

INTEGRATED ENGLISH PRACTICE I

*An elementary-lower intermediate coursebook
for undergraduate English teacher education
in Cuba*

Project coordinator

Dr. C. Isora Enríquez O'Farrill

Authors

Dr. C. Isora Enríquez O'Farrill

Dr. C. Sergio Font Milián

Dr. C. Sonia Fernández González

Dr. C. Alfredo Camacho

M Sc. Alberto Zayas Tamayo

Dr. C. Luis Mijares

M Sc. Marisol Patterson Peña

Contributions

M. Sc. Liliana Artiles Echavarría

M. Sc. Diana R. Morales Rumbaut

Lic. Guillermo Godoy Becerra

Lic. Raydel Hernández García

Lic. Yordanis Calvo Beyris

Lic. Reynaldo Salas Agramonte

Lic. Frank Gómez Cañibano

Lic. Julio Bastida Vaillant

Lic. Vivian Solórzano Duarte



**Editorial
Pueblo y Educación**

Edición: Lic. Arnaldo Pérez Portela
Diseño: Elena Faramiñán Cortina
Ilustración: Carlos Alberto Prieto Cañedo
Corrección: Carmen Lidia González Carballo
Mariluz Acosta Reyes
Emplane: María de los Ángeles Ramis
José Jorge Orges Gómez

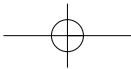
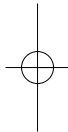
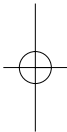
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INTRODUCTION

To learners and teachers:

Integrated English Practice is an elementary-lower intermediate coursebook for undergraduate English teacher education in Cuba. It provides systematic practice in all skills necessary for successful communication in both oral and written forms of the language. The profession-oriented approach underlying most tasks and activities is an essential characteristic of this book.

The book consists of 20 units and some appendixes with useful material for language extension and practice. Each skill is presented in an independent section with the appropriate system of activities to favor the development of the skill as well as language learning:

- The “Speaking” section provides varied practice involving meaningful exchanges in different communicative situations. The section includes language functions, the grammatical uses and the lexical areas associated with the functions. An important component of this section is that on pronunciation. The activities in this part help learners to recognize sounds, stress and intonation patterns, and reproduce them as accurately as possible. The section also offers opportunity for practicing reading aloud as an important communicative activity for teachers to-be, which helps to improve pronunciation and fosters language practice.
- The “Listening” section offers meaningful texts accompanied by a variety of activities aiming at developing the learners’ listening skills and enhancing language acquisition.
- The “Reading” section helps learners to develop different reading subskills and strategies which are very necessary to understand written information. The tasks also contribute to improve language use.
- The “Writing” section provides opportunity for the development of the writing skills from a process-writing approach.
- “Getting ready to teach” is the section which distinguishes this book as a coursebook for teacher training. This section includes useful pieces of practical advice, and professionally oriented communicative tasks to raise learners’ awareness of useful teaching techniques and procedures they could replicate during their teaching practicum and to contribute to develop basic pedagogical knowledge and abilities in student teachers.

How to work with each section

Speaking section:

The dialogs included in the “Speaking” section take place in an imaginary English speaking country where a Cuban doctor has been working for two years. It’s a storyline in which several characters interact in different communicative situations that correspond with the communicative functions in the *First Year Syllabus*.

The teachers should start every unit by encouraging their students to communicate among themselves using language already known to them, and should elicit the new language content, in terms of the vocabulary items and grammatical structures that would be necessary for them to meet the communicative goals of the new unit.

The teaching-learning cycle to follow while working with this section should include:

- Initial communicative practice to elicit the new language.
- Isolation, analysis and re-contextualization of the new language items (grammar – vocabulary). In this stage of the process the students should be encouraged to discover the rules governing the form, meaning and use of the new linguistic element.
- Controlled practice with primary focus on form.
- Guided practice as a logical link between controlled activities and communicative tasks. Equal attention should be paid to form, meaning and use.
- Integrated communicative practice. Tasks in which the students will be expected to use the new language in communicative situations.
- Creative activities to be carried out outside the classroom. These activities will include the project works suggested in the book. Further communicative practice outside the classroom environment should be encouraged by the teacher.

This section includes a wide range of communicative functions with their corresponding grammatical structures and vocabulary items. The number of exercises provided will probably be larger than what is feasible to carry out in the classroom. Therefore, the students should be encouraged to use all of the information provided in the “How do you say it?” subsection to practice at home.

The “Pronunciation” subsection includes most of the sounds of the English language, mainly those that usually cause trouble to Spanish speakers. This kind of practice includes exercises to discriminate sounds, as well as stress and intonation patterns. In every unit the last pronunciation activity should be one in which the pronunciation item is used in a communicative task.

The “Reading aloud” subsection includes a narrated version of the dialog in which the most important vocabulary items have been included. In order to combine speaking and writing, the teachers may encourage their students to enlarge this narration to include information that may not necessarily be in the dialog. This is made easier by the fact that some of the characters have already appeared in previous dialogs, and the students are very familiar with them.

Despite the amount of information provided in this section, and the number of activities suggested, it is necessary that role play tasks be prepared by the teachers, making

sure that they comply with a criterion of increasing freedom in what is demanded from the students.

Listening section:

The “Listening” section includes dialogs and monologs in which the linguistic content of every unit is used in communicative contexts similar to those in the unit’s main dialogs.

The tasks included in this section aim at:

- Encouraging the students to activate their background knowledge and anticipate the content of the text they will listen to.
- Guiding the students to identify main ideas.
- Guiding the students to focus on specific information.
- Guiding the students to identify grammar, vocabulary and pronunciation items.
- Encouraging the students to use the main functions present in the listening text in similar communicative situations which are relevant to the students’ lives.

This section’s main goal is to **TEACH** how to listen, **NOT** to **TEST** listening. This means that teachers should develop in their students strategies of anticipation, memorization, note taking, sound perception, identification of general and specific information, among others.

Reading section:

In the introductory unit you are given a number of suggestions you should follow when you approach a reading text: annotating and highlighting a text, reading tips to help you engage, monitor and self-evaluate your reading. Even if you do not find explicit instructions or reference to them, you should take them into account because they are strategies to help you become a skillful reader.

Whether you find the explicit instructions for using the predicting Guide, the Interactive Reading Journal and Collaborative Questions or not you should use such strategies because they help you to be a skillful reader.

“Reading tips”. You will find this section in most of the units, but you should take them into account whenever you read.

The texts and activities included here have been selected to foster the development of basic reading skills needed at this level. But feel free to select others provided, they contribute to achieve the same goals.

Before engaging in the actual reading process, it is advisable to focus on the development of the reading subskill or strategy presented as a reading tip, which will favor learner comprehension of the skill and how to use it.

Some units have two texts in the text file. You can prepare activities for each of them.

Writing section:

In the introductory unit you are given a number of useful suggestions for the writing process. The “Writing tips” will help you engage in the writing process, monitor and eval-

luate what you write. As in reading, even if you do not find explicit instructions or reference to them, you should take them into account because they are strategies to help you become a good writer.

The texts and activities included here have been selected to foster the development of basic skills needed at this level. It is advisable to do further work on spelling, punctuation and the use of connectors, so it advisable to design more activities taking into account the needs of the learners. In the section **More Learning Resources**, you can find useful information related to these contents. So, feel free to select others, provided they contribute to achieve the same goals.

The information in the section “Getting ready to teach” will be inserted in the different units, generally when most sections have been covered or after the aspect under study in the section.

Project work:

Project works are viewed as a performance tasks through which students demonstrate their level of proficiency. They offer great possibilities for the students to reflect their ideas, tastes, and interests. The knowledge gained in other subjects can be integrated in the project. It fosters independence and creativity. The main goal is communication because they need to transmit a message, their ideas and feelings. Steps in preparing and presenting a project:

1. Initial discussion of the idea, comments and suggestions to decide on the topic of the project with your teacher and classmates.
2. Definition of the project objective with the collaboration of students and teachers.
3. Organize teams.
4. Language practice to provide the structures and vocabulary most useful for the development and presentation of the project.
5. Design of the written materials, which can consist of questionnaires, grids, maps, etc.
6. Gather information from different sources inside or outside the classroom according to the tasks assigned to each team member.
7. Afterwards the students dedicate some time to organization of materials and developing the end product of the project.
8. Oral and written presentation which depends largely on the form of the end product.
9. Evaluation and feedback.

Learning diary:

At the end of each lesson and unit, learners should reflect on one’s learning. Use the prompts in the appendix as a guide.

More learning resources contains documents with useful information that can be used by students and teachers for different purposes.

CONTENT MAP OF THE UNITS

The following content map includes the communicative functions you will find in each unit of this course-book. You will also find the linguistic content (grammar, vocabulary and pronunciation) associated with the main functions in each unit. This map is intended to assist you in determining the most important communicative goals you should aim at throughout the course.

Unit	Main communicative functions	Secondary communicative functions
Introductory unit The first day at school	<ul style="list-style-type: none"> • Start a conversation • Greet people and say good-bye • Introduce yourself 	<ul style="list-style-type: none"> • Make requests • Make small talk • Make communication work
Unit 1 71 Parkview Street	<ul style="list-style-type: none"> • Ask and say where people are from • Ask and say how old people are • Ask and say where people live 	<ul style="list-style-type: none"> • Ask for information about people's family • Invite someone • Express surprise and satisfaction • Compliment, praise or congratulate someone • End a conversation
Unit 2 A visit to Margaret's apartment	<ul style="list-style-type: none"> • Describe your house • Ask and say where places are in town • Describe people physically 	<ul style="list-style-type: none"> • Say you are pleased with something • Talk about things you own and special meaning for you • Identify someone
Unit 3 The best way to go Greenwood	<ul style="list-style-type: none"> • Ask and give information about people's family • Make comparisons • Make suggestions 	<ul style="list-style-type: none"> • Ask and say how people travel
Unit 4 People who love their jobs	<ul style="list-style-type: none"> • Ask for and give information about someone's job <ul style="list-style-type: none"> ◦ Describe jobs ◦ Say how much you like or dislike your job 	<ul style="list-style-type: none"> • Express different feelings and moods • Ask and talk about what people are doing
Unit 5 A surprise call to Melanie	<ul style="list-style-type: none"> • Ask and say how people are (Review) • Talk about what people do (Review) • Describe people physically (Review) • Describe people's personality • Compare people physically (Review) and in terms of their personality traits 	<ul style="list-style-type: none"> • Make a deduction • Talk about people who have a special meaning for you • Compare places in your country

Grammar	Vocabulary	Pronunciation
<ul style="list-style-type: none"> Verb <i>be</i> in the present Personal pronouns Possessive adjectives 	<ul style="list-style-type: none"> Numbers 0-20 Ways of greeting people and saying good-bye The English alphabet 	<ul style="list-style-type: none"> Consonant sound /m/ in final position Vowel sound /æ/
<ul style="list-style-type: none"> Verb <i>be</i> in the present. Affirmative and negative statements Questions with <i>be</i> using <i>Where</i> and <i>How old</i> Questions with <i>Do you live...?</i> 	<ul style="list-style-type: none"> Family members Countries and nationalities Numbers 21-100 Building, apartment, floor, neighbor, house Prepositions of place <i>at, in, on</i> to refer to house number, apartment number and floor in a building 	<ul style="list-style-type: none"> Rising intonation in <i>yes/no</i> questions
<ul style="list-style-type: none"> <i>There + be</i> affirmative and negative statements and questions 	<ul style="list-style-type: none"> Parts of the house Adjectives to describe places Adjectives to describe people physically What does X look like? Prepositions of place to indicate where things are in the house and where places are in the neighborhood 	<ul style="list-style-type: none"> Sounds /ʌ/ and /ɑ/
<ul style="list-style-type: none"> Comparatives Superlatives 	<ul style="list-style-type: none"> Means of transportation Prepositions for means of transportation: <i>by, on</i> Expressions to make suggestions: <i>Why don't you...?</i> 	<ul style="list-style-type: none"> Diphthong /oʊ/ and vowel sound /ɔ/
<ul style="list-style-type: none"> Indefinite articles before jobs Questions with <i>what</i> and verb <i>be</i>, and <i>what</i> with <i>simple present</i> to ask what someone's job is or what someone does for a living 	<ul style="list-style-type: none"> Jobs Adjectives to describe jobs 	<ul style="list-style-type: none"> Vowels /i/ and /ɪ/
<ul style="list-style-type: none"> Comparative and superlative (Review) <i>Be</i> and <i>simple present</i> of other verbs to talk about jobs, age, physical appearance, personality traits and personal information in general 	<ul style="list-style-type: none"> Adjectives and nouns to describe people physically and to describe their personality Jobs (new) 	<ul style="list-style-type: none"> Sounds /θ/ and /ð/

Unit	Main communicative functions	Secondary communicative functions
Unit 6 Awful weather	<ul style="list-style-type: none"> • Ask and say what is happening • Report what someone is doing • Ask about and describe the weather 	<ul style="list-style-type: none"> • Tell someone to do something • Predict the weather • Express possibility or impossibility • Instruct someone on what to do in case of a weather event • Remind someone to do something
Unit 7 Klaus's daily routine	<ul style="list-style-type: none"> • Describe routines, habits, pastimes and hobbies • Ask and say how often something is done 	<ul style="list-style-type: none"> • Ask why and give reasons
Unit 8 Family plans	<ul style="list-style-type: none"> • Suggest something • Ask and talk about likes and dislikes • State a preference 	<ul style="list-style-type: none"> • Ask what someone feels like doing and say what you feel like doing
Unit 9 Directions in Newtown	<ul style="list-style-type: none"> • Ask about an address • Give directions in town 	<ul style="list-style-type: none"> • Talk about people and places in your community • Talk about things in your community that you are proud of • Give an opinion about things that need to be changed in your community, and agree or disagree with someone else
Unit 10 A ride to the gas station	<ul style="list-style-type: none"> • Ask a favor of someone, offer help, accept or refuse • Give directions and information about a place • Ask about and express distance and duration of a trip 	<ul style="list-style-type: none"> • Say you are looking forward to something • Tell someone to do something • Ask about and say how people travel from one place to another • Ask about and express cost of a trip
Unit 11 At the doctor's office	<ul style="list-style-type: none"> • Identify a health problem • Ask for and give advice on a health problem 	<ul style="list-style-type: none"> • Call in sick and request a favor • Ask and talk about healthy habits
Unit 12 An interview for a language course	<ul style="list-style-type: none"> • Apply for something • Accept or decline an application • Ask and say what someone is interested in • Talk about career plans 	<ul style="list-style-type: none"> • Promise something to someone • Ask and talk about planned and unplanned activities • Talk about family planning • Ask and talk about plans in terms of changes in your lifestyle and give someone general good wishes

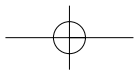
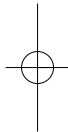
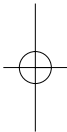
Grammar	Vocabulary	Pronunciation
<ul style="list-style-type: none"> • Present continuous: affirmative and negative statements • Questions in the present continuous • <i>It</i>: the subject in sentences describing the weather 	<ul style="list-style-type: none"> • Vocabulary related with the weather • Adverbs usually used to mark actions taking place at the moment of speaking: <i>now, at this moment, right now</i>, etc. 	<ul style="list-style-type: none"> • Sounds /ŋ/ and /n/
<ul style="list-style-type: none"> • Simple present • Third person singular in the simple present • Questions with <i>do</i> and <i>does</i> • Questions with <i>How often...?</i> 	<ul style="list-style-type: none"> • Vocabulary related with hobbies and daily routines • Frequency adverbs 	<ul style="list-style-type: none"> • Sounds /s/ and /z/
<ul style="list-style-type: none"> • Contractions <i>Let's</i> and <i>I'd</i> (<i>I would</i>) • Verbs followed by infinitives and gerunds to express likes, dislikes and preferences 	<ul style="list-style-type: none"> • <i>I like... I hate... I dislike... I don't like... I prefer... I'd rather... I enjoy...</i> • Vocabulary related with what people like to do in their free time 	<ul style="list-style-type: none"> • Sounds /æ, ʌ, ɑ, ɪ, i, oʊ/ (Review) • Diphthong /eɪ/
<ul style="list-style-type: none"> • The imperative • Modal <i>can</i> to make a request • Modal <i>should</i> to give a suggestion 	<ul style="list-style-type: none"> • Prepositions and adverbs of place • Verbs to give directions 	<ul style="list-style-type: none"> • Word stress
<ul style="list-style-type: none"> • Questions with <i>How far...?</i> • <i>Can</i> (possibility and ability) • <i>Can't</i> (impossibility) 	<ul style="list-style-type: none"> • Vocabulary related with broken cars • Incidents as a result of which people may need help • Words to express duration and distance 	<ul style="list-style-type: none"> • Sound /s/ in initial position followed by another consonant
<ul style="list-style-type: none"> • Modal <i>should</i> to give advice 	<ul style="list-style-type: none"> • Vocabulary related with sicknesses, symptoms and medical care 	<ul style="list-style-type: none"> • Sounds /r/, /ʒ/ and /ə/
<ul style="list-style-type: none"> • Review of simple present, <i>Wh</i>-questions, <i>can</i> • Preview of simple past (Not to be taught as a grammatical structure yet) 	<ul style="list-style-type: none"> • Vocabulary related with language skills • Vocabulary related with information usually required to fill out an application form 	<ul style="list-style-type: none"> • Sounds /ʃ/ and /tʃ/

Unit	Main communicative functions	Secondary communicative functions
Unit 13 At the sports center	<ul style="list-style-type: none"> • Express logical deduction and obligation • Ask for and give information about a place • Express possibility • Ask for and give an opinion 	<ul style="list-style-type: none"> • Praise someone
Unit 14 Shopping for vegetables	<ul style="list-style-type: none"> • Offer help. Accept or refuse an offer of help • Say what you want • Ask and talk about quantity • Ask and talk about price 	<ul style="list-style-type: none"> • Talk about unhealthy habits and suggest different courses of action to give them up • State a condition
Unit 15 Dinner at Margaret's	<ul style="list-style-type: none"> • Ask for and give instructions • Offer something to eat or drink. Accept or refuse • Invite someone, accept or decline an invitation and give reasons 	<ul style="list-style-type: none"> • Say you are glad about something • Say what you hope will happen • Ask for and give information about customs and traditions in your country and elsewhere • Talk about things in our country that we take pride in • Talk about things that are trendy
Unit 16 A Tricia Miles record	<ul style="list-style-type: none"> • Ask and talk about plans • Express concern, necessity and obligation • Talk about what you need other people to do 	<ul style="list-style-type: none"> • Identify an environmental problem in your community • Suggest a solution to solve an environmental problem • Express a wish in relation to a global issue
Unit 17 A Monday lesson at WLS	<ul style="list-style-type: none"> • Ask about and say what you or someone else did 	<ul style="list-style-type: none"> • Start a class and give instructions to go on • Ask about and say what happened somewhere. Make a suggestion • Describe how you felt
Unit 18 Remembering the old times	<ul style="list-style-type: none"> • Greet someone after a long time • Talk about past events • Ask and talk about past habits and traditions • Report a memorable conversation 	<ul style="list-style-type: none"> • Ask if someone remembers a past experience and talk about what you remember from a past experience or event • Express regret about things you used to do in the past • Make comparisons in terms of distance, prices, speed and comfort when traveling, nowadays and in the past

Grammar	Vocabulary	Pronunciation
<ul style="list-style-type: none"> • <i>Must / have to</i> to express logical deduction and obligation • <i>Can</i> to express possibility 	<ul style="list-style-type: none"> • Names of sports and types of physical exercise • Words and expressions used to give opinions 	<ul style="list-style-type: none"> • Sound /ə/
<ul style="list-style-type: none"> • Questions with <i>How much</i> and <i>How many</i> • Count and non-count nouns 	<ul style="list-style-type: none"> • Names of vegetables and food in general • Counters to count non-count nouns 	<ul style="list-style-type: none"> • Sounds /dʒ/ and /j/
<ul style="list-style-type: none"> • Questions with <i>Would you...?</i> • The imperative (Review) 	<ul style="list-style-type: none"> • Vocabulary related with cooking • Connectors to indicate sequence of actions in the present 	<ul style="list-style-type: none"> • Sentence stress
<ul style="list-style-type: none"> • Future with <i>will</i> • <i>I need you to</i> • Object pronouns: Tell <i>him</i> 	<ul style="list-style-type: none"> • Vocabulary related with the environment • Vocabulary related with music and public shows 	<ul style="list-style-type: none"> • Syllabication
<ul style="list-style-type: none"> • Simple past with regular verbs • Spelling rules for the simple past of regular verbs • Questions with <i>did</i> • Negative statements in the past • Preview of irregular verbs in the past 	<ul style="list-style-type: none"> • Vocabulary related with activities people usually do: house chores, hobbies, work communication with other people, etc. • Time expressions for the past tense 	<ul style="list-style-type: none"> • Pronunciation of the ending of regular verbs in the past
<ul style="list-style-type: none"> • Simple past of irregular verbs • Questions with <i>did</i> • Negative statements in the past • <i>Used to...</i> 	<ul style="list-style-type: none"> • Most common irregular verbs in English • Vocabulary related with school life and what young people like to do 	<ul style="list-style-type: none"> • Review of sounds /dʒ/, j, ʃ, tʃ/

Unit	Main communicative functions	Secondary communicative functions
Unit 19 Karen's visit to Cuba	<ul style="list-style-type: none">• Talk about past events• Ask for or give information about national or world figures• Say what happened on a given date in history	<ul style="list-style-type: none">• Ask if someone knows about important discoveries or works of arts and talk about them• Ask and talk about people you look up to and give reasons
Unit 20 A farewell visit to Santiago	<ul style="list-style-type: none">• Ask if someone remembers something, say that you remember or have forgotten something• Tell an anecdote• Talk about your country	<ul style="list-style-type: none">• See someone off• Ask and talk about experiences (travel and other experiences)• Speculate about traveling in your country and the world years from now

Grammar	Vocabulary	Pronunciation
<ul style="list-style-type: none">• Simple past (Review)	<ul style="list-style-type: none">• Vocabulary related with historical places and figures in Cuba and around the world• Vocabulary related with activities tourists do when they come to Cuba	<ul style="list-style-type: none">• The pronunciation of the word <i>you</i> preceded by words ending in <i>-d</i> and <i>-t</i>
<ul style="list-style-type: none">• Review of simple tenses	<ul style="list-style-type: none">• Connectors to tell an anecdote	<ul style="list-style-type: none">• Review of the whole book



INTRODUCTORY UNIT

Speaking

The first day at school

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

SECTION A

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

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

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

Louise: Fine, thank you.

SECTION B

Louise talks to the new German teacher.

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

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

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

Klaus: Thanks.

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

Louise: See you later, Klaus.

Klaus: Bye.

SECTION C

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

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

Louise: Thanks.

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

Louise: Yes, I do.

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

Louise: I'm so sorry.

SECTION D

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

Jacek: My name is Jacek Marcinkiewicz.

Louise: How do you spell your last name?

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

Louise: Can you spell it more slowly, please?

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

Louise: Do you speak Polish?

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

SECTION E

Beth Smith and Jacek Marcinkiewicz exchange telephone numbers.

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

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

Jacek: What's your telephone number?

Beth: 935 47 06. What's yours?

Jacek: 986 12 03.

How do you say it?

- **Start a conversation**

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

Sorry to bother you, but ...

Sorry to interrupt, but ...

Sorry, I couldn't help overhearing

Do this:

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

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

B: Yes, I am.

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

B: No, he isn't.

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

B: It's four o'clock.

A: Thanks.

B: You're welcome.

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

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

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

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

B: Yes, I _____.

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

B: Nice to meet you.

A: Nice to meet you too.

b. A: Hello. My name _____ Jack.

B: Nice to meet you. I _____ Ricky.

c. A: Pat, this _____ Robin.

B: _____ he your cousin?

A: No, he _____. He _____ my brother.

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

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

e. A: _____ you my roommate?

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

• Greet people and say goodbye

Greet someone

Hi, (everyone).

Hello, (everyone).

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

Send regards

Please, say hello/hi to ...

Please give my greetings to ...

Leave-takings

Here are some examples:

A: See you later, Klaus.

B: Good bye. Have a good day!

A: I am sorry I have to go.

B: Bye. Take care of yourself.

A: See you later, Bill.

B: See you.

Other forms

Bye.

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

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

Do this:

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

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

B: Very well, and you?

- b. A: It's so good to see you. How have you been?
 B: Fine, thanks. How are you?
 A: Not bad.
- c. A: Good afternoon, Mrs. Johnson. How are you today?
 B: Just fine. Thanks.
 A: Have a seat, please.

• Introductions

Introduce yourself

Hi, I'm ...

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

Introduce other people

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

Do this:

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

- a. A: My name is Klaus Wagner.
 B: Hi, Klaus. How are you?
- b. A: I'm your English teacher. My name is Louise Johnson.
 B: Nice to meet you, Ms. Johnson.
- c. A: I'm Paul. What's your name?
 B: Bill. Bill Lewis.

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

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

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

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

Do this:

Ask your teacher or someone else in class to show you how to use these words in case you do not know.

• Make requests

Ask someone to spell their name

- a. A: My name is Jacek Marcinkiewicz.
 B: How do you spell your last name?

b. A: What's your last name, please?

B: Brumlow.

A: Could you spell it, please?

Ask someone to give you their phone number

a. A: What's your telephone number?

B: 62 1708

b. A: What's your phone number?

B: 788 3345. What's yours?

c. A: Could I have your telephone number, please?

B: Certainly. My telephone number is 857 0325.

Ask and tell the time

Excuse me. Could you tell me the time?

Can you tell me the time?

What's the time, please?

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

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

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

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

Request permission or something else

Can I go out for a minute?

May I be excused for a minute?

Can I borrow your sharpener?

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

Do this:

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

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

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

a. Open the door.

b. Write the answers on the chalkboard.

c. Show me how to do them.

d. Bring a chair to your teacher.

e. Let me see your class notes.

f. Take this book to the library for me.

4. Walk around the class and request different things from different people.

5. As homework, study the next formulae that are used to make communication work and ask people in class or your teacher to clear up any questions that you may have.

- **Make small talk**

Gee! It's (hot)!

Awful weather, isn't it?

Nice day, isn't it?

Great show, eh?

- **Make communication work**

Ask for repetition

Sorry. What was that again?

Could you say that again?

Ask for clarification

Sorry. Do you mean that ...?

Do you mean to say ...?

Sorry. What exactly do you mean?

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

Ask about language

How do you pronounce ...?

How do you say ...?

What's the meaning of ...?

Is it correct to say ...?

Is it appropriate to say ...?

Do this:

1. Pretend you are some place else and ask questions about the time a bus or a train passes or what time a shop opens or closes, etc. Change roles in asking and answering questions. Move around the class.

2. Watch and listen to how people make communication work either in class or in movies. Listen out for new ways of repairing communication breakdowns and report them to your teacher. You might as well read dialogs in language course books that represent oral language and jot down ways of repairing communication.

Pronunciation practice: Consonant sound /m/ in final position and vowel sound /æ/

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

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

Consonant sound /m/ is present in Spanish, of course, but it is almost never found in final position. It is for this reason that many Spanish speakers learning English tend to

pronounce /n/ instead of sound /m/ in final position. You must be very careful when you pronounce the underlined words in the following utterances:

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

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

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

- a. Are you from Italy?
- b. I am from out of town.
- c. What time is it?
- d. Will you come early tomorrow?
- e. Some students are in the classroom.
- f. The meeting will be at the same time this afternoon.
- g. Can you spell your name again?
- h. I sometimes speak English with my mom.

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

Pronounce some words which contain this sound:

language	have
thanks	advanced
thank you	class
absent	family
grandmother	last
can	Spanish

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

Let's pronounce words with this sound in context.

- a. I speak two languages: English and Spanish.
- b. Do you have many students in your class?

- c. How is your family?
- d. Mr. Black is from Canada.
- e. Thanks for the map.
- f. My dad is sad.

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

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

Reading aloud

Read aloud the following narrated version of the story.

Louise Johnson and Margaret Martin teach at Woodhills Language School. They say hi to each other after the summer vacation. A few minutes later, Louise meets the new German teacher. His name is Klaus Wagner and he's from Munich. Louise introduces herself and welcomes Mr. Wagner to WLS. Margaret interrupts the conversation because the principal wants to talk to Louise. The principal informs Louise that her student Paul Jefferson will be absent for a week because his grandmother is sick. When Louise starts her first lesson, a student with a Polish name introduces himself and spells his name. He says that Polish pronunciation is very difficult.

Reading

Read this information with the help of your teacher.

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

One way to enjoy the process and engage in it is using the strategy *questioning the text* by *annotating* and *highlighting/underlining* the text as you read. Whatever your purposes

are for reading a particular piece, you have three objectives to meet as you read: to identify the author's most important points, to recognize how the text is organized to meet the writer's purpose, and to note how you respond to them.

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

To do so do as follows:

- If possible, do not do it on a first reading of a text.
- Read with a pencil in hand to write down, preferably in the margins, all the notes, comments and reactions that the text invites you to do, the questions that you as a reader may ask, connections to other texts that you make while reading.
- If you need to keep the text for future readers, make a Reading Journal with a notebook as explained below.
- Be selective: Eliminate every single unnecessary word in a sentence by using a "telegraphic" approach, keeping the focus on the truly important elements of a writer's ideas.
- If you are a visual learner, you'll find it helpful to use different colours to highlight different aspects of what you're reading.
- Devise your own annotation system. But you precise marks. Next you only have suggestions:

Double underline the author's explanation of the main point(s) and jot "M.P." or main ideas (M.I.) in the margin.

Underline new words for you and annotate meanings in the margin.

Circle major point of transition from the obvious (subtitles) to the less obvious (phrases like however, on the other hand, for example, and so on).

Asterisk major pieces of evidence like statistics or stories or argument; note in the margin the kind of evidence and its purpose, for example, "story that illustrates claim."

Write "concl." in the margin at points where the writer draws major conclusions.

Comment on ideas and phrases that trigger reactions.

Put a question mark next to points to indicate whether you need more information or the author has been unclear or whether the passage just sounds unreasonable or out-of-place.

Put an exclamation point next to passages that you react to strongly in agreement, disagreement, or interest.

Interactive reading journal

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

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

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

What is a dictionary?

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

A book *dealing with* the individual words of a language (or certain specified classes of them), so as *to set forth* their *orthography, pronunciation, signification, and use, their synonyms, derivation, and history*, or at least some of these facts. It adds that most dictionaries *present the words in alphabetical order*; and in larger dictionaries the information given is illustrated by *quotations* from literature; a word-book, vocabulary, or lexicon.

What do you use a dictionary for?

