers' Organization of your school, you have to welcome them in the school yard and introduce yourself.

B: As a visitor talk about yourself.

A: Ask the visitors about school activities in their country.

B: As a visitor you tell about school activities. And ask similar question about Cuba.



In Black and White

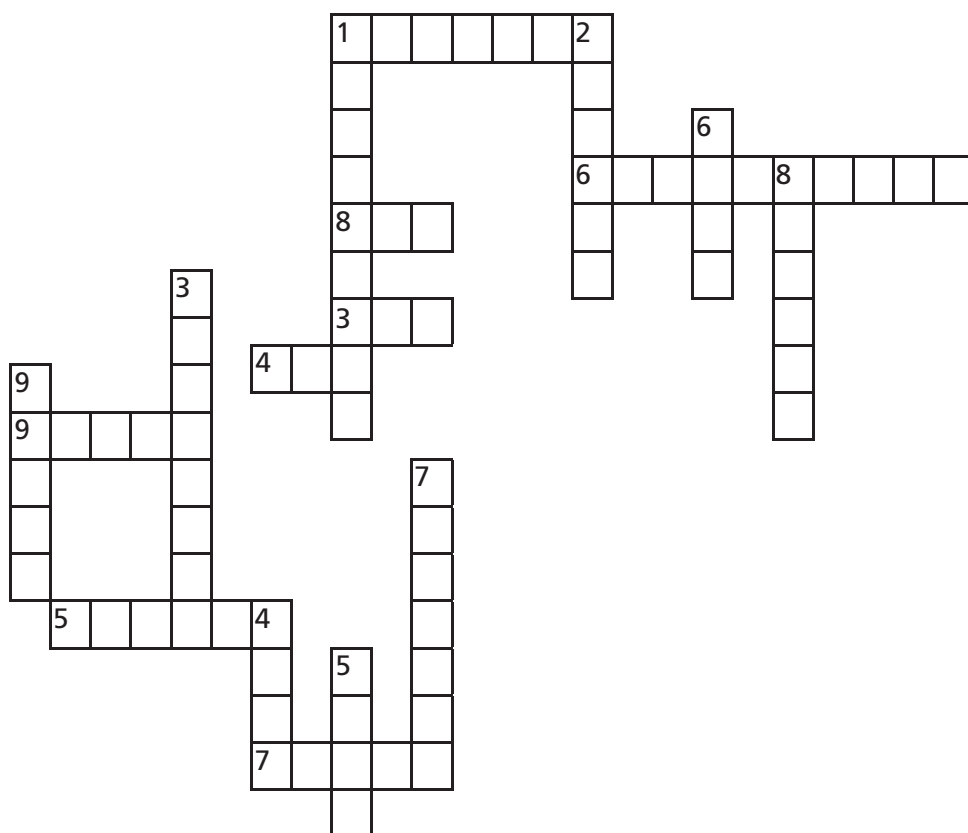
21. Complete the following puzzle, select five words and write five sentences in your notebook.

Across

1. A place where you sleep.
3. An antonym of young.
4. A female objective pronoun.
5. A musical instrument.
6. A room where you have lunch.
7. A means of transportation.
8. A personal pronoun in third person singular.
9. A place where you live.

Down

1. A place where you can buy books.
2. A day of the week.
3. A popular sport in Cuba.
4. A preposition of place.
5. A British equivalent of apartment.
6. A color.
7. A number.
8. A part of the house.
9. A furniture



a) Now try to write a paragraph using the words and read at to the class.

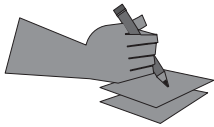
22. Observe the picture and write no less than five sentences in a paragraph.



23. Complete the paragraph using *am*, *is*, *are*. Share the information with your class.

Hi! My name _____ Ruth. I _____ twelve years old and I _____ from Cuba. I live at 2034 1st Street in Playa municipality. I at a 7th grade student. I study _____ José Martí Secondary School. My favorite subjects _____ Mathematics and English. My favorite color _____ pink and my favorite day _____ Saturday. Mary and Sophie _____ my best friends.

24. Write a paragraph about one of your classmates in no less than 70 words.



In Black and White

25. Listen to the difference between these numbers. After listening, write down the numbers you hear. Then practice.

13 / 30

14 / 40

15 / 50

a) _____

c) _____

e) _____

b) _____

d) _____

f) _____

26. Listen to the stressed syllables in the words. Put them in the correct column. Then practice with your teacher.

1st syllable

2nd syllable

3rd syllable

27. Read some useful phrases and choose the ones that your teacher says. Select one of them and act out the conversation.

- a) ____ Hello, everyone.
- b) ____ Go to page 9.
- c) ____ Come to the board, please.
- d) ____ Close your books, please.
- e) ____ Open your books, please.
- f) ____ Stand up / Sit down, please.
- g) ____ Read, please.
- h) ____ Be quiet, please.
- i) ____ You may go now.
- j) ____ May I come in?
- k) ____ May I go out?
- l) ____ What page is it, please?
- m) ____ Sorry, I'm late.
- n) ____ Could you repeat that, please?
- o) ____ I'm sorry, I don't understand this.
- p) ____ Excuse me.
- q) ____ Sorry, I forget my book.
- r) ____ Can I borrow a pen, please?



Time to Read!

Before Reading

28. Answer the following questions.

- a) What's the name of your school?
- b) Do you like your new school?
- c) What's the name of your history teacher?
- d) How old is she / he?

29. This is the title of the text "My new teacher". What information do you expect to find in the text? Tick (X) the items that you think to find in the text.

☐ age
☐ names
☐ nationality
☐ likes and dislikes
☐ occupations
☐ physical description

While Reading

30. Say True (T) or False (F).
- a) ☐ Albert's last name is Smith.
 b) ☐ He's a student.
 c) ☐ His English teacher is old.

31. Complete the chart.

Information required	Information in the text
Name of the school	
Name of the English teacher	
A characteristic of the teacher	

32. Read the text below:



"My new teacher"

My name is Albert. It's Monday morning. I am at Marta Abreu Secondary School. Jane Smith is the name of my new English teacher. She is twenty years old. She is tall and thin. She is a nice person. She is from Santiago de Cuba. Dogs are her favorite animals. The students are happy to meet her.

After Reading

33. Answer the following questions:

- a) Is it Wednesday morning? _____.
- b) What's the name of Albert's school? _____.
- c) How old is the English teacher? _____.
- d) Is Jane Smith a good person? _____.
- e) Is your English teacher similar to Albert's? _____.

34. Write similar and different things between your English teacher and Jane Smith. Be ready to talk about your teacher in class.

Similar things	Different things

35. Describe a teacher you admire.



To learn more

In cities such as New York, San Francisco or Chicago, you can see these abbreviations related to Street, court and boulevard. ***(Estas abreviaciones se usan cuando son parte de los nombres de las calles, por eso siempre se escriben con la letra inicial mayúscula. Por ejemplo, Oak St., Thomas Cir. y Washington Pkwy).***

Street - St.

Avenue - Ave.

Boulevard - Blvd.

Court - Ct.

Lane - Ln.

Road - Rd.

Circle - Cir.

Parkway - Pkwy.

Ridge - Rdg.

Way - Way

Terrace - Terr.

(Adapted from and available at <https://www.spanishdict.com/guia/comopedir-indicaciones-en-ingles>)

How should I use titles like "Mr." and "Mrs."?

Titles are the words that go in front of someone's name. In American English, the most common salutations are "Mr.", "Ms.", "Mrs." and "Miss". There are a few others as well like "Dr.". Here's an explanation of each one:

"Mr."	"Ms."	"Mrs."	"Miss"
Pronounced "mister" is used when you're addressing a man.	Pronounced "miz" is for addressing a woman. It can be used for all women, so people often use this instead of "Mrs." or "Miss" in spoken English.	Pronounced "miziz" is for a married woman. When you're saying or writing someone's full name in a really formal situation, you should find out if they are married or not and use the correct salutation -"Mrs." or "Miss".	Pronounced "miss" is for an unmarried woman. Use it with female children and teenagers.

(Adapted from and available at <https://www.phrasemix.com/answers/howshould-i-use-titles-like-mr>)



Project Work

A new neighbor from another country now lives near your house. Interview him / her using all personal information you have learned in this unit.



Self-reflection: My English Booklet

Do you like English?

Do you like working in pairs.

- 36.** Do you like to know your progress in English? Write (X) in the correct box.

I can...

	Very well	Well	Regular
Offer personal Information.			
Ask for about personal information			

Tick the ability that is more difficult for you.

- a) ___ speaking
- b) ___ reading
- c) ___ writing

UNIT 2

Lovely house



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

- ▶ Asking and talking about the family.
- ▶ Asking and talking about where people are.
- ▶ Asking and answering questions about a house, its rooms and furniture.
- ▶ Asking and talking about possession.
- ▶ Describing the house and its rooms.



Breaking the Ice

1. Look at this picture.



- Is it a house or an apartment?
- Is it big or small?
- Is it pretty?
- How many rooms are there in this house?
- What is the house like?



What's New?

Listen to the conversation. Follow your teacher's instructions.



Angela invited Albert to her grandparents' house.

Angela: Good morning Albert, welcome to my grandparents' house, come in.

Albert: Thanks, It looks big and nice. How many rooms are there in this house?

Angela: Well, there are 9 rooms: a living room, a dining room, a kitchen, four bedrooms and two big bathrooms.

Albert: I love this living room; there is a sofa, two armchairs, a TV set and very large windows. Are there many people here?

Angela: My parents, my grandparents, my siblings and my cousin Marcia, too.

Albert: Oh!, there are many people in your house.

Angela: You are right, but we are very happy together.



Reflecting on Language

Asking and saying information about someone's house, its rooms and furniture.

Is your house big or small?

It is small / It is big.

Affirmative	Negative
There's a big living room.	There isn't a big living room.
There are two bedrooms upstairs.	There aren't two bedrooms.
Questions	Short answers
Is there a big living room?	Yes, there is. No, there isn't.
Are there two bedrooms upstairs?	Yes, there are. No, there aren't.

What is there in the house?

There is a garden / there is not (isn't) a balcony.

There are eight rooms in my house. There are not (aren't) four bedrooms.

How many rooms are there in your house?

There are nine rooms.

It has nine rooms.

How many bedrooms are there in your house?

There are two bedrooms.

It has two bedrooms.

Practice these conversations:

A: What is your house like?

B: My house is large and comfortable.

A: What is his/her house like?

B: It is small and beautiful.

A: Tell me about your apartment?

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

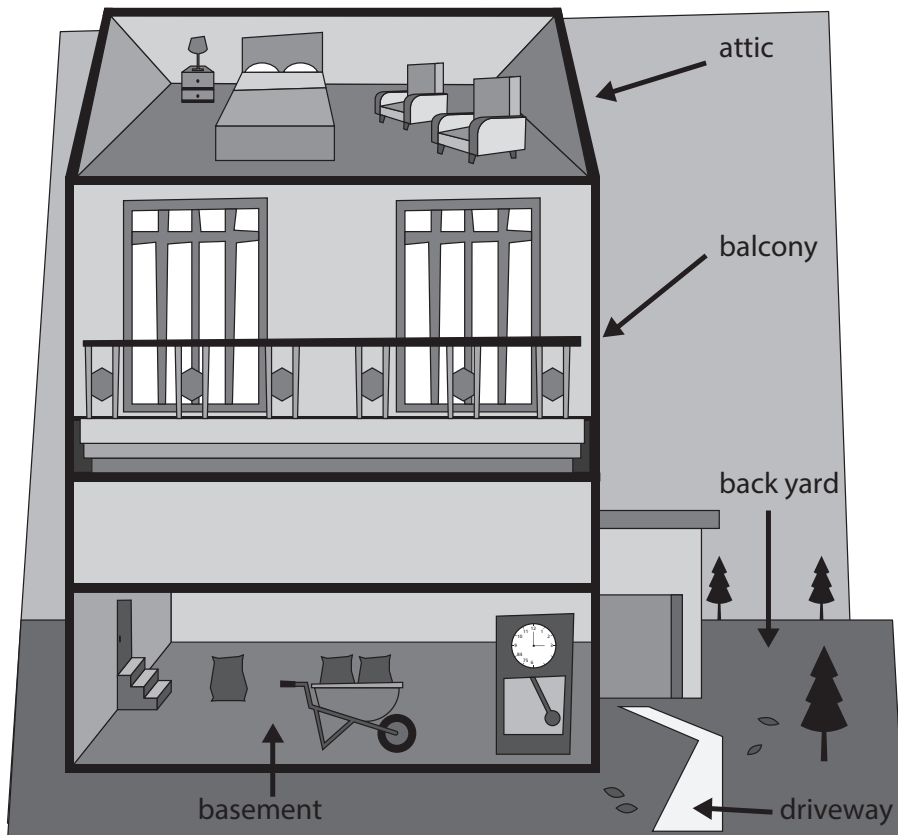
More words to describe the house

Large = big <> small

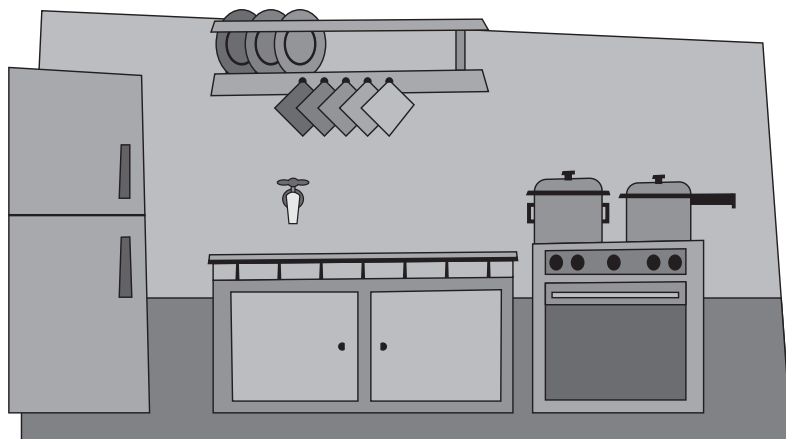
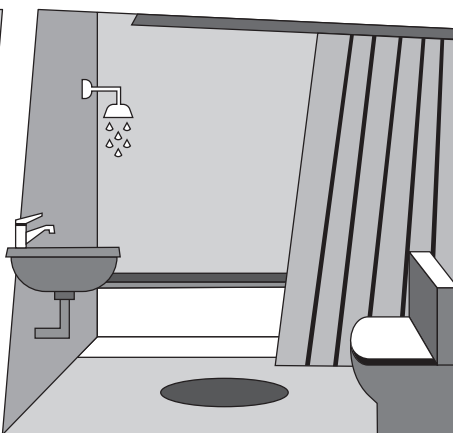
Comfortable <> uncomfortable

Beautiful <> ugly

Parts of the house



2. Work in pairs. Write the names of the furniture in each room. Act out a conversation about one of the pictures.



Observe:

Ask for and give information about family:

- Are your parents at home?

Yes, they are. Father is in the backyard and mother is in the kitchen.

Asking and saying where people are:

- Sue, where is mum?

Oh, she's in the bedroom.

Lucy, where are Robert and Rose?

- They are in the kitchen.

Members of the family

Wife / Husband / Daughter / Son / Great-grandparents / Grandparents / Siblings / Twins / Godmother / Godfather / Goddaughter / Godson / Relative / Firstborn

Observe:

Father + Mother = Parents

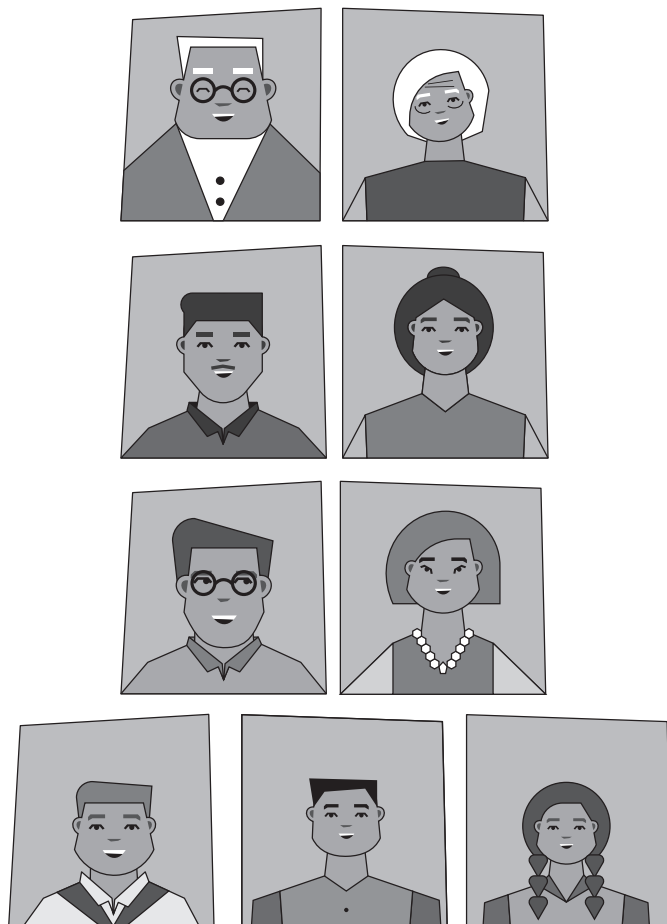
Brother + Sister = Siblings

Personal pronouns	Possessive adjectives
I	My
you	your
He	His
She	Her

Personal pronouns	Possessive adjectives
It	Its
We	Our
You	Your
They	Their

Who do you live with?

3. Complete the chart writing the members of the family. Show the chart to your partner.



Possessive adjectives go before nouns, without articles. Practice this conversation.

E.g. This is **my** new classmate.

- What is **his** name?
His name is Douglas.
- What is **her** name?
Her name is Alice.

Asking and answering using possessive case.**Whose:** We use it to ask about possession.

- We add ('s) to name and singular nouns.

Whose apartment is this?

It is Mary's apartment.

It is her apartment.

E.g. Whose dog is that?

The boy's dog is big.

It is his dog

- We add apostrophe (').

E.g. Whose ball is that?

That is the girls' ball.

That is their ball.

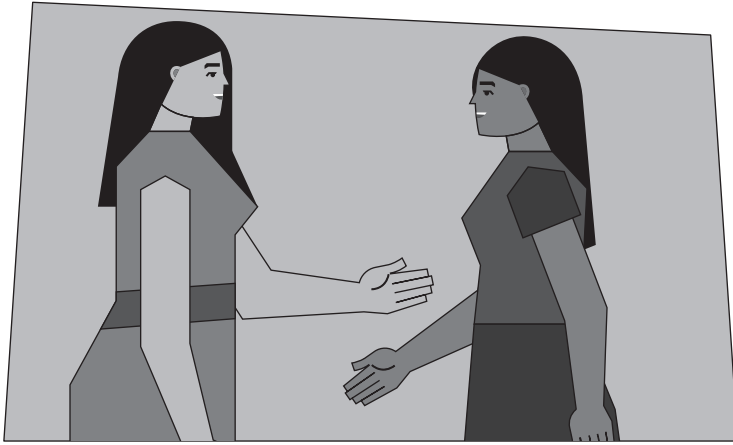
Father is fixing the boys' bicycles.

Father is fixing their bicycles.

To talk about things we use the preposition **of**.**The legs of the table****Let's Practice****Speaking**

Practice in pair.

Ann: Do you live in a house or in an apartment?**Rose:** I live in an apartment**Ann:** How many rooms are there in your apartment?**Rose:** There are nine rooms.**Ann:** What is your apartment like?**Rose:** My apartment is large and comfortable.



Your teacher is going to ask you some yes or no questions about your house. After that, practice them with your partner.

4. Group the words under the headings. Describe each room.

Furniture: armchair, bed, bedside table, book shelf, cabinet, chair, cupboard, counter, coffee table, cooker (stove), dressing table, refrigerator, shower, sink, table, toilet, TV-set, wardrobe.

Living room	Dining room	Kitchen	Bedroom	Bathroom
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

5. Match each question with the corresponding answer and practice with your partner.

A

- a) Is that your bedroom?
- b) Is there an electric stove?
- c) How many rooms are there in it?
- d) Where is the dining room?
- e) Whose house is that?

B

- ___ It is on the left across from the hall.
- ___ No, that's the bathroom.
- ___ It is in the garden.
- ___ There are nine rooms.
- ___ No, there is a gas stove.
- ___ That is Peter's.

6. Guess the words.

- a) There is a single ____ e ____ in my bedroom.
- b) The dishes are in the ____ n ____.
- c) Rose's clothes are in the ____ r ____.
- d) There is an old ____ c ____ on the wall.
- e) The gas ____ o ____ is in the kitchen.
- f) Our ____ f ____ is in the dining room.

7. Arrange the words in order to make sentences. Tell them to your class.

- a) Is / desk / there / a / the / in / classroom.
- b) Aren't / books / three / schoolbag / there / in / my.
- c) In / dog / whose / the / park / is?
- d) Two / cups / on / there / the / table / are?
- e) Isn't / a / computer / on / desk / the / there.
- f) There / are / pencils / four / in / pencil / case / the?
- g) is / Robert's / dog / it.