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

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

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

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

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

Reading tip

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

When reading remember to:	Evaluating how well you read
<p>Ask questions of the text, yourself, and the author.</p> <p>Make connections to yourself, other texts, the world.</p> <p>Use different strategies to achieve and maintain focus while reading.</p> <p>Determine ahead of time why you are reading this text and how it should be read.</p> <p>Adjust your strategies as you read to help you understand and enjoy what you read.</p>	<p>Evaluate and decide which of the following best describes your reading performance today.</p> <p>Explain why you gave yourself the score, also. My reading was...</p> <p>_____ Excellent because I read the full 20 minutes. read actively (e.g., used different strategies and techniques). understood what I read.</p> <p>_____ Successful because I read almost the entire 20 minutes. tried to use some strategies that mostly helped me read better. understood most of what I read.</p> <p>_____ Inconsistent because I read only about half the time. used some strategies but they didn't help me much. understood some of what I read.</p> <p>_____ Unsuccessful because I read little or nothing. did not read actively. did not understand what I read.</p> <p>_____ I didn't understand because...</p>
Develop your own questions	Thinking about how you read
<p>Develop your own question(s) or prompt(s) that you find helpful when thinking about how or what you read.</p>	<p>I was distracted by...</p> <p>I started to think about...</p> <p>I got stuck when...</p> <p>I was confused/focused today because...</p> <p>One strategy I used to help me read this better was...</p> <p>When I got distracted I tried to refocus myself by...</p> <p>These word(s) or phrases were new/interesting to me... I think they mean...</p> <p>When reading I should...</p> <p>When I read today I realized that...</p> <p>I had a hard time understanding...</p> <p>I'll read better next time if I...</p>
Elaborating on what you think	
<p>I think _____ because...</p> <p>A good example of _____ is...</p> <p>This reminded me of _____ because...</p> <p>This was important because...</p> <p>One thing that surprised me was _____ because I always thought...</p>	

The writing process

Writing tip

Writing is a process which involves:

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

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

T.A.P.

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

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

Prewriting tips

1. *Think carefully about what you are going to write.* Ask yourself: What question am I going to answer in this paragraph or essay? How can I best answer this question? What is the most important part of my answer? How can I make an introductory sentence (or thesis statement) from the most important part of my answer? What facts or ideas can I use to support my introductory sentence? How can I make this paragraph or essay interesting? Do I need more facts on this topic? Where can I find more facts on this topic?
2. *Open your notebook.* Write out your answers to the above questions. You do not need to spend a lot of time doing this; just write enough to help you remember why and how you are going to write your text.

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

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

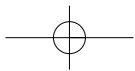
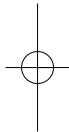
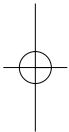
5. Find the main idea of your paragraph or essay. Choose the most important point you are going to present. If you cannot decide which point is the most important, just choose one point and stick to it throughout your paragraph or essay.

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

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

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

	How my writing is similar to the model	How my writing is different from the model
<i>Meaning</i>		
<i>Development</i>		
<i>Organization</i>		
<i>Conventions</i>		



UNIT 1

Speaking

71 Parkview Street

Meet some of the neighbors at 71 Parkview Street.

SECTION A

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

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

SECTION B

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

- Linda: Excuse me. I am Linda Evans. I just want to welcome you to our building.
 Bill: Oh, thank you, Linda.
 Margaret: Which floor do you live on?
 Linda: Just as you, the third floor. I live in apartment 9. I'm your next-door neighbor.
 Bill: That's good to know.
 Linda: I hate to rush off, but I have to go to work. Have a good day!
 Bill: Come over for a cup of coffee sometime.
 Linda: I will.
 Margaret: Bye, Linda.

SECTION C

Dave Jones gets in a taxi at the Woodhills Inn.

Taxi Driver: Where to, sir?

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

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

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

Taxi Driver: Where are you from?

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

Taxi Driver: Oh, I see.

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

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

SECTION D

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

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

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

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

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

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

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

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

Alison: Hi, Uncle Dave.

Tommy: How are you?

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

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

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

Jenny: And what brings you to Woodhills?

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

Jenny: Oh, that's great!

How do you say it?

- Ask and say where people are from

Do this:

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

a. A: Are you from out of town?

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

- b. A: Where are you from?
 B: I'm from Cuba. I'm Cuban.
 c. A: Are you from Jamaica?
 B: No, I'm from Barbados.

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

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

- Ask how old someone is and say how old you are or someone else is

Do this:

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

- a. A: How old are you?
 B: I am twenty one years old.
 b. A: What's your age?
 B: I'm nineteen. I will be twenty next Saturday.
 c. A: How old are your brother and sister?
 B: Alison is eleven and Tommy is ten.
 d. A: Are you eighteen already?
 B: No, not yet.

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

Statements

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

Questions

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

Do this:

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

- **Ask and say where people live**

Do this:

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

- a. A: Where do you live?
B: I live in Marianao. And you?
A: I live in Camagüey.
- b. A: Where do you live?
B: I live at 22 Independence Street.
- c. A: Where do you live?
B: On 7th Avenue.
- d. A: Do you live in a house or in an apartment?
B: I live in an apartment on the second floor.
A: Is your apartment large or small?
B: It's quite large.
- e. A: Do you live on the fourth floor?
B: Yes, I do.
- f. A: Which floor do you live on?
B: On the seventh floor.

- **Ask for information about someone's family, friends and colleagues/classmates**

Do this:

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

Place of residence

Where does your family live?

Distance

Is it far from university?

Living conditions

Do you live in an apartment building?

Do you live in a house?

Do you live downtown?

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

Do you live in the countryside?

Number of people

How many brothers and sisters do you have?

How many nephews and nieces do you have?

How many grandchildren do your grandparents have?

How many uncles and aunts do you have?

How many cousins do you have?

How many brothers-in-law do you have?

How many sisters-in-law do you have?

Marital status

Are your parents legally married?

Or are they just living together?

Favorite person

Who's your favorite person at home?

Friends and colleagues/classmates

Who's your best friend?

Who you normally hang out with in university?

How much do you know about your classmates?

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

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

Questions

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

Statements

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

Do this:

1. Write questions in order to collect information from people in class about themselves and their relatives. You may follow these hints:

- Relatives living in Santiago de Cuba.
- Number of relatives living in the countryside.
- Time when they do their homework.
- Place where they study for their tests.

2. Now you may interview people in class and gather information. Be ready to report back to class what you found out.

3. Watch “Youth in the Spotlight” (Part 1), section A, a video fragment, and summarize the information that two Canadian students give about themselves and about Canada. Be ready to share orally with the rest of the class what you summarized. See Appendix 1 in this book in case you later want to read the script of this recording.

- Invite someone**

Do this:

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

Invite + accept

- A: Come over for a cup of coffee sometime.
B: I will. Thanks.
- A: Join us for some coffee tonight.
B: Sure.
- A: How about dinner with us tonight?
B: That sounds great!

Invite + decline

- A: Join us for some coffee tonight.
B: Sorry. I'm busy tonight. Thank you.

- **Express surprise and satisfaction**

Do this:

For homework study the following points from this section and ask other people questions about the meaning of unknown words or about pronunciation. Then be ready to act the dialogs out in class.

- a. A: Uncle Dave! What a surprise!
B: Yes, it's me. I'm so happy to see you, Jenny.
- b. A: Hello, Mark. How are you?
B: Oh, it's you, Frank! I can't believe my eyes.
- c. A: I'm getting married next week.
B: You are? That's great news.

- **Compliment/praise/congratulate someone**

Some ways of paying compliments

Gee! You cut your hair. Looks great!
Your eyes are killing me!

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

Good work!
That's a good answer!
Great! Keep it up.
Keep up the good work!
Awesome!
Fantastic!

Congratulate someone (on something they have done)

Congratulations! I heard you won the contest!
(Upon graduation) I'd like to congratulate all the newly graduates.

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

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

- **End a conversation**

- a. A: I'm sorry I have to leave. I've got things to do.
B: Don't worry, I have to leave too. See you tomorrow.
A: See you.
- b. A: I hate to rush off, but I have to go to work.
B: That's alright. Bye.
- c. A: I would love to go on talking but I have to go. It's almost dinner time.
B: Go ahead and take care.

Do this:

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

- a. Your friend got 5 points in the test.
- b. Your neighbor Jenny is wearing a beautiful dress.

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

Pronunciation practice: Intonation

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

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

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

In "Are you from out of town?" the question begins with the verb *be*, while in "Do you have children?" the first word is the auxiliary *do*, because the main verb is *have*. In both cases, however, the expected answer is *yes* or *no*.

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

Do this:

1. Listen and repeat the following questions with the verb *be*. Imitate the rising intonation pattern in them.

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

2. Listen and repeat the following questions with *do* and *does*.

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

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

- a. if she is new in town.
- b. if she lives on Parkview Street.
- c. if she lives at 71 Parkview.
- d. if she is married.
- e. if she has children.
- f. if she is a housewife.
- g. if she works at WLS.
- h. if she knows Jenny Long.
- i. if she likes the neighborhood.

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

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

Let's look at some examples:

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

Do this:

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

- a. What's your name?
- b. What's your telephone number?
- c. What's your address?
- d. What's your Email address?
- e. What's your age?
- f. What's your job?
- g. Who do you live with?
- h. Who are you?
- i. Who do you like to study with?
- j. Where do you live?
- k. Where are you from?
- l. Where do you study?
- m. Where are you going?
- n. Where is your husband?
- o. When is the meeting?
- p. When will you come?

- q. How do you feel?
- r. How does this work?
- s. How do you spell your last name?
- t. How old are you?
- u. How do you like Woodhills?
- v. How many children do you have?
- w. Why are you happy?
- x. Why are you in Woodhills?
- y. Why are you late?
- z. Which is the best dictionary?

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

- a. His/her name
- b. The spelling of his/her last name
- c. Which floor he/she lives on
- d. Which apartment he/she lives in
- e. His/her telephone number
- f. Who he/she lives with
- g. His wife's name / her husband's name
- h. His/her age
- i. His/her job
- j. How many children he/she has

Reading aloud

Read aloud the following narrated version of the story.

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

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

Listening

1. Lead in.

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

Greet Introduce

- | | | | |
|--|--------------------------|--------------------------|--|
| a. I don't think we've met. | <input type="checkbox"/> | <input type="checkbox"/> | |
| b. Hi! I haven't seen you for a long time! | <input type="checkbox"/> | <input type="checkbox"/> | |
| c. Hello. My name's Kate. | <input type="checkbox"/> | <input type="checkbox"/> | |
| d. Hi. I'm Don. I just started working here. | <input type="checkbox"/> | <input type="checkbox"/> | |
| e. Hi, nice to see you again. | <input type="checkbox"/> | <input type="checkbox"/> | |
| f. Betsy! How are you doing? | <input type="checkbox"/> | <input type="checkbox"/> | |
| g. Hey, aren't you in my class? I'm Tom Crane. | <input type="checkbox"/> | <input type="checkbox"/> | |

2. Let's listen.

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

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

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

- | | |
|-------------------|-----------------------------|
| a. Conversation 1 | __ at a wedding |
| b. Conversation 2 | __ at school |
| c. Conversation 3 | __ in the park |
| d. Conversation 4 | __ in a building |
| e. Conversation 5 | __ at a store |
| f. Conversation 6 | __ international conference |

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

A: Jack, hi! _____ ?

B: Sue? ____ Thomas.

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

B: Yeah. Boy! Was that _____ !

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

B: Oh! _____. _____.

5. Listen again and find four words with /m/ in final position.
6. Listen again to conversation 6 and find two moments where /m/ in final position is used in blended phrases.
7. Pair work: Expand the conversation in exercise 4 with more personal information about both characters. Use it as a model to act it out with your own real situation.

Reading: Previewing

Reading tip

Its goal is to have a general sense of the purpose, organization and features of the reading material before you actually engage in a careful reading.

- Do not read every word.
- Focus on the key features of the writing that will give you a general picture of its message, such as the title, headings, photographs, etc.
- Get an overview of the context, purpose, and content of the reading:
What does the title mean?
What can you discover about the “when,” “where,” and “for whom” of the article?

Working with a text

I. Activating background knowledge

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

Visiting a Web page at a Community Computer Center

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

Reading tip: Skimming

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

II. Getting the gist

Read text 1 in the Text File and say whether the following statements are True (T), False (F) or Not Stated in the texts (NS). Correct the false ones.

- ___ Marcia and her best friends will all become teachers.
- ___ Isabel and her father both like chemistry.
- ___ Sarah's sister is a doctor.
- ___ Marcia, Yaima and Isabel love dogs very much.

III. Interacting with the text

- Fill in the chart with information from the texts.

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

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

IV. Sharing with classmates

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

V. Going beyond reading

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

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

Language expansion

Word formation. Suffix *-hood*

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

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

- a. adult
- b. woman
- c. brother
- d. _____
- e. _____
- f. _____

Writing sentences

Study tip

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

1. There is a common text in which writers may use fragments instead of sentences.

a. Which one is it?

____ a postcard

____ a telegram

____ a letter

b. A laconic person wrote the text below for a telegram. Read it and identify the fragments and the sentences:

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

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

- a. See you soon.
- b. For sale
- c. I read your e mail.
- d. Join us!
- e. I do not feel well.
- f. Free the Cuban Five.
- g. I can't go.
- h. Behind the post office.
- i. Dear Carlos,

- j. Did you receive my last mail?
- k. Hi!
- l. On Sunday
- m. An invitation for the group party.
- n. Sorry for
- o. Thank you for

Select the ideas which could be connected to construct a short e mail message to a friend. Expand them into sentences if necessary to actually write the e mail message of the sender and the answer of the receiver.

3. Suppose the sender of the telegram in exercise 2 above is your brother. Write the complete ideas in a note you're writing to your Mum.

Study tip

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

4. Read again the messages you wrote for exercise 2 above and identify the type of sentences you used. Check the punctuation marks used and rewrite the texts if necessary. For further practice, go to the Practice Appendix.

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

Getting ready to teach

Teaching tips

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

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

Professional communication activity

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

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

UNIT 2

Speaking

A visit to Margaret's apartment

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

SECTION A

Margaret and Louise walk around the apartment.

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

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

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

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

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

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

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

Louise: You're so lucky to have Bill.

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

Louise: How many bedrooms do you have?

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

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

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

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

Margaret: Is he the slim one with black hair?

Louise: Yes.

Margaret: He is really good-looking.

Louise: He is indeed.

SECTION B

They talk about Margaret's neighborhood.

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

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

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

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

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

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

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

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

Louise: Thanks. Bye, Margaret.

Margaret: Bye, Louise. Thanks for coming.

How do you say it?

• **Ask someone to describe their house and give a description of your own house**

Do this:

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

a. A: Tell me about your apartment.

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

b. A: How large is your apartment?

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

A: How many bedrooms does it have?

B: Just one.

c. A: Come and take a look at the bedrooms.

B: How many bedrooms do you have?

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

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

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

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

Statements

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

Questions

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

Do this:

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

- **Talk about places in town**

Do this:

1. Listen to your teacher as she reads these dialogs out loud for you and then ask questions about the meaning of words you don't know.

2. Next work in pairs and practice the dialogs. Try not to look at your books if you can. Change roles as you go along.

- A: Where is the closest supermarket?
B: There is one just *across* the street.
- A: Is there a drugstore around here?
B: Yes, there is one two blocks away *on* Parkview.
- A: How far is the closest gas station?
B: It's quite near, just *around* the corner.

Notice that when you talk about places in town you use *prepositions* to indicate the position of the place that you are referring to.

- **Say you are pleased with something**

Do this:

1. Listen to your teacher as she reads these dialogs out loud for you and then ask questions about the meaning of words you don't know.

2. Next work in pairs and practice the dialogs. Try not to look at your books if you can.

3. Finally change roles and practice the dialogs again, this time substituting with information of your own.

- A: How do you like your building?
B: It's really quiet. *I'm glad* I live here.

b. A: Bill is such a good husband!

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

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

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

Notice that when you talk about your house and things you own, you need to use an important verb.

The verb **to have**

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

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

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

Possessive adjectives

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

Possessive pronouns

Mine
Yours
His
Hers
Theirs
Ours

Noun + apostrophe

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

Do this:

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

A: What's your name?

B: ____ name's Al.

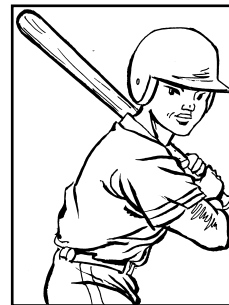
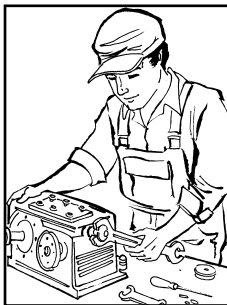
A: And ____ father's name?

B: ____ name's Robert Diaz.

A: And what's ____ mother's name?

B: ____ name's Jenny.

2. Mary is describing some photographs of her family album to her friends. Complete the following sentences using possessive adjectives.



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

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

• **Describe people physically**

Do this:

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

- a. A: Look, that's Steve Clark, the radio announcer.
B: Which one is he?
A: He's the tall man in the blue shirt.
- b. A: Klaus Wagner has a new girlfriend.
B: Really? What does she look like?
A: She's rather short and slim. She has short black hair, brown eyes and full lips.
- c. A: What does the new neighbor look like?
B: She's about thirty-five years old. She is quite slim and attractive. She has long curly hair and wears glasses.
- d. A: Is that Bill Martin?
B: No. That's George Reed. Bill is sitting out there in the balcony. He is about one meter seventy-five. He is fit and balding.
- e. A: How tall are you, Klaus?
B: I'm one eighty-five.
A: How much do you weigh?
B: Ninety kilos.
A: What does your brother look like? Does he look like you?

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

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

Notice that when asking for a description of someone, you usually need this grammar:

What + auxiliary + N + look like?

For example:

A: What does your girlfriend look like?

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

Some words you may use to describe people physically

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

Do this:

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

• **Identify someone and make a comment**

A: Who's that girl with the white little hat?

B: That's my niece. Isn't she lovely?

Some vocabulary

with the white little hat
the white necklace
the blue scarf
sunglasses
wearing jeans
a denim skirt
sports clothes
a T-shirt
a top

Some comments

Isn't she lovely?
She's lovely, isn't she?
She looks great, doesn't she?
That hat suits her quite well,
doesn't it?

Do this:

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

Pronunciation practice: Sounds /ʌ/ and /ɑ/

In this unit we will deal with two vowel sounds that Spanish speakers usually find difficult to differentiate: sounds /ʌ/ and /ɑ/.

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

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

Do this:

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

- | | |
|--------------------|-----------------------|
| a. <u>l</u> arge | f. <u>l</u> ove |
| b. <u>s</u> art | g. m <u>o</u> ther |
| c. <u>l</u> ove | h. <u>c</u> ar |
| d. f <u>a</u> ther | i. br <u>o</u> ther |
| e. <u>l</u> ucky | j. ap <u>a</u> rtment |

2. Read the following words that contain sound /ɑ/.

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

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

- | | |
|-----------|------------------|
| a. blond | f. some |
| b. enough | g. drugstore |
| c. lucky | h. interrupt |
| d. come | i. husband |
| e. rush | j. pronunciation |

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

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

Reading aloud

Read aloud the following narrated version of the story.

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

Listening

1. Lead in.

Which kind of housing would you prefer? Number the items from 1 (your favorite) to 4 (your least favorite). Compare your answers with a partner.

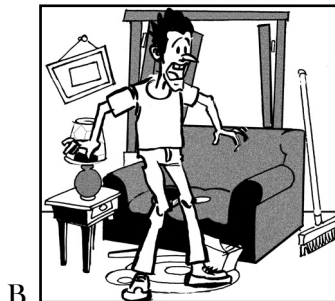
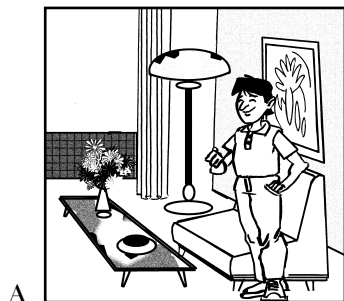
Favorite housing

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

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

- | | | |
|-------------|--------------|----------|
| a. location | b. location | c. size |
| condition | noise | location |
| rent | size | rent |
| d. size | e. neighbors | |
| condition | condition | |
| noise | rent | |

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



4. Listen to the five short talks and answer the following questions.
- Who can't go shopping near home? _____
 - Who needs to buy new furniture and clean the carpet? _____
 - Who needs to renew things in the kitchen? _____
 - Whose neighbors are always watching what others do? _____
 - Who needs a cheaper place to live? _____
5. Listen again.
- Listen to what Steve says and find a synonym for: *well-situated* and *deteriorating*.
 - Listen to what Charlene says and find an antonym of *low* and *walk in*.
6. Find in talks 2 and 3 one word containing the same stress pattern as in:
- important o0o _____
 - channel 0o _____
7. Write five sentences explaining what you like and dislike about the place where you live. Be ready to tell your partner.

Reading: Anticipating and predicting

Reading tip

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

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

Prediction guide

Making predictions (before reading)	Grounding predictions (before reading)	Revisiting predictions (while and after reading)
<ul style="list-style-type: none"> What will the text be about? What will happen later in the text? What are different possible outcomes? 	<ul style="list-style-type: none"> What are you basing your predictions on? Are you equally confident that all of your predictions about the text will come true? 	<ul style="list-style-type: none"> Are your predictions confirmed or disconfirmed? Do you need to revise your predictions based on what you have read?
Processing predictions		
How did the process of making and revisiting predictions help you understand the text?		

Working with the text

I. Activating background knowledge

- In a text about physical description what would you expect to find?
- Read these sentences taken from the text and write what you think would come next.
 "...His head was _____, and _____ at top."
 "Frank O'Connor is of medium height and build; he has silver..."
- Where in the text would you find the expression "long arms and legs"?

Reading tip: Scanning

It is looking quickly through the text for a specific piece of information. It involves these steps:

- Determine what key words to look for.
- Look quickly through the text for those words.
- When you find each word, read the sentences around it to see if they provide the information you are looking for.
- If they do, do not read further. If they do not, continue scanning.

II. Getting the gist

Read text 2 in the Text File and:

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

III. Questioning and interacting with the texts

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

- The allusion to *shovels* in text A indicates that Crane had
 ugly feet,
 small feet,
 big feet.
- The word *lank* in text A means
 fat,
 thin,
 nice.
- A *snipe nose* in text A means
 a long nose,
 a wide nose,
 a flat nose.

- d. By the description in text A would you say that Crane was a handsome man?
- e. Take out from both texts three adjectives that prove to be effective because of their precision.
- f. Observe that expression *large green glassy eyes* in text A is made up by a string of three adjectives modifying a noun.
 - How would you say that in Spanish?
 - Try producing examples with this same structure.
 - Though both texts are describing persons physically, one of them offers more complete information. Which of them?
- g. Which details in both texts help develop the picture of Crane and O'Connor?

IV. Sharing with classmates

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

V. Going beyond reading

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

Language expansion

Word formation. Suffix *-ly*

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

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

- a. You need to run more quick__ to win the next competition.
- b. Speak loud____, please.
- c. The man has been described physical_____.
- d. _____.
- e. _____.
- f. _____.

Vocabulary in use

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

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

Writing: Parts of the sentence

Study tip

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

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

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

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

- a. Our neighborhood ...
- b. There are ...
- c. ... enjoy the band concert on Sunday afternoon.
- d. The public library ...
- e. Children ...
- f. Every morning ...
- g. ... is next to the Art Gallery.
- h. The town Mayor ...
- i. The Educational Center ...
- j. ... can't complain ...

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

	Your address

	Date

Dear (pen friend's first name),
Paragraph (s) with the description

Best wishes
Bill

Writing tip

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

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

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

- a. First, write down all the ideas that come to your mind, such as names of places, adjectives that describe them, directions to get to them, dates of construction, etc.
- b. Then share this information orally with a partner and then write a first version of your brochure.
- c. Make sure it is clearly understood by sharing this first draft again with your partner. Use the checklist below.
- d. Revise your draft taking into account your partner's suggestions.
- e. Then check the use of punctuation and spelling.
- f. Finally, write your final version.

Checklist

Purpose 1: Is it clear that the writer is describing a place?

Audience: Will the readers understand the text?

Form: Is the text presented in an appropriate form:

- Correct use of sentence patterns: subject /predicate
- Use of descriptive adjectives
- Word order: adjective / noun
- Correct use of prepositions to give directions and indicate locations
- Correct use of punctuation marks and capital letters

Purpose 2: What is interesting about this written text?

Getting ready to teach

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

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

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

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

Indicators	Scale		
	Good	Acceptable	Poor
1. Clear and precise orientation (what, how –it includes criteria for success– and why).			
2. Language preparation of the teacher.			
3. Correspondence between verbal and non verbal language.			
4. Affective climate.			
5. Teacher's talk (paraphrase, repeat, use normal speed, simplify syntactic elements, pronounce clearly).			
6. Use of teaching aids.			
7. Interaction management.			
8. Creativity in the procedures and activities conducted.			

UNIT 3

Speaking

Linda's trip to Greenwood

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

SECTION A

Linda asks Margaret and Bill for advice.

Linda: I have to go to Greenwood this weekend. Aunt Pauline is sick, and she wants to see me.

Margaret: How old is she?

Linda: She is seventy eight. She is five years older than my mother.

Bill: Is she the oldest sister?

Linda: No, she isn't. Aunt Molly was the oldest of the three, but she died at seventy nine three years ago.

Margaret: Oh, I'm sorry. And how are you getting to Greenwood? It's a long way from here.

Linda: I'm not sure yet. Jenny says it's better to go by plane, because it's faster. I know that, but it is also more expensive, and I don't think I can afford a plane ticket to Greenwood now. What do you think I should do?

Bill: Yeah, plane tickets are rather costly now. They cost an arm and a leg these days. How about the train? Why don't you go by train? Trains are very fast nowadays.

Linda: They are, but... I don't know. My mother says trains are not very safe. We've heard of train accidents in the last few years.

Bill: Oh, come on, Linda. Trains are much safer than you think they are.

Margaret: So, all you've got now is the bus. Will you go by bus, then?

Linda: Come to think of it, I'm not sure I want to go by bus either. Buses stop too many times before they get to Greenwood, and the seats are not as comfortable as those on the plane and the train.

Margaret: Well, Linda, you'll have to make up your own mind before it's too late. Airline tickets are more expensive if you buy them at the last minute, and there may be no seats available on the train or the bus if you take too long to decide.

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

SECTION B

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

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

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

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

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

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

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

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

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

How do you say it?

• Ask for and give information about someone's family

Do this:

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

a. A: How large is your family?

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

b. A: Do you have brothers and sisters?

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

c. A: Do you have children?

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

A: Are your *grandparents* alive?

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

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

B: Are your children happy?

A: Yes, they love their grandparents so much!

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

Origin

Where are you from?

Where do you come from?

Where were your great-grandparents from?

Were any of your ancestors from overseas?

Birthplace

Where were you born? Where were you raised?

Where were your parents born?

Birthday and age

When is your birthday? How old are you?

Ability in foreign languages or anything else

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

Can you drive?

Can you sing?

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

Statements

I	was	from another town.
	wasn't	from this city originally.
You	were	from Matanzas, weren't you?
My first teacher of English	was	from overseas.
We	were	here before eight.

Questions

	Were	your great-grandparents	from Spain?
Where	were	they	from originally?

- Compare people physically or in terms of their age**

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

Physically

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

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

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

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

In terms of their age

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

B: Yes, he is the oldest.

Notice that comparison can be expressed in different ways:

- a. *Superiority*: By adding *-er than* after the quality being compared, or *more + adjective + than*, depending on the nature of the adjective that expresses such quality. For example:
 “I’m *taller than* my brother.”
 “He is *better-looking than* the rest of us.”
- b. *Equality*: By using *as + adjective + as*. For example:
 “My nephew is *as old as* my son. “
- c. You can also express equality by using *the same + noun*, as in:
 “We are *the same height*.”
- d. *Inferiority*: By using *less + adjective + than*. For example:
 “My watch was *less expensive than* my wife’s watch when I bought them.”

The *superlative* is formed like this:

- a. *the + adjective + -est*, as in:
 “Aunt Molly was *the oldest* of the three.”
- b. Or *the most + adjective*, as in:
 “Planes are *the most expensive* here.”
- c. Or *the least* as in:
 “Which is *the least* populated province in Cuba?”

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

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

good ----- better than
 bad ----- worse than

And the *superlative* like this:

good ----- the best
 bad ----- the worst

Do this:

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

• Ask about and say how people travel. Make suggestions

Do this:

1. Practice these dialogs in pairs. Then change roles and substitute with your own information.
2. Notice the use of the *prepositions* in italics.
 - a. A: *How* do you go *to* school?
 B: *By* bus. It’s a forty-minute ride.

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

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

Some other ways of referring to means of transportation

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

I *ride a bike* to school.

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

Suggest something

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

B: People say trains are always delayed.

A: That's not so any more.

Some other ways of making suggestions

You could go on horseback.

Let's travel by bus, ok?

How about the train?

Say you are sure or not sure

I'm not sure.

I'm not really sure.

Yes, I'm sure.

Absolutely.

Do this:

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

- Bring your bike to school.
- Walk from here to the mountains to take a rest.
- Take a plane to the Isle of Youth, not the boat.

Pronunciation practice: Diphthong /oʊ/ and sound /ɔ/

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

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

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

- Are you *going* by car?
- How *old* is your mother?
- My aunt is *older* than my uncle.

- d. She died five years *ago*.
- e. I *don't know* what to do.
- f. *Those* seats are not very comfortable.

Diphthong /**ou**/ is present in words we use very frequently in English. Read the following short dialogs aloud. Make sure you pronounce diphthong /**ou**/ correctly.

- a. A: Where are you *going*?
B: I'm *going* to Santa Clara.
- b. A: You should do this *homework* for *tomorrow*.
B: No problem. I have a dictionary at *home*.
- c. A: You'll *also* have to do this activity on your *own*.
B: That's *ok*. I like to work *alone*.
- d. A: *Don't* smoke in this room.
B: *Oh*, I'm sorry. I didn't *know* I couldn't *smoke* here.

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

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

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

- a. oa broad
- b. a tall
- c. au daughter
- d. aw awful
- e. o short

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

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

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

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

Reading aloud

Read aloud the following narrated version of the story.

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

Listening

1. Lead in.

Which means of transportation is best for:

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

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

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

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

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

Friday	Saturday

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

Reading: Questioning

Reading tip

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

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

Working with a text

I. Activating background knowledge

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

II. Getting the gist

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

III. Questioning and interacting with the text

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

- a. What problems can arise when 35 people are pedalling a bike?
- b. Which of the means listed in the text do you consider really useful? Why?
- c. Try finding significant similarities and differences among the different means of transportation mentioned in the text.
- d. From the means of transportation mentioned identify:
 - the easiest to handle
 - the most complicated to drive or ride
 - the one which requires only human effort
- e. Say whether the following ideas can be implied (I) or not implied (NI) in the text.
 - ___ A 4 meter-long bicycle is an easy thing to make.
 - ___ People prefer to travel in the upper deck of the Sydney train.
 - ___ Bangladesh is flat territory.

IV. Sharing with classmates

Collaborative questions

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

Your questions about the text	Answers to your questions based on the interaction with your partner

V. Going beyond reading

- a. Do you agree in considering Falabella horses as a way of transport? Why?
- b. Do you know any other weird way of travelling worth to be included in the list? Can you think of one of your own?
- c. How do you come to school? Would any of these weird ways of travelling help you if you had problems with transportation?

Note writings and postcards

Writing tip

Holiday postcards:

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

Writing tip

Notices

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

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

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

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

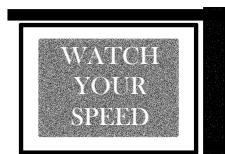
Two tickets for the Buena Fe Concert on Sunday
Front row seats
Contact School President

- Dear Emily;
We are having a great time at the Melia Hotel in Varadero Beach.
It is a beautiful bright morning right now. The food here is very tasty.
We love it!
We are really enjoying ourselves! We think Varadero is the most fantastic beach for a vacation.
Yours,
David and Lorena

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



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



Discuss with your partner about possible notices for different places at school or in the community. Write them down and publish them. Select the most creative one.

3. Kendra is a student from York University in Canada who spent three weeks in Cuba on an international project. After receiving a message from her, you are writing back a holiday postcard. See again the brochure you wrote in writing exercise 4, unit 2, to choose the place you will write about in your holiday postcard. You may decide to write about a different place, though. Revise the tip given at the beginning to make sure you follow the format. Don't forget to take into account purpose, audience and form. See the checklist given in unit 2.

Getting ready to teach

Teaching tips

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

- ___ Your teacher presents the new vocabulary by showing meaning visually.
- ___ Your teacher gives examples by using the word in context.
- ___ Your teacher asks students questions or guiding exercises like sentence completion, gap filling, etc. to check comprehension.
- ___ Your teacher pronounces the examples orally.
- ___ Your teacher guides oral repetition.
- ___ Your teacher writes new words on the chalkboard and relates pronunciation and spelling.
- ___ Your teacher provides the other words that go together with the new words and asks students to think about possible communicative situations and functions in which to use them.

Work in small groups.

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

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

Communicative activity

Act out what you planned above.

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

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

Procedures and techniques to make word meaning clear

1. Showing meaning visually

Showing a real object

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

Showing a picture, poster or photograph

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

Drawing a picture on the board

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

By miming, using actions and facial expressions

If there is no opportunity to introduce the word meaning directly, then it is necessary to show it through examples, but in any case to give examples it is necessary to show the use of the word.

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

Using synonyms and antonyms

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

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

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

Defining

Sometimes the teacher defines the meaning of the new word.

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

Paraphrasing

It refers to restating or explaining again the same thing you have just said before.

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

Summarizing

After putting examples you sum up using the new word.

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

Cause-effect relationship

e.g.: The boy was *worried* because his friend was sick.

Using a more general word (a category word or hyponym)

e.g.: Paul, Christian, Brian, John are all *names*.

That museum contains almost all types of *animals*: tigers, lions, snakes, bees, elephants, crocodiles, sharks.

Using an example (a more specific word)

e.g.: From river: *Cuyagateje*, *Toa*, *Cauto*.

Comparison and contrast

You can show similarities and differences.

e.g.: His house was as huge as a stadium. It has more than ten bedrooms and 4 bathrooms.

Alternatives

The teacher can provide an alternative phrase or word to the unknown word. For example, *Surgeons*, or doctors who operate, are very important in a hospital.

3. *Translation*

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

UNIT 4

Speaking

People who love their jobs

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

Margaret: Hi, Jenny. How are you doing?

Jenny: Oh, hi, Margaret. I'm very well. And you?

Margaret: Not bad.

Jenny: I'd like you to meet my uncle Dave. He's visiting from Toronto.

Margaret: Nice to meet you, Dave.

Dave: It's my pleasure, Margaret.

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

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

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

Margaret: I didn't know that. Will you have to come to Woodhills again?

Dave: I really hope so. Woodhills is just a paradise. What about you, Margaret? What's your job?

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

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

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

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

Margaret: You're absolutely right.

- Jenny: I also like what I do. You know, Margaret, I am an executive officer at a furniture distribution company. I've been there for more than ten years now. The hours are long, but it's pretty exciting.
- Margaret: Good for you, Jenny. Well, I must go now. It's getting late, and I have to go to work.
- Dave: Do you work in the evening?
- Margaret: Yes, I teach evening courses for adults twice a week.
- Dave: Well, bye, Margaret. Have fun!
- Margaret: I certainly will. Good-bye.
- Jenny: Bye.

How do you say it?

• Ask for and give information about someone's job

Ask about and say what people do for a living

- Jenny: Uncle Dave is here on business. He will be staying for another 10 days.
- Margaret: Oh, that's nice. And what do you do, Dave?
- Dave: I'm a biologist. I am now working on a research project together with some local specialists in Woodhills. There is actually a lot of tradition and expertise in this field at Woodhills University.

Some other ways to ask

- What's your job?
- What do you do for a living?
- What do you do?
- What's your (father's) job?
- What does your mother do for a living?

Some other ways to answer

- I'm a teacher.
- I teach history.
- My father lives on a pension.
- My mother is self-employed.

Do this:

1. Walk around the class asking one another questions about their parents' jobs and fill out a chart of your own in order to gather information.
2. Work in pairs and answer these questions about the list of jobs given next:
 - a. Which of these are outdoor jobs?
 - b. Which are clean jobs?
 - c. Which are well-paid jobs these days?
 - d. Which would you like to do besides teaching?

Some jobs, professions or occupations

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

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

A: What's (your) job about?

B: Well, you see. I coordinate appointments with VIPs. I check my boss's mail and answer some of it too. I also keep my boss's work plan for the day. And I have to answer the phone as well. That's about it.

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

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

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

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

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

Some other ways

It is so marvelous ...

It is so wonderful ...

It is so great ...

It feels so nice to ...

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

Do this:

1. Work in pairs and act out the dialogs given above. Change roles as you go along.

2. Work in pairs and talk about things that you like very much. Begin like this: (Teaching) is my passion. You see ...

3. Interview two teachers from the English department and find out what they like/don't like about their job. Be ready to report back to class.

• **Express different feelings and moods**

Do this:

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

Ask and say how someone feels and calm them down

A: You look sad. Is anything wrong?

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

A: Oh, come on. Cheer up.

Other words that express feelings

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

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

Other ways to ask how someone feels

How do you feel today?

How are you feeling now?

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

How does it feel to be 20 years old?

Some ways to say how you feel

I'm good.

I feel great.

I feel awesome.

I feel a bit under the weather today.

I'm not feeling well today.

I always get nervous / scared / angry / depressed / upset when I ...
before I ...
after I ...
as soon as ...

Some ways of calming someone down

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

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

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

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

There's really no need to worry.

Do this:

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

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

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

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

2. Watch “Youth in the Spotlight” (part 2), section A, a video fragment, and summarize the information that a Canadian student gives about herself. Be ready to share orally with the rest of the class what you summarized. See appendix I in this book in case you later want to read the script of this recording.

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

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

Useful words

Maybe	sleep
Probably	have (breakfast / lunch / dinner / fun)
Perhaps	work / rest

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

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

Notice how sentences are formed with this tense.

Questions

	Are	you	teaching	now?
What	are	you	doing?	

Statements

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

Do this:

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

Dear Mike,

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

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

Love you,

Bob and Alice

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

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

B:

A: What's she/he studying there?

B:

Some topics to talk about

Taking a vacation

Traveling to another province

Working night hours

Living on a pension

Staying out of town

Studying a foreign language

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

John....

His wife Mary....

Their kids....

Their dog....

Pronunciation practice: vowels /i/ and /I/

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

Let's repeat some words with sounds /i/ and /I/ in dialog 4.

/i/

meet

field

expertise

/I/

doing (I)

visiting (I)

it's

really	business
teacher	will
see	biologist (2)
need	with
be	really
evening	tradition
week	English
	didn't
	languages
	been
	pretty
	evening

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

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

Do this:

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

a. steam	f. Christmas	k. seat
b. street	g. holiday	l. sit
c. easy	h. difficult	m. season
d. window	i. three	n. bean
e. list	j. six	o. spring

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

- a. See you next *week*.
- b. See you this *evening*.
- c. See you at *three*.
- d. See what I *mean*?
- e. *Pleased* to meet you.
- f. *Steve* eats cream *cheese*.
- g. *Lee* has a *reason* for *leaving*.
- h. *She* received her *teaching* *degree*.
- i. A friend in *need* is a friend *indeed*.
- j. They *reached* a *peace* *agreement*.
- k. The *dean* will be *free* at *three*.
- l. We will *keep* the *secret*.
- m. Spring is the *peak* *season* for *peaches*.
- n. Did you see *Pete* at the *meeting*?
- o. I *feel* a *breeze* through the *trees*.

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

- a. *This is it.*
- b. What *is this?*
- c. *This is* my sister.
- d. *This is Miss Smith.*
- e. *Bill is still ill.*
- f. Give the *list* to *Lynn.*
- g. My *little sister is timid.*
- h. *This picture is a big hit.*
- i. *Is the building finished?*
- j. *Bring this gift to Jim.*
- k. I *will sit* in a *minute.*
- l. *Did you give him this gift?*

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

/i/	/I/
a. least	list
b. seat	sit
c. heat	hit
d. feet	fit
e. leave	live
f. Heat it now.	Hit it now.
g. Change the wheel.	Change the will.
h. Did you feel it?	Did you fill it?
i. The meal was big.	The mill was big.
j. He will leave.	He will live.

Reading aloud

Read aloud the following narrated version of the story.

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

Listening

1. Lead in.

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

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

2. Listen to the conversation and answer the questions:

- a. Jolene and Dean haven't seen each other for:
☐ two days ☐ a week ☐ some months
- b. Dean teaches at:
☐ a primary school ☐ a secondary school ☐ a university
- c. Jolene complains about:
☐ her co-workers ☐ her little free time ☐ her lack of experience

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

Jolene:	Dean:
Occupation:	Occupation:
What she likes:	What she likes:
What she doesn't like:	What she doesn't like:

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

4. Listen again and fill in the missing words.

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

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

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

6. Find in the text two words with one syllable and two words with two syllables.

7. Use the text as a model to interact with your partner in a dialog with real information about your parents, relatives or friends.

Reading: Understanding main ideas

Reading tip

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

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

To identify main ideas:

1. Skim through the text to get the gist of it.
2. Determine what the topic is.
3. Determine what the key words are.
4. Look quickly through the text for those words.
5. Determine the special thought or feeling about the topic the writer doesn't want the reader to miss.
6. Identify the examples or other details which add information to support the main idea.

Working with a text

I. Activating background knowledge

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

"walking tour"	drawings
cartoon	layout
animation writers	to focus
get together	background
to brainstorm ideas	test
to post	trace
script	tool
storyboard artists	to shade

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

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

II. Getting the gist

Say whether the following ideas are True (T), False (F) or Not Stated in the text (NS). Justify your choices.

- ___ Each writer develops a separate idea for the cartoon.
- ___ A storyboard is the final idea of what the cartoon will be.
- ___ Layout artists are responsible for character details.

III. Questioning and interacting with the text

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

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

Writers	Storyboard artists	Layout artists	Background artists	Animators

- c. About this text write what you find most:
 - interesting
 - incredible
 - etc

III. Sharing with classmates

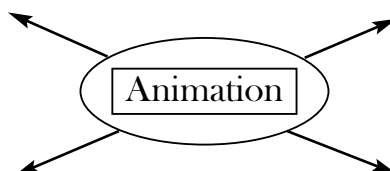
- a. Work in small groups or with your partner to share the information collected. Use the notes in your Interactive Reading Journal. You should not forget to share the answers to the exercises and items in the previous section.
- b. After reading the text, are your predictions confirmed or disconfirmed? How did the process of making and revisiting predictions help you understand the text?
- c. *Collaborative questions.* Once you have read and annotated the text, formulate questions about what you have read. Suppose the information in the text is the result of answers given to a journalist. If you were that journalist what questions would you ask to have such answers?

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

Your questions about the text	Answers to your questions based on the interaction with your partner

V. Going beyond the reading

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



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

Language expansion

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

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

Vocabulary in use

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

Writing: Developing paragraphs. Topic sentences, supporting ideas and closing sentences

Study tip

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

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

<i>Parts of a paragraph</i>	Topic sentence Supporting details Closing sentence
-----------------------------	--

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

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

Some methods to make sure your paragraph is well-developed

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

Sample paragraph

Why I Want to Learn English

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

English because I want to be an English language teacher in the future. I will become a competent teacher of English. For all of these reasons, I am very excited about learning English.

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

First main point: One reason is that English has become an international language.

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

Sub-detail: ... including international conferences.

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

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

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

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

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

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

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

Do this:

1. Tell what the paragraph is about. Identify the main idea. Pick out any sentences that do not explain the main idea.

Teaching is a special calling. There are many reasons to become a teacher. Here are some of the ones which explain why teaching is a great profession. First, every person needs a teacher to grow and develop intellectually and as a citizen. Second, helping people develop their potential for success is very exciting and challenging, and this drives teachers to be innovative and autonomous each day. Everyone should find a place to enjoy what he/she does. Not many jobs provide an individual with so much

room for creativity. Deciding on a profession is a very important step in the future of one's life. Teachers mold the future each day in class. Teaching is rewarding; find the fun and enjoy it!

2. Provide the word according to the explanation.

Metaphorically speaking a teacher wears many hats in class.

- a. When he controls he is a _____.
- b. When he organizes he is an _____.
- c. When he provides information, he is a _____.
- d. When he does counseling, he is a _____.

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

- e. _____
- f. _____
- g. _____

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

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

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

Getting ready to teach

Teaching tips

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

Mark the stressed syllable in the following words.

Elaborate personal questions using the new words. Then interview four of your classmates and be ready to report in class the similarities you find.

Match the words with the right pictures.

Cross out the word that does not match.

Write meaningful sentences with the following words.

Fill the gaps in the following sentences with words from the list.

Match words in the left column with words in the right column.

Organize these words into families.

Organize these words by word class.

Read orally the following upside down words.

Read the list of words and say the last word that begins with letter g.

Consult the exercises below to help memorize lexis. Work in pairs and elaborate them using the vocabulary you have learnt in the first units of this course. Ask some of your classmates to do the exercises you have prepared. Check how much you have progressed doing the exercises other pairs prepared.

Exercises to help memorize lexis

1. Cross out the word that does not match. Write down the category word in each case.

- a. Car, bus, plane, bag, taxi.
- b. Doctor, dentist, teacher, pilot, blue.
- c. Chocolate, vanilla, orange, lemon, purse.
- d. Red, class, yellow, blue, white.
- e. Dictionary, table, chairs, ruler, sky.

2. Organize these words into families.

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

UNIT 5

Speaking

A surprise call to Melanie

Dave Jones calls his wife Melanie in Toronto.

SECTION A

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

Melanie: Hello?

Dave: Hello, honey. It's me, Dave.

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

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

Melanie: Not bad, but I miss you a lot. This house looks larger every day.

Dave: Oh, come on, Melanie. It's only a few more days. Well, I'm calling from Jenny's house. She is so happy I'm here. And her family's so nice. Her husband is very outgoing and easy to get along with.

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

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

Melanie: He must be very fit, then.

Dave: Well, kind of. But Jenny does look gorgeous. She looks much younger than she really is.

Melanie: What is she doing to be in such great shape?

Dave: I don't know. She seems to be so happy.

SECTION B

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

Dave: Well, any news from Toronto?

Melanie: Nothing much, other than we have a couple of new neighbors in the building, Mr. and Mrs. Hunter.

Dave: New neighbors?

Melanie: Yes, they moved into apartment 7A, on the seventh floor. Mrs. Hunter is very tall. She is three or four inches taller than her husband, and he is about fifty pounds heavier than she is.

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

How do you say it?

- **Ask and say how you are and express other feelings**

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

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

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

Do this:

Ask and answer these questions in pairs.

Some questions

Are you angry today?

Are you angry at me?

Are you not happy about ...?

What are some things that really make you very angry?

Why do these things make you angry?

Some ways to start your answers

Gee! I'm very angry.

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

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

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

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

Express optimism, pessimism or worries and give reasons

Do this:

Ask and answer these questions in pairs.

- Do you consider yourself an optimistic person? Why?

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

Express hope

I hope you pass the test.

I hope your girlfriend gets well soon.

I hope some day I can visit your folks.

Do this:

Ask and answer this question in pairs.

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

• Talk about what people do for a living and make a deduction

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

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

Melanie: He must be very fit, then.

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

Do this:

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

• Describe what someone is like

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

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

b. A: What's your teacher of English like?

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

Do this:

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

<i>+ personality traits</i>	<i>- personality traits</i>
hardworking	negligent
responsible	irresponsible
open-minded	conceited
easy-going	lazy

easy to get along with	narrow-minded
talkative	eccentric
happy	careless
funny	disrespectful
friendly	noisy
gentle	egotistical
simple	bad-tempered
honest	
witty	
modest	
cooperative	

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

• **Talk about people that have a special meaning for you and give reasons**

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

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

Some reasons

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

(He's) such a hardworking person.

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

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

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

(He's) a principled person.

I like people who act on the basis of principles.

I like people who keep their word all the time.

• **Compare people physically and in terms of their personality traits**

Jenny does look gorgeous. She looks *much younger* than she really is.

Mrs. Hunter is very tall. She is three or four inches *taller than* her husband, and he is about fifty pounds *heavier than* she is.

Do this:

1. Work in pairs. Compare people in your house physically speaking.

Some words you may use

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

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

3. Watch “Youth in the Spotlight” (part 2), section D, and summarize what they say about families in Canada. Summarize what Lisa says about her boyfriend. See appendix 1 in case you want to read the script of this recording later.

• **Compare places in your country**

Do this:

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

- Which is the most populated?
- Which is the least populated?

Provinces	Population	Provinces	Population
Pinar del Río	731143	Camagüey	786019
La Habana	729 909	Las Tunas	531366
Ciudad Habana	2181324	Holguín	1032814
Matanzas	679665	Granma	832090
Villa Clara	813735	Santiago de Cuba	1045337
Guantánamo	511177	Cienfuegos	400028
Ciego de Ávila	418573	Sancti Spíritus	463831
Isla de la Juventud*	86825		

*A special municipality, not a province.

Do this:

- Discuss these questions in pairs.

Which is the highest mountain in Cuba?

the largest city in your country?

the largest beach in Cuba?

the hottest month of the year in Cuba?

the most beautiful province of all?

the most industrial of all cities in Cuba?

the most agricultural of all provinces?

the most mountainous of all the regions in Cuba?

the hottest of all the regions in our country?

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

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

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

Cuba statistics (2006)		
Official language		Spanish
Capital		La Habana
Total area	km ²	109 886
Isla de Cuba (Main island)	km ²	104 556
Isla de la Juventud (de Pinos)	km ²	2 204
Surrounding keys	km ²	3 126
Highest mountain - Pico Turquino, in Sierra Maestra	m	2 000
The longest river - Cauto	km	370
Average annual temperature	°C	24
Average relative humidity	%	80
Population	habitants	11 243 836
- male population	%	50,1
- female population	%	49,9
Population density	hab/km ²	102,3
Urban population	%	76

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

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

Cuba	Urban population	Rural population
11 243 836	8 495 703	2 748 133

Pronunciation practice: sounds /θ/ and /ð/

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

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

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

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

<i>initial</i>	<i>middle</i>	<i>final</i>
think	author	Math
thanks	nothing	north
thick	healthy	both
thirsty	something	mouth

thin	anything	teeth
theory	Athens	month
three	birthday	bath

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

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

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

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

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

Daughter: Mother, I like these old pictures. Who's this?

Mother: That's your great grandmother.

Daughter: The feathered hat is funny! Who's that man?

Mother: That's your grandfather. He was from the Netherlands.

Daughter: I know these people. Aren't they Uncle Tom and Uncle Bob?

Mother: That's right. Those are my brothers. They always bothered me!

Reading aloud

Read aloud the following narrated version of the story.

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

Listening

1. Lead in.

Match column A with column B

Column A

- Introducing someone
- Describing someone's job
- Saying good-bye after meeting someone
- Talking about housing

Column B

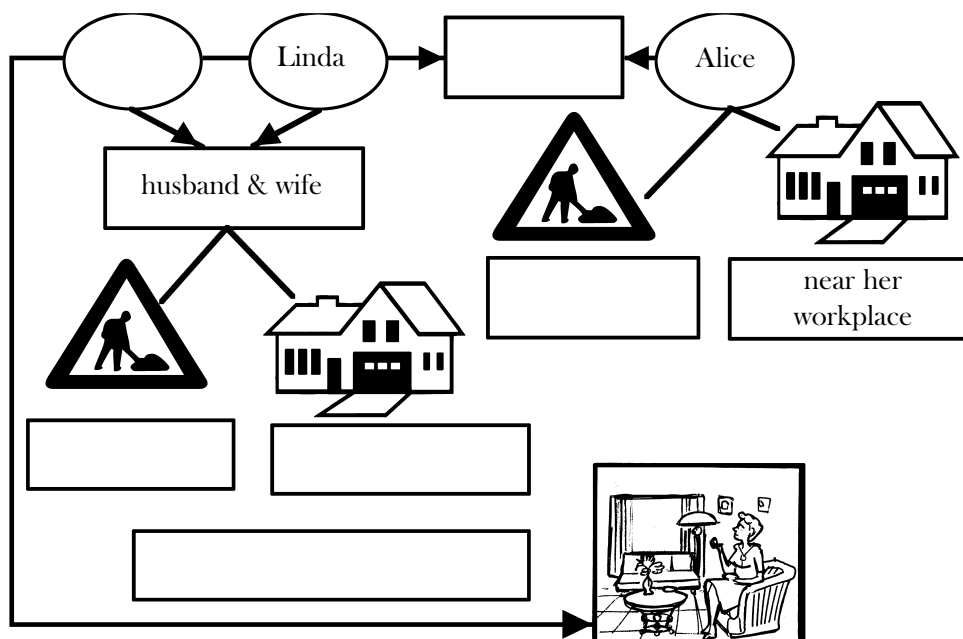
- It was very nice meeting you, X.
- You know X, right?
- It's a nice apartment with a nice view to the sea.
- It's rewarding, exciting, but it's also demanding.

2. Let's listen.

Choose the topic that best suits this conversation.

- a. Housing and jobs
- b. Problems with jobs
- c. Problems with jobs and housing

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



4. Read the following sentences first. Then, listen to the conversation and order them.

- a. Nice to meet you too, Alice.
- b. I find after a week of dealing with people, I like a day when I'm just quiet working by myself.
- c. Yes, but it's very stressful. The good thing is that I live near the airport.

- d. But you have a nice apartment in a nice area, Linda.
- e. You see! That's a good thing. Our apartment is far away from our office downtown.
- f. Wow! That must be a very exciting job, Alice.
- g. Give us a call sometime.
- h. Well, what I like the most is the view to the coast. It's actually relaxing.
- i. It was very nice meeting you, Chris.

5. Answer these questions:

- a. How does Chris show he knows about Alice?
- b. How does Alice express the downside of her job?
- c. What does Linda complain about?
- d. What is Alice's intention when she gives her opinion about Linda's apartment?
- e. How does the couple show they share the same interests?
- f. Alice is polite when she disagrees with Linda. What politeness strategy does she use?

6. Which other words in the conversation are pronounced like the ones below?

Homophones	In the text	Homophones	In the text
high		meat	
U		bee	
no		butt	
sow		hour	
write		weak	

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

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

Reading: Making connections

Reading tip

As skilled readers move through a text, they constantly compare and contrast their knowledge and experience with what is presented and revealed in the text. This process of "personal engagement" in the text improves the reader's compre-

hension and understanding. Skillful readers often ask themselves (consciously or unconsciously) the following questions as they read: How is this like or unlike something I know or have experienced? How can I connect the ideas here to other texts I have read? How is this text (and the ideas presented in it) useful or relevant to me?

To make connections:

Relate the information in the text to your own experience.

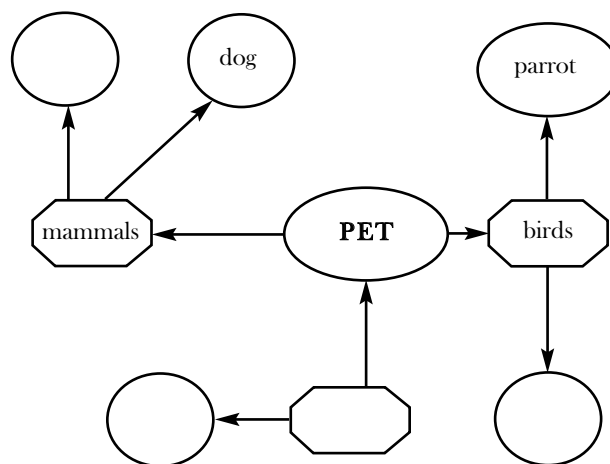
Relate the information in the text to what you know from other texts.

Using a graphic organizer is very useful since it allows the reader to summon *what* they know about the topic, place, event, or issue and to think about *how they know* that information.

Working with a text

I. Activating background knowledge

- You are about to read a text on pets. Think of as many words and expressions as you can about the topic of pets. Fill in the model web below and expand it.
- Write three questions you expect the text to answer.



II. Getting the gist of the text



Determine whether the following statements are True (T), False (F) or Not Said in the text (NS). Justify your choices.

- ☐ Pets are always domesticated animals.
- ☐ Pets offer emotional support to lonely people.
- ☐ Poisonous snakes make good pets.
- ☐ Pets have to be beautiful animals.

III. Questioning and interacting with the text

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

- a. Take out all the names of animals given in the text. Organize them according to the scales given below.

Silent	Noisy
	
Big	Small
	

- b. What is the definition of pets given in text? Try a definition with your own words.
- c. The expression *such as* is used in the text for:
 - Introducing examples
 - Introducing explanations
 - Introducing descriptions

IV. Sharing with classmates

- a. Work in small groups or with your partner to share the information collected. Use the notes in your Interactive Reading Journal. You should not forget to share the answers to the exercises and items in the previous section.
- b. *Collaborative questions.* Once you have read and annotated the text, formulate questions about what you have read. Once you have posed a variety of questions about the text, you will share your questions with a partner and attempt to answer each other's questions. In your Interactive Reading Journal, write the table below, then use the space provided to take notes about your answers to each question.

Your questions about the text	Answers to your questions based on the interaction with your partner

- c. Which animals of the ones mentioned in the text you wouldn't have as a pet? Why?

V. Going beyond the text

- a. Fill in the chart with your views for and against the ideas about pets. Discuss your choices with your classmates and teacher.

Statements	Strongly agree	Agree	Disagree	Strongly disagree
Endangered species should not be considered potential pets.				
Nearly any animal can be a pet.				
Birds are selected as pets for their singing.				

- b. Share with your classmates and teacher any funny or sad personal experience with pets.
- c. Read text 5.B in the Text File. Compare and contrast the information about dogs with the text you have just read.
- d. Write a new text for a magazine about animals telling why pets are so popular among young people. Use the information in both texts as needed.

Language expansion

Word formation: Suffix *-ing*

It is added to verbs to express that an action is in progress as in *He is watering the plants*.

It is also used to form the gerund after prepositions as in *schedule of feeding and watering*.

Writing: Paragraph organization

Besides the topic sentences, the supporting ideas and the closing sentence, a good paragraph should also contain:

Unity: It means that all the sentences refer to the main idea, or the topic of the paragraph.

Coherence: It means that the sentences should be organized in a logical manner and should follow a definite plan of development. You can help create coherence in your paragraphs by creating logical bridges and verbal bridges:

- Logical bridges
 - The same idea of a topic is carried over from sentence to sentence.
 - Successive sentences can be constructed in parallel form.
- Verbal bridges
 - Key words can be repeated in several sentences.
 - Synonymous words can be repeated in several sentences.
 - Pronouns can refer to nouns in previous sentences.
 - Transition words can be used to link ideas from different sentences.

Vocabulary choice: Choose the words and expressions that would best express your ideas.

Adequate development: Paragraph development is more than just writing a few sentences that occupy the same space in a paper. It is an organic process that makes intricate links between various ideas. These links ultimately connect to form one single idea that runs throughout the entire paragraph.

Awareness and use of all of these components will help make your paragraphs more unified, more coherent, and most importantly, better developed.

Remember the simple steps listed for this same section in unit 4 to help you write a good paragraph!

1. Say what the following paragraph is about. Identify the main idea. Pick out any sentences that do not explain the main idea.

My friend Jack is a language student. He is studying at the Higher Pedagogical Institute of Matanzas to become an English teacher. He is a hard-working person. He receives different subjects and he does very well in most of them. Robert, his brother, plays the piano every now and then. Jack studies every day for the seminars and workshops he has at school. He loves to listen to songs as a listening practice. On weekdays, he arrives home at five o'clock and he has lunch. Then, he does his homework and goes to bed.

2. With your partner write down adjectives that would describe a good language learner.

a. Use the adjectives in individual sentences.

b. Use your sentences to write a paragraph with the following topic sentence:

The good language learner is a willing and accurate guesser who has a strong drive to communicate or learn from communication.

Getting ready to teach

Read and ask your teachers to demonstrate using some of the new words introduced in the text of this unit.

Teaching tip

Teachers usually check comprehension after they introduce some words of vocabulary. In this way, they find out if students understand and at the same time, they help their students memorize the new words and review others previously learned.

Select four or five words of vocabulary (related somehow) from the oral or written texts of the first 5 units of this book. Now suppose you are a second year student teacher working at a secondary school and you need to introduce them to your students. Work in pairs. Plan how to do it. Check comprehension.

UNIT 6

Speaking

Awful weather

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

Margaret: Oh, look at that, you're soaking wet.

Bill: It's raining so much out there, Margaret, and the street looks like a river. There is so much water flowing down.

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

Bill: Ok, I will, Margaret, I'll do it right away. And what are you doing in the kitchen? Are you cooking something special?

Margaret: Well, I am just trying out a new French recipe. I hope I am doing it right.

Bill: You and your French recipes... Oh, by the way, I saw this friend of yours, the French teacher, at the coffee shop across from my office today.

Margaret: Oh, you mean Liz Baker. She is not teaching with us anymore. I don't know what she is doing.

Bill: Well, she says she is writing a book on French pronunciation for foreign students.

Margaret: Is that right?

Bill: Yes, she says two of her former students at Woodhills are helping her out.

Margaret: So, she is not teaching now?

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

Margaret: I would like to see her again after so long. Oh, Bill, what are you doing? You are getting everything wet in the bedroom.

Bill: I am sorry, Margaret. I am really sorry.

Margaret: And it's still raining out there. This month the weather is a disaster. It's raining here, snowing up in the north, and it's so hot in the south. Who can understand this weather?

Bill: Oh, Margaret, something's burning in the kitchen.

Margaret: Oh, my French style chicken. It's all ruined!

Bill: Are we eating out tonight, Margaret?

How do you say it?

• Ask and say what is happening

Do this:

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

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

• Report what someone is doing

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

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

Margaret: So, she is not teaching now?