8. Ask and answer, as in the example.

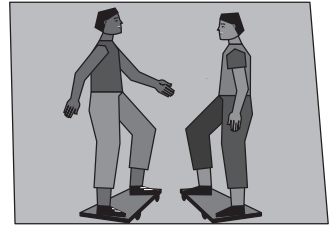
E.g. Computer? / the children
Whose computer is that?
It's the children's.



a) Umbrella? / Rose.



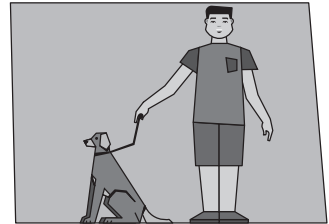
b) Skate board? / Their



c) House? / Grandparents.



d) Dog? / The boy.



e) Doll? / Her.



9. Complete the dialogue using there is or there are. Practice the conversation.

Lety: _____ two bedrooms in your new house?

Maggie: Yes, _____.
a big bedroom upstairs and a small bedroom next to the diningroom.

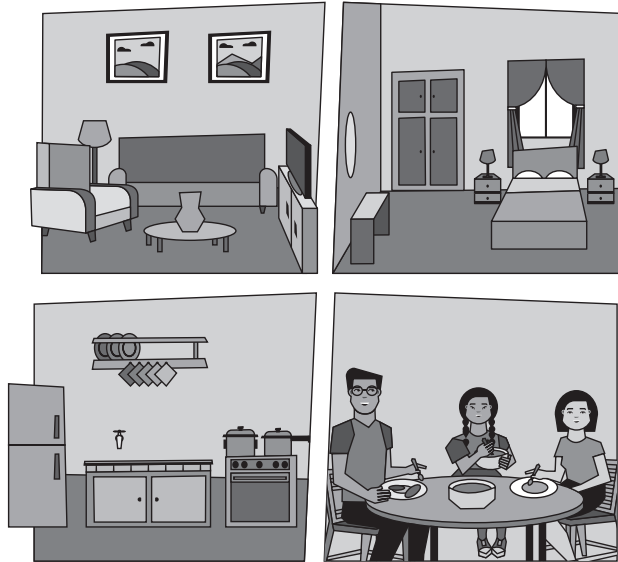
Lety: _____ a driveway behind the house?

Maggie: No, _____ but _____
a garage.

Lety: _____ a big window in your bedroom?

Maggie: No, _____ two windows.

10. Ask and answer questions about the pictures. You can use one of the following questions: What is the...like?, What is there in...? Work in teams. Describe one of the pictures to the class.



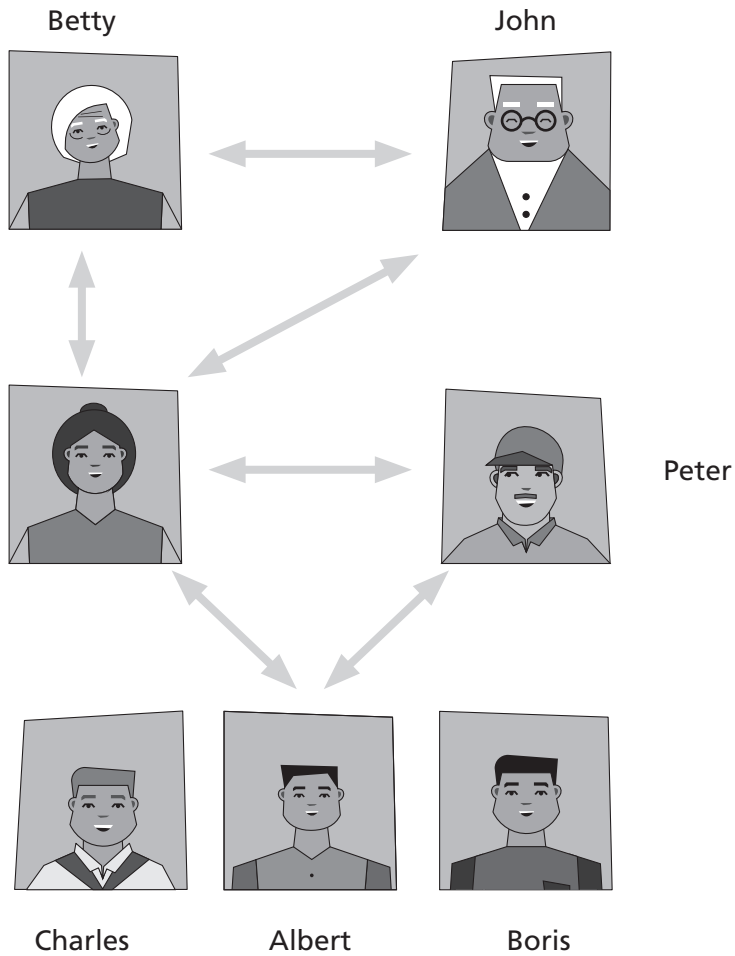
11. Ask the question selecting the correct word according to the information given. Then practice it with your partner.

Who's = who is

Whose = shows possessions

- a) Whose / who's pencil is that?
It is Tom's pencil.
- b) Whose / who's he?
He's my teacher.
- c) Whose / who's books are these?
These are her books.
- d) Whose / who's sister is Melanie?
She is John's sister.
- e) Whose/ who's that girl?
She is my friend.

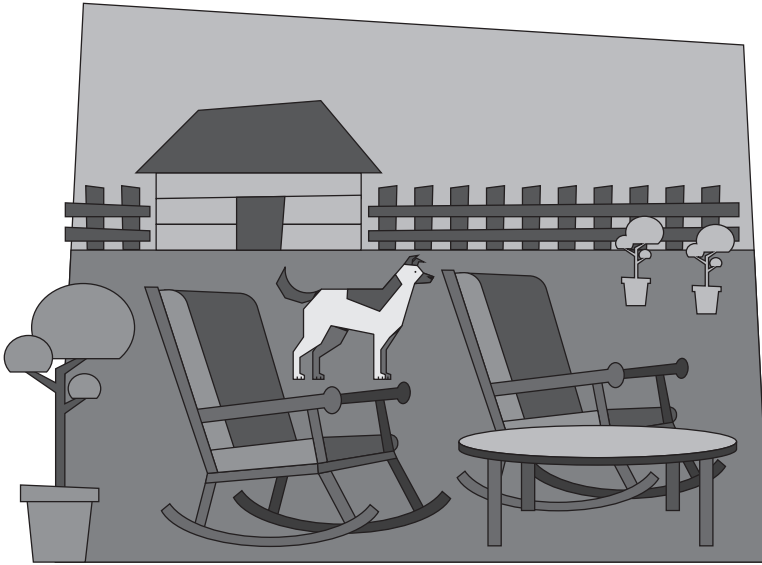
12. Practice with your partner oral. Ask and answer questions about Albert's Family Tree.



E.g. Who's Betty?
 She's Alice's mother.
 Who are Albert's brothers?
 Charles and Boris.

11. Review the dialogue in the section "What's New?" with your partner. Then adapt it to your reality.

14. What is there in Angeline's yard?



15. The teacher divides the class into teams (3 or 4) students. She assigns to create a dialogue about their houses and furniture. The team that provide most of the statements will be the winner .
16. Describe your friend's house. Don't forget to include family members and what room he likes the most.
17. Draw and describe your imaginary house to the rest of the classmates.
18. Role play. You and your friend are living in a new neighbourhood.

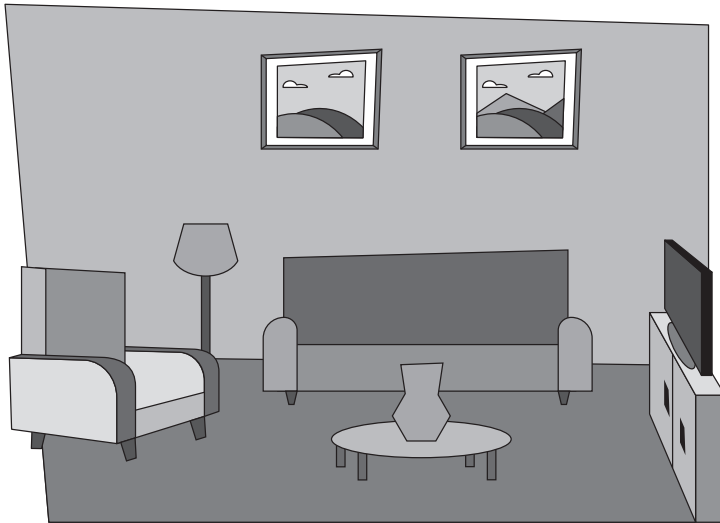
A: Greet your friend. Ask him / her about his / her house.

B: Talk with your friend about your house, the number of rooms in it and what there is in each room.

A: You are a new student and you should be registered in your new school. Be ready to answer the question about yourself.

B: You are the secretary. Ask for some personal information to the new student. Include information about his / her parents

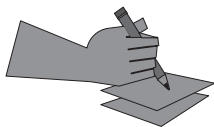
19. Observe the pictures and answer the following questions.



- a) Whose house is this? (Grandparents)
- b) How many rooms are there?
- c) Is it a lovely house?
- d) What is there in the living room?
- e) Is there a garage?
- f) What is your house like?

20. Complete the following paragraph and read it.

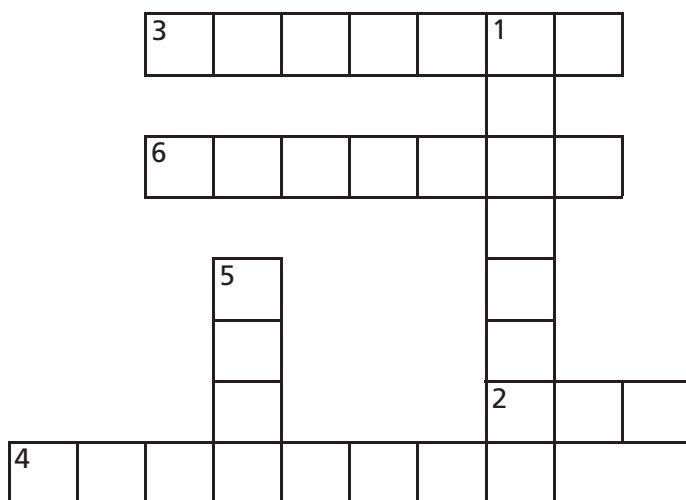
This is my house here. It's big and _____. There are nine _____ in the house. The first room is the _____. There is an Atec-Haier _____. Then, on the right is the _____. There is a dining _____ there. Of course, the stove is in the _____. There are three _____ and a small table in front of the _____.



In Black and White

21. Complete the following puzzle: What is there in Jennifer's bedroom? Write a paragraph about the picture in your notebook.





22. Complete the following sentences with the words of the puzzle.

- You keep your clothes in a _____.
- I sleep in a single _____.
- I have two _____ on the bed.
- I have many books in my _____.
- The notebooks are on the _____.
- There is a big _____ on the wall.

23. Mary and Bob are in front of Bob's house. Complete the conversation and practice the dialogue with your partner.

Bob: Hello! Mary.

Mary: Hi! How are you?

Bob: _____. What about you?

Mary: _____. Is that your house?

Bob: No, _____.

Mary: Whose house is it? It is really big.

Bob: It is my grandparents'. There are nine rooms and there is a beautiful yard behind it.

Mary: Are your parents there?

Bob: Yes, _____. They are in the yard now.

Mary: O.K., let's go.

24. Complete the sentences using the word that substitute the words in parenthesis and form more family members words using the particles grand- and step-. Ask your teacher to help you.

a) My _____ are in the kitchen. (**Mother and father**)
 My _____ are in the yard. (**Sister and brother**)
 My _____ are in the living room. (**Grandmother and grandfather**)

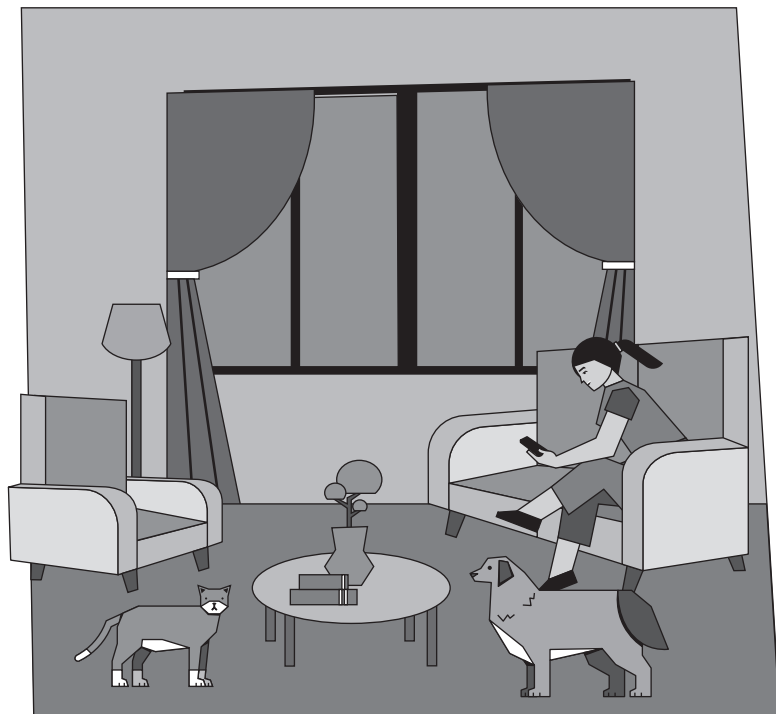
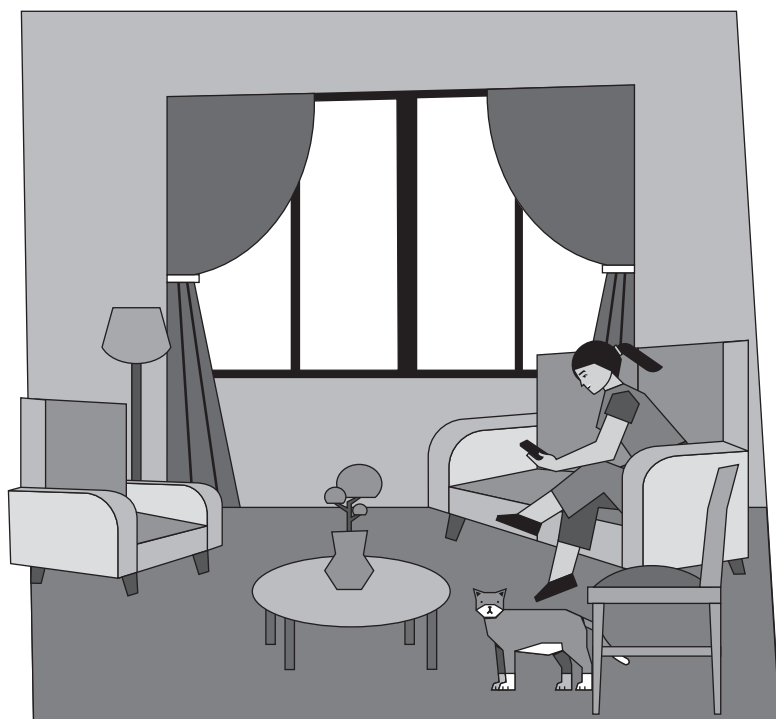
b) Form more family member words using the particles grand- and step-.

25. Answer the following questions. Then use your answers to write a paragraph about your family.

- What are your parents' names?
- How old are they?
- Do you have brothers and sisters?
- How old are they?
- How many uncles do you have?
- What are their names?
- How many aunts do you have? Mention some of them.

26. Look at the two pictures.

a) Write the 5 differences in picture two.



b) Write a paragraph about picture 1. Use there is and there are.

27. Describe your house. Don't forget including your family members. Be ready to talk about your brothers and sisters.

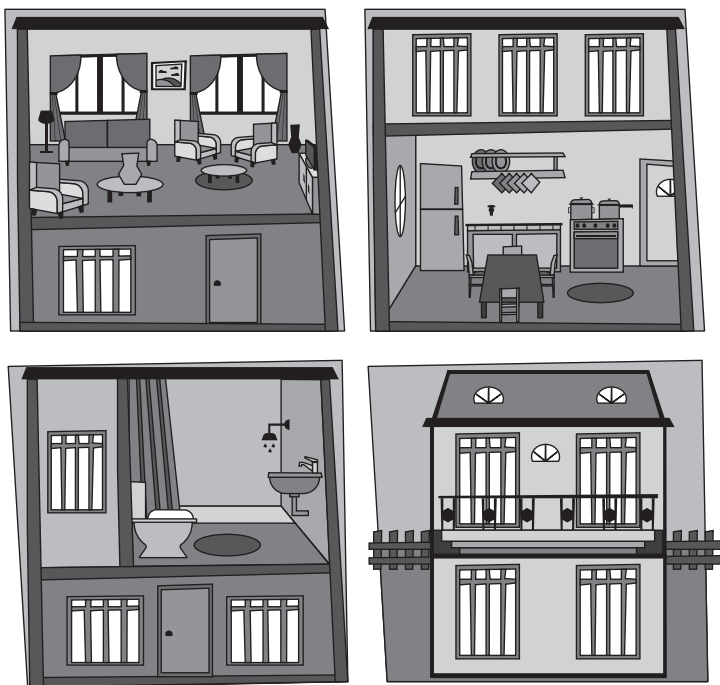


Listening

28. Anelis is describing her house. Then listen to your teacher. Choose and write the sentences that describe the bedroom and the yard.

29. Listen to each sentence. Then write the one that include family members. Be ready to talk about your parents.

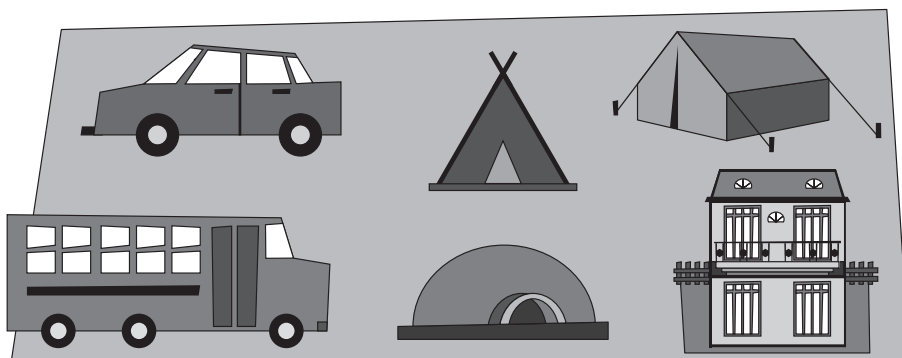
30. Listen and number the houses (1-4).



Time to Read!

Before Reading

31. Match each question with the possible answer.



- a) Where do people normally live? _____ in tents.
 b) In large cities? _____ in igloos.
 c) In India? _____ in apartments.
 d) In towns? _____ in houses.
 e) In the Arctic? _____ in tepees.
 f) In the desert? _____ in trailers.

32. What kind of house do you live in?

33. Talk with your teacher and your classmates about different kinds of houses.

While Reading

34. Say whether the following statements are True (T), False (F) or Not Said (NS) in the text.

- a) _____ Sophie's grandparents live in Santa Clara.
 b) _____ When they visit their grandparents, they sleep in the living room.
 c) _____ There's a beautiful beach in Alamar.
 d) _____ There are five rooms in the apartment.
 e) _____ There are two bedrooms.

35. Read the text below:



"Sophie's grandparents' house"

Hello! My name is Sophie. This is my grandparents' apartment. They live in Alamar. It's a large town in the East of Havana. It is in the East coast of Havana. My grandparents' apartment is on the second floor. The apartment is by the sea. It is small. There is a kitchen and a living room.

There are two bedrooms and a small bathroom with a toilet. In the guest room, there is a big window, a desk, an armchair, a wardrobe, and a single bed. It is very comfortable but there isn't air conditioner.

There isn't a garden, but there is a balcony. My brother and I like our grandparents' apartment. We go there for our holidays. It's great.

After Reading

36. Answer the following questions:

- a) Where do Sophie's grandparents live?
- b) What is the apartment like?
- c) How many rooms does it have?
- d) Do Sophie and her brother like to go to their grandparents' apartment?
- e) When do Sophie and her brother go to Alamar?
- f) Talk about your family. Why are they important to you?



Project Work

37. Research about housing in different countries.



To Learn More

About the family

In our country the family plays an important role. It brings us the essentials things we need for a living. It is not so different in other countries.

These are some funny phrases related to the family. Find the translation.

"Children are a great comfort in your old age and they help you reach it faster, too".

Lionel Kauffman

"I grew up with six brothers. That's how I learned to dance waiting for the bathroom".

Bob Hope

"What children need most are the essentials that grandparents provide in abundance. They give unconditional love, kindness, patience, humor, comfort, lessons in life. And, most importantly, cookies".

Rudolph Giuliani



Self-reflection

38. I am very happy with my English lesson. I can talk (**very well, well, regular**) about my family. I describe my house and its rooms (**very well, well, regular**). I (**do not need/need**) to practice more about _____ , but I (**do not need/need**) to train in _____ .