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

Do this:

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

• Tell someone to do something

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

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

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

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

Stand on one foot.

Run to the front.

Sit on the floor.

Make a loud noise.

Pretend you are eating.

Kiss someone on their forehead.

Hug your best friend.

Stand by your favorite person in class.

Close the door.

Open a window.

Pretend you are yawning.

Pretend you have a pain.

Notice how you use *object pronouns*.

Tell John that you love *him*.

Tell Mary that you care for *her*.

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

Tell *us* that you will never leave us.

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

Do this:

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

• Ask about, describe and predict the weather

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

A: What's the weather like in your province now?

B: It's good now.

A: What will it be like during the weekend?

B: I don't know. They say it'll maybe rain.

Notice that we use *will* for predictions.

Some adjectives to describe the weather

+	-
Nice, beautiful, warm, hot, sunny	awful, bad, cold, cloudy, windy, humid, rainy, snowy

The seasons of the year

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

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

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

a. In spring, there are

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

- b. In summer, it's
- humid.
 - cold.
 - hot.
 - dry.
- c. In autumn, the days are
- cloudy.
 - sunny.
 - windy.
- d. In winter, the temperatures get down to:
- minus 50° Celsius.
 - minus 30° Celsius.
 - minus 13° Celsius.

Text

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

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

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

Some items of clothing

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

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

snow

Sahara

spring

autumn

Alaska

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

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

6. Watch “Youth in the Spotlight” (part 3), section B, and take down what is said about the weather in Cuba and the weather in Canada.

• **Express possibility or impossibility**

a. A: Do you think it may rain this weekend?

B: Yes, it's quite possible. A cold front is coming up.

b. A: The hurricane season is coming up. Do you think a hurricane may hit us this year again?

B: Well, you never know these days. The environment is so unpredictable that anything may happen.

Notice:

Some ways to express possibility

Through adverbs

Perhaps

Maybe

Through modal verbs

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

Some ways to express impossibility

It's impossible.

It's not possible.

Do this:

1. Work with your partner and act out the dialog.

2. Work in pairs. Ask and give opinions about the outcome of these events. Be ready to add some reasons.

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

• **Instruct someone on what to do in case of a weather event**

A: *What do I need to know* in case a hurricane is coming up?

B: Well, *first of all, you need to keep up with the news all the time. Then, you need to clean your house sewage and chop down any trees that may damage your house or the electric wires. And it is crucial for you to buy enough food and to have enough fresh water in case you are trapped inside your home for a few days.*

Do this:

1. Work in pairs and act out the dialog.

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

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

• **Remind someone to do something**

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

B: Thanks, pal.

Some ways to remind someone of something

Remember to ...

Don't forget to ...

Make sure you ...

Keep in mind to ...

Notice the use of intensifiers before adjectives:

fairly cold (meaning *bastante frío*)

pretty cold (meaning *bastante frío*)

quite cold (meaning more than *cold*)

Do this:

1. Act out the dialog in pairs.
2. Walk around the class and remind people whatever you think they should not forget.

Pronunciation practice: Sounds /ŋ/ and /n/

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

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

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

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

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

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

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

Do this:

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

a. A: What's *Margaret* doing?

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

b. A: Liz / Bill / Margaret.

B: ... trying out a new recipe.

writing a book on French pronunciation for foreign students.

teaching and dedicating a lot of time to her book.

taking off his wet clothes.

asking Bill about Liz Baker.

telling Margaret about Liz Baker.

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

Reading aloud

Read aloud the following narrated version of the story.

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

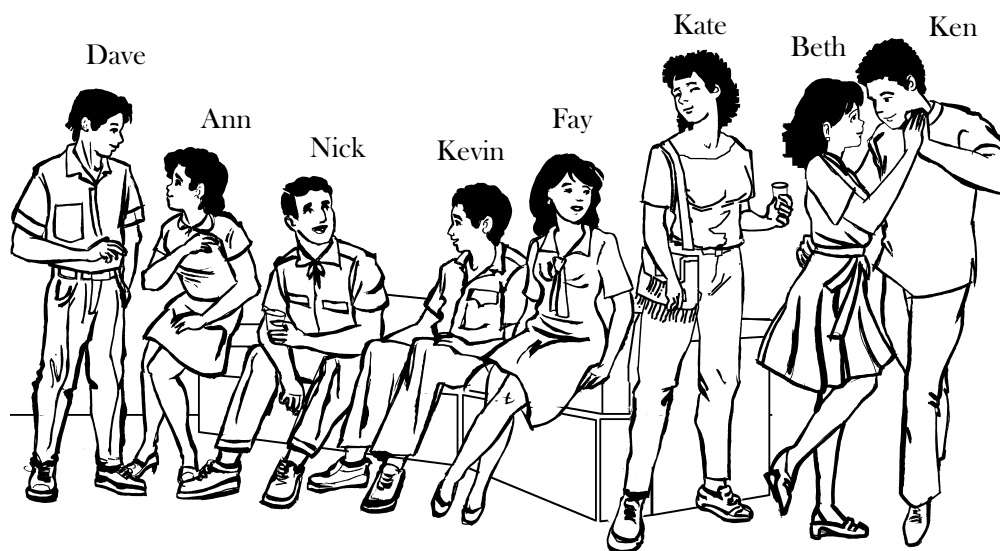
Listening

1. Lead in.

How many people are there in your picture?

How many are standing? Who?

How many are sitting? Who?
 Does Nick have a drink in his hand?
 What's Dave wearing?
 What is he doing?
 Who is Kevin talking to?
 Is Ann smoking?
 What are Beth and Ken doing?

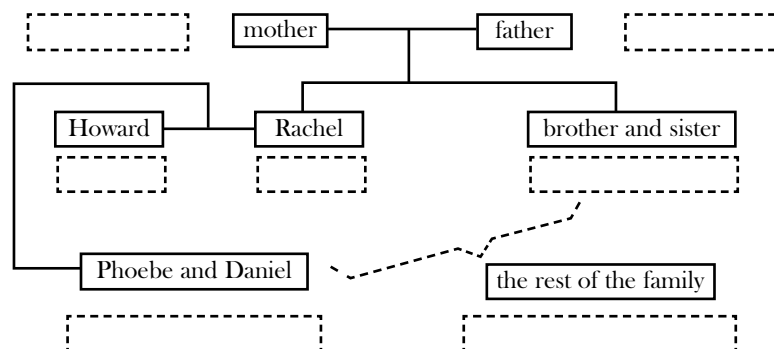


2. Let's listen.

Say true (T), false (F) or not given (NG).

- Anna likes looking at people's photographs. _____
- Anna knows most of Rachel's family members. _____
- Rachel feels proud of her family. _____
- Most of the photos show memorable occasions. _____
- Rachel's family does not get together very often. _____

3. Complete the family tree with information of the events that are described in the conversation.



4. Complete the sentences matching A with B as you hear them.

- | A | B |
|------------------------------------|---|
| a. Yes, she's playing | ___ your wedding as well? |
| b. Is that at | ___ the piano in my wedding. |
| c. She's my daughter | ___ not watching TV. |
| d. Yes, they're singing | ___ wonderful family, Rachel. |
| e. They're eating cake and dancing | ___ happy birthday at my brother's party. |
| f. Well, he's | ___ Phoebe and he's my son Daniel. |
| g. You have a | ___ at my grandmother's birthday party. |

5. How do they say these phrases in the conversation:

- | | |
|----------|-----------|
| they are | she is |
| he is | here is |
| that is | it is not |

6. Write three words from the conversation under each sound.

/ei/	/ð?/	/oU/

7. Interact with your partner in a conversation about what you think each family member is doing right now. Use questions like these:

- What is your father doing right now?
- What about your mother / sister / brother?

Reading: Visualizing and creating mind pictures

Reading tip

Visualizing is the skill to create a mental picture of the text. The reader may create visual symbols, concept webs, or mind maps that help him/her to keep track of the information and organize it.

Working with a text

I. Activating background knowledge

- What do the pictures suggest about the topic of the text?



- b. Listen to the song *Imagine* by Lennon or just recall the lyrics with the help of your teacher. What images come to your mind when you read or listen to the song?

II. Getting the gist

Read text 6 in the Text File and say:

- What it advocates for.
- What type of text it is.

III. Questioning and interacting with the text

- As you read the text, write in your Interactive Reading Journal your comments, reactions and responses to the text: new words or phrases, interesting ideas, and the items in the next activities as well.
- Draw, even with stick figures, what you picture in your mind as you read the letter.

IV. Sharing with classmates

- a. Work in small groups or with your partner to share the information collected. Use the notes in your Interactive Reading Journal. You should not forget to share the answers to the exercises and items in the previous section, specially the drawing.
- b. Which picture illustrates the text best out of all the ones presented at the beginning of the unit?

Language expansion

1. The imperative has been the basic grammar structure used in this text.
 - a. Why do you think so?
 - b. Re-write some lines of the lyrics without using the imperative.
2. Discuss with your class:
 - a. The importance of peace.
 - b. What is threatening the peace of the world now?
 - c. How can students and teachers contribute to peace?
3. Create peaceful messages and posters related to the topic to be displayed in your class. Organize a creative exhibition with your teacher and group.

There are simple ways to write poems in English, the acrostic is one of them. Identify the definition in the acrostic:

Acrostic poems are easy to write.
Capital letters beginning each line.
Read, re-read and re-write what you have in the lines.
One or more words on each of your lines.
Say what you feel.
To lovers and friends.
Invide them to share all that you feel.
Capital letters beginning the line to make words stand out.
Saying in sentences is not a must.

Here is another example:

Love is what moves the people who seeks for it.
Over the years men and women have fought for it.
Various people have died searching for it.
End the silly war to live in peace.

4. Make an acrostic with the word *peace*. (You may choose to write any other type of poetry, including a chant or rap.)

Writing: Kinds of paragraphs. The descriptive paragraph

Kinds of paragraphs	Definition Classification Description Compare and Contrast	Sequence Choice Explanation Evaluation
----------------------------	---	---

The following words can help you write a good description paragraph:

Helper words:

Properties	Measurement	Analogy	Location
size	length	is like	in
color	width	resembles	above
shape	mass/weight		below
purpose	speed		beside
			near
			north/east/south/west

Writing tips

There are four main steps you should follow when developing a descriptive paragraph with many details:

1. Get a clear picture in your mind of what you want to describe.
2. Examine your mental picture.
3. Make a list of details.
4. Write the paragraph, keeping in mind that you want the readers to see in their minds the same picture that you see in yours.

Do this:

1. Read text 2 and text 6.A in the Text File.

- a. Are they descriptive texts?
- b. Are they good? If they are, list the characteristics that make them good. If not, give reasons.

2. Below, there is a list of topics. Select the most appropriate for a description.

An important personality

An event

A historical place

A person you like

Someone you have seen on TV

A recreation center

An unusual plant or flower

Write down some of the details you would include for a description. Then write a paragraph.

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

Getting ready to teach

- Read carefully and identify the mistaken information. Discuss it with your teacher.

Reading comprehension tasks are organized in three stages: Pre-reading (after the students read the text), while-reading (while the students read the text) and post-reading (before the students read the text).

In the Pre-reading stage, teachers never get the students to activate grammar relevant to the text content and/or present the meaning of new lexis, and raise students' motivation for the information in the text.

One way in which teachers raise students' interest in the information in the text is by asking personal questions not related to the topic of the text.

- Get into small groups of four/five students. Agree on the selection of a text from tabloids of University for All courses, any other text from secondary school materials, or any other appropriate for beginners and plan some questions to conduct a class discussion on the topic of the text selected with the help of your teacher.
- Suppose you are a teacher in the context of a seventh grade class. Practice conducting the activity planned within your small group, then at the front of the whole class.
- When your classmates act out the activity planned, participate actively and use the following grid to evaluate their work. Be ready for a class discussion on good, acceptable and poor elements of his/her presentation.

Indicators	Scales		
	Good	Acceptable	Poor
1. Clear and precise orientation. 2. Affective climate. 3. Clear educational purpose. 4. Teacher's talk (paraphrase, repeat, use normal speed, simplify syntactic elements, pronounce clearly). 5. Use of teaching aids. 6. Interaction management. 7. Feedback provided.			

UNIT 7

Speaking

Klaus's daily routine

Louise asks Klaus about his daily routine.

SECTION A

Klaus tells Louise what he does early in the morning.

Louise: Do you teach every evening, Klaus?

Klaus: Yes, from Monday to Friday, at 7 p.m.

Louise: And what do you do during the day?

Klaus: I get up at 6 a.m., and go jogging for half an hour.

Louise: Do you go jogging every day?

Klaus: Almost every day. I rest only on Sundays.

Louise: Why do you go jogging so early?

Klaus: Mainly because the weather is fresher early in the morning. Besides that, a couple of friends go jogging with me, and they start working at 8.30.

Louise: I understand. It must be boring to exercise alone. That's probably the reason why I do not exercise at all. It takes a lot of willpower to do it.

Klaus: Yes, you're right.

Louise: And what do you do after that?

Klaus: At about seven I go back home, take a shower and have breakfast.

Louise: Yes, you must be very hungry after so much exercise. Do you make your own breakfast?

Klaus: Yes, I do. My wife goes to work at 6 a.m.

Louise: That early? What does she do?

Klaus: She is a lab technician at Alexander Fleming Hospital. She very often wakes me up before she leaves for work.

SECTION B

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

Louise: And what do you do after breakfast?

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

How do you say it?

• Describe routines, habits, pastimes and hobbies

Routines

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

Do this:

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

Habits

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

- a. Do you smoke?
- b. Do you drink coffee?
- c. Do you drink alcohol?
- d. Do you take pills regularly?
- e. Do you practice sports or do any exercise?

- f. Do you go to bed late at night?
- g. Do you get up early?
- h. Do you drink a lot of water? / Do you treat your water?
- i. Do you normally eat fruit and vegetable in your meals?
- j. Do you eat a lot of sugar?
- k. Do you eat a lot of fat?
- l. Do you normally go steady with your boyfriends/girlfriends for a long time?
- m. Do you consider yourself a promiscuous person?

Pastimes

A: How do you spend your free time?

B: Well, I do a lot of different things.

You see, I sleep a lot.

I read anything that calls my attention.

I listen to a lot of music.

I watch TV sometimes.

I play domino, video games or anything.

I play soccer.

I visit my relatives and friends.

I like to have a good conversation with my neighbors.

Do this:

Practice the dialog in pairs. Then change roles, and later practice it again, this time substituting information from it. Be ready to report back what you found out about the other person.

Hobbies

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

A: Do you have any hobbies?

B: Yes, I collect stamps.

I collect old mikes.

I raise pigeons.

I work in my garden.

I'm a craftsperson.

I write poetry.

Do this:

Watch "Youth in the Spotlight" (part 1), section B, and:

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

• Ask and say how often something is done

Louise: And what do you do after breakfast?

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

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

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

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

Klaus: Very *seldom*.

Do this:

Work in pairs asking and answering these questions.

- How often do you drink coffee a day?
- How often does the train run in your town?
- How often do buses run here?
- How often do you see your girlfriend/boyfriend?

Notice:

Frequency adverbs

always
never
sometimes
often
rarely
seldom

Frequency expressions

every now and then
every other day
(twice) a week
once in a blue moon

• Ask why and give reasons

Louise: *Why* do you go jogging so early?

Klaus: Mainly because the weather is fresher early in the morning. Besides that, a couple of friends go jogging with me, and they start working at 8.30.

Louise: I understand. It must be boring to exercise alone. *That's probably the reason why* I do not exercise at all. It takes a lot of willpower to do it.

Klaus: Yes, you're right.

Other ways of giving reasons

Because ...
For that reason,
That's why ...
That's the reason why ...
That's probably the reason why ...

Do this:

Work in pairs. Ask each other questions about these topics:

- a. Why (you) smoke
- b. The reason why (you or someone else) smiles so much
- c. Why (a boy in class) wears an earring
- d. Why somebody has a tattoo
- e. Why someone misses so many classes
- f. Why somebody falls asleep in class

You may want to add more topics.

Pronunciation practice: sounds /s/ and /z/

In this unit, we will contrast sounds /s/ and /z/. Consonant /s/ is just the same as the Spanish sound, but sound /z/ is not present in your mother tongue. The only difference between them, however, is that /z/ is voiced (the vocal cords vibrate). It is just like the sound made by bees. Spanish speakers tend to devoice sound /z/, so it is very important that you feel the vibration of your vocal cords to make sure you are pronouncing this sound correctly.

The distinction between /s/ and /z/ is very important when you:

- a. use the third person singular (TPS) in the present tense.
- b. use nouns in their regular plural forms.
- c. indicate possession by adding -'s to a noun.

Let's look at examples of each of these cases:

The third person singular (TPS)

- a. Klaus prefers to go jogging early in the morning. /z/
- b. His wife goes to work at 6 a.m. /z/
- c. She wakes him up before she leaves for work. /s/ - /z/
- d. It takes a lot of willpower to exercise alone. /s/
- e. Klaus dedicates plenty of time to preparing his lessons. /s/

The use of /s/ or /z/ for the TPS morpheme depends on whether the sound before /s/ or /z/ is voiced or voiceless. If the sound previous to the TPS marker is voiced, you will pronounce the TPS ending as /z/. Notice that all vowel sounds are voiced. If the sound previous to the TPS marker is voiceless, you will pronounce the TPS ending as /s/.

Nouns in their regular plural form

- a. Klaus rests only on Sundays. /z/
- b. A couple of friends go jogging with him. /z/
- c. He works on his lesson plans for two or three hours. /z/
- d. His students like his lessons very much. /s/ /z/
- e. Klaus wears short pants, white socks and tennis shoes to go jogging. /s/ /s/ /z/

The same rule explained in the items above applies here to decide when to use /s/ or /z/.

Possession with 's

- a. Klaus's wife is a lab technician. /z/ (Notice you pronounce Klaus's like this /klausɪz/)
- b. Pete's wife is also a lab technician. /s/

The same rule explained above applies here to decide when to use /s/ or /z/.

Let's repeat some other words in which sound /z/ occurs.

husband	because
position	please
president	present
excuse (verb)	easy
does	crazy
music	pleasant
cousin	busy
business	reason

The meaning of similar words can be identified by the presence of sounds /s/ or /z/. Let's look at some examples.

/s/	/z/
niece	knees
loose	lose
race	raise
rice	rise
price	prize
ice	eyes
place	plays

Write sentences with the words from the lists above. Read them aloud making sure you pronounce /s/ and /z/ whenever necessary.

Reading aloud

Read aloud the following narrated version of the story.

Klaus tells Louise about his daily routine. He gets up at six and goes jogging for half an hour. He prefers to do it in the morning because the weather is fresher and two of his friends go jogging with him as they start working at half past eight. At about seven, he goes back home, takes a shower and has breakfast.

After that, he usually works on his lesson plans for two or three hours, preparing communicative activities for his students. After lunch, he takes a short nap, and he's usually up again before his wife arrives from work. She's a lab technician at Alexander Fleming Hospital.

Project work

Having a hobby

Modern life is full of work and study, and everyone should have a way to learn for pleasure. *Having a hobby* is one of the best ways to increase your knowledge of a topic and to do it for pleasure. Search about this topic and be ready to tell your friends about the results.

Suggestions:

- Look for the necessary information to be ready to inform your group. Once you finish collecting the information about hobbies you can process it with the help of your teacher or another classmate. You can draw charts or diagrams to represent the results graphically.
- You can refer orally to any of your relatives' hobby. Include what it consists of, the feelings he or she experiments, the time and frequency he or she enjoys the hobby, the personality traits that better suit for a hobby like that, among other interesting things.
- Another possibility could be to present the results of your research in the form of a TV program devoted to hobbies (Round table, Special interview, etc.). If you decide to take this kind of activity, you need to train a student to be a TV conductor.
- If you consider you need more practice before you present your project, you may work with the software *Rainbow* on the part devoted to "Games" #5, #13, #17. You may also study pages 77-78 to learn more about hobbies.

Listening

1. Lead in.

The following are some topics that could be different from one culture to another. Select one of them and talk to your partner about cultural differences you have heard of between Cuba and another country.

gestures	posture
facial expression	costumes and traditions

2. Let's listen.

Listen to the conversation and tick next to the topic(s) they compare:

<input type="checkbox"/> posture	<input type="checkbox"/> greeting	<input type="checkbox"/> facial expression
<input type="checkbox"/> marriage	<input type="checkbox"/> body language	<input type="checkbox"/> birth control

3. Select from the list below the countries that are mentioned in the text.

<input type="checkbox"/> Greece	<input type="checkbox"/> China
<input type="checkbox"/> Egypt	<input type="checkbox"/> Cuba
<input type="checkbox"/> Jamaica	<input type="checkbox"/> Holland
<input type="checkbox"/> Chile	<input type="checkbox"/> Ethiopia
<input type="checkbox"/> Nigeria	<input type="checkbox"/> Mexico

4. Who said what?

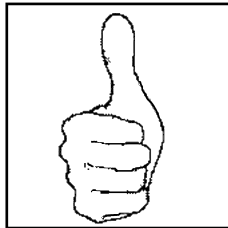
- a. we nod politely or bow slightly when greeting another person _____
- b. kisses may be repeated more than once _____
- c. men greet women with a handshake _____
- d. close male friends sometimes hug each other _____
- e. neglecting to greet another is a sign of disrespect _____
- f. shaking hands with one or both hands is common between members of the same sex _____
- g. the choice of spouse is usually arranged by the families _____
- h. same-sex partnerships have been legally recognized _____
- i. We're so many! _____

5. Listen to the last two speeches and write down the numbers you hear.

6. Find in the text the adjectives used to modify the following nouns:

_____ handshake	_____ contact
_____ age	_____ thing
_____ policy	

7. What do these gestures mean? Find out if they change in other cultures.



Reading: Recognizing text organization

Reading tip

One of the most important skills a reader can develop is that of recognizing the organizational pattern of a text.

To understand text organization, use information such as the topic, the main idea, and lexical clues.

Some of the most common textual patterns are:

- Generalization/Detail (listing of related ideas)
- Time order (chronologically, sequence, process)
- Comparison and contrast
- Cause-Effect

Working with a text

I. Activating background knowledge

- Pair work: Talk about your routines in a typical school day.
- Select the words that you might need to express your school day's routine: run, have breakfast, drink, jogging, comb, wake up, go, wash, study, have dinner, listen to music, receive lessons, dance, do homework, clean, cook, practice sports, swim, brush teeth, do nails, make the bed.
- Prepare a schedule for a typical day including the words you selected before and the time of the day.
- What will a text with the title "From Monday to Friday" be about?

II. Getting the gist

Skim through the text and say what it narrates.

III. Questioning and interacting with the text

- What type of text are you reading? Find the markers that illustrate it.
- Say Right, Wrong or I Don't Know. Provide evidence from the text.
 - ☐ Olivia is a foreign student.
 - ☐ Olivia is a Junior High School student.
 - ☐ She is having a good time here.
 - ☐ She sleeps late everyday.
 - ☐ She has breakfast in her room with her roommates.
 - ☐ Campus is near her dorm.
 - ☐ She is at the university for 8 hours only three days of the week.
 - ☐ She practices salsa dancing every day after class.
 - ☐ Olivia studies everyday after classes.
 - ☐ On weekends, she never hangs out with friends.
 - ☐ After dinner, she watches TV.
 - ☐ She goes to sleep almost at midnight.
 - ☐ In spite of the busy day, she is never tired.
- Find the equivalent of these ideas in the text and give them a chronological order.
 - ☐ After a day full of activities, I go to sleep.
 - ☐ I remain at the university most of the day.
 - ☐ I'm very happy to be in Cuba.
 - ☐ I stay late on campus only two days a week for practicing sports and cultural activities.
 - ☐ After breakfast, I get to campus.
 - ☐ I always do my independent study in the afternoons.
- Complete the following chart.

Time	Activities
6:30 AM	

Time	Activities
	Get to campus
3:30 PM	
5:00 PM	
7:30 PM	
	Go to sleep

- e. Find in the text a sentence that shows:

She is pleased for being in Cuba.

Her place of origin.

Her best friend homeland.

The type of school in which she is studying.

The extra activities she does on campus.

What she does in her free time.

What she does when she is tired.

What she does when she is sleepy.

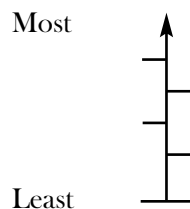
Her roommate likes.

IV. Sharing with classmates

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

V. Going beyond reading

- Add more activities to Debbie's routines.
- Place Debbie's activities according to their importance, taking into account your points of view on the following scale.



- Group work. Discuss: Which could be the similarities and the differences in a typical school day between a Cuban student and a foreign one? Prepare a program for the foreign student to show Cuba's everyday life.

Language expansion

Vocabulary in use

Find the correct word from the text for the following given definitions.

- a. To have a friendly conversation is to have a _____
 - b. A person who is your companion in an activity is your _____
 - c. A serial drama performed on radio or television treating melodramatic personal situations is a _____
 - d. The buildings, grounds of an university, school or college is known as _____
- List of words: mate, campus, chat, soap opera, facilities, novel, friend.

Writing: Narrating daily routine

Writing tip

When you write about your daily routine, you should give information in chronological order: morning, afternoon, evening. End your paragraph or composition by saying how you feel about your daily routine.

1. Reread the text in this unit.
 - a. What does it narrates?
 - b. What markers signal the narration?
2. Melissa handed in a composition about her favorite day of the week. Read the paragraphs below and:
 - a. Put them in the correct order.
 - b. Then, select topic sentences, supporting details and closing sentences.
 - c. Select the markers of transition used by the author.
 - I usually go home at about seven o'clock in the evening. Sometimes, I have dinner and go dancing with friends or I stay home to watch TV. A lot of my favorite programs are on Sunday nights. So, I often go to bed late.
 - Sunday is my favorite day of the week because I can rest and go out with friends. I don't go to school so I get up late in the morning. After breakfast, I usually watch the morning TV shows.
 - I feel very excited after such a lovely day and full of energy for another busy week.
 - After that, I sometimes help my mum with lunch. I usually make the salad and Mum cooks the meal. We never have lunch after 2 o'clock. After lunch we often sit in the garden, play cards or domino. At about five o'clock, my sister and I visit one of our friends to listen to music and chat.
3. Use the above composition as a model to write an article about your daily routine or your favorite day of the week for the School Journal.
 - a. Share the first version with a partner.
 - b. Make sure it is clearly understood by sharing this first draft again with you partner. Use the checklist in unit 2.
 - c. Revise your draft taking into account your partner's suggestions.

- d. Then check the use of punctuation and spelling.
- e. Finally, write your final version.

PLAN

Paragraph 1: Introduce yourself
Paragraph 2: What you do in the morning
Paragraph 3: What you do in the afternoon
Paragraph 4: What you do in the evening
Paragraph 5: How you feel at the end of the day and reason

Getting ready to teach

1. Read these statements and say true (T) or false (F).

- ☐ To understand a text you need to know all the words.
- ☐ To activate what you know about the text topic and language is useful to understand the text.
- ☐ The title of the text often guides you to the main idea of the text.
- ☐ To learn some key words of the text before reading helps you understand.
- ☐ To read slowly helps you understand the main idea of a text.

2. Take down notes of the tasks this book proposes to teachers in the section “Activating background knowledge” in Pre-Reading. Work in small groups to make a list of types of tasks you notice and relate them to the statements above.

3. Select one of the texts from the “University for All” tabloids, from the secondary school workbooks or any other material you think is appropriate for beginners. Plan a task to facilitate the students’ understanding of the main idea once they read. Be ready to act it out in class (your classmates performing as secondary school students).

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

Indicators	Scales		
	Good	Acceptable	Poor
1. Clear and precise orientation. 2. Affective climate. 3. Clear educational purpose. 4. Teacher’s talk (paraphrase, repeat, use normal speed, simplify syntactic elements, pronounce clearly). 5. Use of teaching aids. 6. Interaction management. 7. Feedback provided.			

UNIT 8

Speaking

Family plans

Jenny discusses with her husband and children what to do next Sunday.

- Jenny: Ok, guys, I don't want to stay home this weekend again. Let's do something on Sunday. Any suggestions?
- Thomas: Why don't we go to the Stadium? There is a good baseball game at two o'clock.
- Alison: Oh, come on, Dad, not again. I don't like sitting there for three hours watching other people play. I'd rather do something different.
- Thomas: Like what?
- Alison: I don't know.
- Jenny: Yes, Darling, Alison is right. I know baseball is your passion, but don't you think we could use a break from strikes and outs this time?
- Thomas: It looks like I have no choice.
- Alison: How about going horse riding at Joy Park? I love horses so much. I wish I had one.
- Thomas: A horse? Do you want to have a horse? You must be kidding, Alison.
- Alison: Horses are very elegant...
- Thomas: And very expensive too.
- Tommy: Let's go to the movies. There is a new Spielberg film at Cinema World. I enjoy watching his films very much. They are so thrilling.
- Alison: Spielberg again? Oh, no. Count me out. I still remember Tommy watching E.T. four times in a row. I prefer other kinds of films.
- Jenny: But, Alison, he is not going to watch that same film more than once this Sunday. I would like to see it too. I hope it's as good as Indiana Jones.
- Tommy: Thank you, Mum.
- Thomas: What if you go horse riding in the morning and to the movies in the afternoon? This way we can please everybody.
- Jenny: That sounds great.

How do you say it?

• Suggest something

Jenny: Ok, guys, I don't want to stay home this weekend again. Let's do something on Sunday. *Any suggestions?*

Thomas: *Why don't we go to the Stadium?* There is a good baseball game at two o'clock.

Alison: Oh, come on, Dad, not again. *How about going horse riding at Joy Park?*

Do this:

Practice the dialog in pairs. Then, change roles and add information of your own.

• Ask and talk about likes and dislikes

Do this:

1. Ask your classmates these questions:

- Which of these ice-cream flavors do you like?
- Which of them do you dislike?
- Which ice-cream flavors do you prefer? Why?
- Be ready to report back to class what you found out.

Some flavors

chocolate	vanilla
chocolate ripple (swirl)	orange
mango	almond
pineapple	guava
strawberry	butterscotch
strawberry ripple (swirl)	

2. Discuss these questions about sports with your partner:

- Which of these sports are outdoor sports?
- Which are played with a ball?
- Which of them are not commonly practiced in our country?
- Which of them do you like?
- Which of them do you dislike?
- Which of them do you prefer?

Some sports

judo	weight lifting	horseback riding
karate	track and field	chess
canoeing	diving	table tennis

wrestling	skin diving	basketball
squash	gymnastics	ice hockey
lawn tennis	soccer	baseball

3. Answer these questions with your partner. Then, be ready to report back to class what you found out.

- Which of these foods are vegetables?
- Which are sea foods?
- Which are red meat?
- Which are pastas?
- What kind of food do you like?
- What kind of food do you dislike?
- What kind of food is best for you? Why?

Some food words

carrots	yucca	pineapple	beef	turkey	lobster
peas	lettuce	guava	pork	cheese	rice
beans	cabbage	mango	lamb	milk	noodles
potatoes	cucumber	pear	chicken	fish	spaghetti
sweet potatoes	orange	apple	egg	oyster	

4. Discuss this topic with your partner. It is about people's personality traits. Begin like this:

- I like people who are ...
- I don't like people who ...
- I don't like people who have ...

Positive personality traits	Negative personality traits
hardworking responsible open-minded easy-going easy to get along with happy funny friendly gentle simple	negligent irresponsible conceited lazy narrow-minded eccentric careless disrespectful noisy egotistical

Positive personality traits	Negative personality traits
honest witty modest cooperative	bad-tempered talkative

5. Watch “Youth in the Spotlight” (part 1), section C, and take down the four questions asked and summarize the answers.

• **State a preference**

I don't like sitting there for three hours watching other people play.
I'd rather do something different.

Notice:

Would rather and would prefer to

Would rather is followed by the base form of the verb. *Would prefer* is followed by a gerund or an infinitive. Both are followed by *not* in the negative.

Case one

A: Would you rather read a book or watch a version of it in a movie?

B: Actually I'd rather read the book first than watch its version on the screen.

Case two

A: Would you prefer to take a music or a dance class as an elective course at the university?

B: I'd prefer taking a visual arts class first to learning about the other arts *first* thing.

Another form

B: I'd prefer to study visual arts.

Case three

A: Do you want to take a karate class?

B: I'd rather not / I'd prefer not to.

(Adapted from *Interchange 3*, Student's book, by J.C. Richards et al.
 Cambridge University Press, 1998.)

Do this:

1. Talk about your learning preferences with your partner. Follow these questions:
 - a. Would you rather attend a morning or an afternoon class?
 - b. Would you prefer to study languages with a teacher or on your own?
 - c. Would you prefer to study with books or with videos and computers?
 - d. Why? / Why not?

2. Work with your teacher first trying to answer some of these questions:

The arts in general

- a. Are you taking an arts class at your university right now?
- b. If you are, what arts class are you taking?

Kinds of arts
music, plastic, visual arts in general, dance, literature, movie critique, ballet

- c. Which of the above arts do you prefer? Why?
- d. Which of the arts is Cuba mostly famous for?

Music

- a. What kind of music do you like? What kind of music do you dislike?
- b. What kind of music do you like to dance to?

Books

What kinds of books do you enjoy reading?

Kinds of books
detective stories, novels, testimonies, biographies, science fiction stories, history books, natural sciences books, scientific papers, essays

Painting

What kinds of painting do you enjoy watching most of all?

Kinds of painting
landscapes, abstract paintings, impressionistic painting, portraits, murals

Dance

What kinds of dance would you rather watch?

Kinds of dance
contemporary dance, ballet, folklore dance

Architecture

Do you like architecture? What kind of architecture do you prefer?

3. Walk around the class. Choose some of the above questions and interview three of your classmates. Tally their answers and be ready to report your findings back to class.

- **Ask what someone feels like doing and say what you feel like doing**

A: You look bored. Do you feel like going anywhere?

B: No. I don't feel like going anywhere. I'm not in the mood.

Notice:

Noun	Negative particle	Feel + like	Verb + ing	Complement
I	don't	feel like	going	anywhere.
I	don't	feel like	doing	anything.
I	don't	feel like	seeing	anybody.
I		feel like	eating	something.
I		feel like	talking to	someone.
I		feel like	going	somewhere.

(Idea borrowed and adapted from *Spectrum 2*, Student's book, new edition printed in Cuba, with no further reference.)

Do this:

Practice the above mini-dialog with your partner. Then try substituting using this information:

eating some (ice-cream)
 watching a movie
 listening to some music
 visiting (your friend)
 having (a drink)
 coming for (coffee)
 playing a (soccer) game
 meeting (someone)

Pronunciation practice. Review. Diphthong /eɪ/

In this unit we will go over some of the vowel sounds we have studied so far: /æ, ʌ, ɑ, ɪ, i, oʊ/ and we will also include a new sound: diphthong /eɪ/. Diphthong /eɪ/ appears several times in dialog 8. Let's look at some examples:

stadium, baseball, game, play, break, great

Do this:

1. Read dialog 8 and identify:

- 4 words with sound /æ/
- 8 words with sound /ʌ/
- 10 words with sound /ɪ/
- 3 words with sound /i/
- 4 words with sound /ɑ/
- 5 words with diphthong /oʊ/

Make a separate list for each of the sounds. Check the lists with your teacher and practice repeating each word making sure you pronounce the sound in focus correctly.

2. Suppose you are going camping next weekend. Make a list of the things you should not forget to bring along. You must include at least:

- a. 4 items with sound /æ/
- b. 2 items with sound /ɪ/
- c. 1 item with sound /i/
- d. 2 items with diphthong /eɪ/
- e. 1 item with diphthong /oʊ/
- f. 1 item with sound /ɑ/
- g. 2 items with sound /ʌ/

3. Tell your partner about your plans to go camping next weekend. You may begin by saying:

“I’m going camping next weekend. I made a list of the things I must bring. I must take a book, a...”

Reading aloud

Read aloud the following narrated version of the story.

Jenny is sick and tired of staying home every weekend. She discusses with her family what to do next Sunday. Thomas would like to go to the stadium to watch a baseball game, but no one else in the family wants to do that. Alison hates sitting at the stadium for three hours watching other people play. She would prefer to go horse-riding at Joy Park instead.

Tommy would rather go to the movies to see a new Spielberg film. He’s so fond of Spielberg that he once saw *E.T.* four times in a row. Jenny would like to see the film too, and she hopes it’s as good as *Indiana Jones*, her favorite movie. They finally agree to go to Joy Park in the morning, and to Cinema World to see the film in the afternoon.

Listening

1. Lead in.

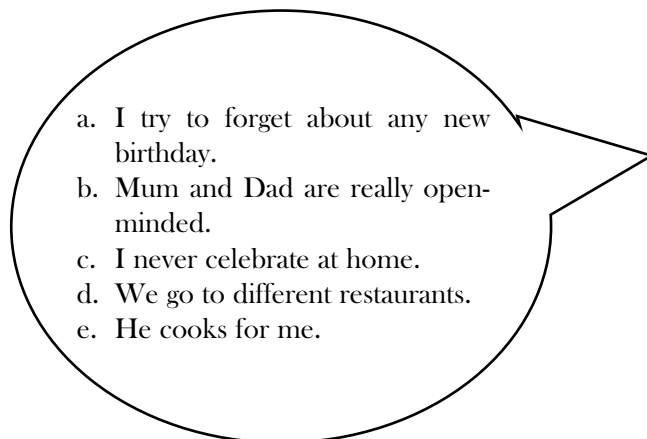
Everyone will write what they would like to do on their next birthday in a piece of paper and put it in a box. Then each one will take someone else’s paper at random and will enrich or disagree with the wish read.

2. Listen and identify three related or common things for each speaker.

3. Label each speech with one word that summarizes every case.

4. From the last speech, put words under the sounds that contain: /aɪ/, /eɪ/, /oʊ/.

5. Who said something like the following phrases?



- ___ old woman
- ___ young man
- ___ mother
- ___ man
- ___ girl

6. Find a rising intonation sentence and a rising-falling one.

7. Tell your partner about the ways the members of your family celebrate their birthdays. Agree or disagree with any thing.

Reading: Using clues to guess the meaning of unknown words

Reading tip

When you read you often find words you do not know, so it is very important to guess the meaning of unknown words, by using such clues as knowledge of word parts, syntax, and relationship patterns.

Working with a text

I. Activating background knowledge

- a. Complete the following crosswords by adding clothing items.

C
 L
 O
 BATHINGSUIT
 H
 I
 N
 G

- b. Complete the following chart taking into account the previous topic.

What I know	What I wonder	What I want to know

- c. Pair work; discuss the purpose of clothes.
 d. Predict from the title the ideas you might find in the text. Write three questions you expect the text to answer.

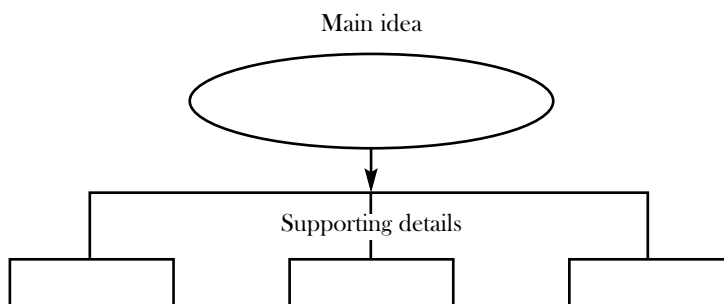
II. Getting the gist

Say True, False or Not Said.

- ___ Clothing is in deed a very controversial topic.
- ___ The only purpose of clothes is to keep us warm.
- ___ Schools insist that pupils wear uniforms just to show uniformity.
- ___ The way people dress has an influence on sexual attraction.
- ___ Wearing clothes with bright colours can cause a headache.
- ___ Before World War One the prevailing style of clothes remained stable.
- ___ The first noticeable change in women's clothes was in the late 40's.
- ___ Men dared to have long hair for the first time in the 20 century.
- ___ The purpose of clothes has changed with time.

III. Questioning and interacting with the text

- a. Complete the following chart.



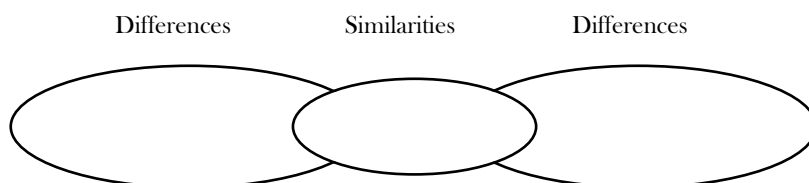
- b. Say whether the following ideas are Relevant or Irrelevant in the text.
- ___ The first clothes were made out of animal skins.
 - ___ The primary function of clothes is to keep us warm.
 - ___ Corsets were very uncomfortable.
 - ___ In the 50's, teenagers spent a lot of money buying clothes.
 - ___ Clothes still matter and keep us warm as the first time people wore them.
- c. Correct the false ones.
- ___ Clothing is in deed a very controversial topic.
 - ___ The only purpose of clothes is to keep us warm.

- ___ Schools insist that pupils wear uniforms just to show uniformity.
- ___ The way people dress has an influence on sexual attraction.
- ___ Wearing clothes with bright colours can cause a headache.
- ___ Before World War One the prevailing style of clothes remained stable.
- ___ The first noticeable change in women's clothes was in the late 40's.
- ___ Men dared to have long hair for the first time in the 20 century.
- ___ The purpose of clothes has changed with time.

d. Complete the following chart according to the functions of clothes as mentioned in the text.

Protection	Social hierarchy	Sexual attraction	National pride	Moods	Religious

- e. Add any other functions that appear in the text that is not included in the previous chart.
- f. Read paragraphs number 1 and number 2 and tell which purposes they fulfil.
- g. Find in the text a sentence that states:
- A definition of a "Teddy Boy".
 - Two sentences that express a contradiction related to the function of clothes.
 - A synonym for the word *answer*.
 - What is known as: "the Beatle hair style", "a winklepicker" and "The flower power style"?
- h. Make a list of:
- All the clothes that appear in the text. Divide them according to gender and uni-sex pieces of clothes.
 - All the colors mentioned in the text.
 - All the adjectives used to modify items of clothing in the text.
- i. Compare "Oxford bags" and "Drainpipes".



- j. Select the correct meaning according to the context.
- Kit*: ___ clothing, ___ a collection, ___ a set of
- Score*: ___ number, ___ punctuation, ___ participation
- Prying*: ___ beautiful, ___ awful, ___ inquiry.
- Make up*: ___ to make an order, ___ to apply cosmetics, ___ to compensate.
- k. Find out why fashion had drastically changed in USA after the WWI and not before.

IV. Sharing with classmates

- Work in small groups or with your partner to share the information collected. Use the notes in your Interactive Reading Journal. You should not forget to share the answers to the exercises and items in the previous section.
- Collaborative questions. Once you have read and annotated the text, formulate questions about what you have read. Once you have posed a variety of questions about the text, you will share your questions with a partner and attempt to answer each other's questions.

Your questions about the text	Answers to your questions based on the interaction with your partner

V. Going beyond reading

- Pair work: Discuss the question in the text "Where have we gone from here?" And this other question "Where will we go from here?"
- Discuss this question "Are young people today too fashion-conscious?"

Project work

Look at the history of 20th century fashion. Write a magazine article about modern fashion.

- What is fashionable for men and women?
- What is unfashionable?
- Describe modern fashions. Illustrate your description with magazine pictures, your own photographs or drawings.
- Display the photographs in class.

Writing an article to give opinions

Writing tip

An article is a piece of writing which appears in newspapers and magazines. Articles are usually formal in style. However, they can be less formal depending on whether they are published in a popular magazine or a newspaper.

The articles you are going to write in this course are not formal. You are going to write them to give opinions about certain topics.

Before you write the article, you must make a list of the points for or against the issue. In the first paragraph, state your opinion or problem. From the second paragraph on, you need to present each point and give reasons or suggestions. Each new point starts a new paragraph. All paragraphs should be connected by linking devices. In the last paragraph, restate your opinion and the most important ideas.

Study tip

Transitional, linking words or connectors such as *however*, *besides*, *on the contrary* are very important in this piece of writing, and in others as well. Consult the list of connectors in the appendix.

Do this:

1. Revise your answers to questions in “Going beyond reading” above.
2. List your points in favor and against the issue “Young people today are too fashion-conscious”. Share your points with your partner and other peers.
3. Match the first with the last paragraphs. Which techniques are used in each case?

First paragraphs	Last paragraphs
1. Physical education has long been part of the school timetable; imagine an educational program which does not include some form of physical education.	A. In conclusion, solutions to the problem lie in education. More importantly, teenagers should be provided with adequate recreational facilities to put an end to the boredom that drives them to drinking.
2. The advance of technology has meant that most children are familiar with computers, which can be used to teach a wide variety of subjects. But can they, and should they, replace teachers?	B. At present, it seems that many students do not take part in any kind of physical education at all. Will we see physical education slowly disappear from our schools only to be replaced by more “useful lessons in the future”?
3. The problem of teenage alcoholism is one that today’s society must deal with before it is allowed to increase.	3. In my opinion, computers should have a place in a child’s education and can be a useful aid to teaching, but should never replace one of the most important components of the educational process: the teacher.

4 Write an article for the School Magazine with the title “Young people today are too fashion-conscious.”

- a. Which technique will you use for the first paragraph of an article entitled “Young people today are too fashion-conscious.”

b. Work with your partner to list the points to develop the article.

Remember to follow the writing process.

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

Getting ready to teach

The following text was elaborated by a secondary school teacher. Observe the linguistic preparation of the teacher to be ready to react to students' questions on words they do not know. Is this useful?

A Cuban Hero

Gerardo Hernandez was born in Havana on June 4, 1965. He is a cartoonist, and you can see his work in the national press and in exhibitions in various art galleries of the country. He is in prison now, but he is not a criminal. His only crime is fighting terrorism against Cuba.

Linguistic preparation

Whenever they ask me for one of these words, I will do what it is indicated in each case, then copy it on the board and repeat the pronunciation twice.

Was born – Listen to these examples and guess: Fidel Castro Ruz was born on August 13, 1926. I celebrate my birthday (*showing my identity card*) every December 22. I was born on December 22, 1966.

Cartoonist – Show the *Juventud Rebelde* last page caricatures, saying: these are caricatures and cartoons; a person that draws them (*draw a happy face on the board*) is a cartoonist.

Press – Show them some newspapers.

Exhibitions – Suggest this guessing-contextually strategy: Continue to read, there is a word you can relate to exhibitions. If not enough, indicate the word (*art galleries*). Then, define it: Exhibitions are a collection of things like paintings, books, etc. shown publicly.

Country – Put examples: Cuba is a country, Canada is a country, and Venezuela and China are countries.

Prison – Where is Gerardo? Is he in Cuba with his family? People do not like to be in prison. If you feel bad you go to hospital, if you rob (making gestures) you go to prison.

Criminal – Give examples: Posada Carriles is a criminal.

Is fighting – Read the following word (terrorism) and think. Give examples: The Cuban people is fighting imperialism.

Now, read the following procedures teachers usually use to answer your questions about the meaning of words you do not understand in your reading texts. Which are more effective? Which help you more improve your reading skills?

- The teacher asks students to look up the meaning of the word in a bilingual dictionary.
- The teacher translates the new English word into Spanish.
- The teacher tells students not to worry about that word (she/he ignores it).
- The teacher prepares visuals before the lesson so that at the moment students ask him/her about the meaning of a new word she/he shows the appropriate picture, poster or photograph or draws it on the board, or simply shows the real object, or mimes using actions and facial expressions.
- The teacher encourages students to guess the meaning of the word from the context. She/he suggests a strategy to help: Continue to read, there is a synonym you know in the next sentence.
- The teacher helps the students guess the meaning of the word by providing other sentences (examples), where the word can be inferred.

Go back to the reading text of this unit. Which words were difficult for you? Select five of them. Now, suppose you are in second year and your students have to read the same text. Write down the linguistic preparation necessary to answer your students' questions. Share your work with other classmates.

UNIT 9

Speaking

Directions in Newtown

Louise Johnson is attending an important meeting in Newtown, a small city three hundred kilometers north of Woodhills. She asks for directions to get to the Convention Center where the meeting will be held.

SECTION A

Louise asks Mr. Low.

Louise: Excuse me, sir. I'm from out of town. What's the best way to get to the Convention Center?

Mr. Low: I'm sorry I can't help you. I don't know the city either. I just moved in last week.

Louise: Thanks, anyway.

SECTION B

Louise asks Mrs. Hicks.

Louise: Excuse me, madam. How can I get to the Convention Center? I have a meeting there in fifteen minutes.

Mrs. Hicks: I'm afraid you won't make it in time. There is lots of traffic at this time of the day.

Louise: But, can you tell me how to get there?

Mrs. Hicks: Certainly, just stay on this street till you get to the next traffic lights. You should make a left there, on Winston Road. The Convention Center is three kilometers away on that road. You can follow the signs.

Louise: Is it on my left or on my right on Winston Road?

Mrs. Hicks: On your left. It's a four-story building next to the hospital. You can't miss it. There is big sign just in front of it.

Louise: You've been very helpful. Thank you very much.

Mrs. Hicks: You're very welcome.

SECTION C

Louise is at the entrance to the Convention Center. She asks where her meeting is.

Receptionist: Can I help you, madam?

Louise: Yes, I'm attending a meeting with Dr. Fulton and the Municipal Language Teaching Commission. It's in room seventeen. Can you tell me where it is?

Receptionist: Are you Mrs. Louise Johnson?

Louise: Yes, I am.

Receptionist: I have a message from Dr. Fulton. He says the meeting has been changed to room twenty-three.

Louise: And where is room twenty-three? I don't want to be late.

Receptionist: Walk this way to the end of the hall. Take the elevator to the second floor. Room twenty-three is just across the hall.

Louise: Thanks.

How do you say it?

• Ask about an address

What's the best way to get to the Convention Center?

How can I get to the Convention Center? Can you tell me where it is?

Do you live downtown?

Do you live in the outskirts of the city?

Do you live out of town?

Do you live near the park?

Do you live across from the Havana Libre Hotel?

Where exactly do you live?

What's your address?

Where is the City Hall in your town?

Notice:

I live *on* Maceo Street. (The street is pictured as a *surface*.)

I live *at* 98 Maceo Street. (The house is thought of as a *point in space*.)

Ask your teacher to help you understand the meaning of near and across from.

Do this:

Walk around the class asking people where they live and taking down their addresses just in case you decide to drop by their houses sometime in the future. When you have finished, summarize these statistics:

- How many people in your class live out of town?
- How many of them live downtown in the capital city of the province?
- How many people live across from important institutions in the city or town where they live?

- d. How many people in class live near a hotel?
- e. Who lives very far from school in your class?

• **Give directions in town**

Questions

What's the best way to get to the Convention Center?
 How can I get to the Convention Center?
 Is it on the left or on the right on Winston road?
 I'm attending a meeting with Dr. Fulton. Can you tell me where it is?
 Can you tell me how to get to his office?

Some answers

I'm sorry I cannot help you. I don't know the city either.
 Just stay on this street *till* you get to the next traffic lights. You should *make a left on* Winston Road. The Convention Center is *three kilometers away on* that road. You can *follow* the signs.
Walk straight ahead for three blocks.

• **Talk about people and places in your community**

- a. A: Do you like your city / hometown?

B: Sure I do.

A: Why?

B: Well, because there's a large zoo.

famous square.

nice amusement park.

important library.

interesting art gallery.

- b. A: (Cienfuegos) is my favorite city.

B: Why do you say that?

A: Because there are beautiful museums.

good restaurants.

a lot of trees and flowers.

excellent movie theatres.

lots of friendly people.

it has a beautiful bay.

Do this:

1. In pairs act out the previous dialogs.
2. Is there anyone where you live that is famous nationwide?

For example,

A	sportsman scientist professor

An	medical doctor
	statesman
	military officer
	actor
	actress

Talk about him or her.

3. What facts or events can make people famous in your opinion? Look at the following list and tick the items that you think are related to fame.

- ___ a discovery
- ___ an invitation
- ___ politics
- ___ crime
- ___ sports
- ___ a Guinness record
- ___ birth
- ___ jobs

4. In pairs, think of famous people in your country and around the world. Write down their names and share with your partner what you know about these people.

• **Talk about things in your community that you are proud of**

What is something in your community that you are proud of?

What are some things in your community that make you proud of?

Here are some possible answers

My neighborhood is very quiet and safe.

It's very clean where I live.

People are very friendly where I live.

I'm proud of traditions in my hometown.

My hometown ranks first in...

We are number one in...

Many important national figures were born in my hometown. For example, ...

My hometown was liberated by ..., and that's really remarkable.

I'm proud of the people in my community.

Do this:

In pairs answer the question given above in relation to what you are proud of about your community. Try to add more ideas to your answers. You may start like this:

In my community I'm proud of...

Something that makes me proud of in my community is...

- Give an opinion about things that need a change in your community, and agree or disagree with someone else

Do this:

Discuss these questions as a class and then in pairs.

Questions

What do you think needs a change in your community?

What is in need of a change in your community?

Some answers

I think the services are in need of a change, maybe.

In my opinion, the streets where I live need cleaning.

the houses need some painting.

recreational sites are not enough.

we need to have access to more...

there's too much noise going on all the time.

Personally, I think ...

In my view, ...

Agree

Yes, I agree.

Yes, I totally agree.

Yes, I guess you could say that again.

Disagree

Well, maybe not quite so. You see ... (and give a reason).

Excuse me, but don't you think...?

Sorry to say this, but I have to disagree with you on that one.

Pronunciation practice: Word stress

The pronunciation section in this unit will be dedicated to word stress. Stress refers to the amount of volume that a speaker gives to a particular sound, syllable, or word while saying it. Stressed sounds and syllables are louder and longer than unstressed ones. A major characteristic of the English language is the use of strong and weak stress. Every word of more than one syllable has one that is emphasized more than the others. Stressed syllables receive more force and are louder than unstressed ones. Correct use of stress is essential for achieving proper pronunciation of words and meaning.

Repeat the following words after your teacher as accurately as possible. Notice that you should stress the first syllable of the words in column 1 and the second syllable of the words in column 2. Some of these words appear in dialog 9.

1	2
<i>Stress on the first syllable</i>	<i>Stress on the second syllable</i>
meeting	Louise
hundred	attend

center	fifteen
sorry	excuse
minutes	afraid
traffic	away
follow	hotel
building	prefer
language	afford
message	belong

The following three-syllable words have a variety of stress patterns. Repeat them as accurately as possible after your teacher. Remember to emphasize the stressed syllable. Some of these words appear in dialog 9.

Primary stress on:

<i>the first syllable</i>	<i>the second syllable</i>	<i>the third syllable</i>
certainly	directions	seventeen
hospital	attending	afternoon
accident	important	recommend
seventy	convention	employee
president	commission	understand
personal	tomorrow	Japanese
yesterday	employer	expertise

Notice that the word *kilometer* can be stressed either on the second or the third syllable.

There are many nouns and verbs that are the same in the written form. We can distinguish between these word pairs in their spoken form through the use of stress. In these pairs, the noun will always be stressed on the first, the verb on the second syllable.

<i>Nouns</i>	<i>Verbs</i>
conflict	conflict
increase	increase
program	program
content	content
conduct	conduct
desert	desert
object	object
permit	permit

Listen carefully to your teacher. Pay careful attention to the stress patterns of the various nouns and verbs in italics.

William: Welcome to the annual meeting of the *Perry Produce Company*. Does *every-one* remember our *slogan*?

- All: Yes, we *produce* the best *produce*!
- William: *Arthur*, do you think there will be an *increase* in *profits* next year?
- Arthur: Yes. We will *increase* our *profits*. *Progress* is our goal!
- William: Do you *project* having a new *market*?
- Arthur: Yes. Our *latest project* is the import of *exotic* fruit.
- William: *Really!* What will you *import*?
- Arthur: Dates from the Sahara *Desert*.
- William: Did you say *desert* or *dessert*? I love *desserts*.
- Arthur: Ok, William. I'm so *content* with the *content* of this meeting. I'll treat you to some fresh fruit.

(Adapted from Dale, Paulette and Poms, Lillian, *English Pronunciation for Spanish Speakers, Vowels*, Prentice Hall Regents, NJ, 1985).

Reading aloud

Read aloud the following narrated version of the story.

Louise Johnson needs to get to the Convention Center in Newtown, so she asks Mr. Low for directions. He can't help her because he's new in town. After that, Mrs. Hicks gives Louise directions to get to the Convention Center, which is on Winston Road next to the hospital. When Louise arrives at the Convention Center, she says she has a meeting with Dr. Fulton in room seventeen, but the receptionist explains to her that the meeting will be in room twenty-three. The receptionist tells Louise that room twenty-three is on the second floor, just across from the elevator.

Listening

1. Match the items with the store where you can get them. Is there any particular store where you can get them all?

E.g. You can get a magazine at a newsstand.

Stores	Items
a. shoe shop	___ designer's clothes
b. boutique	___ a magazine
c. flower shop	___ a hamster
d. liquor store	___ a new pair of running shoes
e. stationary	___ a bottle of wine
f. newsstand	___ a stapler and some paper
g. butcher shop	___ a pound of pork
h. bakery	___ a bag of rice
i. toy shop	___ shrimps and squids
j. jeweller's	___ a bouquet of flowers

k. pet shop	___ a loaf of bread
l. grocery store	___ onions
m. green grocer's	___ a doll
n. fishmonger's	___ a TV set
o. hardware store	___ a hammer
p. DIY store	___ some milk
q. dairy	___ a wedding ring

2. You will listen to a man giving directions to a car driver. Tick off the right response to complete the statement.

- a. The driver does not know where the High Gate Mall is because...
 - ___ this is a new place in town.
 - ___ he forgets where it is located.
 - ___ he doesn't live in town.
- b. The man, the driver asks for help,...
 - ___ explains to him how to get there.
 - ___ suggests he buy a map.
 - ___ suggests he ask somebody else.
- c. The High Gate Mall is...
 - ___ not very far from where the driver is.
 - ___ just a few blocks away from where he is.
 - ___ just around the corner from where he is.

3. Listen again and correct the mistakes in italics.

- a. The Mc Donald's is on *Queen Lane*.
- b. There's a Y on the road *4 miles* away once the driver takes a left on Swallow Run.
- c. He should take the *third* left on Queen Lane.
- d. Queen Lane will take him right directly to *21st Avenue*.
- e. The Mall he's looking for is somewhere on *Queen Lane*.

4. Put the directions in the order they were given.

- ___ Keep driving on Queen Lane until you get to 23rd Avenue.
- ___ Keep going on President Street until you see the mall on the left.
- ___ Take a left onto Swallow Run.
- ___ Turn right on President Street.
- ___ Just keep to the right when you see a Y on the road.
- ___ Take the first left on Queen Lane.

5. Listen for ways to say these statements:

- a. Do you know where the High Gate Mall is?
- b. I'm not from here.
- c. I'll show you how to get there.
- d. Do you understand?
- e. I hope you find it!

6. Listen again and find:

- a. Words having diphthong /au/
- b. Words having diphthong /ai/
- c. Words having diphthong /ew/
- d. Words having diphthong /ou/

7. In pairs, give directions using the map on page 136 as your teacher indicates it.**Reading****Reading tip**

Use the strategies and skills examined so far.

Working with a text**I. Activating background knowledge**

- a. Pair work: make a list of the things you need to have a party.
- b. Select which people would you invite to a party in your house: neighbors, close friends, relatives, teachers, the school master, acquaintances.
- c. Predict from the title what ideas you are going to find in the text.
- d. Select which words you think you are going to find in the text: handkerchief, cakes, pencils, oranges, candles, song, knife, football, hamburger, salad, bed, photo, sheets, books, barbecue, soft drinks.

II. Getting the gist

Read text 9 in the Text File and write Right, Wrong or I Don't Know.

- a. ___ Debbie is inviting Katie to her wedding party.
- b. ___ Debbie and Katie have just met once.
- c. ___ The party is going to be at Debbie's new house.
- d. ___ Katie doesn't know Debbie's new address.
- e. ___ The party will begin in the evening.
- f. ___ Debbie's mother organized the party.
- g. ___ Katie is from out of town.
- h. ___ The party is only for family members.
- i. ___ Debbie's house is not only new, but big.

III. Questioning and interacting with the text

- a. As you read, write your comments, reactions and responses to the text: new words or phrases, interesting ideas, etc. in your Interactive Reading Journal. Also, find in the text a sentence that shows:
 - What they are offering as the party buffet.