UNIT 3

Enjoying our activities

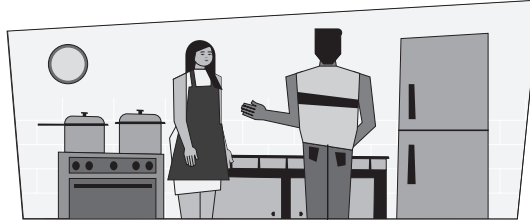


In this unit you are going to continue practicing the communicative functions:

- ▶ Asking and answering question about what someone is doing.
- ▶ Talking about activities people are doing (now, in this moment, at the moment).



Breaking the Ice



1. Answer the following questions.

– Is mother in the kitchen or in the living room?

_____.

– Where is father?

_____.



What's New?

Listen to the conversation. Follow your teacher's instructions.



It is Saturday. Angela and Marcia meet at the History Department in the school.

Angela: Hey! What are you doing here?

Marcia: I am looking for Albert.

Angela: He is helping me with my History seminar about the Seven Wonders of the Ancient World.

Marcia: Which one are you writing about?

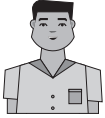
Angela: I want to research about The Egyptian Pyramids.

Marcia: Oh! It is an exciting topic. I have a very useful book.

Angela: Why not Google it?

Marcia: Good idea!

Angela: Thanks, anyway.



Reflecting on Language

Ask and talk about what people are doing now. (Go back to pag. 59)

We use present continuous or progressive to express actions happening now / at this moment / at the moment. Observe:

Affirmative	Negative
I'm studying English now.	I'm not studying English now.
My sister is reading a book at this moment.	My sister isn't reading a book at this moment.
They are playing in the garden.	They aren't playing in the garden
Questions	Short answers
Is your sister reading a book?	Yes, she is. No, she isn't
Are they playing in the garden?	Yes, they are. No, they aren't

Practice with your partner.

What are you doing now?

► I am listening to you.

► I'm studying English.

► I'm practicing a dialogue.

► I'm speaking English.

What is your sister doing?

► My sister is reading a book.

► She is dancing at this moment.

► She is helping my mother.

► She is cleaning the house.

Subject + be + verb (-ing)

I am cooking my dinner now.

- We form the present continuous of most verbs by adding -ing to the base form of the main verb. E.g. walk / **walking**, try / **trying**, sleep / **sleeping**, eat / **eating**.
- Verbs ending in **-e** drop the **-e** and take **-ing**. E.g. write / **writing**, take / **taking**.
- Verbs ending in a **vowel + a** consonant double the consonant and take **-ing**. E.g. swim / **swimming**.

**Let's Practice****Speaking**

2. Practice in pair. Change the words in black and write your new dialogue. Dramatize the new dialogue in front of the class.

Gus: Hello!

Alex: Hi Gus, Is your **mother** at home?

Gus: Yes, **she** is. **She** is in the **living room**.

Alex: What is **she** doing now?

Gus: She **is talking** to her friend.

3. Select the expression to complete the following sentences.

- a) Let's go out now. They... _____ are making a lot of noise.
 b) Please, be quiet. Robert... _____ Is trying to concentrate.
 c) Look! It... _____ Is sleeping on the floor.
 d) The dog... _____ Is raining.

4. Arrange the words in the correct order to make sentences. Tell the answer to your class.

- a) Children / doing / in / are / homework / now / their / the / living room.
 b) A / wearing / is / at this moment / he / not / raincoat.
 c) They / watching / football match / a / are / on TV?
 d) She / dining room / not / in this / moment / lunch / eating / is / in the.
 e) You / going / your / to / bank / the / are / now / sister are and?
 f) Having / cup / we / a / in / kitchen / are / of / coffee.
 g) The / are / listening / the / to / teacher's / students / lesson.

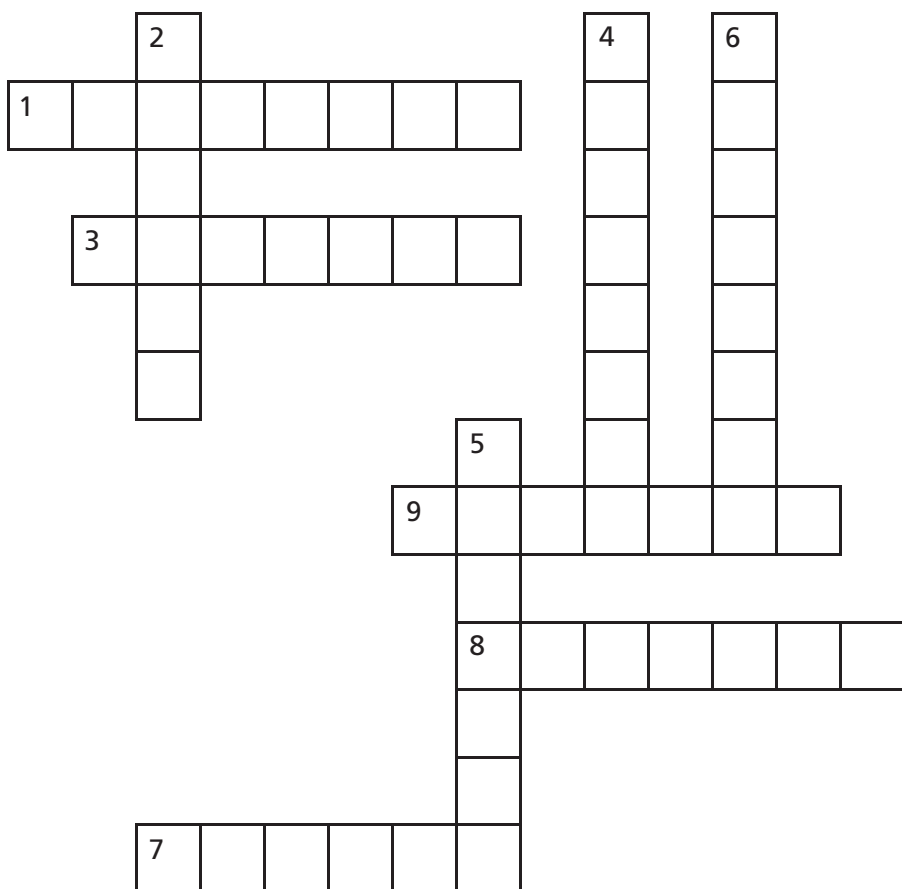
5. Complete the ing puzzle with the following information. Tell the answer to your class.

Across

1. She is a teacher. She is _____ in school.
 3. Rose is a singer. She is _____ now.
 7. He is a baker. He is _____ bread in a bakery.
 8. Olga is a dancer. She is _____ on stages.
 9. John is a doctor. He is _____ sick people get well.

Down

2. She is a babysitter. She is _____ care of children.
 4. He is a driver. He is _____ a tractor on a farm.
 5. They are bartenders. They are _____ bar in a restaurant.
 6. They are baseball players. They are _____ baseball now.



6. Read the following e-mail. Change the verbs in brackets and use the present continuous tense.

Hi! Sue!

How are you? I'm at home now. It is six thirty. I _____ (do) my homework. Mum _____ (cook) dinner. My dad and my brother _____ (fix) the car in the garage. We're all busy. My sister Jane _____ (have) a good time. She _____ (not do) her homework and she _____ (not help) mum. She _____ (play) games with her friend. Lucky her! Hope you are O.K. Any plans for Sunday? Write soon.

Alice

7. Organize the following questions and answer them. Then act it out with your classmates.

E.g. Patty / clean / is / her / room / now? / Yes.

Is Patty cleaning her room now?

Yes, she is.

a) You / do / your homework / are / at the moment?

Yes.

b) Jack / sleep / in / is / the living room?

No / watch / TV.

c) Mum / wash / the / is / car / now?

No / do / the / laundry.

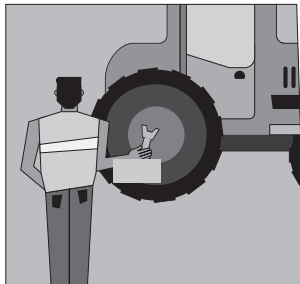
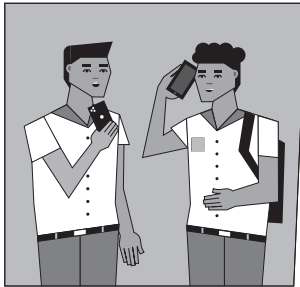
d) They / listen / to / are / music / at the moment?

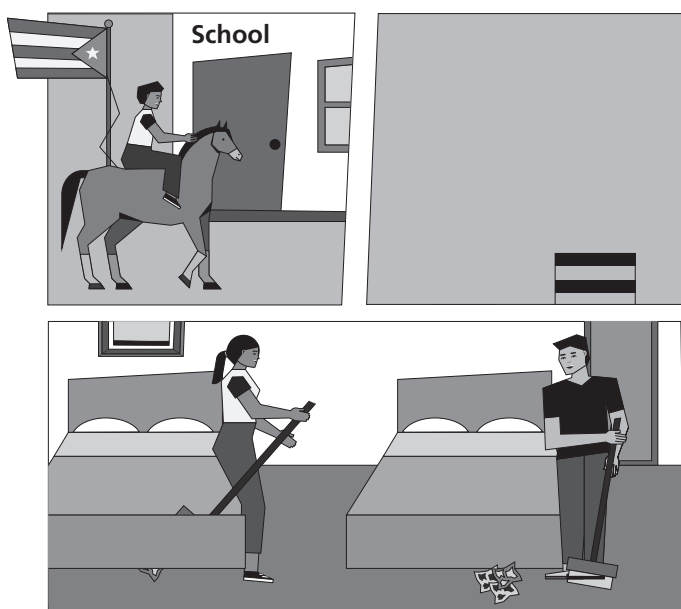
No / play / computer game.

e) Your brother / work / is / in the farm / now?

Yes.

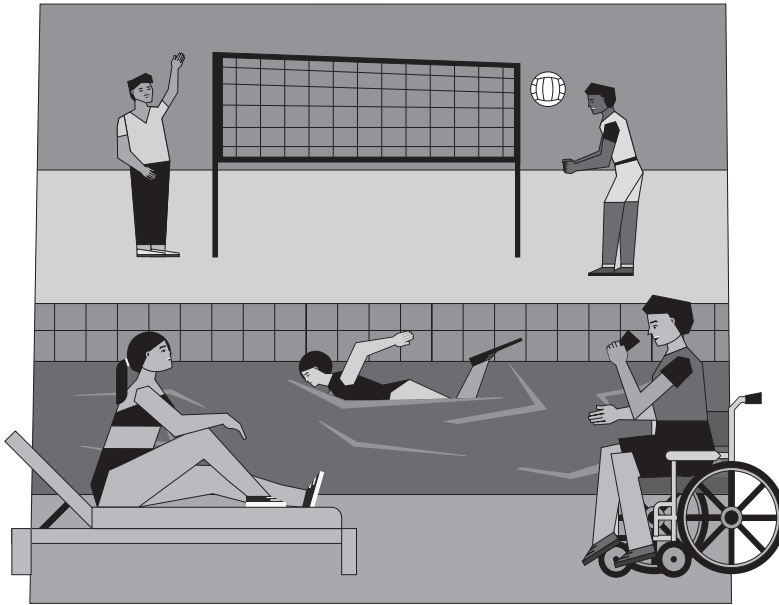
8. Ask and answer questions in present continuous about the following pictures; your teacher is going to say the main verb. Write the conversation.





9. Observe the pictures. Describe the activities they are doing.





10. Role play. Practice with your partner.

a) You meet a friend in the park. Follow the items to create a dialogue about what their family members are doing now. Ask him / her about what some of his / her family members are doing. Answer about what you and your family members are doing too:

- | | |
|------------------------|---------------------|
| ▶ Planning lessons. | ▶ Playing football. |
| ▶ Painting the garage. | ▶ Planting trees. |

Answer about what you and your family members are doing. Ask him / her about what some of his family members are doing:

- | | |
|-------------------------------|-----------------------|
| ▶ Watching the baseball game. | ▶ Studying Biology. |
| ▶ Reading a book. | ▶ Cutting sugar cane. |

b) You are at home and you call a friend who is at the beach. Ask him / her questions about what he / she is doing and answer him / her about your family.

You and your friends are at the beach. When a friend calls you. Answer him / her questions about what you and your friends are doing at the beach. Ask him / her about his / her family.

c) Imagine you are a visitor. Ask some student about activities they are doing to celebrate the Cuban Culture Day.

There is a visit in your school asking about activities you are doing to celebrate the Cuban Culture Day. Be ready to answer the questions about the activities.

d) You meet your classmate Robert at the sports field. Ask him about the activities students are doing now.

You meet your classmate Richard at the sports field. Answer him about the activities students are doing now.

e) Two friends have a phone conversation and they talk about what their relatives are doing at home, use the elements given to make a dialogue.

Friend A

Mother: Cooking.

Father: Watching TV.

Brother: Studying English.

Friend B

Mom: Washing the dishes.

Sister: Cleaning her bedroom.

Father: Fixing his car.

f) You are an English teacher and you ask one of your students questions about what some of his/her family members are doing. Ask about mom, dad, brother, grandpa.

You are a 7th grade student and your English teacher asks you about what some of your family members are doing.

Mom: Working at the hospital / pick up fruits.

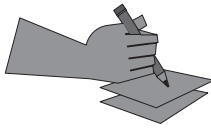
Dad: Teaching at the university / drive a tractor.

Brother: Watching a football game / plant potatoes.

Grandpa: Watering the plants / read the newspaper.

- 11.** Work in groups of four. You are an interviewer. Your partner takes the roles of the three people. Prepare your questions and interview them. Act out your interview.

12. Look at the picture. Some friends of you are celebrating an special event. What is each person in the picture doing?



In Black and White

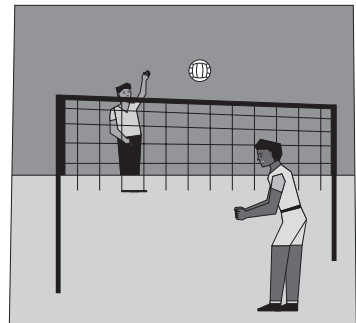
13. Look at the picture and write sentences about the activities they are doing. Select one of the picture and talk about the person.

a)



Stella

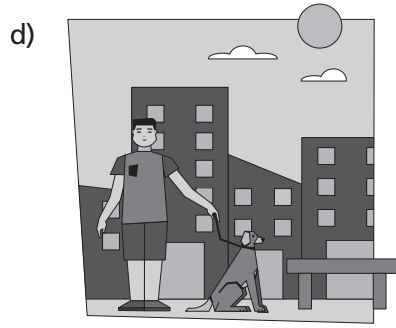
b)



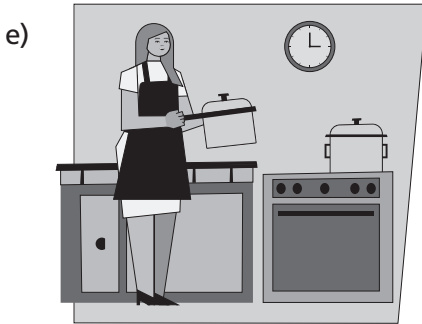
Albert and William



Helen



Jackie



Mary



Sandy and Tom

a) Stella is taking photos.

- b) _____.
- c) _____.
- d) _____.
- e) _____.
- f) _____.

14. Look at the picture and complete the paragraph using present continuous.



There are two people in the picture. A man and a woman. They _____ at the table. The man _____ on his laptop. The woman _____ a cup of coffee and _____ a book.

15. Complete the following telephone conversation using the expressions in the list below.

List: Is Dr. Dixon home?, What is he doing?, He's coming, Hello! and I'm calling back later.

Ring! Ring!

Jill: _____.

Helen: This is Helen. _____.

Jill: No, he isn't. He is on his way home.

Helen: Please, tell him I have a problem. _____.

Jill: Just a minute. Hold on. _____. Now!

Dr. Dixon: Hello!

16. Complete the following telephone conversation:

Ring! Ring!

Jill: Hello!

Dad: Is that Jill?

Jill: Yes, Dad. _____?

Dad: I'm fine. _____?

Jill: No, Dad, Mum is at home. She is busy in the kitchen.

Dad: _____?

Jill: She is cooking.

Dad: Really? _____?

Jill: They are playing in the park.

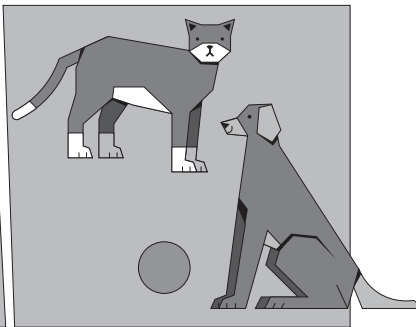
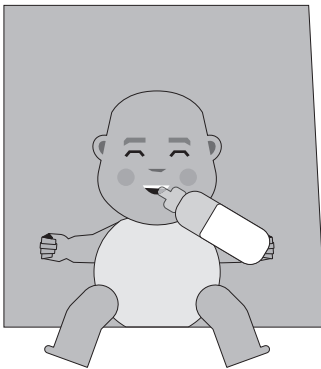
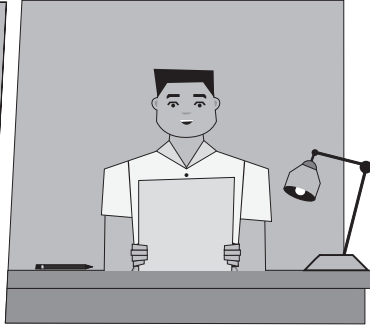
Dad: Good! And you? _____?

Jill: I'm helping Mum, of course. I'm cleaning the bathroom. _____?

Dad: No, I'm on the way home. See you later!

Jill: See you, Dad.

17. This is the Alonso's family. They are back home from school and work. What is each of them doing? Observe the pictures and write a paragraph.



- 18.** Find a picture in a magazine. Work in pairs and tell what they are doing. Write a short text about your picture.

- 19.** Imagine you and your family are on holiday. Write a letter to a friend. Use these items.

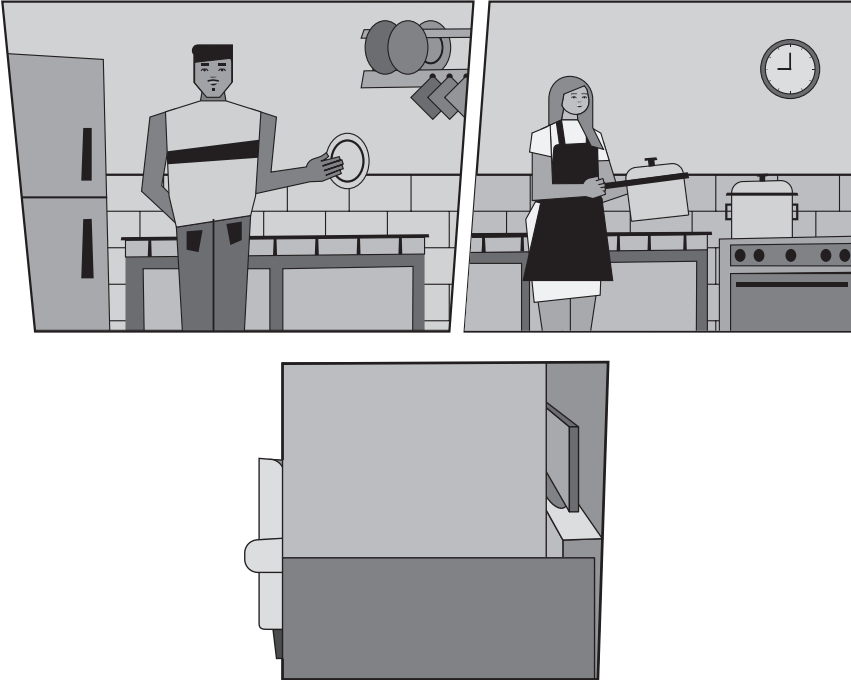
- ▶ Greet your friend.
- ▶ Say where you are.
- ▶ What you are doing there now.

- 20.** Write about what you are doing at school now.



Listening

21. Listen to your teacher. Organize the following pictures according to what your teacher says.



22. Listen to each sentence. Then write the ones which are in present continuous.



Time to Read!

Before Reading

23. The expression moving in suggests:

- ___ Change some money.
- ___ Change from one place to another.
- ___ Change your looks.

While Reading

24. Read the following text and find out what the Alonso's family is changing.



"Moving in"

It is a beautiful day. The sun is shining for the Alonso's family today. They are very glad because they are moving into a new and big house. They are really busy. The furniture is still on the sidewalk, in front of the house. Some neighbors are watching them going in and out, carrying their belongings; others are helping the just coming neighbors to put everything in. Grandmother is buying something to eat for their enthusiastic neighbors. Everything is O.K.

25. Choose the correct ending based on the text.

- a) They are moving into a new...
 - ___ building.
 - ___ apartment.
 - ___ house.
- b) The Alonso's family is...
 - ___ sad.
 - ___ happy.
 - ___ bad.
- c) The house is...
 - ___ large.
 - ___ old.
 - ___ pretty.
- d) Some neighbors are helping the Alonso's family...
 - ___ to clean the house.
 - ___ to paint the house.
 - ___ to organize everything inside the house.