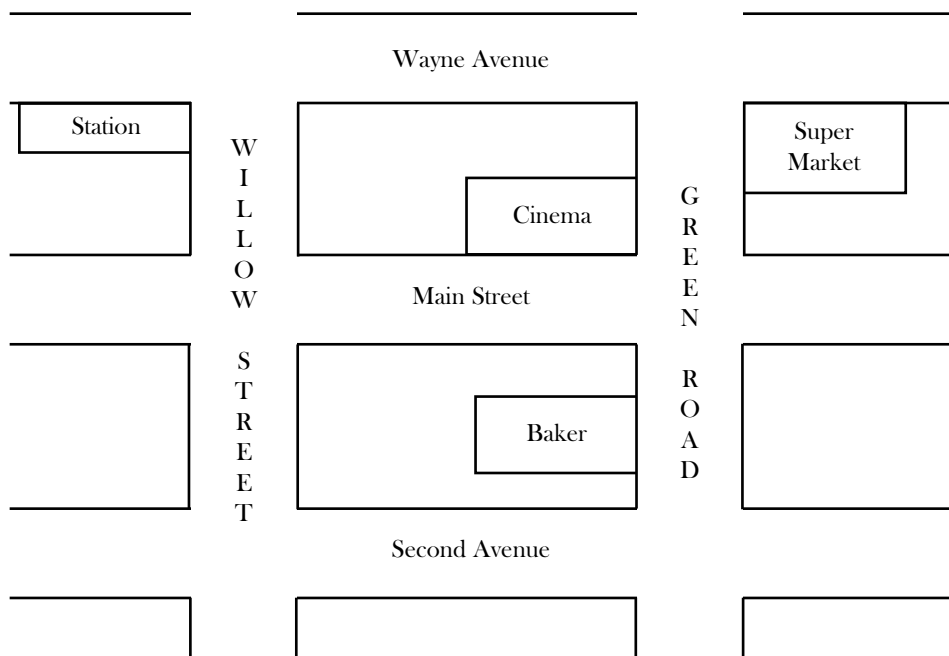
- The cultural activities of the party.
 - A means of transportation.
 - How to get to a place.
 - Other people invited to the party.
 - A part of the house.
 - Affection.
- b. Determine which the purpose of each paragraph is.
- c. Find in the text:
- All the expressions related to giving directions
 - A synonym for *many*
 - A synonym for *hope*
 - A phrase indicating a favourable result

IV. Sharing with classmates

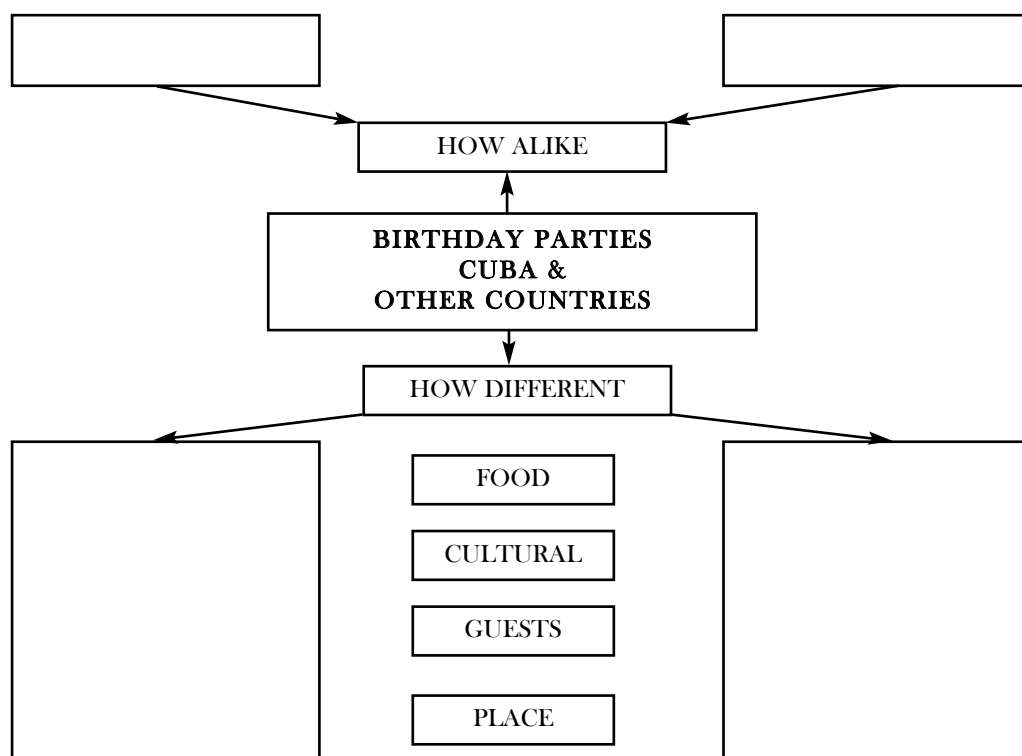
Work in small groups or with your partner to share the information collected. Use the notes in your Interactive Reading Journal. Remember to share the answers of the exercises and items in the previous section.

V. Going beyond reading

- a. Trace a line in the map to mark the way to Debbie's house and mark it with an "X".



- b. How old do you think Debbie is going to be? Give reasons for your answer.
- c. Read text 9.B in the Text File and use the information it provides to fill the following chart.



Writing a traveling guide

Writing tip

When you write a description of a place, first state the name of the place and its location, and give a short general description of the place. Then write about places to visit for its social, cultural or historical interest. Finally, write a closing statement giving an overall impression of the place and invite people to visit it.

Study tips

- Use adjectives to make the description more interesting.
- Present tenses are generally used in this type of writing.

Project work

Important historical places in your town, city or province

Widening your knowledge about some of the most important historical places in your town, city or province is part of the necessary culture any foreign language teacher should have. It will be a good start if you select, describe and create a traveling guide to one historical place.

Use the “Pre writing tips” in the introductory unit to help you get started.

Suggestions:

- To do this project you can interview any history or geography teacher in your Pedagogical University to know about the main historical places in your town, city or province.
- Make a list of some historical places any tourist can visit in your town or city. Choose one of them and analyze the most frequently routes taken by tourists to get there, the reasons why they would prefer that place and the activities they could do there. Write a traveling guide to it. (Observe real traveling guides to create one as close as possible to real ones.)
- At the end of the project, all traveling guides created in the group can be part of a traveling guidebook of all the historical places in your town, city or province.
- Create diagrams to show the quantity of tourists that take different routes.
- In the software *Rainbow* you can find information about prepositions of place that could help you in your project. See *Grammar* from page 70 to page 77.

Remember to follow the writing process:

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

Getting ready to teach

Read this short dialog between a teacher and his/her students, while checking “While reading activity 1”, from reading text of this unit.

Task: Is the teacher checking only the results (answer)?

Is she/he controlling the process too? Explain.

Teacher: Who can answer the first item? Is it Right, Wrong, or I Don’t Know?

Richard: I think it is wrong.

Teacher: Is there any other opinion?

(Complete silence)

Teacher: Let us see, Richard. Can you explain why you say it is wrong?

Richard: Because Katie is not inviting Debbie to her wedding party but to her birthday party.

- Teacher: Is there any other opinion?
- John: I think it is not Katie who invites Debbie but the other way around, it is Debbie who invites Katie.
- Teacher: What do you think about it, Richard?
- Richard: Oh, yes. Of course.
- Teacher: How do you know it is Debbie and not Katie?
- Richard: Because Debbie signs the letter.
- Teacher: That is very good. Thank you both.

Work in pairs. Select one of the texts from the “University for All” tabloids, from the secondary school workbooks or any other material you think is appropriate for beginners. Plan a task for the while-reading section to facilitate students’ global understanding of the text. Be ready to assign the task (orientation) and to check both the result and the process. Reproduce some copies of the text for your classmates to read it and to perform the task you bring to the classroom.

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

Indicators	Scales		
	Good	Acceptable	Poor
1. Clear and precise orientation. 2. Affective climate. 3. Clear educational purpose. 4. Teacher’s talk (paraphrase, repeat, use normal speed, simplify syntactic elements, pronounce clearly). 5. Interaction management.			

UNIT 10

Speaking

A ride to the gas station

Louise Johnson's car broke down as she was driving along the expressway back to Woodhills. It's almost dark and she doesn't know what to do. Tony Burns sees her from his car and stops to help her out.

SECTION A

Tony offers to help Louise.

Tony: Can I help you, madam?

Louise: Oh, you certainly can. Thanks so much for stopping. I don't know what the problem is, but I can't get my car started. Can you give me a ride to the nearest gas station, please? I need to call my husband.

Tony: Of course. I'll be happy to. There is a gas station near here. It's only two kilometers away.

Louise: Oh, that's good news. I'm sure he'll call our mechanic. I hope they can come as soon as possible.

Tony: You're not from around here, are you?

Louise: No, I am not. I'm heading for Woodhills. I'm really tired. I've been on the road for hours.

Tony: Yeah, you look tired. I can wait till you make your call and drive you back here, if you like.

Louise: Oh, can you do that? You're so kind. I am dying to get back home.

Tony: Well, I know what it's like being on my own in the middle of nowhere. Make sure you lock your car before you go.

Louise: Certainly. And thanks again.

Tony: That's alright.

SECTION B

Louise talks to her husband on the phone. You'll hear only what she says.

Louise: Oscar, it's me.

Louise: The car broke down and I am stuck in the middle of the road.
 Louise: I don't know. I can't get it started.
 Louise: On Expressway 2, about 30 kilometers from Woodhills.
 Louise: I'm calling from the nearest gas station. Do you think you can get hold of the mechanic now?
 Louise: Ok, I'll go back to where the car is.
 Louise: It's locked about 2 kilometers from here. I'll wait for you there.
 Louise: Don't worry. I'll be fine.

How do you say it?

- **Ask a favor of someone, offer help, accept or refuse**

Do this:

1. Study these fragments from the conversation between Tony and Louise and jot down the phrases that express these communicative functions:

- Offer help
- Accept help
- Ask a favor of someone
- Say you can do a favor to someone

Tony: Can I help you, madam?

Louise: Oh, you certainly can. Thanks so much for stopping. I don't know what the problem is, but I can't get my car started. Can you give me a ride to the nearest gas station, please? I need to call my husband.

Tony: Of course. I'll be happy to.

Tony: I can wait till you make your call and drive you back here, if you like.

Louise: Oh, can you do that? You're so kind.

2. What would you say in these situations?

- Someone approaches and asks you to tell him/her the time.
- Somebody from your class is sitting on the sidewalk looking very sad and worried.

- **Say you are looking forward to something**

Louise: You're so kind. I'm dying to get back home.

Tony: Well, I know what it's like being on my own in the middle of nowhere.

Other forms

I can't wait to get back home

I'm looking forward to getting back home. (More formal)

Do this:

Work in pairs. Tell each other about what you are looking forward to. Start like this:

You know what? I can't wait to / I'm dying to ...

Some things you may be looking forward to

Finish your teacher training course
 Start working as a graduate teacher
 Get your first salary
 Start a master's program
 Have a child
 Have your own house
 Finish this academic year
 Be on vacation
 See your family

• **Give directions and information about a place**

Louise: I'm *on* Expressway 2, about 30 kilometers *from* Woodhills. I'm calling *from* the nearest gas station. The car is locked about 2 kilometers from here.

Do this:

Work in pairs.

STUDENT A

You are lost in (Old Havana) so you call your cousin and ask him/her to tell you what to do. Tell your cousin where you are calling from. Give an exact address and describe the specific place where you are standing.

STUDENT B

You live in (Vedado) and right now your cousin from Santa Clara is spending some time with you in Havana. He/she is not at your place now. He/she is out touring Havana on his/her own.

• **Tell someone to do something**

Tony: Well, I know what it's like being on my own in the middle of nowhere. Make sure you lock your car before you go.

Louise: Certainly. And thanks again.

Tony: That's alright.

Do this:

1. Practice the dialog in pairs. Then change roles and substituting parts of it with your own information.

2. In pairs finish these sentences:

- a. When you are lost somewhere make sure you ...
- b. If you buy new clothes at the market, make sure you ...
- c. When you leave your house, make sure you ...
- d. If you have a pet animal at home, make sure you ...
- e. When you finish this class, make sure you ...

• **Ask about and say how people travel from one place to another**

Do this:

1. Study these questions and practice reading them aloud. Ask your partner or the teacher in case of doubt. Then think about how you would ask the same questions about a third person.

Do you study far from home?

Do you *commute* every day?

Do your parents have to travel far to go to work?

How do you go to school?

How do people in your town travel to go to work?

How do they travel if they want to come to the capital city of your province?

How did your grandparents travel to go out of town when they were young? Do you know?

Do many people *own* cars in your town/city/where you are living?

Are you good at *hitch-hiking*? How good are you?

Do people use public transportation in developed countries? Why? / Why not?

Who uses public transportation in those countries?

Is this practice environmentally sound? How do you know?

Some ways of traveling

People travel by car.

ship.

train.

People *drive* to go to work.

People *fly* to go from one place to another.

People *ride on* horseback.

People *take* a horse-drawn-cart.

People take the subway.

People travel on the sky train.

People hitch-hike.

2. Then choose four or five of the questions and discuss them with your teacher around the class.

3. Finally work in groups of three and ask one another some of the above questions. Make notes of the answers and questions. Be ready to report back to the whole class.

• **Ask about and express distance, duration and cost in relation to traveling**

Do this:

1. Study this topic as homework and come ready to ask and answer questions in class.

2. Then, in pairs, practice the conversations given. Ask and answer similar questions about real things within the topic that you are familiar with.

Distance

A: How far is Cienfuegos from Santa Clara?

B: Well. It's about eighty kilometers (away from Santa Clara).

*Other ways**Near*

It's not so far.

It's pretty close to Santa Clara. (It's) just about half an hour's drive.

It's a fairly short distance, but I really don't know exactly.

Far

It's very far.

It's quite far. (More than far)

It's a fairly long distance (away from here)

Duration

A: How long does it take to travel from Santa Clara to Havana?

B: Ah, it can be two hours, if you are driving a fancy car. It may take four or more hours, though, if you travel by bus. The number of hours changes as well, depending on whether you are traveling on the North circuit or on the speedway.

Other ways

It doesn't take so long / *that* much.

I don't know, *pretty* close to two hours, I think.

It takes a long time, you know.

It takes *an awful lot of* time.

Cost/price

A: How much is the fare from Havana to Pinar? Do you know?

B: Do you mean public buses or private taxis?

A: Public buses, I mean.

B: Well. It must be pretty close to 50 pesos.

*Other ways**Ask*

How much is it from here to Miramar?

How much does it cost to travel from Old Havana to José Martí International Airport?

Answer

It's very cheap.

It's very expensive.

It's almost nothing, just 10 pesos.

It must cost around \$20 CUC.

It costs a fortune.

Do this:

Pretend you come from different places in Cuba. Walk around the class asking people similar questions. Please, try not to read from your notebooks. Be ready to report back to class what you found out.

Pronunciation practice: Sound /s/ in initial position followed by consonant

This section will be dedicated to practicing the pronunciation of words whose first sound is /s/ followed by another consonant. This combination is rather difficult for learners whose first language is Spanish, as we do not have this consonant cluster in initial position in our mother tongue. Most Spanish speakers tend to pronounce an additional /ɛ/ before /s/ in words like *student*, *school*, *scanner* and *story*.

This mistake can be avoided by producing the sound /s/ as part of the last syllable of the previous word, e.g.

University s-tudents
Elementary s-chool
I speak S-panish.

Read the following sentences. Make sure you pronounce sound /s/ in initial position without inserting an extra sound before /s/ in the underlined words.

- a. You should stay away from the glass window.
- b. The Spanish dictionary is on top of that table.
- c. The shoe store is open.
- d. I can't get the car started.
- e. I'm stuck in the middle of the road.
- f. A stitch in time saves nine.
- g. He got home in the middle of a storm.
- h. Thanks for stopping.
- i. Don't slam the door.
- j. Don't step on the grass.
- k. It snows there every year.
- l. No smoking.

If a word ends in /s/ and the following word starts with /s/ as well, only one /s/ sound is pronounced. Read the following sentences making sure you pronounce only one /s/ in the underlined combination of words.

- a. This scanner doesn't work.
- b. The gas station is not far.
- c. This school is very good.
- d. He's still sick.
- e. The bus stops over there.
- f. Alice snores a lot.

Try pronouncing /s/ in initial position followed by a consonant in the following commands.

- a. Stay where you are.
- b. Stand up.

- c. Study hard.
- d. Stretch out.
- e. Speak louder.
- f. Scrub the floor.
- g. Slow down.
- h. Smash the potatoes.
- i. Spin around.
- j. Squeeze in.
- k. Step back.
- l. Stick around.

Reading aloud

Read aloud the following narrated version of the story.

Louise's car breaks down as she drives back to Woodhills. Tony Burns offers to help her. Louise needs to call her husband so he can get his mechanic as soon as possible. Louise is heading for Woodhills and is very tired. Tony advises her to lock the car before she goes. She tells her husband she can't get her car started and explains to him that she is on Expressway 2, around 30 kilometers from Woodhills. She will go back to where the car is, and will wait for her husband there.

Listening

1. Russ's friend apologizes to him for being late because of a car problem. Discuss these questions with your teacher.

- a. Where do you think he's been late for?
- b. What car problem do you think Russ's friend had?
- c. How do you think he finally managed to meet Russ?
- d. Have you ever been late for an important meeting, appointment, or date? When was that? Why were you late?

2. Listen to the conversation for the first time. Tick off the right statement.

- a. The car problem has to do with ☐ one of the tyres.
☐ the gas.
☐ the engine.
- b. Russ's friend's car ☐ has never broken down.
☐ broke down a week ago.
☐ breaks down quite often.
- c. They were supposed to meet to go to ☐ the movies.
☐ a party.
☐ an important meeting.

3. Say True or False.

- ___ The car has a minor problem they can fix in a wink of an eye.
- ___ They think the car has the same problem it had a week ago.
- ___ Russ's friend phoned him from his mobile.
- ___ Russ and his friend are not the only ones going to the movies.
- ___ It might have been raining when the phone call was made.

4. Answer these questions.

- What problem does the car actually have?
- How are they going to solve the problem?
- Are they still going to the movies tonight?

5. Listen again and find a way to say.

- Tenemos un problema con el carro.
- Lo mandamos a arreglar la semana pasada.
- ¿Quieren que vaya y los recoja?
- Todavía tenemos tiempo para ir a la última tanda.
- Los veo dentro de poco.

6. Listen for the missing words.

- So it _____ like we _____ be able to make it _____.
- We'd just had it fixed last week, but it must be _____ again _____.
- Ell, actually we're _____ on the _____, and I had to a _____ to this _____.
- Well, why don't I pick you, guys, up in my _____ once they _____ the car to the _____?

7. Play the role of Russ or one of Russ's friends. Tell your partner about the incident with the car and explain what you finally did. Start like this:

Last night some friends of mine and I decided to go to the movies ...

Reading: Summarizing

Reading tip

A summary is a condensed account of the most important things that happened. Summarizing is one of the best ways in which you can check and demonstrate your understanding of written material.

To summarize:

1. *Preview the text.* Look at the title and subheadings. Look at the first sentence in each paragraph. Note any boldface or italics, lists, or charts. Try to get a general sense of what you are about to read.

2. *Read the text once.* You are trying to get your first impression of the author's message. If everything is not clear on this first reading, do not worry.
3. *Reread the text.* This second reading requires more care and concentration than your first effort. Here are some things you should be doing in the rereading process:
 - a. *Ask questions.* Question as you read. Interact with the text. Ask yourself questions such as "Who is speaking?", "Where does the story take place?" and other *wh*- questions.
 - b. *Mark the text.* Underline key words, phrases, and sentences. Make marginal notes next to key elements in the text.
 - c. *Organize your notes.* Take notes you have made and try to arrange them in a logical way. Group related items or ideas. As you do this, ask yourself, "What is the subject of this information?" "What idea covers most of this information?"
 - d. *State the main idea.* Identify a statement that expresses the focus of the text; if not, create your own. It is important for you to find or create such a sentence, because you will use it toward the beginning of your summary to give your readers the main idea of the reading.

Working with a text

I. Activating background knowledge

- a. What words and expressions do you expect to find in a text about a neighborhood?

Nouns	Verbs	Adjectives	Adverbs	Expressions

- b. Have you visited Old Havana? What words and expressions do you expect to find in a text about it?

Nouns	Verbs	Adjectives	Adverbs	Expressions

- c. What place in the text would you give to the statement "This is just a glimpse of the heart of Old Havana"? Would you use it at the beginning, at the end or within the text?
- d. Write at least three questions you expect the text to answer.

II. Getting the gist

- a. Have a quick glance at the text. Read the first paragraph, one in the middle and one at the end and answer: What is the text about?
- b. Tell whether the following statements are True (T), False (F) or Not Stated (NS) in the text.
 - __Havana was founded in the XV century.
 - __There are different architectural styles in Old Havana.
 - __The oldest building in Havana is beside El Templete.
 - __Pirates used to attack the city.
 - __The Plaza de Armas is situated north of the Plaza de la Catedral.

III. Questioning and interacting with the text

- a. Correct the false information with evidence from the text.
 - __Havana was founded in the XV century.
 - __There are different architectural styles in Old Havana.
 - __The oldest building in Havana is beside El Templete.
 - __Pirates used to attack the city.
 - __The Plaza de Armas is situated north of the Plaza de la Catedral.
- b. What is the purpose of the text?
 - _____ to inform _____ to entertain _____ to give a suggestion
- c. What words and expressions from your guesses in questions *a* and *b* did you find in the text?
- d. As you read try to infer the meaning of these words:
 - ongoing* restoration program
 - The palace *houses* the Museum of the City

IV. Sharing with classmates

- a. Work in small groups or with your partner to share the information collected. Use the notes in your Interactive Reading Journal. You should not forget to share the answers to the exercises items in the previous section.
- b. Why do you think the text refers to “walking tour” and not “driving tour”?

V. Going beyond reading

- a. What importance do you attach to the ongoing restoration program of Old Havana?
- b. Draw a map of the area described in the text. Trace the tour as it is presented in the text.
- c. Summarize the text.

Language expansion

Vocabulary in use:

Use the words *ongoing* and *to house* in sentences.

Writing letters to offer and accept help

Writing tip

When you write a letter to offer help, divide your letter into three paragraphs. Start by stating the reason for writing. In the second paragraph, give details about how you can offer the help needed. In the third paragraph, close your letter by saying how glad you feel for being able to help.

Dear Michele,

I heard you were operated on last week. So, now you are resting at home for some more weeks. I am writing to offer my help at home while you are in bed.

It is the end of the semester, and I have some days off. So, I can go for a week and help you with the house chores and other things. I think this is a good opportunity to reciprocate the solidarity you have always shown to me and my family.

I just need your reply accepting my offer and, please, don't hesitate to ask for any other thing you need. I will be very glad to give you a hand.

Looking forward to hearing from you,

Lorena

Writing tip

When you write a letter to accept help, divide your letter into three paragraphs. Start by thanking for the help offered. In the second paragraph give reasons why you accept the offer. In the third paragraph, give directions if needed. Close your letter by thanking again.

Dear Lorena:

Thank you very much for offering your help. It is very kind of you.

In fact, I am recovering from the surgery without trouble. My husband and my daughters help as much as they can but they are also very busy with their studies and work. Rosa needs to go back to University. She has missed some lessons and she will have to catch up. Sarah is preparing for the University entrance exams, and this is keeping her very busy. She has been very helpful, though. I should not complain. Brian must go out of town quite often because of his job, so a helping hand is welcome.

You will probably come by bus, so here are the directions. When you come out of the station, turn left and walk straight to the end of Main Street. My house is just on the corner of Main Street and 1st Ave.

Again thanks a lot for helping me.

Lots of love,

Michele

Do this:

1. Work with your partner. List some possible situations in which someone could need help.

- a. Decide on one of the situations and write down reasons why you would offer help and accept help.
- b. Use the “Pre writing tips” in the Introductory unit to help you get started.
- c. Write a letter offering help.
- d. Then exchange the letter with your partner to accept the help. Use the letters above as models. Remember to follow the writing process.
 - Share the first version with a partner.
 - Make sure it is clearly understood by sharing this first draft again with you partner. Use the checklist in unit 2.
 - Revise your draft taking into account your partner’s suggestions.
 - Then check the use of punctuation and spelling.
 - Finally, write your final version.

Getting ready to teach

Now that you have observed your teachers guide activities in the post reading stage to stimulate speaking and writing, you can answer:

1. Do these activities stimulate students to think and activate their personal experience?
2. Can students talk about their feelings?
3. Is this a good moment for the students to continue to learn how to express their ideas in English?
4. Do they need language help in this stage?
5. Can teachers use what students say as good examples to stimulate students’ reflection about how language functions?

Share your opinions with your classmates and teachers in an oral class discussion.

Work in pairs. Select one of the reading texts from previous units and one of the post-reading tasks from your books. Plan how to assign the task and anticipate the language needs (possible words students will ask you) and procedures to answer them. Be ready to perform it in class.

When performing what you plan, one of you conducts the activity and the other takes notes of the students’ answers, to write them on the board later, and to use them as personal language examples for a linguistic analysis of their mistakes and how to improve them.

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

Indicators	Scales		
	Good	Acceptable	Poor
<ol style="list-style-type: none">1. Clear and precise orientation.2. Affective climate.3. Clear educational purpose.4. Teacher's talk (paraphrase, repeat, use normal speed, simplify syntactic elements, pronounce clearly).5. Use of teaching aids.6. Interaction management.7. Feedback provided.			

UNIT 11

Speaking

At the doctor's office

Jenny Long is not feeling well. She is in Dr. Rivera's office at Alexander Fleming Hospital.

SECTION A

Jenny explains her symptoms to Dr. Rivera.

Dr. Rivera: How are you today?

Jenny: Not so good, Doctor. I think I have the flu or something.

Dr. Rivera: What seems to be the problem? What are your symptoms?

Jenny: I feel terrible. I have a fever, chills, and a sore throat.

Dr. Rivera: How high is your fever?

Jenny: Thirty nine degrees. I took some aspirin last night and I was able to get it down only to thirty eight.

Dr. Rivera: Let's take a look. Open wide and stick out your tongue.

SECTION B

The Doctor examines Jenny's throat.

Dr. Rivera: Your throat is pretty red. How long have you had a fever?

Jenny: For two days. Oh, Doctor, my body is aching all over. What's wrong with me?

Dr. Rivera: You have some sort of infection.

Jenny: What should I do? Will I get better?

Dr. Rivera: I'll write you a prescription. Take it to the drugstore, and they'll give you some pills that you'll need to take for seven days. You should be well by then.

Jenny: Thanks, Doctor.

SECTION C

Jenny calls in sick. She talks to her boss's secretary, Beth Williamson.

Beth: Bennet Furniture Distributors. What can I do for you?

Jenny: Hello, Beth. This is Jenny. How are you?

Beth: Oh, Hi, Jenny.

Jenny: Is Mr. Bennet in? I need to talk to him.

Beth: I'm sorry, Jenny. He's not in. He will be out for the whole morning. Would you like to leave a message?

Jenny: Well, yes. I'm at the hospital now. I'm calling to let him know I won't be able to go to work for a couple of days.

Beth: What's the matter, Jenny? Are you sick?

Jenny: The doctor says I've got the flu. I feel miserable. I'm on my way to the drug-store to buy some pills.

Beth: Oh, I'm so sorry, Jenny. I really hope you'll be over your flu very soon.

Jenny: I hope so too. I just feel like being in bed all the time.

Beth: Is there anything I can do for you?

Jenny: Sure. Can you please make sure Don and Terry read my report on last month's inventory? It's on top of my desk. I need their comments by the end of this week.

Beth: Don is around here, and Terry should arrive in a few minutes. I will talk to them about your report. Don't worry. Just take your pills and rest in bed. And do not hesitate to call me if you need something else.

Jennifer: Oh, thanks, Beth. I know I can count on you. Bye.

Beth: Bye.

How do you say it?

• Identify a health problem

Dr. Rivera: How are you today?

Jenny: Not so good, Doctor. I think I have the flu or something.

Dr. Rivera: What seems to be the problem? What are your symptoms?

Jenny: I feel terrible. I have a fever, chills, and a sore throat.

Notice:

What's the difference between the verbs *look* and *seem*? How are these verbs used?

- a. You *look* great. (Refers to your physical appearance.)
- b. What *seems* to be the problem?
It *seems* I have gotten the flu. (Refers to what you imagine.)

Do this:

Work in pairs and act out the above dialog. Then change roles and try to use words from the reference list you are given below.

Some illnesses and conditions

I have ...	I have a pain in ...
a headache a stomachache a toothache a backache a sore throat a runny nose a rash a sprained ankle/wrist a cold an earache an upset stomach diarrhea	my shoulder my neck my chest my right/left arm my right/left leg both legs my right/left foot both feet
the runs bronchitis indigestion tonsillitis sinus trouble the flu the measles (the) chicken pox the mumps	I suffer from ...
	headaches stomachaches earaches backaches asthma

(Taken from *Searching 2*, Morales A. et al., 1990)

• **Ask for and give advice on a health problem**

Dr. Rivera: You have some sort of bacterial infection.

Jenny: What *should* I do? Will I get better?

Dr. Rivera: I'll write you a prescription. Take it to the drugstore, and they'll give you some pills that you'll need to take for seven days. You should be well by then.

Jenny: Thanks, Doctor.

Do this:

Act out the dialog with your partner. Then use words from the list to make similar conversations. Change roles as you go along.

Notice that in most English-speaking cultures advice is not given freely, that is, you give advice only when you are asked for some.

Here are some things that *you want* to do so you get better soon / so you get over (the flu) soon. First of all, *you need* to stay in bed for a while. *You may also want* to take some vapors and drink a lot of liquids.

• **Call in sick and request a favor**

Jenny: Hello, Beth. This is Jenny. I'm calling to let my boss know I won't be able to go to work for a couple of days. The doctor says I've got the flu. I feel miserable.

Beth: Oh, I'm so sorry, Jenny. I really hope you'll be over your flu very soon. I'll let him know.

Do this:

1. Work in pairs and act out the dialog. Then change roles and try to use your own information. You are calling your school because you are sick and you are talking to your teacher of English.

2. Now read about some people's problems. Suppose you are a psychologist. What advice would you give these people? Discuss your answers with your partner.

a. A: My husband drinks a lot. He spends all his money on alcohol and we have four children. What should I do?

B: You should talk to him seriously.

You shouldn't talk to him when he is still drunk.

You should take him to the doctor's.

b. A: My son doesn't want to eat his meal. I don't know what to do.

B: You should talk to a pediatrician about it.

You should give him some vitamins.

You should give him only what he likes to eat.

c. A: I broke with my boyfriend. He comes to me every day because he says he can't live without me, but I don't love him anymore.

B: You should tell him the truth and help him understand you don't love him any more.

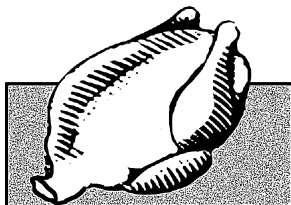
You should move to another place.

• **Ask and talk about healthy habits**

Do this:

Work in pairs and read this article. As you read, answer these questions:

- List all seven main classes of nutrients that the body needs.
- What causes poor health?



Did you know that ...? Most meats such as chicken contain all the essential amino acids needed for humans.

Nutrients

There are seven main classes of nutrients that the body needs: *carbohydrates, proteins, fats, vitamins, minerals, fibre and water*. It is important to consume these seven nutrients on a daily basis to build and maintain health.

Poor health can be caused by an imbalance of nutrients, either an excess or deficiency, which, in turn, affects bodily functions cumulatively. Moreover, because most nutrients are involved in *cell-to-cell signalling* (e.g. as building blocks or as part of a hormone or *signalling cascades*), deficiency or excess of various nutrients affects hormonal function *indirectly*. Thus, because they largely regulate the expression of genes, hormones repre-

sent a link between nutrition and how our genes are expressed, *i.e.* our *phenotype*. The strength and nature of this link are continually under investigation, but recent observations have demonstrated a pivotal role for nutrition in hormonal activity and function and therefore in health.

According to the United Nations World Health Organization (WHO: 1996), more than starvation the real challenge in developing nations today is malnutrition-the deficiency of micronutrients (vitamins, minerals and essential amino acids) that no longer allows the body to ensure growth and maintain its vital functions.

(Taken from "Nutrition", in *WIKIPEDIA*, the free encyclopedia, Internet, December, 2007.)

- c. After reading, discuss this topic: Do you eat in a healthy way? How do you know?
- d. Here are different kinds of food. Which of these are healthy foods? What kinds of vitamins do they contain?

Food words

- a. *Greens*: lettuce, cabbage, coli flower, string beans, spinach, tomatoes, radish, beet, green pepper
- b. *Root vegetables*: yucca, taro, carrots, potatoes, sweet potatoes
- c. *Grains*: beans, peas, lentils
- d. *Meat*: beef, pork, chicken, lamb, turkey, fish, ham, liver
- e. *Fruits*: guava, mango, pineapple, pear, apple, peach, berries, citrus, papaya
- f. *Pasta*: noodles, spaghetti
- g. *Rice and cereals*
- h. *Sweets*: custard, rice pudding, chocolate, marmalade, jam, cake, muffin
- i. *Milk and dairy products*: milk, butter, cheese
- j. *Fat and vegetable oil*
- k. Eggs

- e. Check your answers now by reading this chart about the content of food. After you have read the chart discuss these questions:
 - What will you change in terms of your eating habits?
 - What will you try and eat more often?
 - What will you try and cut down on?

Vitamins in food

Kinds of vitamins	What functions do they play in a person's life?	How can we obtain them?
A	Normal vision, bone and teeth growth, skin protection	carrots, spinach, lettuce, mango, papaya, pumpkin, yellow taro, sweet potato, liver, egg, milk, and dairy products, fish oil

Kinds of vitamins	What functions do they play in a person's life?	How can we obtain them?
D	Bone development and functioning. Works on your muscles and joints	Fresh fish, egg yoke, liver, butter, cream cheese, sun rays
K	Helps blood clogging	Greens, milk, liver
E	Protects body from toxins, help oxidation of greases	Soy, corn, peanut and sunflower oils, peas, lentils, whole rice
B1	Aids the functioning of nervous and muscular systems	Whole cereals, grains, nuts, fruits, greens and root vegetables
B2	Aids the functioning of nervous system and skin	grains, leaf vegetables, non-refined cereals
B6	Essential in the functioning of nervous and muscular systems and skin	non-refined cereals, greens
B12	Essential in the functioning of the hematopoietic system	Grains, viscera, meat, milk
C	Takes active part in intermediary metabolism and helps absorption of non-hemic iron	fresh fruit, green pepper, cabbage, yucca, potato, sweet potato

(Adapted from *Alimentación y nutrición. Manual de capacitación*. MINSAP, 2004. Published in *Trabajadores*. January 10, 2005, p. 15.)

- f. Watch “Youth in the Spotlight” (part 3), section C, and take down the two questions that are asked and summarize the answers given. Then discuss with your partner about the cultural differences that you find between the speaker’s culture and our culture in relation to the topic that is dealt with in the interview.

Pronunciation practice: Sounds /r/, /ɹ/ and /ɹ̥/

In this unit we will deal with sounds /r/, /ɹ/ and /ɹ̥/. These are sounds you don’t have in Spanish. In the production of the American /r/ the tip of the tongue rises a little and is curved backwards to articulate with the hard palate. It’s important to note that the tongue tip does not touch anything. When /r/ occurs in initial position and after plosives, Spanish speakers tend to produce the Spanish strong /r/ as in *carro*. In order to pronounce the English /r/ you can exaggerate lip rounding so as to produce /w/ before /r/.

Let’s look at examples of sound /r/ in dialog 11.

- How are you today?
- What seems to be the problem?
- I feel terrible. I have a sore throat.
- I’ll write you a prescription.

Read the following commands and suggestions starting with sound /r/

- Repeat after me.
- Write it down.

- c. Ring me tonight.
- d. Roll over.
- e. Rest in bed for a while.
- f. Read the instructions.

Sounds /ɜ:/ and /ə/ are similar, but /ɜ:/ occurs in stressed syllables while /ə/ occurs only in unstressed syllables. Sound /ɜ:/ is produced with slightly protruded lips and tense tongue muscles. To pronounce /ə/ the tongue muscles are completely relaxed. Let's look at some examples of these two sounds in dialog 11.

/ɜ:/	/ə/
thirty	doctor
furniture	furniture
work	Alexander
worry	fever
	over
	better
	matter

Read the following sentences aloud. Make sure you pronounce the underlined words correctly.

- a. Turn it off.
- b. She's as slow as a turtle.
- c. First things first.
- d. The worst is yet to come.
- e. Bert left work early on Thursday.
- f. The girl saw the circus first.
- g. The servant served dessert.
- h. Pearl had her thirty-third birthday.

(Adapted from Dale, Paulette and Poms, Lillian, *English Pronunciation for Spanish Speakers, Vowels*, Prentice Hall Regents, NJ, 1985.)

The words in *italics* in the following sentences should be pronounced with /ɜ:/. Read them aloud; fill in the blanks by selecting the correct word from the list below.
 purse / perfume / curly / church / bird / dessert / work / verbs / skirt

- a. The *girl* wore a *purple* _____.
- b. The *Germans* bake good _____.
- c. People *worship* in a _____.
- d. I *heard* the *chirping* of the _____.
- e. Another *word* for handbag is _____.
- f. A *permanent* makes your hair _____.
- g. I *prefer* the scent of that _____.
- h. You should *learn* your nouns and _____.
- i. A person is unemployed when he doesn't _____.

(Adapted from Dale, Paulette and Poms, Lillian, *English Pronunciation for Spanish Speakers, Vowels*, Prentice Hall Regents, NJ, 1985.)

Sound /ə/ never occurs at the beginning of a word. Let's look at four possible spellings. Repeat these words.

- "ar" sugar, dollar, collar, regular, grammar.
- "er" after, paper, father, farmer, silver
- "or" doctor, color, actor, flavor, razor
- "ure" nature, picture, feature, failure, measure

Read the following phrases and sentences aloud. In phrases from *a* to *e* there are two words with sound /ə/. In sentences from *f* to *j* there are three words with this sound.

- a. Sooner or later.
- b. Measure the sugar.
- c. Better late than never.
- d. Consider the offer.
- e. Water the flowers.
- f. The actor was better than ever.
- g. Was the afternoon paper delivered?
- h. The razor is sharper than the scissors.
- i. Summer is warmer than winter.
- j. The theater showed a wonderful picture.

(Adapted from Dale, Paulette and Poms, Lillian, *English Pronunciation for Spanish Speakers, Vowels*, Prentice Hall Regents, NJ, 1985.)

Reading aloud

Read aloud the following narrated version of the story.

Jenny Long is not feeling well so she goes to Alexander Fleming Hospital. She thinks she has the flu. Dr. Rivera asks about her symptoms. She explains she has a high fever, chills, and a sore throat. After examining her, Dr. Rivera says she has some sort of infection. So Jenny has to buy some prescription pills which she should take for seven days. Later she calls her boss to tell him how she feels and that she won't be able to go to work for a couple of days because she has the flu. Jenny asks Beth to make sure Don and Terry read her report on last month's inventory.

Project work

Tourist resorts in our country

To know about different tourist resorts in our country is a must for every foreign language teacher who needs to talk about various topics with his or her students. Select two tourist resorts in your town or city, describe and compare them.

Suggestions:

- You can interview some tourists in town or some foreign students in your universities.
- Ask them to compare two tourist resorts in your town /city.
- Interview the manager of any tourist resort.
- Draw charts to compare two tourist resorts.
- Take pictures or make your own drawings.
- Write a letter to a friend who wants to visit a tourist resort in your city and compare two of them for him or her to select the best.

Listening**1. Lead in.**

Match the sickness with the appropriate advice. Imagine you are at the doctor's. Take turns with your partner asking for and giving advice.

- | | |
|----------------|-----------------------------------|
| a. sore throat | ___take an aspirin |
| b. flu | ___drink some honey |
| c. backache | ___have an X-ray |
| d. headache | ___make gargling |
| e. fatigue | ___take plenty of liquids |
| | ___take ibuprofen and stay in bed |

2. Let's listen.

Circle the correct choice.

The two mothers are worried about:

- their children's bad habits.
- their children's future.
- their children's health.

3. Answer these questions:

- What's wrong with Tim?
- What's wrong with Mark?
- Propose a solution to each problem they have.

4. Who said it?

- Who thinks Mark's physical appearance is affected?
- Who complains about the way kids behave these days?
- Who gets irritated when the topic of losing weight is mentioned?
- Who should talk to Tim about his problem?
- Who doesn't eat meat anymore?
- Whose son is a smoking vegetarian?
- Who complains about 30-year-old children?

5. Order these sentences as they are used in the conversation.
- so thin he, no wonder is looking Oh!
 - I keep a diet every time him telling I go to talk on, but he gets about it angry to him.
 - don't they think your advice they need anymore
6. Listen to this fragment and mark the intonation curves.
- Does he smoke? He smokes almost two packs of cigarettes a day. That's my son, a smoking vegetarian.
- What feelings does she show with each intonation pattern?
7. Work in pairs. These two men are not eating nutritiously. Suggest foods they should eat more or less.



Reading: Recognizing chronological signals

Reading tip

When you read texts, such as biographies, which present chronological information, look for the sequence markers and dates that indicate the sequence.

Working with a text

I. Activating background knowledge

- Discuss this question with your partner. What do you associate penicillin with?
Write down all the ideas.
- Do you recognize this person?



- Comment with your partner about the meaning of the following words and ideas:
professor emeritus, to serve as, came about, to be knighted.

II. Getting the gist

Read the text and be ready to say what it is about.

III. Questioning and interacting with the text

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

Name:

Date and place of birth:

Date of death:

Occupation:

University studies:

Research works:

Awards:

Order his most important activities chronologically.

IV. Sharing with classmates

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

- a. How he discovered penicillin.
- b. The impact of his contribution to mankind.

V. Going beyond the text

- a. Find information about the properties of penicillin.
- b. Find information about other generations of antibiotics developed.
- c. Find information about the Nobel Prize Awards and the personalities who have received them.

Writing a text to give advice

Study tip

When you write a text to give advice, start by referring to the problem and expressing your interest to give advice. Then give your pieces of advice. End by hoping the advice is of some use.

Study tip

Useful expressions

Giving advice: What about..., If I were you, I'd..., You should..., Why don't you..., It would be a good idea to..., The best thing you can do is..., I strongly advice you to..., You shouldn't..., You could...

Finish with: I hope this helps you. / Things will get better soon.

1. Marianne wrote this letter to her cousin Sarah. After writing the letter she decided not to send it, so she cut it into pieces. Read the paragraphs below and:

- a. Put them in the correct order.
- b. Then, select topic sentences, supporting details and closing sentence.
- c. Select the markers of transition used.

Dear Sarah,

___ I hope my advice is of some help to you. I will be waiting to hear how things turn out. Remember to think positively!

___ I was sorry to hear about the disagreement between you and your parents.

___ I think I can give you some advice, though, that may make things better.

___ If I were you, I would have a serious talk with them. The best thing you can do is explain to them that, since you are not interested in medicine, you would never be a good doctor.

___ First of all, you should remember that your parents love you very much and will be proud of you whatever you do. They may want you to become a doctor now, but if they see you succeed in another field they will be satisfied.

___ You should also tell them that if you decide to become a teacher you will have the possibility of educating the future generations of the country.

___ All my love to you,

Marianne

2. List your own pieces of advice to Sarah. Then write your own reply. Use the “Pre writing tips” in the Introductory unit to help you get started. Then do the following:

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

Getting ready to teach

Read and organize the following possible procedures on how to work with a short reading text as input for speaking and/or writing in an appropriate sequence. Share your ideas with your teacher and classmates in a class discussion.

___ Ask students personal questions related to the topic of the text, so that they can use the new words and structures this time to express their feelings and experience a little further.

___ Write down on the chalkboard some of their language examples (personalized ideas) to stimulate their critical reflection on how language functions and their output mistakes.

- ___ Raise students' interest in the information of the text by asking personal questions related to the topic.
- ___ Introduce any key words that may be unknown to the students and whose meaning they can not infer from context.
- ___ Let students read the text for the first time with a task to solve.
- ___ Work with words and structures of your interest (possible meaningful input later). This can include questions, to use the words in controlled situations, repetition, etc.
- ___ Continue practicing the language input introduced in the text in other fluency activities (creative tasks).

Work in small groups of 5 students each. Plan tasks for your selected sequence on how to work with a short reading text as input for speaking and/or writing. Distribute your tasks in the sequence so that you can perform it as one.

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

Indicators	Scales		
	Good	Acceptable	Poor
1. Clear and precise orientation (criteria for success included). 2. Flexibility in the application of the sequence (according to students' needs). 3. Control of the process of learning. 4. Language preparation of the teacher. 5. Correspondence between verbal and non verbal language. 6. Affective climate. 7. Clear educational purpose. 8. Teacher's talk (paraphrase, repeat, use normal speed, simplify syntactic elements, pronounce clearly). 9. Use of teaching aids. 10. Interaction management. 11. Feedback provided (mistakes correction included). 12. Form, meaning and use relationship.			

UNIT 12

Speaking

An interview for a language course

Louise Johnson and Margaret Martin are teachers at Woodhills Language School. Several students have come to apply for evening courses today.

SECTION A

Louise is interviewing one of them.

- Louise: Hello, welcome to Woodhills Language School. What can I do for you?
- Santiago: I'd like to take one of your evening courses. I want to improve my English.
- Louise: That's good. Did you send your application form?
- Santiago: Yes, I did.
- Louise: What is your name, please?
- Santiago: Santiago Rivera.
- Louise: Can you spell your last name, please?
- Santiago: R I V E R A. Rivera.
- Louise: Here it is. I can see by your last name that your first language is Spanish. Am I right?
- Santiago: Yes, you are. I was born in Cuba. Spanish is my mother tongue.
- Louise: When did you start learning English?
- Santiago: Oh, that was about twenty five years ago, when I was in Junior High School. Then I went to medical school where I had very good English teachers who encouraged me to learn more.
- Louise: Oh, you're a doctor! Do you work around here?
- Santiago: Yes, I work at Alexander Fleming Hospital, next to the Court House on Main Street. Do you know where it is?
- Louise: I certainly do. Dr. Rivera, we can put you in our advanced course on Mondays and Thursdays. Your English is close to perfect. I am sure you'll be able to meet your goal very soon.
- Santiago: Thank you.
- Louise: You will get conversation and listening practice. Are you interested in writing lessons as well?

Santiago: Sure. I want to improve my spelling and my composition skills.
 Louise: We will call you at the telephone number in your application form and will let you know.
 Santiago: Thank you. How long will it take for approval?
 Louise: Not very long. You will hear from us in less than a week. Good-bye.
 Santiago: Good-bye, and thanks.

SECTION B

Margaret interviews another applicant.

Margaret: Welcome to Woodhills Language School. How can I help you?
 Peter Hall: I am really interested in learning German, and I was wondering if I could take a course here. Do you have German courses in your school?
 Margaret: We certainly do. We offer courses in different languages: Spanish, French, German, Japanese, Italian, and others. We also have English courses for foreigners and natives of English who want to improve their command of this language. What kind of course are you looking for?
 Peter Hall: I may be able to get a job at a hotel where many German tourists come. Do you have a basic German course? I need to start from scratch.
 Margaret: I believe we have what you need.
 Peter Hall: That's good. Could I have the weekly schedule for the German course?
 Margaret: You can take either the intensive course four times a week at seven thirty or a slower course only twice a week at the same time.
 Peter Hall: I must take the intensive course because I need to learn as soon as possible. How long are the lessons?
 Margaret: Two hours every evening, and you are starting next Monday, Mr. Hall. You'll be working with Professor Klaus Wagner, and your classroom is on the third floor, next to the library.
 Peter Hall: Thank you, Ms.?
 Margaret: Martin.
 Peter Hall: Thank you, Ms. Martin. Good-bye.

How do you say it?

• Apply for something, accept or decline an application

Louise: Hello, welcome to Woodhills Language School. What can I do for you?
 Santiago: I'd like to take one of your evening courses. I want to improve my English.
 Louise: That's good. Did you send your application form?
 Santiago: Yes, I did.

Notice that I'd stands for I would.

Another way to apply more formally

I was wondering if I could (take a course here).

Some ways to decline an application

Sorry, Sir/Madam. We have no more seats available.

Sorry, Sir/Madam., but we've run out of seats. Maybe (next month).

Do this:

Practice the dialog in pairs and expand it as long as you can. Change roles and use your own information.

Some goals you may have in relation to courses

You want to acquire a higher level of ability in French.

You would like to learn more about the culture of the English-speaking countries.

You need to develop translation skills.

You have to attend lectures in English so you need to be able to take notes.

You want to improve your writing skills.

You need more fluency practice.

Your grammar is faulty, so you want to polish it a bit.

You are having a hard time with your pronunciation, and this is stopping you when you try to communicate. So, this is what you want: work on your pronunciation.

- **Ask and say what someone is interested in**

a. Louise: Are you interested in writing lessons as well?

Santiago: Sure. I want to improve my spelling and my composition skills.

b. Peter Hall: I am really interested in learning German, and I was wondering if I could take a course here. Do you have German courses in your school?

Margaret: We certainly do.

Notice that you put -ing to the verb after the preposition in. That is, you use a gerund after a preposition.

Do this:

1. In pairs act out the dialogs above.

2. Practice asking these questions to people in class. Pay special attention to the pronunciation of the blending between *interested* and *in*.

Are you interested in swimming lessons?

Are you interested in (wrestle) lessons?

Are you interested in (sing) lessons?

Are you interested in ...?

3. Work in pairs and ask each other about your interests. Find out why your partner has particular interests.

- **Promise something to someone**

We *will* call you at the telephone number in your application form and *will* let you know. You *will* hear from us in less than a week.

Notice that the auxiliary *will* is used here to express the notion of *promising*. In many cases you may hear a *contracted form* of *will*. For example:

You'll hear from us in less than two weeks.

Some other ways of promising something

I promise I'll be better next time.

You bet I will.

Sure, you can count on that.

Do this:

Work in pairs.

STUDENT A

You are the principal of the language school in your town and you offer courses in five different foreign languages including Spanish for people from overseas. Your hours are Monday through Friday from 4 p.m. to 8 p.m. And you have different levels including beginners and advanced. You are ready to address particular student needs through tutorials.

STUDENT B

You are from overseas and are in Cuba studying to become a teacher of English as a foreign language. But you want to take the best out of your time in Cuba. So you want to study another language besides English. Go to the language school and apply for a course.

• Ask and talk about planned and unplanned activities

Notice that to talk about planned and unplanned activities we use the future tense, but the future tense is expressed in four different ways. What are these forms? Two of them are: *be + going to* and *will*.

Both of these forms express the meaning of future, but there is a distinction between them. *Be + going to* expresses an intention, a plan and *will* refers to an unplanned action/activity which is not 100 % certain. For example:

My wife and I are very overweight. We don't lead a healthy life. What are we going to do to improve our lives? Well, we are going to do a lot of jogging. We are going to eat less. And maybe we'll take steam baths, or probably see a nutritionist.

Do this:

1. Complete the conversations. Then practice them with a partner. For example,

A: Have a good time in Havana on the weekend.

B: Thank you, but *I'm not going to* go to Havana. *I'm going to* go to Matanzas.

A: Could you ask your sister Mary to mail this letter at the post office for me on her way home?

B: Well, I'm afraid she can't. _____ go home after work. _____ meet a friend for dinner.

2. Here is a vacation plan for your nephews William, Tom and Jerry. Write sentences about their plans.

Vacation activities	Tom and Jerry	William
play baseball	x	x
go camping		x
watch movies	x	

3. Work in pairs. Read the following paragraph quickly and find this information:

- What three countries is Rick going to visit?
- When is he going to start out?
- Where is he going to meet his friend Arthur?

On July 20 Rick is going to Colombia by plane. He is going to stay there for three days, and then he is going to travel to Panama by car. There he is going to meet his friend Arthur. They are going to travel to Guatemala by bus. They are going to work in an archaeological site during the summer vacation. (Make it clear that Rick and Arthur have definite plans.)

4. Complete the conversation with appropriate questions. Then practice it with a partner.

A: _____ do this summer, Jean?

B: I'm going to spend a month in Baconao, Santiago de Cuba.

A: Great! _____ stay here with your family?

B: Yes, I am. What about you? _____ do?

A: I'm going to take a rest. I need it. You went to "La casa de Pedro el Cojo" last time you went there. _____ there again?

B: No, we're going to Playa Sigua only.

5. Complete this conversation. Then practice it with a partner.

A: Mum, I probably _____ home for dinner tonight.

B: Are you going to come back late?

A: Don't worry. _____ back home before midnight.

6. Put this conversation in order and then practice it with a partner.

___ No, I won't. I'm going to spend the summer with my brother in Pinar del Río.

___ You too.

___ Maybe I'll look for a job. What about you? Will you be around?

___ Well, have a good time.

___ What are you going to do this summer?

• Talk about family planning

Notice that you may talk about your real plans in relation to marriage and family planning by using *be + going to*. And you may do so by using other grammar structures as well. For example,

Less formally

I'm going to get married next summer (or)

I'm getting married next summer (or)

More formally

I'm planning to get married next summer (or)

I intend to get married next summer.

Notice that *the present continuous* may be used *with a future meaning* as well.

Do this:

Work in pairs and talk about plans for marriage, maybe about yourselves or someone else. For example:

- Are you married? Is X married?
- When are you ... ? When is she/he ... ?
- Where are you planning to spend your honeymoon?
- Where are you going to live?
- How many children are you planning to have?

• **Talk about career plans**

When I finish my teacher training course *I'd like to* take up a master's course or at least go on studying somehow. *I wish I can* start working at a school which supports my continuous postgraduate education.

Some other career plans

focus on my job for a while
write about my experiences as a new teacher
publish my diploma paper
start to prepare myself to be a school principal or department head
do my social service near my house / in another province
start my doctoral studies

Notice that in English there are two ways of saying *carrera*:

- *Career*, which is all you do in order to grow professionally during a life time.
- A teacher training or teacher education *course (Carrera profesoral)*, which has a limited duration.

Do this:

Work in pairs and talk about your career plans. Be ready to report back to your class what you discussed.

• **Ask and talk about plans in terms of changes in your lifestyle and give someone general good wishes**

Your *lifestyle* is what characterizes your way of living. Here are some areas of your lifestyle that you may want to look at critically once in a while:

Your eating habits

The way you use your free time
 The kind of people you hang out with
 Your attitudes towards material things
 What you do for other people
 The way you treat your friends
 The way you treat your family
 Your attitudes towards the opposite sex
 Meeting your responsibilities
 How orderly you are in your life
 Whether you set yourself long-range plans or not, etc.

Here is an example of how you can ask and talk about changes in your life styles:

A: Do you feel that you are eating in a way that will do good to your health?

B: Ah, maybe not. You see, I guess I'd better start cutting down on food a bit.

A: Yes, I'm sure you're right. I wish you all the best in that.

I wish you well in that.

I wish you every success in that.

Do this:

1. In pairs practice the above dialog. Then change roles and change the topic of your conversation. Be ready to report what you discussed back to your classmates.

2. Watch "Youth in the Spotlight" (part 2), section D and take down the two questions that are asked and summarize the answers. Then discuss with your partner about cultural differences that you find between your culture and the culture of the speakers in the video in relation to the topic that is dealt with.

Pronunciation practice: Sounds /f/ and /tʃ/

In this unit we will deal with two very important sounds of the English language: /f/ and /tʃ/. To pronounce sound /f/ the tip of the tongue is near but does not touch the upper gum ridge, and the airstream goes out continuously without interruption. This consonant sound does not exist in Spanish, which sometimes causes Spanish speakers to use sound /tʃ/ instead. This mistake can be avoided if you do not let your tongue touch your teeth or upper gum ridge. Feel that the air goes out steadily and quietly like this: Shhhhhhhhhhhhhhhhhhhhh!

Let's look at some examples of words with sound /f/ in different positions.

English	Spanish	sure	ocean
shop	short	shoe	patient
sugar	mission	official	wash
finish	dish	machine	nation
option	social	Chicago	shirt

Spanish speakers usually mispronounce words ending in *-tion* or *-sion*. It is very important that you make sure the air goes out without interruption. Practice reading the following words with sound /ʃ/.

- | | |
|-------------------|-----------------|
| a. Revolution | g. registration |
| b. constitution | h. addition |
| c. application | i. direction |
| d. conversion | j. conversation |
| e. vacation | k. composition |
| f. transportation | l. profession |

Sound /tʃ/ is similar to the sound of the Spanish letters *ch*. It begins as the consonant /t/ and ends as the consonant /ʃ/. You can avoid mispronouncing this sound if you start by putting your tongue in the same place as for the sound /t/. Be sure to press your tongue tip against the gum ridge behind your upper front teeth.

Read the following sentences related with the topic of language lessons. Make sure you pronounce sound /tʃ/ correctly in the underlined words.

- Match columns A and B.
- Change these verbs to the past.
- Choose the correct word from the list below.
- Take a piece of chalk and go to the board.
- Read the second chapter.
- Look at the grammar chart.
- You're not supposed to look at anyone else's test. That's cheating.
- Check your answers with your teacher.
- Put a checkmark next to the right answer.

Repeat the pairs of words and sentences carefully after your teacher. Remember, your tongue tip must touch the upper gum ridge for /tʃ/ but not for /ʃ/.

- | /ʃ/ | /tʃ/ |
|-----------------------------|-----------------------|
| a. shoe | chew |
| b. share | chair |
| c. ship | chip |
| d. wash | watch |
| e. cash | catch |
| f. I have a crush. | I have a crutch. |
| g. Please wash the dog | Please watch the dog. |
| h. Give me my share. | Give me my chair. |
| i. Let's choose new shoes. | |
| j. She's eating the cheese. | |

Read the following dialog aloud. You'll find words with sound /tʃ/ and with sound /ʃ/. Use the pronunciation dictionary in case you are not sure what sound to use in any of the words.

- Charlie: Hi, Marshall. Do you have any change for the washing machine?
 Marshall: Charlie, what are you doing washing clothes?
 Charlie: My wife, Sharon, is visiting family in Michigan. I'm watching the children.
 Marshall: Watch out! Don't put bleach on those shirts. You'll wash out the color.
 Charlie: Will you teach me how to wash clothes?
 Marshall: Be sure to wash white shirts separately. Don't use too much soap.
 Charlie: I wish Sharon would return. It's more natural for women to wash and shop.
 Marshall: You sound like a chauvinist. I don't mind doing chores. I'm great in the kitchen too.

(Adapted from Dale, Paulette and Poms Lillian, *English Pronunciation for Spanish Speakers. Consonants*. Prentice Hall Regents, NJ, 1986.)

Reading aloud

Read aloud the following narrated version of the story.

Louise and Margaret are at Woodhills Language School interviewing a group of students applying for evening courses. Louise interviews Santiago, a Cuban doctor who works at Alexander Fleming Hospital. He is interested in taking an English course because he wants to improve his communication skills. He will take an advanced English course. Meanwhile, Margaret interviews Peter Hall, another applicant for Woodhills Language School. He is interested in studying German. They discuss the schedule and the type of course he will take.

Listening

1. Lead in.

Talk to your classmate about your preferences to select a good movie. You may refer to:

topic	photography
performance	special effects
music	script

2. Let's listen. Circle the correct answer.

The person who is calling:

- knows what he wants to study
- needs information to make up his mind
- wants to confirm the beginning of a course

3. Listen to the telephone conversation and fill in the following chart.

Photography courses				
Course title	Level	Day/Time	Length	Interview
Introducing photography	1	Monday 6.30-9.30	10 weeks	NO

Black and white photography	Intermediate	Tuesday 2	10 weeks	YES
Landscape photography	Advanced	Tuesday 6.30-9.00	3	4
The art of digital photography	Advanced	Wednesday 5	6	YES

4. Listen and find a synonymous expression for:

- Let me check the catalogue.
- it lasts 70 days
- earlier practice
- the last one we offer
- a flexible schedule course

5. Fill in the chart with two words containing the *final* sounds below:

/s/	/t/	/ts/

6. Work with your partner using the following situation.

STUDENT A

After graduating, you find out that there are several postgraduate courses at the School of Foreign Languages. You should talk to the vice dean to find out these details:

- Type of course
- Day(s) of the week
- Length
- Hours

Decide which you will take.

STUDENT B

You are the vice dean of the School of Foreign Languages. There are several postgraduate courses for this academic year. Be ready to provide information about them.

- English Language: 80 hrs, twice a week.
- Phonetics and Phonology: 60 hrs, once a week.
- ICT: 60 hrs, once a week.

Reading: Drawing inferences and using evidence

Reading tip

Drawing inferences implies using evidence in the text and background knowledge to interpret what is not explicitly stated. It's reading between the lines.

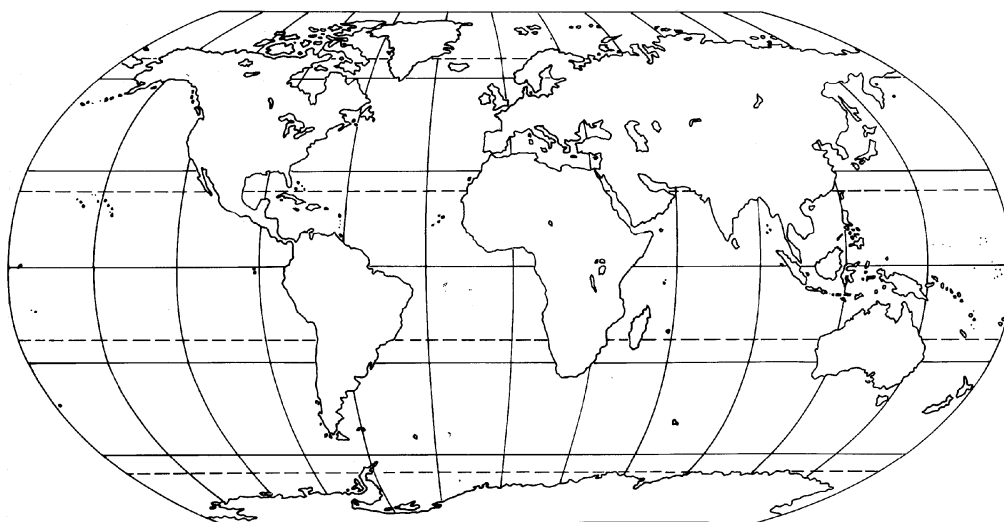
To infer:

- Use contextual clues
- Deduce meaning from lexical clues, such as word formation

Working with a text

I. Activating background knowledge

- Locate in the following world map the English Speaking Countries.



- Why did you decide to study English?
- Read the title of the text, and make comments with teacher and classmates: "English is becoming a world language".
- Work out with your teacher and classmates the meaning of the following terms and words: *lingua franca*, *the rise*, *widespread*, *threatened*, *reluctance*.
- Write some questions you expect the text to answer.