After Reading

26. Find in the text:

- a) The word that refers to the Alonso's chairs tables, sofa, beds, refrigerator, TV-set... _____
- b) A sentence expressing solidarity. _____
- c) There are some new words in this text, but if you complete the following ideas you understand its essence.
 In this moment, the Alonso's family _____
 The furniture is... _____
 Some good neighbors... _____
 They feel good with _____
- d) Put together the ideas in item c) to retell the text.
- e) Discuss with your partner about the following idea:
 I like / don't like to move (a new house / a new school). Say why.



Project Work

27. Make a post about yourself using the following information:

a) Paragraph 1. Introduce yourself (*Who are you?, How old are you? Where do you come from? Where are you living now? What is your town like?*)

b) Paragraph 2. Your house. (*Do you live in a house or in an apartment? What is it like? How many rooms are there? What's your bedroom like?*)

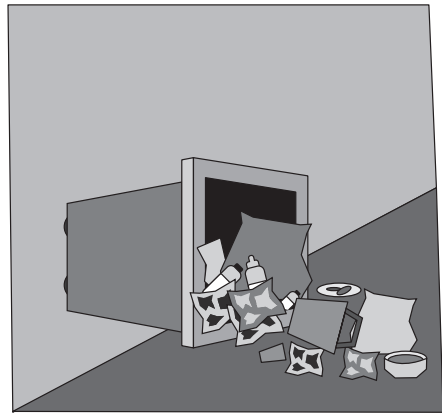
c) Paragraph 3. Your family. (*How many people are there in your family? What are they doing at home? Don't forget to include family preferences*)



To Learn More

28. What are they doing to protect the environment?





What are you doing to protect it?



Self-reflection

- ▶ Does your friend help you to do some activities from this unit?
- ▶ Do you need some help to write better in English?

Select in the following list the activities you know better in English.

- ___ School activities
- ___ Activities at home
- ___ Activities for free time

30. Can you speak about your preferences in present continuous? Ask for help if you have some difficulties.

UNIT 4

Describing people



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

- ▶ Asking and answering questions about people personality traits.
- ▶ Describing people and things.
- ▶ Expressing leave-takings.
- ▶ Talking about preferences



Breaking the Ice

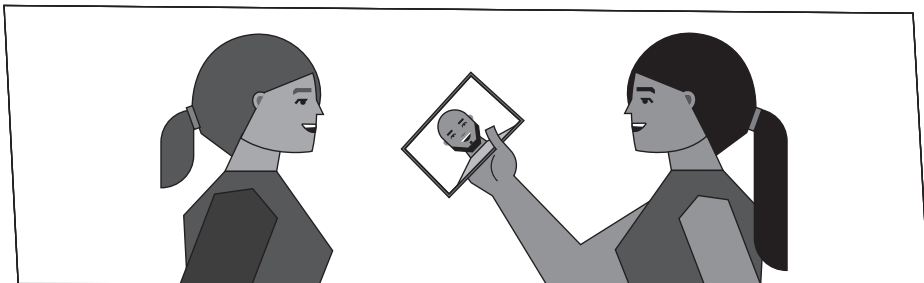
1. Select the adjectives you can use to describe:

Your house	A friend
tall	young
marvelous	short
nice	large
Fat	big



What's New?

Listen to the conversation follow your teacher's instructions.



Marcia and her friend Ann are talking about Marcia's brother.

Ann: Hi, Marcia.

Marcia: Hello, Ann.

Ann: How is your family?

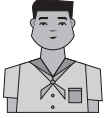
Marcia: My family is great and my brother Charles is coming to study here for 5 years.

Ann: What is your brother like?

Marcia: He is 19 years old and he speaks 3 languages. He is polite, gentle and very intelligent. He has a great sense of humor.

Ann: What does he look like? Is he handsome? Tell me, tell me more.

Marcia: He is tall and strong, and very handsome.



Reflecting on Language

Describing people according to their personality traits.

- ▶ You ask: "What is she like?" to ask about personality traits.
- ▶ You use the question what + auxiliary (do-does) + noun + look like? to ask about physically description of persons.

Describing people according to their personality traits

-What is your friend like?

Oh, she is great! She is honest and intelligent.

Describing people physically

-What does your girlfriend look like?

Ah, she's tall and thin.

Adjectives to describe someone's personality:

Rude	Reflective	Stingy
Gentle	Self-sufficient	Straight
Cheerful	Funny	Strict
Lazy	Nice	Weak
Demanding	Gossipy	Energetic
Easy-going	Greedy	Humble
Polite	Hard-working	Selfish

Adjectives to describe people physically:

Fat	Young	Thin
Old	Attractive	Good-looking
Ugly	Slender	Tall
Strong	Short	Handsome

Handsome: We use it only for man.

E.g. My brother is a very handsome man.

In English, the adjective doesn't change. It is invariable. It has no singular or plural. It has no feminine or masculine. Example:

Practice:

Susan is **nice**. (**intelligent / attractive**)

Susan and Mary are **nice**. (**intelligent / attractive**)

Peter is **nice**. (**intelligent / attractive**)

Peter and Frank are **nice**. (**intelligent / attractive**)

Describing things and animals.

► What is your **schoolbag** like? (**ruler / eraser**)

It is blue, white and beautiful.

► What is the **horse** like? (**dog / cat**)

It is brown and black. It is an intelligent and a useful animal.

Some words to describe things and animals:

Smart	Useful	Intelligent	Fast	Slow
Beautiful	Magnificent	Ugly	Thin	Long
Cheap	Expensive	Old	Difficult	Small
Quiet	Nice	Easy	Noisy	Great
Big	Funny	Important	Heavy	Fat

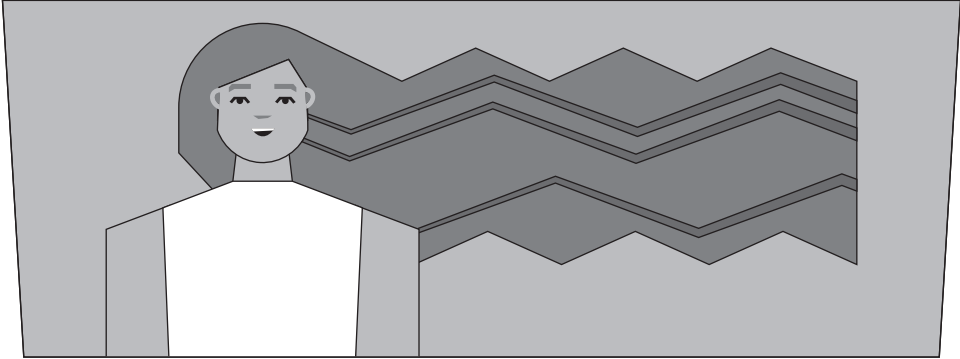


Let's Practice



Speaking

2. Practice in pair.



Charles: Do you remember Mary from primary school?

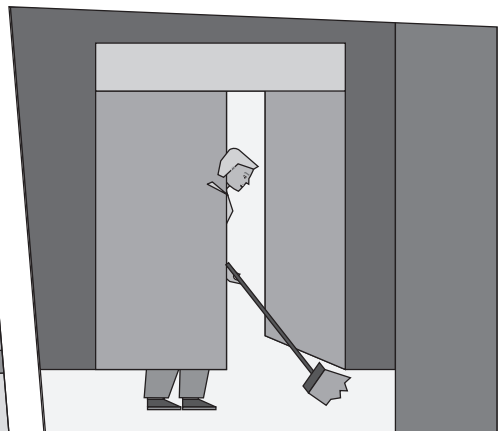
Albert: No, I don't. What is she like?

Charles: She is nice and very intelligent.

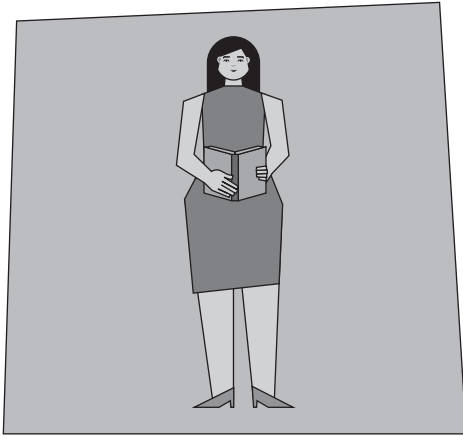
Albert: Sorry, what does she look like?

Charles: She is tall, thin and very pretty. She has dark eyes and long hair.

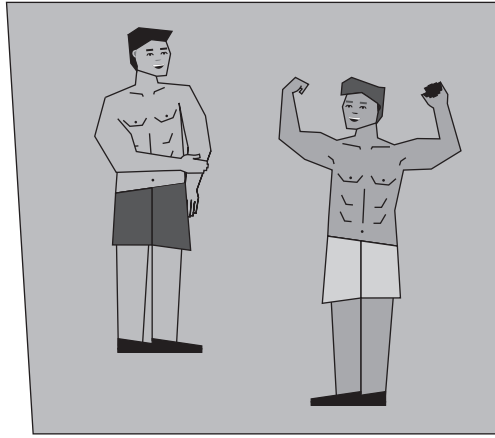
3. Listen to your teacher and answer his questions about the following pictures.



4. Say as many sentences as possible to describe the pictures. You are going to say affirmative and negative sentences about the picture above. Each correct sentence gets a point. The winner is the team that gets more points.
5. Work with your partner. Ask and answer questions according to the picture. Use your imagination to express personality traits.



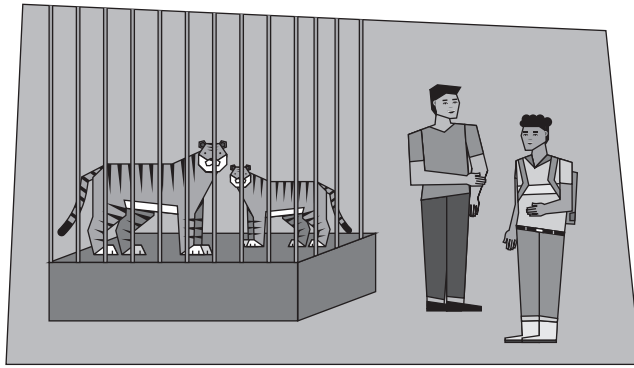
Sandra



Robert, Charles

6. Practice the following situation. Exchange roles.
- a) A: Meet a friend and ask him / her about a family member:
 - ▶ personal information.
 - ▶ physical characteristics and personality traits.
 - ▶ activities he is doing.
 - b) Be ready to answer your friend's questions.
7. Read and circle the correct word.

a) Tigers are (**fast** / **fat**) animals! They are black and yellow. They have a long (**foot** / **tail**). They look like big (**cats** / **dogs**). They can (**ski** / **run**) fast and they can climb! They eat meat.



What are the tigers like? _____

b) At the zoo there are **(funny / quiet)** gorillas. They are very clever animals. They have got big ears and a **(long / short)** tail. They can **(eat / climb)** trees and they can **(jump / sail)**! They eat bananas, but they don't eat meat.



What are the gorillas like? _____

8. Use the adjectives to complete the following statements according to the situations given. Tell the answer to your class.

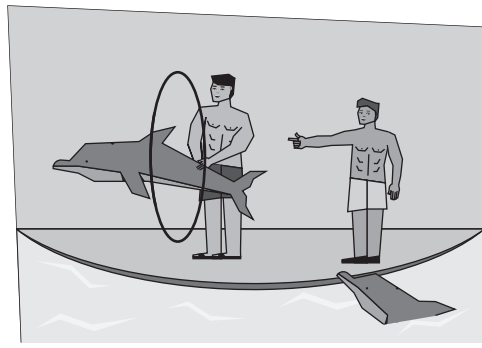
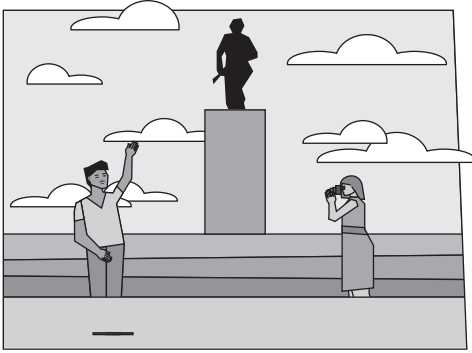
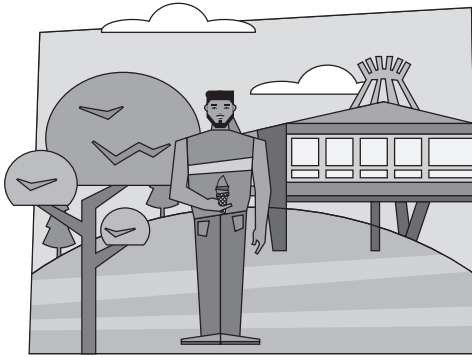
A

- a) My mother?
- b) Cubans
- c) My great-grandparents' house
- d) Richard's dog
- e) My bedroom's furniture

B

- _____ is an unquiet animal.
- _____ is really large.
- _____ is comfortable
- _____ is a happy person.
- _____ are very friendly people.

9. Select one of these pictures and describe the place and people. Tell the activities they are doing in the picture.



10. Describe the pictures below to your partner.



11. Bring a picture of your parents. Describe one of them to your classmates.

12. Role play.

a) **A:** Meet a friend and ask him / her about his / her mother's physical appearance and personality traits.

B: Be ready to describe your mother. Ask him / her about one of his / her family member, too.

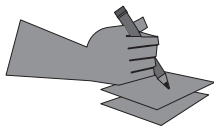
a) **A:** Greet your English teacher and ask him / her about his / her husband's / wife's physical appearance, personality traits and activities he / she is doing.

B: You are an English teacher. Be ready to describe your husband / wife. Ask him / her about one of his / her family member, too.

13. Tell some of your positive characteristics to your class.

14. Describe these pictures.





In Black and White

15. Complete the following sentences using the appropriate adjectives.

- a) My dog is very _____ and _____.
- b) The elephant is very _____.
- c) The hospital is _____ and _____.
- d) English is a very _____ subject.
- e) My cousin is very _____. She is seventeen years old.
- f) My grandmother isn't young. She is _____. She is 75 years old.
- g) Ada is my neighbor. She is not attractive. She is very _____ and _____ but she is _____.
- h) Helen's son is not ugly. He is very _____.
- i) Susan and her sister are tall and thin. They are both _____.
- j) For men, women are always _____. Women are never ugly.

16. Read the following adjectives from the list. Which of these words express positive or negative characteristics?

List: honest, intelligent, rude, dishonest, funny, lazy, selfish, courageous, gentle, mean, self-sufficient, generous, hardworking and smart.

a) Form as many pairs of synonyms and antonyms as possible.

synonyms

antonyms

_____	_____
_____	_____
_____	_____

b) Write 4 sentences referring to some of your family members personal traits.

17. Look at the chart and answer the following exercise.

Data	Lorraine	Linda	Mario
Height	1,60 m	1,60 m	1,90 m
Weight	70 kg	50 kg	80 kg
Age	19	25	25
Eyes	Big dark	Small blue	Big dark
Hair	Curly, black	Long, fair	Bald
Personality traits	Honest, intelligent	Nice, hardworking	Polite, friendly

a) Write things they have in common and different.

Common

Different

b) Select one of them and describe him / her.

18. Brenda wants to know about Lucy's family. Complete the following conversation. Complete the dialogue. Practice it in pairs. You can change the adjectives.

Brenda: _____ Lucy. _____?

Lucy: I'm fine. _____?

Brenda: I am very well, thank you. Where is your mother now?

Lucy: She is a doctor. She is in Brazil.

Brenda: Really, _____?

Lucy: She is _____ and a _____ worker.

Brenda: _____ now?

Lucy: Now she is a little fat but very pretty.

19. Find the 7 hidden adjectives in the following word-soup and write a short description using the adjectives you found. Guess who in your classroom is similar to your description.

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

20. Describe someone you know very well. Use the following information:

- Personal information (name, age, nationality and phone number).
- Physical and personality traits.
- Activities he / she is doing.

21. Describe your best friend or an important personality related to history, music or sports.



Listening

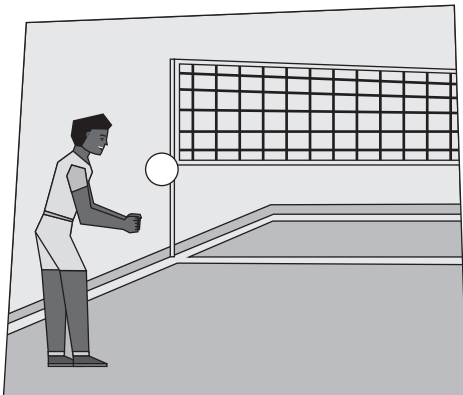
22. Listen to each sentence and write the ones that describe people personality traits.

23. Write a X in the number you hear this sound / /.

- a)
- b)
- c)
- d)

24. Listen to the description and say which picture it belongs to. Describe the other picture to your partner.

A



B





Time to Read!

Before Reading

25. Complete the following sentences using the words from the list. Look at in the dictionary (it can be your cell dictionary) the meaning of the words you don't know.

List: enjoy, wash, speak, work, jump

- a) We are _____ Spanish now, but we are studying English.
 b) The children are _____ in the garden.
 c) The students are _____ the party.

26. Read the following text.



"Pioneer's day"

It is April 4th. A very good activity is taking place in the school yard. There are many students enjoying it.

There is a group of girls playing volleyball, and a group of boys playing baseball. There is a competition between some other students; they are jumping after the ball in the sack race.

The English teacher Sophie is in the activity, too. She is there with a Jamaican friend. He is a nice person. He is young, tall, strong and a very handsome man. They are speaking English and some of Sophie's students are listening to them. They can't understand all the words. But they can understand some English now. They are having a good time.

While Reading

27. In the text find the sentences that express.

- a) The kind of the activity they are doing. _____
- b) The physical appearance. _____
- c) Nationality. _____

28. Say True (T), False (F), or Not Said (NS).

- a) ____ They are celebrating the end of the school year.
- b) ____ Some boys and girls are doing different things.
- c) ____ They are playing hide and seek.
- d) ____ They are feeling very happy.

After Reading

29. Answer the following questions about the text.

- a) Which month is it, January, April, or July?
- b) What are the students and their teacher celebrating?
- c) What does Sophie's friend look like?
- d) What is Sophie's friend like?
- e) Do Sophie's students like sports? Which one?

30. Complete the paragraph according to the reading to summarize the text.

Today is April 4th. It is a _____. There are many students at _____. The students are doing different _____. The English teacher comes with a Jamaican _____. They feel _____ at the party.

31. What other festivity do you celebrate at your school. Write about it.



Project Work

32. Find pictures of relevant personalities right now or select some pictures from magazines. Describe them and say what they are doing.



To Learn More

Cuban attributes and symbols.

National attributes

National Flower

The White Mariposa, or Jasmine Butterfly, is a subspecies of *Hedychium coronarium*, native to the Himalayas, which grows plentifully in the mountains of Cuba. During the Spanish Colonial era, women would use the flowers to adorn their hair, and later during the Cuban War of Independence, women would use the plant's intricate inflorescence to carry secret messages.



National Bird

The Toco-ro-ro, or Cuban Trogon, is a forest-dwelling bird species endemic to Cuba, with a colorful plumage featuring a green back, a blue crest, a red belly and beak, and a white throat and chest. When seen from the front, these colors mimic those found on the Cuban flag, which is why it was chosen as the national bird of the country. Its Spanish name (Toco-ro-ro) is derived from its most common call.

***National Tree***

The Royal Palm is a large, ornamental species of palm tree, native to the Caribbean, and the mainland surrounding it. The Royal Palm Tree, found in abundance in Cuba's countryside, symbolizes Cuban determination.

**National Symbols*****The flag***

The three blue stripes represent the eastern, central and western provinces into which the island was formerly divided. The two white strips signify the purity and virtue of the Cuban people. While the equilateral triangle stands for freedom, equality and fraternity. The color red portends the spilling of blood that would be required to win independence; the single star located in the middle of the triangle is a symbol of absolute freedom.



National anthem

Morir por la Patria es vivir (To die for the country is to live). Music and lyrics were composed by Cuban patriot Pedro (Perucho) Figueredo, from Bayamo, at the beginning of the independence struggle. It was sung for the first time on October 20, 1968; by the inhabitants of Bayamo. It is a combat anthem. Two years later, Figueredo was captured by the Spanish. As he stood to be executed by firing squad, he shouted the words from his anthem...



Coat of Arms

It is a heart-shaped ogive shield. On the upper part there is a golden key that symbolizes the strategic position of the island, at the entrance to the Gulf of Mexico and between both Americas; the rising sun represents the birth of a new nation. Three blue stripes in the bottom left section are a reference to the regions into which the country was divided during colonial period.

In the bottom right section, the royal palm tree becomes a symbol of the nobility and resolution of Cubans, the mountains and the clear blue sky represent a typical Cuban landscape. A bundle of eleven rods that symbolizes the unity of Cuban people in their struggle for freedom supports the shield, crowned by a Phrygian cap on which there is a white star. Bordering the shield to the right, there is an oak branch and a laurel branch to the left represents strength and victory.



Self-reflection

33. Do you consider important to know how to describe people, things and animals in English? Mach some reasons that are important.

☐ Talking and writing about someone's personality.
☐ Understanding some information referring to things and animals.
☐ Asking and answering questions about people physical characteristics.
☐ Talking to foreigner people.

34. Do you know how to ask about people's personality traits and physical characteristics? Select which of the following questions refer to people physical characteristics. Then answer it.

a) What does your neighbor look like?
 b) What is your neighbor like?

35. Write some adjectives expressing positive and negative meanings referring to personality traits.

36. Do you have a pet? Can you describe it?

UNIT 5

Occupations and daily activities



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

- ▶ Asking for and giving information about jobs / occupations.
- ▶ Asking and talking about current activities.
- ▶ Asking and talking about means of transportation.



Breaking the Ice



1. Look at this picture.

- What is her job?
- Brain storm words related to her job.



What's New?

Listen to the conversation. Follow your teacher's instructions.



Albert and Angela are talking about their families' occupation.

Albert: Hi, Angela. I heard your mother works at Panama Middle School. What does she do there?

Angela: She teaches Math.

Albert: Does she have classes in the afternoon?

Angela: Well, she usually has classes in the morning.

Albert: Does she like it?

Angela: Yes, she does. What about your parents? What do they do?

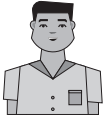
Albert: My father is a pilot, that's an exciting job, and my mother is an engineer.

Angela: That's interesting! Is she an internationalist worker?

Albert: Yes, she is in Venezuela now.

Angela: Are you proud of her?

Albert: Oh, yes, very much.



Reflecting on Language

Discuss with your partner the differences you observe between the sentences. Take notes in your notebook.

Affirmative

I study English.

studies English

You watch TV

He

watches TV

We go to school

She

goes to school.

They play with the ball

It

plays with the ball

Negative

I don't study French.

doesn't study English

You don't watch TV

He

doesn't watch TV

We don't go to school

She

doesn't go to school.

They don't play with the ball

It

doesn't play with the ball

Practice with your partner.

Speaker A	Speaker B
Do you work here?	Yes, I do No, I don't
Speaker A	Speaker B
Does she live in Havana?	Yes, she does No, she doesn't
Do they study here?	Yes, they do No, they don't

Simple present tense

We use the simple present to talk about habitual actions:

Analyze with your teacher then practice the conversation with your partner.

A: What do you do every day?

B: I go to school every day.

A: What does she do every day?

B: She goes to school every day

A: Where does she practice sports?

B: She practices sports in the sports field.

You form the third person (he / she / it) singular by adding -s to most verbs.

E.g. work, works / drink, drinks / like, likes / play, plays / clean, cleans.

Observe and reflect with your teacher:

Verbs ending in **-ch, -sh, -ss, -o** and **-x** take **es**.

E.g. do, does / watch, watches / wash, washes / kiss, kisses / fix, fixes.

Verbs ending in a **consonant + -y** drop the **-y** and take **-ies**.

E.g. study, studies / cry, cries.

Verbs ending in a **vowel + -y**, it take **-s**.

E.g. play, plays.

Some verbs have an irregular form for the third person singular.

E.g. have, has.

Time expressions

every + year / month / September / week / weekend / day / Saturday /
summer / morning / afternoon / evening

When do you go to the disco?

I go to the disco every Saturday.

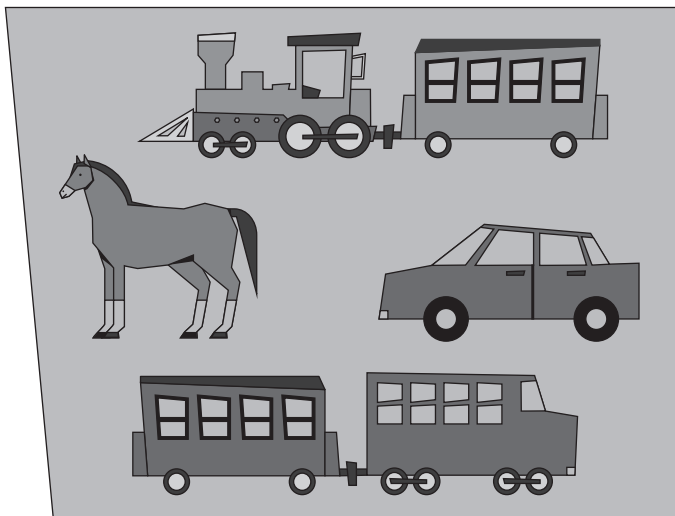
In: June / the morning / the afternoon / the evening

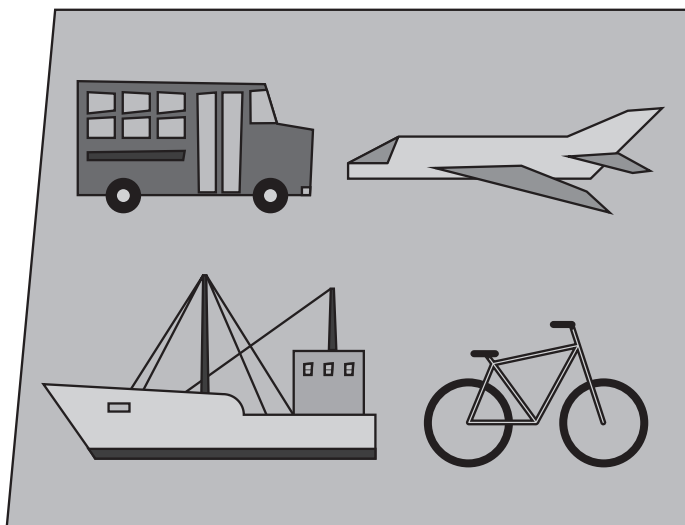
At: night

On: Monday / Tuesday / Friday

Means of transportation

2. Observe the picture and write the name of each means of transportation.
bus / subway / car / plane / ship / horse / train / bicycle





Practice with your partner.

A: How do you go to...?

the beach / school / visit your family / other province / Isle of youth

B: I go by...

Frequency adverbs

always / rarely / usually / often / sometimes / seldom / never

We use adverbs of frequency to talk about how often we do something.

We place them:

- ▶ Before the main verb: E.g. John **often** plays baseball on Saturdays.
- ▶ After the verb to be: E.g. Keyla is **never** late to school.

Practice observing the pictures your teacher is showing:

E.g. She never...

They usually...

Mary is...

Wh-questions

Wh-questions are questions that start with words such as who, what, where, when, etc. To form Wh-questions, we put the auxiliary verb before the subject.

Where (places)

Where do you live? In Madrid.

When / what time / how often (time)

Practice with your partner:

A: When do you go to bed? At 10 o'clock.

B: What time does Helen get up? At 6 o'clock.

A: How often do they visit their friend? Every day or sometimes.

Pay attention

Ask for and give information about someone's job:

A: What's your father's job?

B: He's a teacher. What does your mother do?

A: She is a teacher too.

**Let's Practice****Speaking****3.** Practice the conversation.

A: What's your mother's occupation?

B: She's a housekeeper.

C: What do your parents do for a living?

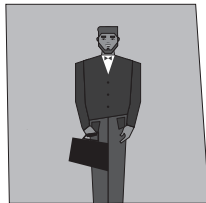
D: My father is a welder and my mother is a worker.

a) Practice with your partner in a small conversation.

What does he do? or What does she do?

Occupations

Plumber



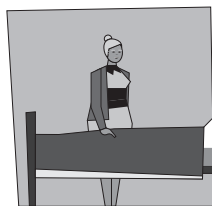
Lawyer



Barman



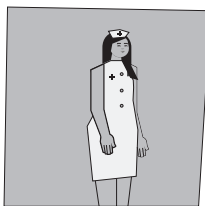
Welder



Housekeeper



Librarian



Nurse



Nurse



Accountant



Driver



Hairdresse

4. Practice in pair the conversation bellow. Then use the elements given in a new conversation.



Sophie: Hi! Jenny, what is your occupation?

Jenny: I'm a housekeeper.

Sophie: Where do you work?

Jenny: I work at Inglaterra hotel

Sophie: What do you do there?

Jenny: I clean the room, make the beds and change the lines.

cook / in a restaurant / prepare dinner

teacher / at the university / teach Math

mechanic / in a factory / fix machine

5. Write the adjectives that describe each job.

a) A receptionist needs to be f _____.

b) A fire fighter's job is d _____.

c) A lawyer needs to be s _____.

d) A bank clerk needs to be h _____.

e) A teacher needs to be d _____.

6. Complete the sentences with the correct form of the verb. Tell the answer to your class.

a) I _____ (live / lives) with my parents.

Really!

b) We _____ (work/ works) downtown.

No, kidding!

c) My parents _____ (has / have) an apartment.

Is it beautiful.

d) I _____ (walk / walks) to work.

That's good for my health.

e) My mother _____ (don't / doesn't) walk to work

Of course she (work/works) very far.

f) He _____ (drive/drives) carefully.

Sure, he does.

7. Complete the sentences using the occupations from the list below and tell them to your class.

List: babysitter, teacher, truck driver, waiter, singer, baseball player, dancer, photographer, farmer, baker, bartender, lawyer.

- a) She teaches in school. She's a _____.
- b) He drives a tractor on a farm. He is a _____.
- c) She takes care of children. She is a _____.
- d) He tends bar in a restaurant. He's a _____.
- e) She photographs people in a studio. She's a _____.
- f) She sings songs in a nightclub. She's a _____.
- g) He bakes bread in a bakery. He's a _____.
- h) He plays baseball on a baseball team. He's a _____.
- i) She serves food in a restaurant. She is a _____.
- j) He drives a truck. He's a _____.
- k) She dances on stages. She's a _____.

8. Guess the actions these people perform. Follow the example then write sentences: Welder = Weld. He can work in a factory or in an industry.

Singer = _____.

Actor = _____.

Photographer = _____.

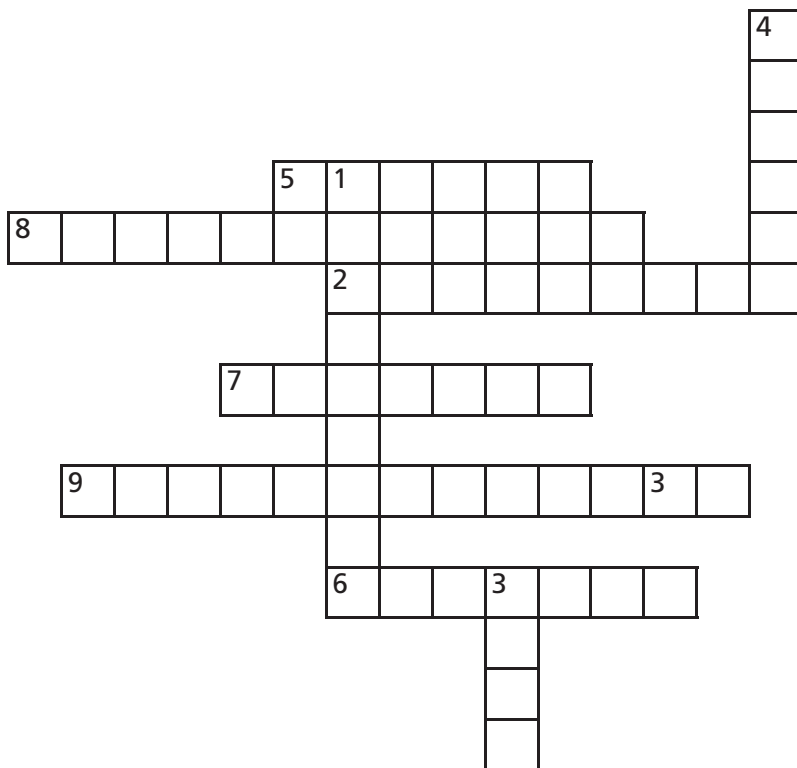
9. There are some sentences with blanks. Fill in each blank with the missing word. Then write the word in the puzzle. Be sure the number of your answer matches the number on the puzzle square. Tell the answer to your class.

Across

- 2. _____ is a person who makes things out of wood.
- 5. The person who helps people with legal matters is a _____.
- 6. _____ is a person who educates and helps people learn things.
- 7. _____ is a person who paints walls and other surfaces.
- 8. I am a _____. I take pictures with a professional camera.
- 9. _____ is a person who enforces the laws.

Down

1. _____ is a person who designs buildings.
3. My brother is a good _____. He prepares food in a restaurant.
4. _____ is a person who helps sick people get well.



10. Complete the following dialogue in simple present. Then act it out with your classmates.

Rachel: Where _____ (do) your brother _____ (work)?

Anelis: He _____ (work) in a hotel.

Rachel: OH. What _____ (do) he _____ (do) exactly?

Anelis: He is a chef in a French restaurant.

Rachel: That's interesting. My boyfriend _____ (work) in a hotel, too.

Anelis: Is he a chef?

Rachel: No, he's a security guard, but he _____ (do not) like the work. So he's looking for a new job.

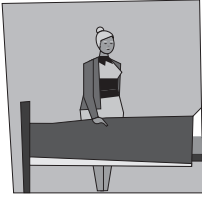
- 11.** Find verbs in this word-soup. They are 14. Make two sentences with the verbs related to the activities you do at the school. Tell them to your class.

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

- 12.** What do the following people do? Tell the answer to your class.

- a) Robert is a photographer. He _____ at a studio. He _____ photos.
- b) Ann is a nurse. She _____ at a hospital. She _____ sick people to get well.
- c) Peter and Gus _____ electricians. They _____ TV set in a workshop.
- d) Dr. Nicolas _____ a dentist. He _____ care of my teeth.
- e) Mr. Ross _____ an architect. He _____ plans for houses and bridges, etc.

13. Look at the pictures. Act out a dialogue as in the example below.
Select a picture and write a paragraph.



Angeline



Albert

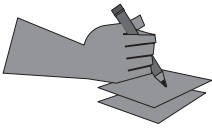


Kelly



Charles

- A:** Who is she?
B: She is Angeline.
A: What is her job?
B: She is a housekeeper.
A: What does she do?
B: She makes the bed.
A: Where does she work?
B: She works at Guardalavaca hotel.



In Black and White

14. Work with your partner. Ask and answer questions.

- a) Put the words in order to form questions. Answer the questions.
 b) Use the answers to write a paragraph about yourself.

- Where / you / live / do? _____
 ► When / do / up / you / get? _____
 ► What do / you / in the morning / do? _____
 ► What / parent's occupation / are / your? _____
 ► What / like / look / mother / does / your? _____
 ► What / father / is / your / like? _____

15. Let's play. Add as many jobs as possible in four minutes. Compare with your partner. Write sentences as in the example. Susan works in a bank. She is a clerck.

E.g. Money: Bank Clerk

Bank

School

Restaurant

Hospital

16. Work with your classmate. Complete the following conversation.

Alice: Hi. _____?

Bob: : _____: I am fine. _____?

Alice: _____, too. _____?

Bob: My brother is a welder.

Alice: _____?

Bob: He _____ at the workshop.

17. Look at the pictures. What does Kelly do? What's her occupation? Tell the answers to your class and write a paragraph in your notebook.

a) What's her occupation?

b) What does she do during the day?

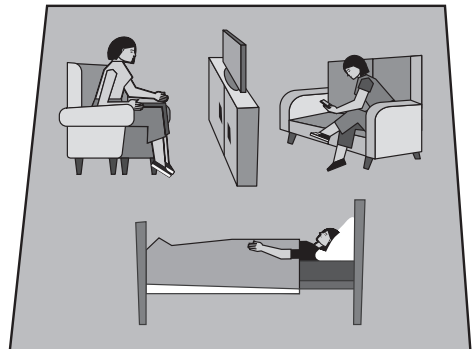
In the morning



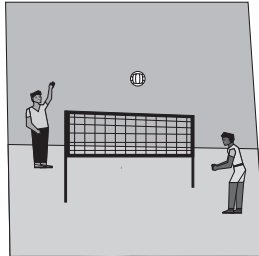
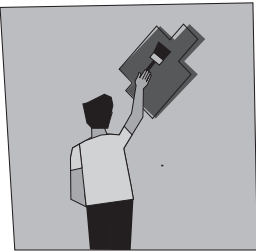
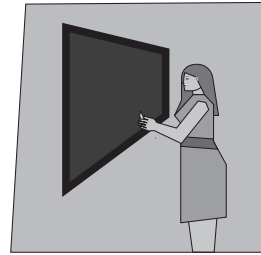
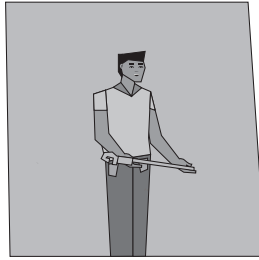
In the afternoon



In the evening



18. Look at the pictures. Talk to your partner about them (name, occupation, nationality, physical characteristics). Select one of them and write a paragraph in your notebook.



19. Talk about your family's daily activities and occupation and write a paragraph.
20. In pairs, ask and answer questions to find out about your classmate's daily routine. Ask about:
- When he / she gets up.
 - Morning / afternoon / evening activities.
 - When he / she goes to bed.

21. Work in pairs using the words given to talk about everyday activities you or your family do, or things you like, etc. The students should write all possible questions.

Everyday activities: visit / practice / walk / clean / go / plant / pick up

Things you like: listen to music / cook rice / play dominoes / eat fruits / play video games / go to the wi fi park / go to the disco / sing / talk to Friends / interact in Facebook or Whatsapp.

22. Talk about the people in the pictures and their daily activities in the morning, in the afternoon and in the evening. Write a paragraph in your notebook.

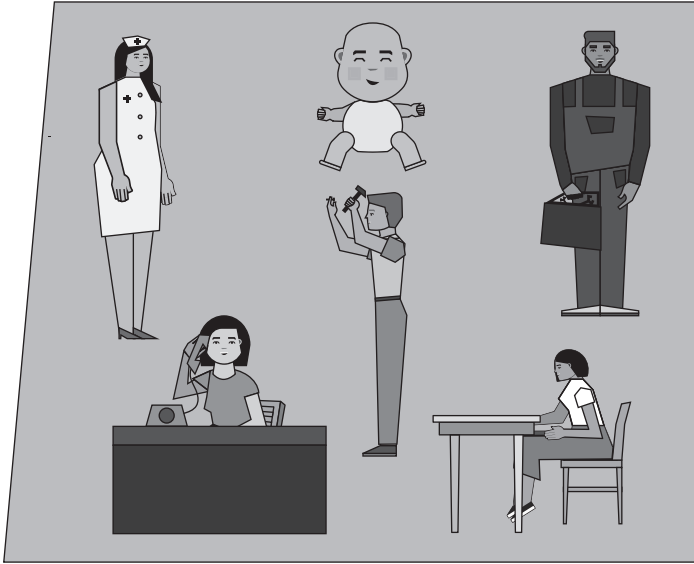


23. Work in pairs. Ask and answer about what he / she does for a living and how he / she likes his / her job. Create a dialogue.

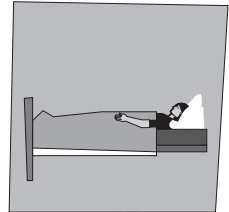
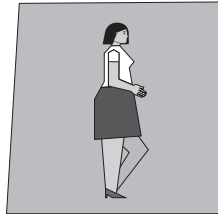
A: You meet a friend at the beach / river ask him / her about your family members' occupations, their physical characteristics and personality traits.

B: You meet a friend at the beach / river answers him / her about your family members' occupations, physical characteristics and personality traits.

24. Look at this picture. Say the occupation and physical characteristics of a family. Tell, as much information as you can about them.



25. Look up the following pictures then write a history about Keyla's daily routine. Use your imagination. Do it orally first.





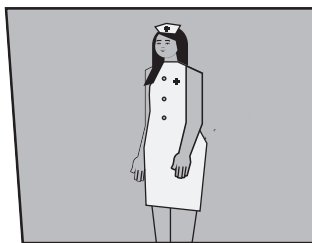
Time to Read!

Before Reading

29. Talk to your partner about activities your mother does every day.

While Reading

30. Read the following text and answer the questions.



"Mother's routine"

This is Richard's mother. Her name is Lily. She is tall and thin. She is a nurse. She works at the hospital.

She gets up at six o'clock in the morning. She takes a shower and puts on her clothes. Then she eats breakfast at half past six. At seven o'clock, she drives her car to the hospital.

She starts to work at eight o'clock. She is a nice and very polite person. She looks after sick people and helps the doctors with them so they love her very much.

At twelve thirty, she has lunch with her friends. Sometimes they bring soft drinks for lunch. They feel happy to have lunch together.

She goes home at five o'clock. There she cooks dinner and takes a shower then she has dinner at half past seven in the evening.

She watches her favorite program on TV and at ten o'clock goes to bed.

a) Cross out the ideas that are not in the text.

___ Richard's mother's profession.

___ Her age.

___ Her address.

___ Personality traits.

___ Richard's mother daily activities.

___ The place where she works.

After Reading

b) Select from the reading.

A sentence that expresses solidarity. _____

A sentence that expresses feelings. _____

Some activities people do at home. _____

c) Read again and answer the questions.

- ▶ What's Lily job?
- ▶ Where does she work?
- ▶ What does she look like?
- ▶ Is she a good person? Support your answer



Project Work

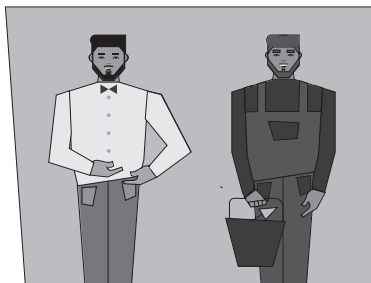
31. Write down a weekly schedule of your life.

Then, mark the activities you consider interesting. Now, mark the ones you consider boring. Write down the description of "your" week. Discuss with your teacher and classmates how to make the boring activities more interesting.



To Learn More

Profession vs. occupations



What is the difference between profession and occupation?

Profession: A profession requires a degree or completed studies at a university or other institution of higher education. It involves extensive training and special knowledge.

E.g. accountant, architect, doctor, engineer, lawyer, teacher. You need a degree to work in these areas.

Occupation: An occupation is the job. It is the way you earn a living. Think of it as the activity that occupies your time and from which you receive money for doing it.

E.g. I studied teaching at university and I am a teacher right now.

My profession and my occupation are the same.

I studied teaching at university but I am an actor right now.

My profession is a teacher though my occupation (or my job right now) is an actor.

30. Guess. Organize the following adjective to form a virtuous profession with its first letter. What do you think about this profession?

Energetic / Able / Terrific / Remarkable / Enthusiastic / Hardworking / Cheerful

The _____



Self-reflection

We have finished the content of 7th grade. Unit 6 is a review unit.

How well can you speak English now?

___ very well

___ well

___ not so well

Which content do you really need to review?

Do you have questions to ask?

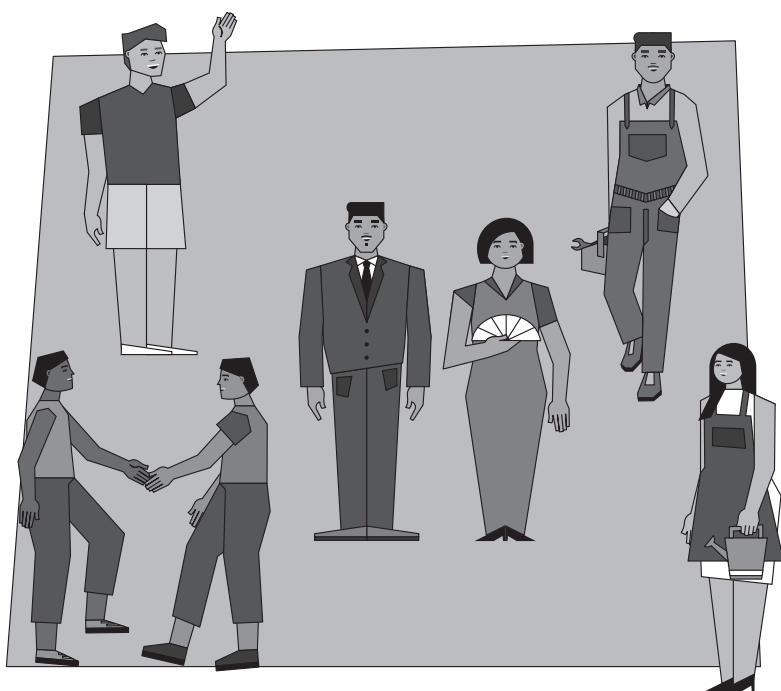
Which have been your favorite topics during the school year?

Do you have any suggestion for next year?



UNIT 6

LET'S PRACTICE ENGLISH (REVIEW)



In this unit you are going to review the communicative functions:

- ▶ Asking and talking about personal information.
- ▶ Asking and talking about members of the family and the house.
- ▶ Asking for and answering questions about what someone is doing.
- ▶ Describing people, things and animals.
- ▶ Asking for and answering about current activities.
- ▶ Asking for and giving information about jobs / occupations.
- ▶ Talking about preferences.



Breaking the Ice

1. Which of these elements are parts of the environment?

___ Forest

___ Air

___ Animals

___ Natural reserve

___ Clothes Water

___ Water

___ People

___ Jobs



What's New?

Listen to the conversation. Follow your teacher's instructions.



Albert and Angela are talking about their Environment contest.

Albert: Hi, Angela. Do you know anything about the Toa River?

Angela: Yes, I do. It is located in Guantanamo. This river is 131 kilo-

meters long and it is well known for its crystal and clear water.

Albert: What about the flora and the fauna there?

Angela: Well, the area around the river is home to many species of endemic flora and fauna. Species in danger of extinction. Tocaroro is also among the fauna of this area.

Albert: What do people do to protect the environment there?

Angela: People organize campaigns to clean and beautify the sea and collect the garbage.

Albert: I think we can suggest some others like recycling carton, bottles, plastic and different kinds of cans.

Angela: Well, we are ready for preparing our exposition now.



Let's Practice



Speaking

2. From this fragment of Pocahontas song select the elements that are part of the environment.

Come run the hidden pine trails of the forest.

Come taste the sun-sweet berries of the Earth.

Come roll in all the riches all around you and for once, never wonder what they're worth.

The rainstorm and the river are my brothers the heron and the otter are my friends and we are all connected to each other circle, in a hoop that never ends.

3. Choose the correct word.

- a) Global warming is **causing / changing** the world.
- b) We all need air to survive. **Stop / feed** pollution.
- c) There **is / are** numerous species in danger of extinction.
- d) We **recycle / keep** our rubbish.
- e) We need to **create / destroy** more nature reserves.

4. Complete the paragraph using the words from the list and read it.

List: trees, flowers, sleep, bedroom, backyard, garden and rocking chair.

My house is small but nice. I have a single _____ where I _____ at night. Sometimes, in the afternoon, I take a nap in the _____. There are some mango and avocado _____ there. There are many flowers in the _____. We always water the _____ early in the morning or late in the evening. We love to sit in the _____ in the front porch and look at our beautiful flowers.

5. Find out the meaning of the following words from the list. Then, place each piece of furniture in the room where it belongs. Describe each room.

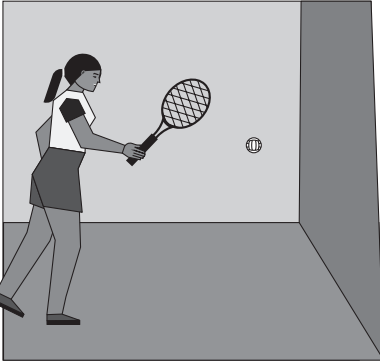
List: armchair, coffee table, shower, bathtub, cooker (stove), sink, bed, cupboard, sofa, bedside table, dressing table, table, book shelf, lamp, toilet, cabinet, refrigerator, TV-set, chairs, rocking chair, wardrobe.

Living room	Dining room	Kitchen	Bedroom	Bathroom

6. Complete the following statements about yourself using like or don't like. Work in pairs and ask your partner questions based on the items given.

- a) I _____ to read.
- b) I _____ to drink coffee.
- c) I _____ to go to bed late at night.
- d) I _____ to watch television.
- e) I _____ to eat chocolate.
- f) I _____ vacations.

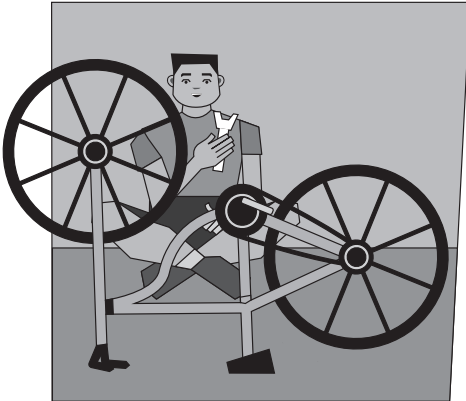
7. Look at the pictures. Make sentences. Be ready to talk about each picture.



Every evening



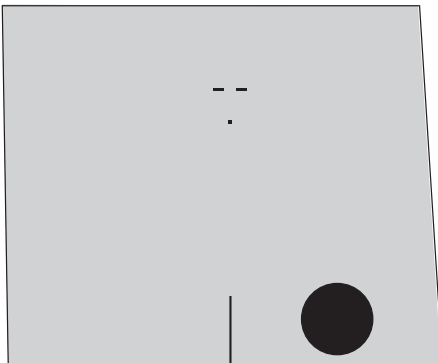
Now



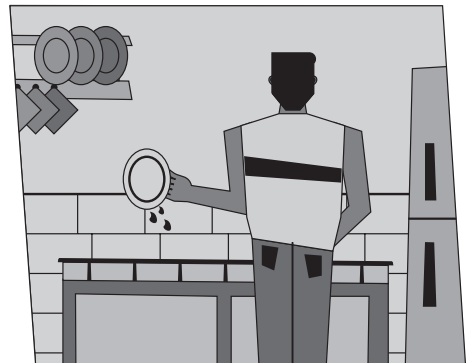
Every Saturday



At this moment



Every morning



Now



Every evening



Now

8. Read the e-mail. Change the verbs in brackets to the present continuous or the present simple. Then reply the email in your notebook.

Dear mum,

My friend and I _____ (have) a wonderful time in Viñales.
 The weather _____ (be) very nice and we _____
 (be) at the river. At this moment I _____ (sit) on my towel
 and I _____ (sunbathe). Yamilet _____ (swim)
 in the river. Yuliet and Lucas _____ (make) a sand castle.
 It _____ (be) fantastic.

*Lots of love,
 Your daughter*

9. Select the correct verb. Tell the answer to your class.

a) The English lesson _____ in the morning.

___ is starting

___ start

___ starts

b) _____ George doing his homework?

___ is

___ does

___ do

c) Catty and Justin _____ to school on foot.
 ____ goes
 ____ is going
 ____ go

d) David's family _____ now.
 ____ move
 ____ moves
 ____ is moving

e) The doctors _____ in the hospital.
 ____ Is working
 ____ work
 ____ works

- 10.** Read the e-mail. Change the verbs in brackets into the present simple or the present continuous

List: not you spend, be, decorate, start, want, celebrate, have.

Dear Godmother:

I _____ so happy. I _____ my fifteenth birthday today and I _____ to invite you to my party. All my classmate _____ the place now. We are very busy. I _____ some pictures in this moment. The party _____ at 7.00. You may _____ the night with us. We can share my bedroom. Please come.

Love Brenda.

- 11.** Complete The House Puzzle. You can use a bilingual dictionary. Ask the questions to your partner.

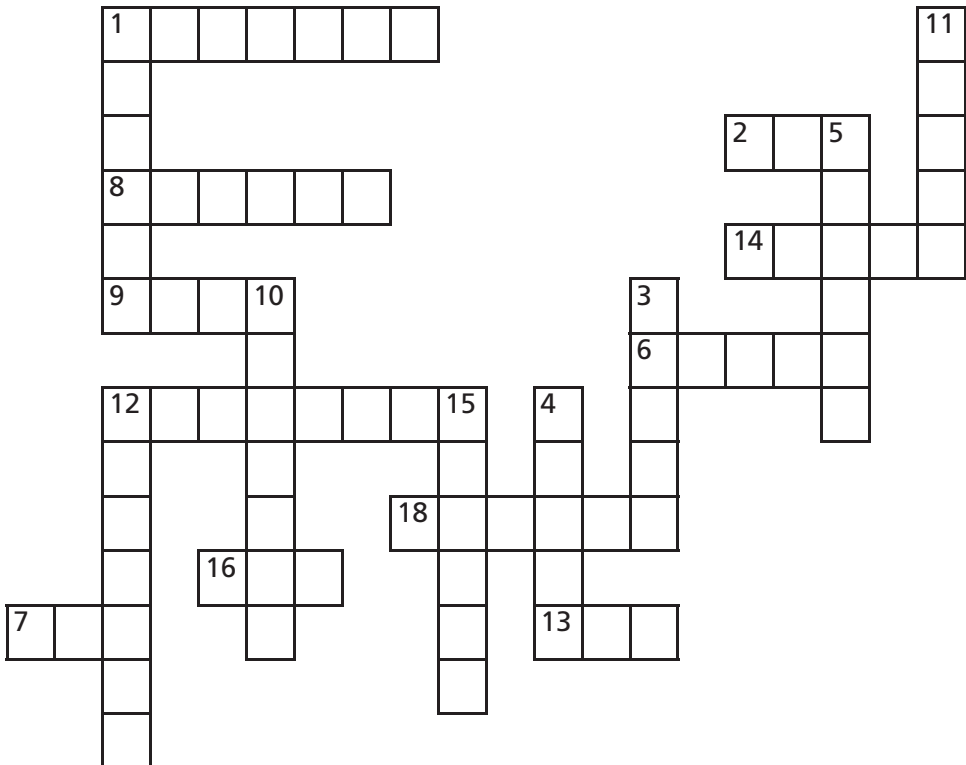
Down

1. Some houses are made of wood, stones or _____.
3. Used to cook on _____.
4. It is relaxing to sit in a rocking _____.
5. You grow flowers and plants in a _____.

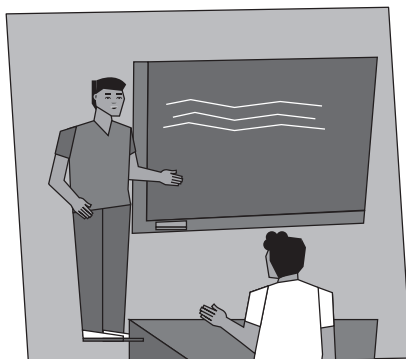
10. The room used for cooking is the _____.
11. Another word for sofa or chesterfield _____.
12. Smoke goes up through the _____.
15. You use the _____ to go up to the second floor .

Across

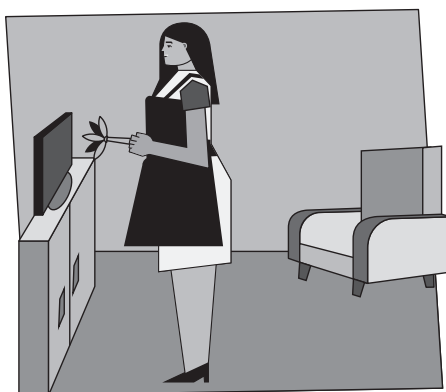
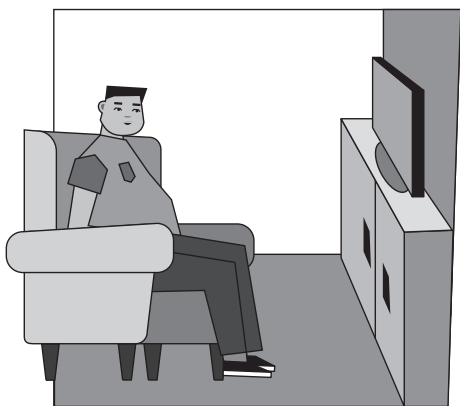
1. The room where people sleep is a _____.
2. A _____ . is a good pet and also guards the house.
6. A dining room furniture is a _____.
7. Food is fried in a frying _____.
8. Clothes are hung in a _____.
9. Sue is washing the dishes in the _____.
12. _____ covers the windows.
13. _____ it is used to cover the floor.
14. A roofed entrance to the house. _____ .
16. To open a locked door you need to use a _____.
18. Some houses have a _____ . to park the car.

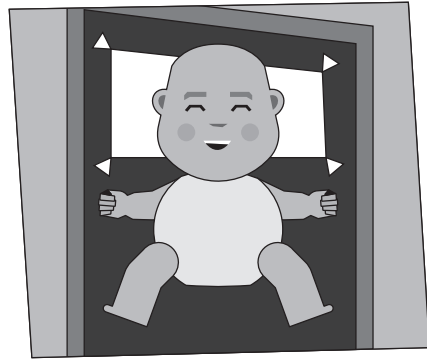
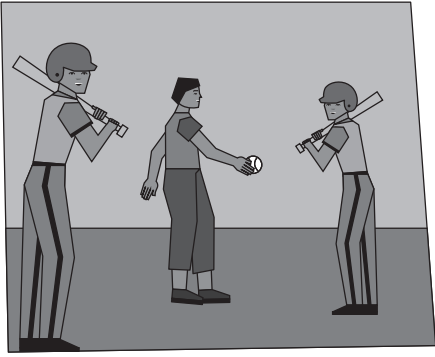


12. Look at the pictures. Select one of them and describe it.



13. Say what these people are doing now and where they are.





- 14.** Role play. Pick one of these situations and practice:

A: You are a journalist. Interview a famous person and ask (him / her) personal questions about name, age, occupation and daily routine.

B: You are a famous person. Be ready to answer questions about yourself.

A: You are a teacher. Ask your student about his / her personal information, house and what he is doing now.

B: You are a new student. Be ready to answer the questions.

- 15.** Practice this situation with your classmate.

A: You are talking to your new Jamaican friend. Ask him / her some personal information.

B: Answer the question and ask him / her about his / her family members, occupations personality traits.

- 16.** Work in pairs. Follow this item to have a conversation with your new friend at recess or lunch time.

Student: Ask him/her about all the communicative functions studied in this course

New friend: You are free now. Here is a student who asks you some questions Show interest and Answer.

17. There is one unrelated word in each group. Cross it out:

- a) Armchair / wardrobe / France / toilet / stove.
- b) Five / attic / balcony / hall / basement.
- c) Grandparents / Turkish/ daughter/ son
- d) Barman / red / housekeeper/ accountant.
- e) Pen / pencil / one / schoolbag / compass.

18. Read the message that Albert sent to his new friend. Try to put the paragraphs in the correct order.

Dear Betty,

a) In my free time, I usually meet new friends and talk. On Saturdays, we always go out. We like to go to the cinema. I love action film. They are great.

b) Hi! My name is Albert and I am your new Facebook friend.

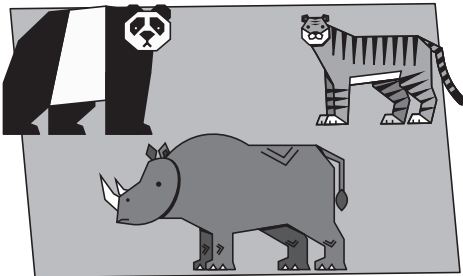
c) Well, that's all about me Write back and tell me about yourself.

d) I am 19 years old and I live in Havana Cuba. I am a university student. I study at the University of Havana. My father is a doctor. He works at Calixto García hospital. My mother is a teacher in a secondary school. My brother Charles is 27. He is tall but strong. We live in an apartment in Playa.

Write soon Albert.

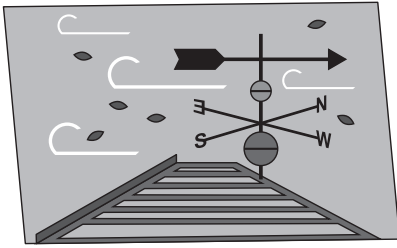
19. Match column A with column B and make sentences to express how we should protect them.

A

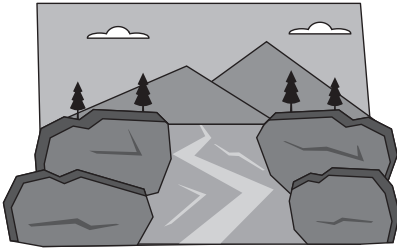


B

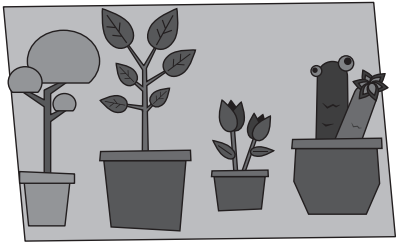
Water



Plants



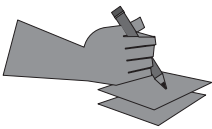
Animals



Air

20. Match the words. Work in teams and write a small paragraph.

- | | |
|--------------|----------------|
| a) In danger | ___ Rain |
| b) Acid | ___ Pollution |
| c) Global | ___ Warming |
| d) Air | ___ Species |
| e) Weather | ___ Rubbish |
| f) Recycle | ___ Reserves |
| g) Nature | ___ Conditions |



In Black and White

21. Use your imagination to create a new friend. Answer all the questions with the information that comes to your mind.

- a) What's his / her name?
- b) Where is he / she from?
- c) What language does he / she speak?
- d) Where does he / she live?
- e) What's his / her address?
- f) What's his / her telephone number?
- g) What's he / she like?
- h) What's his / her school name?
- i) What's his / her favorite color?

- You may give any other information. Introduce him / her to your class.
- Write all the information in a paragraph. Then hand it in to your teacher.

- 22.** Answer the following personal questions. Then, ask your partner the same questions. Make a paragraph with the information given:

- Where do you live?
- Is it a small town or a large city?
- Do you have any plants at home?
- Are there animals in your house?
- How are you helping to eliminate mosquitoes in your community?
- Mention some professions or occupations that may help preserve our planet.

23. Three students, Ben, Mary and Tom, are receiving a present for winning a contest. The present is a book and a T-shirt for each. There are three books: History, Biology, and English; and three T-shirts. One T-shirt is blue, another one is red, and the other one is yellow. It is your task to decide what to give each. Here are some clues. Write the answer in your notebook.

a) The girl likes English very much and her favorite color is not yellow.

b) The boy who likes blue doesn't like Biology.

c) Tom likes plants and animals but he doesn't like blue.

Ben / Mary / Tom

24. In your group find someone who:

Doesn't like chocolate.

Likes winter very much.

Travels on vacation

Loves animals.

Enjoys music.

Plays volleyball.

Has a pet.

Does the homework at school.

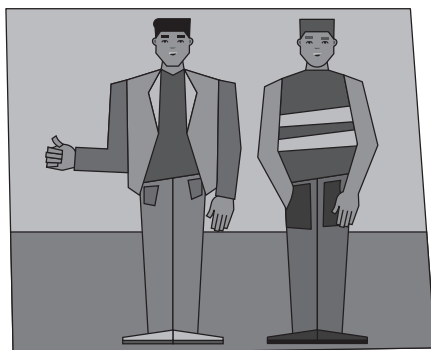
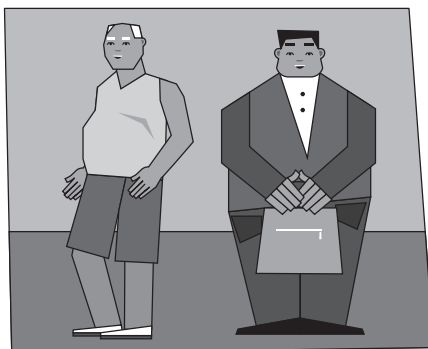
Likes to live in the

25. Then report back to your teacher and classmates, orally. Write down the information on a written chart.

26. Write a paragraph about yourself using all the communicative functions studied during this course.

**Listening**

27. Select the correct description according to the teacher's reading.



28. Pay attention to your teacher and select the sentences in present continuous.



Time to Read!

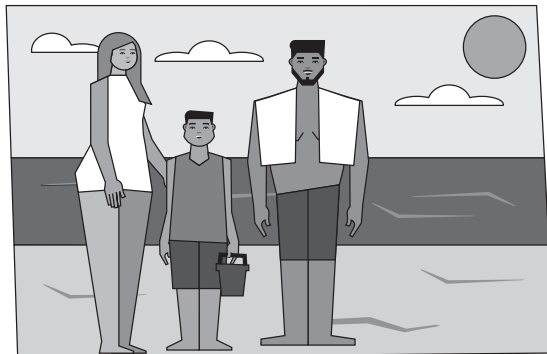
Before Reading

29. Look at the title of the text. What information do you expect to find?
Tick the items that you will find in the text.

- ___ Family members
___ Activities they do at home
___ Activities they do on vacation

While Reading

30. Read the text below.



"The family's summer holiday"

Albert and his family are in Holguin for their summer holiday. They are staying at a beautiful hotel near the beach. They visit Guardalavaca every summer. They love this place very much.

The weather is great there in Summer. It is always warm and sunny. In July the temperature varies from 32 °C to 33 °C. In August the weather is very hot and the temperature goes up to 35 °C.

When Albert and his family are on holiday they usually go swimming in the afternoon. Albert loves swimming and his little daughter Angeline likes sunbathing and she usually lies on the beach for hours.

Today is a special day for Albert. His favorite team, Industriales is playing against Holguin there at the stadium. Albert and his dad are there. They are very excited. They are wearing blue caps and blue t-shirts. There, they like to eat delicious sandwiches and soft drinks. They have a wonderful time there.

31. Select from the reading:

- a) The antonym of cold _____
- b) The word referring to June, July and August _____
- c) A word expressing feeling _____
- d) preposition of place _____

After Reading

32. Answer the following questions.

- a) Where are they resting?
- b) What is the weather like in July?
- c) What do they usually do?
- d) What is Albert's favorite team?
- e) Do they have a nice day? Why?



Project Work

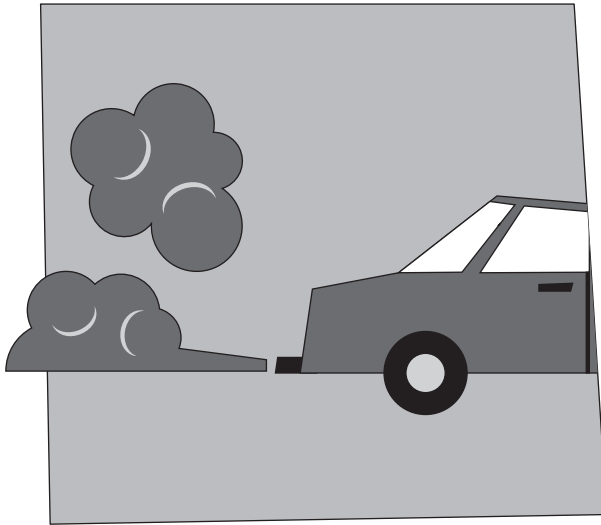
33. What else can we do to protect the environment?

Fidel told Frei Betto what he used to do in this sense when he was young. Consult the book *Fidel and Religion* and find out. Write a list of the activities that Fidel mentions. The Cuban government is very much concerned about the preservation of the environment. How do we know about this?

34. Draw an environmental poster to show your concern for the preservation of the environment.



To Learn More



Do you know that cars burn petrol and factories and power station burn coal and emit toxic fumes. So, the air that we breathe becomes polluted.

We all need air to survive. One way to make the air cleaner is to drive less. We can ride our bikes as much as possible. We can also use less electricity. For example, we can turn off the lights when we leave a room. Factories can use new technologies to help make factory smoke less harmful to the environment. We all need to work together to stop this problem before it is too late. A better world is possible.

**Self-reflection**

Can you do this section in English?

How well can you speak English now?

___ very well

___ well

___ not so well

How well can you write English now?

___ very well.

___ well.

___ not so well.

How well can you read English now?

___ very well.

___ well.

___ not so well.

35. What are you good at _____ ?

ACTIVITY BANK

Unit 1. Come back to school

1. Select the appropriate expression to complete the dialogues according to the degree of formality of the speakers. Then practice them in pairs.

Albert: Hi, Dayana. How's life?

Dayana: Good morning, Albert. How are you?
Hi, Albert. What's up?

Albert: I am very well, thank you.
I'm O.K, thanks.

Dayana: Bye.

Albert: See you.
So long.

Mr. White meets his physician, Dr. Brown at the hospital.

Mr. White: Good afternoon, Dr. Brown.

Dr. Brown: Good afternoon, Mr. White. How are you?
Hi, Mr. White. How's life?

Mr. White: I'm very well, thank you. How are you?
Pretty good. And you?

Dr. Brown: I'm fine, thanks.
Terrific.

Mr. White: Goodbye, Dr. Brown.
So long, Dr. Brown.

2. What would you say?

- a) It's 7:30 a.m. and you see your teacher.
- b) It's 6:15 in the evening and you meet your family doctor.
- c) It's 2:00 p.m. and you run into your neighbor, Mr. Smith.

3. Put the words in order to make sentences:

E.g. actor / an / is / he.

He is an actor.

- a) Is / favorite / blue / your / color.
- b) Not / they / Canada / are / from.
- c) From / are / Australia / you?
- d) Twelve / are / we / not / years old.

4. Complete the conversation. Go ahead with their conversation.

A and B are adolescents.

A: Hi! I _____ Anelis.

B: Hi! My _____ is Robert.

A: Nice to _____ you, Robert.

B: _____ to meet _____ too, Anelis.

5. Complete the conversation.

Mr. Hudson meets Mrs. Turner.

Mr. Hudson: Hello, _____ the new teacher?

Mrs. Turner: Yes, _____ Mrs. Turner.

Mr. Hudson: Nice _____, Mrs. Turner.

Mrs. Turner: _____ too, Mr. Hudson.

6. Ask four people in the class about their ages. People in class are going to change their ages. Use this chart in order to record the information. They may need to look first at the numbers which are listed below. Report the information to the rest of the class.

Student	Name	Age
1		
2		
3		
4		

7. Write these numbers:

Thirteen _____

Fifteen _____

Eight _____

Sixteen _____

Nineteen _____

Five _____

Three _____

Twelve _____

Eleven _____

8. Figure out the following mathematical operations and write the names of the results:

$$32 - 12 = \underline{\hspace{2cm}}$$

$$51 + 10 = \underline{\hspace{2cm}}$$

$$27 + 15 = \underline{\hspace{2cm}}$$

$$(15 + 5) - 10 = \underline{\hspace{2cm}}$$

$$13 + 13 = \underline{\hspace{2cm}}$$

$$15 \cdot 2 = \underline{\hspace{2cm}}$$

$$95 - 12 = \underline{\hspace{2cm}}$$

$$100 : 5 + 11 = \underline{\hspace{2cm}}$$

9. Are you good at math? Then, solve these problems.

a) There are two rulers, three books, five notebooks, an eraser, two pencils, and a compass on the teacher's table. How many objects are there on the table?

b) There are fifteen books on the shelf: Three History books, two Biology books, and five Math books. The rest of them are English books. How many English books are there on the shelf?

c) There are 30 students in the class. The principal gave the teacher 95 pencils. How many pencils should she give to each student? How many pencils must she return (or keep)?

10. Guess the number.

a) The number is between 20 and 50.

The sum of the 2 digits in the number is 10.

The difference between the 2 digits in the number is 4.

What is the number? _____

b) The number is greater than 50.

The sum of the 2 digits in the number is 17.

The difference between the 2 digits is 1.

What's is the number? _____

c) The number is less than 40.

The second digit in the number is twice the first digit.

The sum of the 2 digits is 6.

What is the number? _____

d) The number is between 40 and 70.

The ones digit is greater than the tens digit.

The sum of the 2 digits is 11.

What is the number? _____

11. Write the names of the following numbers:

27 _____

61 _____

49 _____

78 _____

55 _____

44 _____

96 _____

32 _____

88 _____

100 _____

12. Ask your teacher about how to read the following mathematical operations. Write the names of the results.

$5 - 2 =$ _____

$13 + 4 =$ _____

$15 : 5 =$ _____

$4 \cdot 4 =$ _____

$8 : 4 =$ _____

$12 : 3 =$ _____

$20 - 5 =$ _____

$1 + 2 =$ _____

$19 - 11 =$ _____

$3 \cdot 3 =$ _____

13. Read the text and underline all short forms of the verb to be.

My name's Jessica and I'm from the USA. I'm twenty three years old and I'm a singer. My best friend is Rose. Rose is 25 years old and she's a teacher. She's a very good teacher. Rose has a sister and a brother. Mandy's 18 and Jack's 19. Mandy and Jack are students. They're very nice. We're all very good friends.

14. Fill in the blanks with is, isn't, are, aren't.

- a) Jessica _____ a singer.
- b) Jack _____ 14 years old.
- c) Jessica and Mandy _____ sisters.
- d) Mandy _____ Jack's sister.
- e) Jack _____ Jessica's brother.
- f) Rose and Jack _____ brother and sister.

15. Complete the dialogues.

A: Alison was born in 2000. How old is she?

B: She is _____.

A: Tommy was born in 2004. How old is he?

B: _____.

16. Look for the 6 hidden words and make a short dialogue.

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

13. Describe your hero. Work in pairs. Give not less than 10 sentences.

Unit 2. Lovely house

1. Write the words in each column in alphabetical order. Use them to write 5 sentences.

Banana	Sofa	Canoe	Piano
Watermelon	Armchair	Plane	Violin
Peach	Bed	Train	Flute
Coconut	Table	Bus	Trumpet
Grape	Chair	Bicycle	Banjo

2. In the chart below put each object in the correct room. Some objects could go in more than one room.

List: bed, table, sofa, bath tub, refrigerator, plant, lamp, dishes, television set, stove, chairs, sink, rug, toilet, shower, microwave, curtains, wardrobe, cupboard, bedside table, dresser, armchairs.

3. Arrange each group of words below in sentence order. Write the sentences and add a new one.

- a) Game / a / play / new / we.
- b) Sounds / story / your / exciting.
- c) Chris / piano / the / plays.
- d) Comfortable / apartment / your / nice / is / very / and.
- e) Are / baseball / they / players.

4. Underline the correct Word

- a) (**My / I**) name is Samantha.
- b) (**Their / they**) house is on Maceo Street.
- c) Cuba is a beautiful country. (**Its / It**) capital is Havana.
- d) (**Our / We**) living room is very big.
- e) Is this (**you / your**) pen?
- f) (**He / His**) desk is over there.
- g) (**She / Her**) favorite sport is basketball.

5. Complete with my or your.

- a) What's _____ name?
- b) Hello _____ name's Bend-James Bond.
- c) Is _____ name Anne? Yes that's right.
- d) _____ name's Robert, isn't it? No, it's Mike.

6. Complete with his or her.

- a) _____ name's Brigitte
- b) _____ name's James
- c) Her name's Anne! What's _____ surname?
- d) _____ name's Lee! Is that his first name or his surname?

7. Complete the following sentences with the information given and look at the example.

Mum is in the bedroom. / Rick is in the bathroom. / Mel is in the kitchen.
/ Dad is in the living room. / Tim and the baby are in the bedroom.

E.g. Mum is in the bathroom.

No, she isn't in the bathroom. She is in the bedroom.

- a) Dad is in the garden. _____.
- b) Tim and the baby are in the living room. _____.
- c) Mel is in the dining room. _____.
- d) Rick is in the bedroom. _____.

8. Rewrite the sentences as in the example.

E.g. There is a chair in the living room. **(four)**

There are four chairs in the living room.

a) There is one window in the room. **(two)**

b) There are five bedrooms in the apartment. **(one)**

c) There are ten students in the classroom. **(one)**

d) There isn't one dog in the garden. **(three)**

e) There aren't six pens in the pencil case. **(one)**

9. Fill in as in the example: His (he) cat is black and white.

a) _____ (we) flat is not very big.

b) Mary is this _____ (you) dress?

c) _____ (they) house is very small.

d) _____ (she) mother is a singer and _____ (she) father is an actor.

10. Fill in the blanks using the correct possessive adjectives.

a) I am the new teacher. _____ last name is Garcia.

b) You are a good student and _____ marks are excellent.

c) Albert is not at school today. _____ friend Rose is copying the lesson for him.

d) Anelis is never late to school. But _____ house is not near the school.

e) Albert and Rose are classmates. They are cleaning _____ in this moment.

f) We are studying here. "Ignacio Agramonte" is not the name of _____ school. _____ name is "José Martí".

11. Complete the text with in or at.

Mary gets up _____ 6:30 _____ the morning. She has breakfast _____ 7:00 and _____ 7:30 she goes to school. She is _____ school _____ 30 minutes. _____ noon, she has lunch _____ the cafeteria. She gets home _____ 4:30. _____ the afternoon she listens to music, then does her homework. She has dinner _____ 8:00 o'clock and then watches TV. She goes to bed _____ 10:30 _____ night.

Unit 3. Enjoying our activities

1. You need some information. Ask the corresponding questions.

A: _____ ?

B: No, my brother isn't home.

A: _____ ?

B: He's at work.

A: _____ ?

B: No, it isn't my English book.

A: _____ ?

B: It is the teacher's book.

C: _____ ?

D: No, they aren't in the schoolyard.

C: _____ ?

D: They are in their classroom.

A: _____ ?

F: No, it isn't my apartment.

A: _____ ?

F: It is my neighbor's.

2. Role play.

A: You are a new English teacher at school. Introduce yourself to one of your students and ask him / her some personal information.

B: Meet your new teacher and answer the questions. Ask him / her about where the principal's office is.

A: You are the principal. This is the first day of the school year. You are in the school yard. Introduce yourself. Ask about name and ask them to spell his / her name and last name.

B: This is the first day at the school, you are in the school yard. You meet the principal. Respond to an introduction and answer his / her question.

3. Change each statement into a Yes / no questions by changing the order of the word.

a) The weather is warm.

b) Cindy is playing tennis.

c) The arctic tern is a small bird.

d) My mom is cooking.

e) You are a secondary school student.

4. In pairs, ask and answer questions about your bedroom.

Eg. Is your bedroom big?

Are there ...?

5. Make a dialogue with your partner about what some members of your family are doing now.

6. Complete using his / her:

- a) Katherine is watching _____ favorite program.
- b) Father is fixing _____ car in the garage.
- c) Deborah is doing _____ homework.
- d) Nicole is feeding _____ baby at the moment and Frank is walking _____ dog in the garden.

7. Answer the following question using the words from the list below.

List: listen to, copy the lesson, pay attention, do the exercise, talk to my friends.

What are you doing now?

8. Practice the dialogues with your classmates.

9. Choose the answers that complete the dialogues:

A: Whose room is it?

B: It's in the room / It's a room / It's Albert's room.

A: Whose beds are they?

B: They aren't beds / they are the children's / there are beds.

A: Whose grandmother is she?

B: She's my grandmother / she's a grandmother / yes, she's a grandmother.

10. Complete the following mini dialogues and observe the names of the owners in parenthesis.

A: _____ bedroom is it?

B: It is _____. (Martha)

A: _____ bicycles are they?

B: They are _____ and _____.
(Frank and Stella)
A: _____ dog is it?
B: It is _____ dog. (Charles)

11. Complete the conversations.

Albert: Is it your house?

Charles: No, _____.

Albert: _____?

Charles It is Allyson's house.

Alfred: Are they your children?

Ann: No, _____.

Alfred: _____?

Ann: They are my sister's.

12. Your friend lives in another country. Write him / her a letter or an e-mail describing your house or your apartment and the activities your family is doing in it.

Unit 4. Describing people

1. Describe one of your family members according to his / her personality traits.

2. Select one of these pictures and describe it. Your history teacher can help you.



3. Role play. Practice with your partner.

A: You are a tourist.

B: Answer the question and describe a place.

4. Ask him / her some questions.

A: You meet a friend at the bus stop.

B: Greet your friend and be ready to answer the questions.

5. Introducing themselves.

A: You and your sister meet a new friend.

B: Meet a new friend and ask for address, phone number, age and occupation.

6. Form as many pairs of antonyms as possible using the words from the list.

List: fat, ugly, attractive, strong, thin, tall, short, old, young, slender, pretty, handsome, good-looking.

7. Look up the chart and describe people physically and moral.

Data	Sandra	Claudia	Geilys
Height	1,60 m	1,55 m	1,67 m
Weight	70 kg	50 kg	60 kg
Age	25	27	32
Eyes	Small, dark	Small, brown	Big, black
Hair	Curly, black	Long, fair	Curly, long
Personality traits	Intelligent	Nice	Friendly

Unit 5. Occupations and daily activities

1. Underline the word in each pair below that contains a suffix.

- a) Teach / teacher.
- b) Driver / drive.
- c) Singer / sing.
- d) Tend / tender.
- e) play / player.
- f) dancer / dance.
- g) paint / painter.
- h) writer / write.

2. Underline the personal pronoun in each sentence.

- a) He writes a poem.
- b) I eat the whole pizza.
- c) Do you find the key?
- d) We watch the soccer game.

3. Change each statement into a Yes / no questions beginning with do or does.

- a) The conductor takes the tickets.
- b) You collect stamps.
- c) The flowers look fresh.
- d) A man answers the phone.
- e) Alex and Bob study English.

4. Complete these sentences. Write them in order to make conversations. Listen to check your answer.

- a) Really? What _____ (do / does) she _____ (do / does) there?
 She _____ (work / works) in a hospital.
 She _____ (am / is) a doctor.
 Where _____ (do / does) Elizabeth _____ (work / works)?

- b) Oh? And what _____ (do / does) you (do / does) there?
c) Where _____ (do / does) you _____ (work / works).
I _____ (am / is) a sales person. I _____ (sell / sells) computers.
I _____ (work / works) in a department store.
d) He _____ (repair / repairs) TVs.
What _____ (do / does) Tom _____ (do / does)?
He _____ (work / works) in an electric store.
What _____ (do / does) he do there, exactly?

5. Complete Julia's sentences with the correct form of the verb. Then listen to check your answers.

- a) I _____ (live / lives) with my parents.
b) We _____ (live / lives) downtown.
c) My parents _____ (has / have) an apartment.
d) I _____ (walk / walks) to work.
e) I _____ (don't / doesn't) need a car.
f) My mother _____ (don't / doesn't) walk to work.
g) She _____ (use / uses) public transportation.
h) She _____ (take / takes) the subway.
i) My father is retired, so he _____ (don't / doesn't) have a job, but he _____ (do / does) a lot of work at home.
j) Bill also _____ (watch / watches) television.
k) I _____ (has / have) a husband and three children.
l) The children _____ (go / goes) to school by bus.
m) Bob _____ (practice / practices) sport in the morning.
n) My father _____ (drive / drives) to work.
o) They _____ (live / lives) in a house in the country.

6. Fill in the blanks with the correct form of the verb.

- a) The teacher _____ in school. (teach)
b) He _____ in a factory. (work)
c) John and Peter _____ a tractor in a farm. (drive)
d) My mother _____ care of children. (take)
e) Anna's sister _____ romantic song in a nightclub. (sing)

- f) The students _____ at the farewell party. (dance)
g) The receptionist _____ people when they enter in an office. (greet)

7. Fill in the blanks with one of the question words from the list below.

List: what, when, how, why, whose, where, who, which.

- a) **A:** _____ is your dog?
B: That big one, over there.
- b) **A:** _____ is your sister?
B: She's fine.
- c) **A:** _____ are those shoes?
B: They're Paul's.
- d) **A:** _____ is your name?
B: Daniel.
- e) **A:** _____ are Jane and Kate?
B: They are at school.
- f) **A:** _____ is Ken's birthday?
B: It is in February

8. Find the 14 missing verbs in the word-soup. Then make sentences with them.

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

9. Change the verbs to the simple present or present continuous.

A: Where is Sam?

B: He _____ (do) his homework now.

A: Why _____ (Tom / cry)?

B: Because he _____ (not / want) to go to bed.

A: What _____ (you / do).

B: I _____ (wash the dishes).

A: What _____ (you / do) on Sundays?

B: I _____ (play) tennis.

10. Arrange the words to form questions and complete the conversations.
Practice with your partner.

A: I get up early every day.

B: _____? (you / get what / time / up / do) **A:** At 6:00 a.m.

A: _____? (Anelis / does / alone / live)

B: No, she lives with her parents.

A: Sophia and Albert go to school by bus.

B: _____. (does / come / the / bus / what / time)

A: It comes at 8:00 o'clock

A: _____? (have / you / every / breakfast / day / do)

B: Yes, I have breakfast with my family.

11. Work in pairs. Write the answer to these questions then asks and answer the questions with a partner.

a) What time do you get up? .

b) Do you have breakfast every day? .

c) Do you read the newspaper in the morning or in the evening?

d) What time do you go to school? .

e) What time do you have lunch? .

- f) What time do you go home? .
- g) Do you have dinner with your family? .
- h) Do you watch television in the evening? .
- i) Do you read in the evening? .

12. Game: Make a new word by changing the first or last letter. Procedures: Teacher organizes pairs or small groups and ask them to make one word into another by changing the first letter or last letter.

First letter

- a) Change the word **year** to a word of affection.
- b) Change the word **house** to an animal.
- c) Change the word **far** to a means of transportation.
- d) Change the word **mister** to a female family member.
- e) Change the word **low** to an adverb of time.
- f) Change the word **mate** to the opposite of early.
- g) Change the word **dear** to a big animal.
- h) Change the word **tip** to a part of the body.
- i) Change the word **pen** to a number.
- j) Change the word **wish** to an animal.

Last letter

- a) Change the word **eat** to part of the body.
- b) Change the word **set** to a sensory verb.
- c) Change the word **hear** to a part of the body.
- d) Change the word **art** to a part of the body.
- e) Change the word **break** to a food.
- f) Change the word **bat** to the opposite of good.
- g) Change the word **ear** to the verb.
- h) Change the word **rum** to a verb.
- i) Change the word **word** to what your parents do.
- j) Change the word **far** to the antonym of thin.

13. Create a short dialogue using the communicative functions studied.



- 14.** Role play. Pick one of these situations and practice.

A: Meet a new friend. Ask him / her about his / her country, nationality and language.

B: Be ready to answer the questions.

A: You want to go out. Ask your mother about the weather today.

B: Answer your son about the weather.

- 15.** Write a short description of the student sitting next to you.

READING CORNER

"Cuba is a Beautiful Country"

Cuba is an archipelago in the especial Caribbean and its capital is Havana. It has fifteen provinces and the special municipality of The Isle of Youth. It is located at the entrance to the Gulf of Mexico.

People from Cuba are called Cubans. The official language is Spanish. Cuba is warm all year. Cuba has a semi-tropical climate. Cuba has a wet season and a dry season. The dry season is from November to April, and the wet season is from May to October. August to October is also the hurricane season in the Atlantic Ocean.

Education in Cuba is free and compulsory. Cuba's system of primary health care covers the entire country and is considered to be unique in Latin America. Health Care services are free for all Cubans.

The National Symbols are The Flag of the Lone Star, The Coat of Arms and the Anthem of Bayamo. The national flower is the Jasmine Butterfly, the national bird is the Toco-ro-ro and the national tree is The Royal Palm.

1. Complete the following chart.

The Capital of Cuba	
Language	
Climate	
Education	
Health	
National symbols	

"An Amazing Place"

Cubans of all generations know Expocuba. This is a multifaceted center, with varied offers for all ages. It was inaugurated by Fidel Castro on January 4, 1989. Since then there are important events every year. It is in Boyeros municipality with natural views around.

Many business people are coming to Cuba from all over the world to show and sell their new products with economic prices.

Expocuba has a variety of recreational offers for the younger public because of break school. The children and their parents visit the different pavilions such as Culture and Education.

Other attractions for children are the classic carousel and flying chairs. The exciting "crazy carts" give parents and children a fun time. The younger ones enjoy the attractions of the inflatable park and the "jumping canvas".

They can taste our traditional food, fast food and cocktails in a great number of restaurants and cafeterias. It is the best recreational option.

Don't waste your time in over places. Spend it, here!

- | | |
|---------------------------|-----------------------------|
| 1. Do you visit Expocuba? | 4. What do you do there? |
| 2. When do you go there? | 5. Do you have a good time? |
| 3. Who do you go with? | |

"Betsy, Tom and Dinky"

Betsy is fourteen years old. She is tall, slender, and she has dark eyes. She is very delicate and friendly.

Her brother, Tom, is 24 and he isn't attractive, but he is very intelligent, honest, loving, and polite.

Their dog Dinky is small, friendly, and noisy. Betsy, Tom and Dinky are very good friends.

(Taken from video-clase, Universidad para todos)

- | | |
|-----------------------------|----------------------------|
| 1. Is Betsy a teenager? | 4. Whose brother's is Tom? |
| 2. What does she look like? | 5. How old is he? |
| 3. What is she like? | 6. Who is Dinky? |

"What is my job?"

My job is to take care of many of the books in our school or our community. I keep them clean and organized so you can find the one you're looking for quickly. I can help you find a book or suggest one. Many people enjoy to come to my work to check out a book, use the computer or meet a friend. Please don't forget you have to be quiet when you come visit me, people are reading.

1. What is my job? _____
2. How do you know? Write two clues referring to that.

"Linda and her father"

Linda is living with her father alone because her mother is in Haiti, working as an internationalist doctor.

Linda's father gets up at 5:30 every day; he takes a shower and a breakfast at 6:00. He likes to have coffee, bread and some fruit. At 6:30 he catches the bus to work. He works in an office as a computer consultant. He stops for lunch at 12:00 and he goes to the nearby the coffee shop with his coworkers. At 5:00 he finishes work and goes home with a friend. Then he likes to watch TV and relax before having dinner at 8:30. He usually goes to bed at about 11:00.

Linda cooks when she returns from school and washes the dishes, too. On weekends, both father and daughter clean the house and prepare their clothes for the following week. She also does her homework before Monday.

1. Cross out the ideas that are not in the text.
 - a) Linda's mother is not in Cuba now.
 - b) Linda and her father think their routine is very boring.
 - c) Linda is a student.
 - d) Linda and her father help each other with the housework.
 - e) Linda and her father live in a large and beautiful house.
2. What do you think of their routine?

3. What do you suggest to make their life more interesting?

Dear pen friend:

I am Sophie. I'm thirteen. I am a secondary school student. I am Cuban. I live at 1904 70th Street, Playa. My phone number is 719-429106. My city, Havana, is large and beautiful. I live near the Comodoro hotel. It is a magnificent construction. What about your place? Do you live in a town or in a city?

My favorite color is blue and my favorite subject in school is English. What are your favorites?

*Yours,
Sophie.*

1. What's the sender's name?

4. Is Havana a small city?

2. Is she a teenager?

5. Do you like the same color and subject?

3. Is she from France?

"A long way to travel for your dinner"

The arctic tern is not a big bird. It is only about 16 centimeters long from its bright red beak to its tail. But it flies from one end of the earth to the other- a journey of about 18 000 kilometers.

The tern is in the arctic in the summer but not in the winter. It is too cold and there is no food. But when it is winter in the northern hemisphere, it is summer in the southern hemisphere. In the fall the arctic tern leaves the North Pole and flies south across the equator to the South Pole. When spring comes again in the northern hemisphere, the tern will return to the arctic.

How do these small birds make this incredible journey? We don't know. Perhaps they use the sun, the moon, and the stars as a compass. If it is cloudy or foggy, the birds don't migrate. In its life, an arctic tern travels as far as the moon and back. That's a long way to travel for your dinner.

(Taken from Colectivo de autores: English Workbook. 7th Grade)

1. Do you know of any animal that moves from one place to another depending on the weather and the seasons? Tell your teacher and classmate.

2. Complete these ideas:

a) The text is about:

___ means of transportation.

___ a bird.

___ a person.

b) The Attic tern is:

___ big.

___ small.

___ enormous.

c) In winter the tern travels:

___ from north to south.

___ from south to north.

___ across the Pacific.

3. Discuss these questions with a partner.

a) Do Cuban endemic birds migrate?

b) What are some migratory birds that we can see in Cuba some time during the year?

c) Ask your teacher of Geography and Biology.

"Hockey"

Hockey is Canada's national sport. Every year thousands of Canadians play hockey or watch hockey on television. Hockey is also popular in other places, such as the United States, Japan, Russia, and Western Europe. Hockey is an Olympic game from 1920.

Hockey is a fast, rough game. Professional teams play in large arenas. The players skate very fast on the ice. They try to score goals. They use a hockey

stick to hit a puck. A puck is like a ball, but it is flat. To score a goal, the hockey players hit the puck into a net.

(Taken from Anne McDonald: Teaching Strategies)

1. Do you like sport?
2. What is your favorite sport?
3. Where do you play it?
4. How do you play it?
5. Mention some of the equipment.
6. What is the national sport in your country?

“Amazing spider”

Peter Parker is a quiet teenager. He lives in a small house in New York City with his Aunt May. Peter hasn't got many friends. His best friend is Mary Jane. One day, a spider bites Peter in a science lab. He has got a special power. He is strong and fast and he can climb walls, just like a spider. People love him, but he has got an enemy, the evil Green Goblin. Can Spider Man stop him?

(Taken from Virginia Evans y Jenny Dooley: Access Student's Book 1)

1. Where is the spider man from?
2. Who does he live with?
3. Who's his best friend?
4. What can Spider man do?
5. Who is his enemy?
6. Does Spider man get his special power?

“Shakira”

Shakira's full name is Shakira Isabel Mebarak Ripoll. She is from Barranquilla, Colombia, South America. Her birthday is on February 2nd. She's the world's favorite Latin singer. She is young, beautiful and she has a great voice. She has 4 brothers and 4 sisters. Shakira can speak five languages. She dances and sings well. She likes painting and listening to jazz music. She doesn't like hip hop. She is a “Woman of Grace”. Do you like her?

(Taken from Virginia Evans y Jenny Dooley: Access Student's Book 1)

1. What's her full name?

4. What does she do?

2. Where is she from?

5. What is your favorite Shakira's song?

3. How many brothers and sisters does she have?

"Nicole and Her Friends"

Hi! My name is Nicole. I'm 17 years old and I have curly hair and green eyes. I'm short and thin. I'm a quiet person. My best friends are Rose and Jenny. Rose is 16 years old and she is tall and thin. She has got short brown hair and brown eyes. She is really popular at the school. Jenny is 17 years old like me. She is tall and thin. She has got short fair hair and blue eyes. She is beautiful and kind. I love my friends. I think they are special.

1. Does she have two friends?

4. Are they the same age? Why?

2. Does Nicole have long hair and black eyes?

5. Are they teenagers?

"The Taj Mahal"

The Taj Mahal is in Agra, India. It is one of the top seven tourist travel wonders of the world. The palace is the marble and precious stones. The marble shines with different colors like pink at sunrise, yellow at sunset and blue at night when there is a full moon. There is a huge dome in the center that looks like a large pearl and there are four minarets at each corner, inside, there are two floors each with eight rooms. Outside, there is a beautiful garden with four pools. The Taj Mahal is a fantastic building.

(Taken from Virginia Evans y Jenny Dooley: Access Student's Book 1)

1. Complete the sentences.

a) The Taj Mahal is in _____.

b) The palace is _____.

c) There are four _____, one at each corner.

d) The garden has _____.

2. Find the picture to describe it.

"Justin Timberlake"

Justin Timberlake is a famous pop singer from the USA. His birthday's on 31st January. He has got a nice family. His father's name is Randall and his mother's name is Lynn. He has got two brothers. His brother's names are Stephen and Jonathan. Justin doesn't live with his family. He lives alone in a big house.

Justin isn't only a pop star. He is busy with three others jobs. He designs clothes. His clothing label's name is "William Rast". He is also a chef.

He can cook great food. He has an Italian restaurant in Manhattan, New York, and an Asian restaurant in Hollywood, California. Justin also acts. He is in three new films; Alpha Dog, Black snake Moan and Edison. He is also a voice in Shrek 3.

Justin doesn't have much free time however he enjoys riding motorcycles and playing golf. Justin is very popular with fans of all ages. He is a great entertainer and a wonderful person.

(Taken from Virginia Evans y Jenny Dooley: Access Grammar 1)

1. Cross out the ideas that are not in the text.
 - a) Justin's profession.
 - b) His age.
 - c) His address.
 - d) His three new films.
2. Underline the verbs in the present simple tense. Which of these verbs are in third person singular?
3. Write the verbs you underlined in negative form.
4. Read again and answer the questions:
 - a) Where does Justin come from?
 - b) What kind of work does he do?
 - c) What does he do in his free time?

"Charles's present life"

My friend Charles is an electrician. He's working at Las Americas Hotel in Varadero, where he fixes electric equipment like refrigerators, radios, television sets, etc. He is studying at a Technical University and his marks are very good.

Jane, his wife, is a computer programmer. She is not working at Varadero because there isn't a job for her there at the moment. They are missing each other a lot. He is coming to see her at the end of this month.

1. Look at the title of the text. What information do you expect to find? Tick the items you think you will find in the text.

☐ Age
☐ Occupation
☐ Address
☐ Place where Charles works or studies

2. Complete the ideas, based on information explicit or implicit in the text:

Charles and I are _____.
 a) He is working and _____ at the same time.
 b) Jane is _____.
 c) They are not _____.

3. Ask questions about the text, using the words and expressions given:

Who...?	Is he...?
What...?	Are they...?
Where...?	Is / Are there...?

4. Discuss with your teacher and classmates.

a) ...what positive aspects you find in Charles's life.
 b) ...what different situations you would prefer for him and for yourself.

A decorative horizontal line consisting of a series of small, light gray diamond shapes arranged in a row.

(Taken from Jacqui Birchall: Creating a Language. Learning Classroom).

Now, let's have a little game. The name of the game is "What is your name?"

When people get together they may talk about the weather,

But the first thing they say is "What is your name?" What is your name?

What is your name?

What is your name? My name is _____

What is your name? What is your name?

My name is _____. What is your name?
My name is _____.

My name is _____.

What is your name?

What is your name?

My name is _____. What is your name?

My name is _____.

(Repeat 4 more times)

Suppose you're lost and you don't know where you are,

You meet a nice policeman,

Who wears a shiny star?,

He says, now son, I would like to take you home, But the thing I have to know

is "What is your name?"

What is your name?

What is your name?

My name is _____. What is your name?

My name is _____.

(Repeat 4 more times)

(Taken from Ann McDonald: Teaching Strategies. Focusing on The New English Curriculum)

"Rap"

When I wake up, and I get up, I brush my teeth, and make some tea.

I drink some tea, eat some bread, and also make the bed.

I take a shower too. Then I get dressed, I say good bye, before I go to work

(Después se canta en tercera persona de singular, he / she)

(Taken from video-clase, Universidad para todos)

"Enigma"

My name is Satin. I am soft and white, and I have pink ears, pink eyes,
and a pink nose.

What I like best is eating carrots and lettuce.

What am I?

_____.

(Taken from Colectivo de autores: Adventures in English)

VOCABULARY

Family members

Grandfather (*abuelo*)

Grandmother (*abuela*)

Father (*padre*)

Mother (*madre*)

Son (*hijo*)

Daughter (*hija*)

Brother (*hermano*)

Sister (*hermana*)

Uncle (*tío*)

Aunt (*tía*)

Nephew (*sobrino*)

Niece (*sobrina*)

Cousin (*primo, prima*)

Husband (*esposo*)

Wife (*esposa*)

Stepfather (*padrastro*)

Stepmother (*madrastra*)

Stepbrother (*hermanastro*)

Stepsister (*hermanastra*)

Parts of the house

Attic (*ático*)

Backyard (*patio trasero*)

Balcony (*balcón*)

Basement (*sótano*)

Deck (*terrazza*)

Driveway (*entrada de autos*)

Hall (*vestíbulo*)

Hallway (*pasillo*)

Furniture

Armchair (*butacón*)
Bed (*cama*)
Bedside table (*mesa de noche*)
Book case (*librero*)
Chair (*silla*)
Clock (*reloj*)
Closet (*closet*)
Coffee table (*mesa de centro*)
Computer (*computadora*)
Desk (*pupitre*)
Dresser (*cómoda*)
Dressing Table (*coqueta*)
Lamp (*lámpara*)
Microwave oven (*microondas*)
Refrigerator (*refrigerador*)
Rocking chair (*sillón*)
Sofa (*sofá*)
Stove (*fogón*)
T.V-set (*televisor*)
Table (*mesa*)
Wardrobe (*escaparate*)

Means of Transportation

Bus (*ómnibus*)
Car (*carro*)
Ship (*barco*)
Subway (*metro*)
Train (*tren*)
Plane (*avión*)

Adjectives

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**)
Easygoing (**indolente**)
Gossipy (**chismoso**)
Noisy (**ruidoso**)
Hardworking (**trabajador**)
Selfish (**egoísta**)
Stingy (**tacaño**)

Verbs

Call (**llamar**)
Sweep (**barrer**)
Feed (**alimentar**)
Watch TV (**ver TV**)
Fix (**reparar**)
Wash (**lavar**)
Have (**tener**)
Walk (**pasear**)
Play (**jugar, tocar un instrumento musical**)

Answer (**responder**)
Ask (**preguntar**)
Bake (**hornear, cocer al horno**)
Awake (**despertar**)
Borrow (**tomar prestado**)
Build (**construir, edificar**)
Carry (**llevar, ser portador**)
Clean (**limpiar**)
Close (**cerrar**)
Come (**venir**)
Cook (**cocinar**)
Dance (**bailar**)
Do (**hacer**)
Drink (**beber**)
Drive (**conducir, manejar**)
Eat (**comer**)
Enjoy (**disfrutar, divertirse**)
Expect (**esperar, suponer**)
Feel (**sentir**)
Find (**encontrar, hallar**)
Flow (**fluir**)
Forget (**olvidar**)
Get (**coger**)
Give (**dar**)
Go (**ir**)
Greet (**saludar**)
Guess (**adivinar**)
Happen (**ocurrir, pasar**)
Help (**ayudar**)
Hurt (**doler, hacerse daño**)
Introduce (**presentar**)
Kiss (**besar**)
Know (**conocer**)
Learn (**aprender**)
Like (**gustar**)
Listen to (**escuchar**)

Live (**vivir**)
Look (**mirar**)
Make (**hacer, fabricar, producir**)
Meet (**encontrarse, reunirse**)
Miss (**echar de menos, perder**)
Move (**mover, trasladar, mudarse**)
Open (**abrir**)
Put (**poner**)
Read (**leer**)
Ride (**montar**)
Say (**decir**)
See (**ver**)
Shine (**brillar**)
Sing (**cantar**)
Sit (**sentarse, estar sentado**)
Sleep (**dormir**)
Stop (**detenerse, poner fin**)
Suggest (**sugerir**)
Sweep (**barrer**)
Swim (**nadar**)
Take (**llevar, tomar, aceptar**)
Take care (**cuidar**)
Talk (**hablar**)
Teach (**enseñar**)
Tell (**contar, decir**)
Thank (**agradecer**)
Think (**pensar**)
Try (**intentar, tratar**)
Want (**querer, necesitar**)
Water (**regar**)
Wear (**llevar puesto, vestir**)
Work (**trabajar**)
Write (**escribir**)

Professions

Farmer (**granjero**)
Welder (**soldador**)

Barman (*cantinerero*)
Worker (*trabajador*)
Manager (*director*)
Steward (ess) (*aeromoza*)
Plumber (*plomero*)
Nurse (*enfermera/o*)
Postman (*cartero*)
Accountant (*contador*)
Doorman (*portero*)
Librarian (*bibliotecario*)
Warehouse worker (*almacenero*)
Taxi driver (*chofer de taxi*)

Advers of frequency

Always (*siempre*)
Usually (*usualmente*)
Sometimes (*algunas veces*)
Never (*nunca*)