II. Getting the gist

Have a quick glance at the text to determine what it is about.

III. Questioning and interacting with the text

- a. As you read write in your Interactive Reading Journal your comments, reactions and responses to the text: new words or phrases, interesting ideas, etc. Also consider the following task: According to the writer of the article, are these sentences true (T) or false (F) or not said (NS)?

- ___ Most people are happy to give up their own language and learn a world language.
 ___ Latin used to be a language for international communication.
 ___ Everybody is pleased about the rise of English.
 ___ English people are like elephants.
 ___ If your language dies out, you lose an important part of your culture.
 ___ Multilingualism is a dangerous thing.
 ___ Learning languages can help you professionally.

- b. Interpret the following lines from the text: “Many speakers of widespread languages feel threatened by English. It is like sleeping next to an elephant. Regardless of its intentions, the size of the animal makes it dangerous.”

IV. Sharing with classmates

Work in small groups or with your partner to share the information collected. Use the notes in your Interactive Reading Journal. You should not forget to share the answers to the exercises and items in the previous section. Which of these alternative titles would be suitable for the article? Give reasons for your choice.

- Keep your own language – but learn another
- The spread of English; it's time to fight back
- Why should we learn English?
- English is becoming a world language.

V. Going beyond the text

- English is becoming a world language. What do you think? Is this good news for everyone, or can it cause problems?
- What is the importance of language in relation to culture? Give reasons to substantiate your answer.

Language expansion

1. Word formation: Suffix *-al* is used in English to express *full of, having, possessing the qualities of* as in *essential, national, international*.

Add a suffix to form the adjectives. Add new words to the list.

- conversation: _____
- occasion: _____
- culture: _____
- nature: _____

- e. _____
f. _____

2. Compound words such as *widespread* are formed by means of the combination of at least two words to produce an entirely new unit.

Try to define the following words. Consult a dictionary **ONLY** after finishing the task.

- a. workbook:
- b. bookstore:
- c. airplane:
- d. seatbelt:
- e. homemade:
- f. bodyguard:
- g. earthquake:

3. Find in the letter soup the word that means:

- a. The unique character of a person
- b. Without considering
- c. A small number of people
- d. Local
- e. Increasing
- f. To keep safe from danger, to protect
- g. To move from a lower to a higher position
- h. An instrument
- i. To exceed in number

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

4. Find information about:

- a. Languages such as: Greek, Latin, Spanish, French, Malay, Swahili
- b. Multiculturalism

Writing a letter of application

Writing tip

You write a letter of application when you are interested in a scholarship, new job position, etc.

First, say what you are applying for and give personal information. Then, give details on the requirements you meet for the post you are applying for. Finally, state how you will benefit from the new post.

Two Canadian students are applying to join the Cuba-Canada Teacher Training Project. Read the following chart with the applicants' information. Use this information to write an application letter as if you were one of them.

Applicant's information	Maurice	Hillary
<i>Place of residence</i>	Toronto	Vancouver
<i>Age</i>	21	22
<i>Academic year</i>	3rd year	4th year
<i>Reasons for joining the project</i>	<ul style="list-style-type: none"> • Previous experience in Panama Association for the Blind & Visually Impaired Teacher Training • Loves Cuban baseball, especially after the World Classic 	<ul style="list-style-type: none"> • Worked in School teaching for 18 months at Santo Tomas Catholic Church in Nicaragua • Enjoys beach volleyball and salsa dancing
<i>Skills and qualification</i>	PC literate, Spanish (fluent)	Use of Word, Power Point, Excel, Internet user Cooking Latin-American Creole meals
<i>Professional interests</i>	Develop a Y.E.S. (Youth Education Sessions); volunteer program	Build up Overseas Literacy Aid Projects.

Use the "Pre writing tips" in the Introductory unit to help you get started. Then do the following:

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

Getting ready to teach

Observe how your teachers conduct intensive oral practice, using personal examples as a basis for the communicative analysis of language forms, and controlled communicative tasks.

Teaching tips

Read and answer the questions using the key words provided, which you have learned in Methodology.

Teaching intensive oral practice requires students to repeat and almost memorize short fragments from dialogs or some of the speeches that contain what teachers consider the new linguistic elements. Besides, students need to analyze the input to make generalizations about how the language functions, and continue to repeat these essential speech segments in activities that reproduce natural communication.

Questions

1. What aspects do learners need to think over with respect to language?
2. How can teachers make examples personal and consequently more effectively remembered by the students?
3. What characterizes a controlled communicative practice?

Key words

Appropriateness (function, form, context relationship), discourse markers, pronunciation, grammar structures, lexical collocations, genuinely communicative tasks, repetition, restricted use of language.

UNIT 13

Speaking

At the sports center

Thomas Long, Jenny's husband, shows his sports training center to Clive Stark, a sports instructor from a neighboring city.

SECTION A

Thomas tells Clive about the requirements athletes must meet at the training center he runs.

Thomas: Let's walk around the training center so you can see some of our athletes and coaches.

Clive: How many sports do you have here?

Thomas: We have athletes in twelve different disciplines here: athletics, archery, basketball, boxing, judo, wrestling, volleyball, tennis, swimming, diving, baseball and soccer.

Clive: I know you have the best basketball team in the whole country. They must train very hard to keep such a high level.

Thomas: Yes, all of our sportsmen have to work very hard to remain in our training center, but we are actually more demanding with our basketball team. That's probably why they have reached such a high standard.

Clive: Do they have to meet certain requirements to be accepted here?

Thomas: Certainly. Basketball players have to take physical tests that measure their strength, speed, endurance and other parameters. You know basketball is a tough sport. Besides that, they must be taller than six feet.

Clive: I understand. Basketball players must be very tall.

Thomas: They have to go through very long training sessions every day. They must get up early and follow their training programs to the letter. This is the only way they can perform at their best both physically and technically.

Clive: Are there any other requirements?

Thomas: Yes, if they're students, they must pass all of their exams at school. You can't be a member of any of our teams if you don't get good results at school.

Clive: That's really good. What happens when one of your athletes is not able to comply with any of these requisites?

Thomas: He may have to leave.

SECTION B

Thomas and Clive talk after their tour around the training center.

Clive: You can be proud of this training center, Thomas. I can see you are doing a great job.

Thomas: Yes, you can't imagine how hard we must work to be able to achieve these results.

Clive: Yes, but your work pays off. It must be very frustrating to work hard and get no results.

Thomas: Do you think you can build a similar training center in your city?

Clive: I'm not sure. We must present a project to our local sports authorities, and it may take a few months before we can get an answer.

Thomas: But you shouldn't wait any longer to submit your project. You know you can count on us for assistance if necessary.

Clive: Yes, I know. May I take a few pictures before I go?

Thomas: Of course you may. Take as many as you need.

Clive: Thanks.

How do you say it?

• Express logical deduction and obligation

Do this:

In pairs, go through the dialogs given below and determine which of the highlighted words express obligation and which logical deduction. Then, practice the dialogs.

a. Clive: I know you have the best basketball team in the whole *country*. They must train very hard to keep such a high level.

Thomas: Yes, all of our sportsmen *have to* work very hard to remain in our training center, but we are actually more demanding with our basketball team. That's probably why they have reached such a high standard.

b. Clive: Do they have to meet certain requirements to be accepted here?

Thomas: Certainly. Basketball players *have to* take physical tests that measure their strength, speed, endurance and other parameters. You know basketball is a tough sport. Besides that, they must be taller than six feet.

Clive: I understand. Basketball players *must* be very tall.

c. Thomas: They *have to* go through very long training sessions every day. They *must* get up early and follow their training programs to the letter. This is the only way they can perform at their best both physically and technically.

Do this:

Discuss this topic in pairs. In your opinion, what requirements do teachers-to-be have to meet so that they may be accepted in the teacher education courses in Cuba?

- **Ask for and give information about (a sports facility)**

Do this:

Work in groups of three. You are at a sports facility. One of you is the director of the facility, the others are visitors. The director is showing the visitors around the place.

What follows is a suggestion to start the tour around the place and some questions that may be asked. Study both before starting and ask questions in case you are in doubt.

Start the tour around the sports facility:

Let's walk around the training center so you can see some of our athletes and coaches.

Some questions that may be asked:

How many sports do you have here?

Do people have to meet certain requirements to be accepted here?

Are there any other requirements?

What happens when one of your athletes is not able to comply with any of these requisites?

How long do they have to remain here?

How intensive is the practice that they are supposed to do here?

Do they have to follow a diet? How's that?

Is it OK for them to go out with their mates during the weekdays?

Do this:

1. Here is a list of sports disciplines that you want to look at in pairs. As you do so, group the sports according to these categories:

Outdoor sports	Indoor sports	Sports played with a ball	Sports that need a racket to be played	Water sports

Some sports disciplines:

athletics, archery, basketball, boxing, judo, wrestling, volleyball, tennis, swimming, diving, baseball, soccer, karate, canoeing, weight lifting, diving, gymnastics, chess, shooting, handball, hockey

2. Discuss these questions about sports in groups of three.

- Which of the sports on the above list do you like?
- Which do you prefer? Why?
- Which of them is Cuba good at internationally?

- d. Which of them is your province outstanding with?
- e. Make a list of Cuban Hall-of-Fame sports people of all times.

3. Work in pairs now.

STUDENT A

You are a students' leader in your university and today you have just received a visitor from Vancouver, Canada. So you are showing him/her around the place.

Here is *some vocabulary you may need* to talk about pedagogical universities in Cuba:

Undergraduate programs: Pedagogical universities offer five-year teacher education courses which grant a Bachelor of Education degree, with different specialties.

Graduate programs: Most pedagogical universities offer Master's courses in education (Med) as well as doctoral studies (Ded/PhD).

Faculties: There are four faculties in most provinces. There is a Children Teacher Education Faculty where students may major in Preschool Education, Primary School Education or Special Education (for children with special needs); then there is the Junior High Teacher Education Faculty where you can obtain a BA in Education as a generalist teacher of secondary school; there is also a faculty of Senior High Teacher Education, which offers five different courses: Foreign languages (English and French), Fine Arts Instructor, Natural Sciences, Exact Sciences, and Humanities; and finally, there is a Faculty of Technical Education. This structure is not the same for every Pedagogical University in Cuba. You may want to find out with your teachers about faculty structure in your own university.

STUDENT B

You are coming from Simon Fraser University (SFU) in Vancouver, British Columbia, Canada, particularly from the Faculty of Education and are visiting your friends at Félix Varela Pedagogical University in central Cuba. This is your first time here, so you have a lot of questions about teacher education in Cuba. Your friend is showing you around the place.

Here is *some information about the Faculty of Education at SFU* where you are studying:

Undergraduate programs is responsible for the Bachelor of Education degree, interdisciplinary minor studies in conjunction with other Faculties in the University, and a post baccalaureate diploma for students who wish to raise their teacher qualifications through an individualized program of study. It offers special programs with other university departments, and sponsors summer institutes focused on contemporary educational issues. It is possible to complete your Bachelor of Education with a minor in International Education.

Graduate programs focus on integrating knowledge with professional practice and offers both Master's (Med/MA) and Doctoral (PhD) programs. Master's programs encompass Administrative Leadership, Curriculum and Instruction, Psychology of Education, Counseling Psychology and Fine Arts Education. Doctoral programs include Instructional Psychology, Curriculum Theory and Implementation, and more

recently, Educational Leadership. Graduate programs also offer specialized programs tailored to the particular needs of individuals and regional communities.

• Praise someone

To praise is to express a favorable judgment of someone or something. Here is an example:

Clive: *You can be proud of this training center, Thomas. I can see you are doing a great job.*

Thomas: Yes, you can't imagine how hard we must work to be able to achieve these results.

Clive: Yes, but *your work pays off*. It must be very frustrating to work hard and get no results.

Do this:

Praise your peers for the good work they are doing in different subjects. You may want to follow these hints:

You: Hey, Carlos, you can be proud of ... You are doing ... job.

Carlos: Yes, you can't imagine how ...

Some subjects you are taking in your teacher education program

Language Arts (English and French), Spanish, Informatics, Physical Education, History of Cuba, Pedagogy, Psychology of Education, Sociology of Education, Didactics, Marxist Philosophy, Ethics, Fine Arts, Language Teaching Methodology, Politics, Educational Communication

• Express possibility

a. Clive: What happens when one of your athletes is not able to comply with any of these requisites?

Thomas: He *may* have to leave.

b. Thomas: Do you think you can build a similar training center in your city?

Clive: I'm not sure. We must present a project to our local sports authorities, and it *may* take a few months before we can get an answer.

Notice that the modal verb *may* is used to express possibility.

Notice as well that you can express ability or inability by using the verb *to be* plus *able to*, as in "What happens when one of your athletes *is not able to* comply with any of these requisites?"

Do this:

Work in pairs and discuss these questions about life in your university.

- What happens when someone fails a test in the first year?
- What happens when someone is caught cheating?
- What happens if you miss classes?
- What may happen if you are late to class?
- What if you ... ?

• **Ask for and give an opinion**

Do this:

Act out this dialog in pairs. Then change roles and add information of your own to the dialog.

Thomas: *Do you think* you can build a similar training center in your city?

Clive: *I'm not sure.* We must present a project to our local sports authorities, and it may take a few months before we can get an answer.

Some ways to ask for an opinion

What do you think ...?

What do you think of ...?

What are your views about ...?

What are your feelings about ...?

Some ways to give an opinion

I think ...

In my opinion ...

I guess ...

I believe ...

I suppose ...

The way I see it, ...

From my point of view ... (more formally)

Some ways to try to change someone's opinion

But don't you think ... ?

No, but look, ...

(Yes, but) do you really think ...?

Do this:

Work in pairs and discuss these points. Be ready to report back what you discussed.

- Do you think attendance should be compulsory in higher education?
- What are your feelings about wearing a uniform in university?

Pronunciation practice: Sound /ə/

Unit 13 will be devoted to a very important sound which always occurs in unstressed position: /ə/. The vowels in all unstressed syllables almost always sound like /ə/. The schwa is a very short, quick sound. Your lips should be completely relaxed and barely move during its production. In Spanish, all vowels are pronounced clearly and distinctly, even in unstressed syllables of words. The schwa does not exist. In English, unstressed vowels should receive much less force than unstressed vowels do in Spanish. You should obscure any vowels that are NOT in accented syllables of words.

Let's look at some examples of sound /ə/ in words taken from dialog 13.

Thomas	husband	about
the	requirements	around
different	disciplines	probably
accepted	endurance	parameters
a	sessions	physically
technically	students	happens
of	comply	achieve
submit	assistance	necessary

Notice that *can* and *must* are often unstressed in speech, and then their vowel sound becomes a schwa.

Insert the words above back in the sentences in which they appear in dialog 13. Read these sentences aloud over and over again making sure you do not stress the syllables in which sound schwa occurs.

Go over the dialogs in units 1 to 13 and try to identify words with the schwa. Read them aloud in isolation, and then in the context in which they appear.

Reading aloud

Read aloud the following narrated version of the dialog.

Thomas shows the training center he runs to a sports instructor from a neighboring city. He explains that they have twelve different disciplines at the center, but their basketball team is the best in the whole country, mainly because they work hard and their coaches are very demanding.

Clive is very pleased with the training center. Thomas asks him whether they can build a similar one in Clive's city. Clive explains they must present a project to their local sports authorities. He's hopeful they will once have a training facility like Thomas's. Clive takes a few pictures before he leaves.

Listening

1. In pairs, discuss these questions, and then report on your partner.

a. Which of these classes did you take when you were younger?

- ___ Painting
- ___ Pottery
- ___ Drawing
- ___ Knitting
- ___ Singing
- ___ Photography

___ Guitar (or any other instrument)

___ Acting

___ Dancing

b. Was it easy for you to learn the skills?

c. Which of the above mentioned classes would you rather take now? Why?

2. Listen to a conversation where a young man shows interest in taking Photography classes. Tick off the right statement.

a. There are ___ 2 people involved in the conversation.

___ 3

___ 4

b. There are ___ 2 types of photography classes.

___ 3

___ 4

c. The man who is calling shows more interest in the

___ Introducing Photography

___ Black and White Photography

___ The Art of Digital Photography

3. Which two of the following subjects are covered in the Introducing Photography Course?

___ film types

___ composition

___ camera controls

___ night photography

___ camera accessories

___ printing

___ lighting

4- Circle the correct answer. What is the fee for the Black and White Photography Course?

a. £ 85

b. £ 95

c. £ 140

5. What does the fee for the Landscape Photography Course include?

a. materials

b. field trip

c. examination fee

6. Which course is it especially important to apply for early?

a. Introducing Photography

b. Black and White Photography

c. The Art of Digital Photography

7. Role-play. Pair up and role-play this situation.

You are interested in taking dance classes. There is this dance school near your house where you may go to take classes. Ask the receptionist about all the information you

need to decide what to choose. You need to know the type of dance they teach, duration, schedule, fees, what the fees include.

Reading: Getting information from headings

Reading tip

Many writers use text organizers, such as headings, to organize the information. As a reader you should try to get the most from headings and pictures to understand content.

Working with a text

I. Activating background knowledge

- Complete the following phrases:
A teacher should...
A teacher should not...
- Discuss your opinions with your classmates and teacher.
- When you read the text in this unit, compare your comments and the information in the text.
- Vocabulary analysis: tough stance, call on, confront, noncommittal, give in, concerns, grading, rubrics.

II. Getting the gist

What is the main idea of text 13 in the Text File.

III. Questioning and interacting with the text

As you read, write in your Interactive Reading Journal your comments, reactions and responses to the text: new words or phrases, interesting ideas, among others. Also complete the following chart:

Good things teachers should do	Bad things teachers should avoid

- Why has the author used the following connectors: *even though*, *however*?
- What language resource has the author used to give the instructions?

IV. Sharing with classmates

- Work in small groups or with your partner to share the information collected. Use the notes in your Interactive Reading Journal. You should not forget to share the answers to the exercises and items in the previous section.
- Share your beliefs about the good and bad things teachers should or should not do.

V. Going beyond the text

Reading tip: Applying what has been learned

Both during and after the reading, skillful readers are constantly asking themselves, “How can I use this information?” “What does this story mean to me?” “How can I apply this to my own life?” “Is this relevant to other situations or circumstances?” Discovering how a reading applies to our lives and the world around us is essential for engaging in a text.

- How useful is the information of the text for your own training as a teacher?
- Re-create the text under the title: Top 10 Worst Things a Teacher Can Do.

Language expansion

Word formation: *-tion* , *-ment*

-tion is a noun-forming suffix used in English to express act or process, state or condition as in situation, administration.

Form nouns with the following verbs. Add more to the list.

- | | |
|----------------|-------|
| a. concentrate | _____ |
| b. communicate | _____ |
| c. educate | _____ |
| d. expand | _____ |
| e. present | _____ |
| f. _____ | _____ |
| g. _____ | _____ |

Writing to give opinions

Writing tip

Before you write a text expressing your opinion about something you like, always make a list of the points for and against.

In the first paragraph, say what your favorite activity/sport/music is and why you like it. In the second paragraph, write the points for with reasons. In the third paragraph, write the points against with reasons.

Start the last paragraph with expressions such as: *In conclusion*, *All in all*, *To sum up*.

In the last paragraph, give your opinion. Give expressions such as: *I think...*, *I believe...*, *In my opinion...*, etc.

Use linking words for similar or opposing ideas.

1. Rock-climbing. Read the article below and fill in the missing topic sentences. Then, list the points for and against rock-climbing.

Topic sentences:

- a. On the other hand, rock-climbing can sometimes be dangerous.
- b. Rock-climbing is my favorite sport.
- c. In conclusion, I believe that, although rock-climbing can be dangerous, it is a fantastic sport.
- d. There are several reasons why rock-climbing is such a popular sport.

_____ There is nothing I like better than being outdoors, standing high up on a mountain and looking down at the rest of the world.

_____ To start with, it is very exciting because you can explore many interesting places. It is also good exercise, as it helps you keep fit and healthy. It's relaxing, too! Being out in the fresh air can help you forget your everyday problems.

_____ For example, you have to be very careful and well-trained to avoid having an accident. It is also rather expensive, as the equipment costs quite a lot of money.

_____ It is the perfect way to exercise and travel around the countryside at the same time. Try it and see for yourself.

Points for	Points against

Study tips

When you talk about the qualities of something you should give reasons for your opinion. You can use *as*, *because* or *for example*.

2. Swimming.

- a. Match the adjectives with the reasons; then write sentences with both, the adjectives and reasons. After this, connect the ideas in a paragraph giving your opinion about swimming. You may add other points and reasons.

Relaxing Good exercise Good fun	It keeps you fit and healthy. You can play in the water with friends. It helps you forget about problems.
---------------------------------------	---

- b. Match the ideas which describe the points against with the reasons; then write sentences. After this, connect the ideas in a paragraph giving your opinion about swimming. You may add other points and reasons.

Learning to swim can be hard work. It can be tiring.	You need to spend lots of hours in the water before you can swim. You must practice a lot for long hours.
---	--

- c. Write an article expressing your opinion about swimming for your school newspaper. Use the guide below. Use the “Pre-writing tips” in the Introductory unit to help you get started. Then do the following:
- Share the first version with a partner.
 - Make sure it is clearly understood by sharing this first draft again with you partner. Use the checklist in unit 2.
 - Revise your draft taking into account your partner’s suggestions.
 - Then, check the use of punctuation and spelling.
 - Finally, write your last version.

PLAN

Paragraph 1: Say what your favorite sports/music is, and why you like it.

Paragraph 2: Write the positive points and give reasons.

Paragraph 3: Write the negative points and give reasons.

Paragraph 4: Give your opinion and reasons.

Getting ready to teach

1. Complete the following sentences using the notes you made from your teacher’s work on pronunciation when working with a dialog or any other oral text, and the list of words provided.
 - a. First, teachers help their students identify pronunciation elements such as sentence stress, ...
 - b. Teachers conduct ... of some of the fragments or speeches of the dialog, demanding accurate production.
 - c. Teachers conduct controlled oral practice on the new pronunciation elements (within the ... of the unit), correcting students’ pronunciation mistakes.
 - d. Teachers conduct oral ... production tasks in which pronunciation is part of the elements to evaluate.
 - e. Teachers can record student’s ... during the oral fluency production tasks and conduct reflective analysis on the quality of their ...

Word list: content, intonation, rhythm, pauses, communicative, voices, word stress, sound grapheme correspondence.

2. Work in small groups of no more than four students. Select a dialog from your software *Rainbow* in which you have a pronunciation regularity to be the object of your training. It may be, for example, a dialog that includes *Yes/No questions* and *Wh-questions* so as to contrast rising and falling intonation. Then, plan activities to follow the first three steps of the sequence above: identification, repetition and controlled oral practice with a lot of rehearsal and correction of mistakes explicitly. Remember you should form habits. Be ready to perform what you prepared in class.

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

Indicators	Scales		
	Good	Acceptable	Poor
1. Clear and precise orientation (criteria for success included). 2. Flexibility in the application of the sequence (according to students' needs). 3. Language preparation of the teacher. 4. Correspondence between verbal and non verbal language. 5. Affective climate. 6. Teacher's talk (paraphrase, repeat, use normal speed, simplify syntactic elements, pronounce clearly). 7. Use of teaching aids. 8. Interaction management. 9. Feedback provided (mistakes correction included). 10. Form, meaning and use relationship.			

UNIT 14

Speaking

Shopping for vegetables

Margaret Martin is shopping for vegetables. She is having some friends over for dinner tonight.

SECTION A

Margaret chooses vegetables for her salad.

- Clerk: Good morning. May I weigh those tomatoes for you?
- Margaret: Yes, please. How much are they?
- Clerk: Eighty cents a pound. Would you like anything else?
- Margaret: I also want this head of lettuce and three pounds of those cucumbers over there. Are they fresh?
- Clerk: Of course they are. All vegetables are fresh here.
- Margaret: That's good. Do you have any onions?
- Clerk: Certainly. They are over here. How many would you like?
- Margaret: They're quite big, so I'll take only three. I'm preparing some salad for tonight. Some friends are coming over for dinner, and I know they like vegetables very much.
- Clerk: I understand. I love vegetables too. They are very healthy and they help you keep your weight down.
- Margaret: Yes, I'm afraid I'll have to start living on vegetables myself. I've put on a couple of extra pounds.
- Clerk: Yes, we must always keep an eye on our weight.
- Margaret: How much do I owe you?
- Clerk: You don't pay here. You pay at the check-out counter when you leave.
- Margaret: Thank you very much.
- Clerk: Enjoy your dinner party.
- Margaret: I will.

SECTION B

Margaret pays at the check-out counter.

Cashier: Good morning, Madam.

Margaret: Good morning. I want to pay for all of this, but I'm afraid I have to go back. I forgot to get some green beans.

Cashier: I'm sorry. We're out of green beans. We'll have some more tomorrow, if you can wait.

Margaret: I can't wait till tomorrow. I want them for dinner tonight.

Cashier: Well, if you like, you can go to Green-Buys around the corner. You can probably get some there.

Margaret: Thanks.

Cashier: So, it's a head of lettuce, three pounds of cucumbers, four pounds of tomatoes and these three onions. Will there be anything else?

Margaret: No, that's about it.

Cashier: Cash?

Margaret: Yes. How much is it?

Cashier: It's nine thirty five.

Margaret: Here you are.

Cashier: Here is your change. Thanks for shopping with us.

Margaret: You're welcome.

How do you say it?

- Offer help, accept or refuse an offer of help

Do this:

Act out this dialog in pairs. Then change roles and substitute the words and phrases in parentheses with others from the lists given below.

Clerk: Good morning. May I weigh those (tomatoes) for you?

Margaret: Yes, please. How much are they?

Clerk: Eighty cents a pound. Would you like anything else?

Margaret: I also want this (head of lettuce) and three pounds of those (cucumbers) over there. Are they fresh?

Clerk: Of course they are. All vegetables are fresh here.

Margaret: That's good. Do you have any (onions)?

Clerk: Certainly. They are over here. How many would you like?

Some ways of refusing help

Thank you. I'm fine.

Thanks. I am just looking.

Food words as seen in unit 11

Greens: lettuce, cabbage, cauliflower, string beans, spinach, tomatoes, radish, beet, green pepper

Root vegetables: cassava, carrots, potatoes, sweet potatoes

Grains: beans, peas, lentils

Meat: beef, pork, chicken, lamb, turkey, fish, ham

Fruits: guava, mango, pineapple, pear, apple, peach, avocado, oranges, tangerines, papaya

Pasta: noodles, spaghetti

Rice and cereals

Sweets: custard, rice pudding, chocolate, marmalade, jam, cake, muffin

Milk and dairy products: milk, butter, cheese, yogurt

Fat and vegetable oil

Eggs

Do this:

Discuss with your teacher how you buy each of the food products on the list above. As you do so, fill in this chart:

You buy these in <i>pounds/kilograms</i> or <i>ounces/grams</i> .	Beans,
You buy these in bottles, cans or bags.	Milk,
You buy these by the bunch.	Bananas,
You buy these by the head.	Lettuce,
You buy these in bars.	Butter,

Notice that you say, e.g., *A pound of* beans. / *A kilo of* beans.

Do this:

Now you may go on with all the other foods that you have grouped in the chart. That is, relate the *nouns* and the counters they are used with.

Notice how you use *some* and *any*, *anything*, *something* and *nothing*.

- Do you have *any* fresh milk here?
- Yes, we have *some* at the end of this row.
- Would you like *anything* else?
- No, thanks. *Nothing* else.
- There isn't *anything* like greens and fruits for your body.

• Say what you want

Do this:

Act out the dialogs in pairs, adding more to each of them. Use words from the list below.

- Margaret: I also want this head of lettuce and three pounds of those cucumbers over there. Are they fresh?
Clerk: Of course they are. All vegetables are fresh here.

b. Margaret: Good morning. I want to pay for all of this, but I am afraid I have to go back. I forgot to get some green beans.

Cashier: I am sorry. We are out of green beans. We'll have some more tomorrow, if you can wait.

Margaret: I can't wait till tomorrow. I want them for dinner tonight.

More food words

carrots, pumpkin, yellow taro, dairy products, fish oil
cream cheese
soy, corn, peanut and sunflower oils, whole rice
whole cereals, nuts
leaf vegetables, non-refined cereals
confectionary
fresh fruit
wholemeal bread

• Ask and talk about quantity and prices

Do this:

Act out the dialogs and expand them. Switch roles as you go along.

Quantity

Margaret: That's good. Do you have any onions?

Clerk: Certainly. They are over here. How many would you like?

Margaret: They're quite big, so I'll take only three.

Price

a. Margaret: How much do I owe you?

Clerk: You don't pay here. You pay at the check-out counter when you leave.

b. Cashier: So, it's a head of lettuce, three pounds of cucumbers, four pounds of tomatoes and these three onions. Will there be anything else?

Margaret: No, that's about it.

Cashier: Cash?

Margaret: Yes. How much is it?

Cashier: It's nine thirty five.

Margaret: Here you are.

Cashier: Here is your change. Thanks for shopping with us.

Margaret: You're welcome.

• Talk about unhealthy habits and suggest different courses of action to give them up

Clerk: I understand. I love vegetables too. They are very healthy and they help you keep your weight down.

Margaret: Yes, I'm afraid I will have to start living on vegetables myself. I've put on a couple of extra pounds.

Clerk: Yes, we must always keep an eye on our weight.

Do this:

Here are some unhealthy habits that you should give up: *smoking, drinking alcohol, taking non-prescribed drugs.*

Act out this dialog in pairs. Change the topic so that you cover all the unhealthy habits listed above and change roles as you go along.

A: Do you drink too much alcohol? / Do you have a drinking problem? / Are you a heavy drinker?

B: Well, I guess I .../ Maybe I ...

A: You know what? If I were you, I would ...

Some ways to suggest people do something

If I were you, I would ...

If I were in your shoes, I would

Here's what I'd do if I were you. First of al I'd Then I'd ...

• State a condition

Do this:

Work in pairs and act out this dialog. Then, change roles and substitute the words and phrases in parentheses with information of your own.

Cashier: I am sorry. We are out of (green beans). We'll have some more (tomorrow), if you can wait.

Margaret: I can't wait till (tomorrow). I want them for dinner tonight.

Cashier: Well, if you like, you can go to (Green-Buys around the corner). You can probably get some there.

Margaret: Thanks.

Notice: In the above dialog *conditional clauses* have been used. These discuss the *consequence of something* which may or may not be a real event.

There are many possible verb combinations for conditional clauses, but three of the most common are these:

Present-future

If your wife rests, she'll get well sooner.

We'll have some more tomorrow, if you can wait.

Present-present

If you like, you can go to Green-Buys around the corner.

Present-imperative

If you are tired, have a rest.

If you don't like your food, don't eat it.

(Adapted from *Searching 2*, Morales A. et. al., 1990, p. 53.)

Do this:

Complete these sentences. Then share your answers with other people in class.

- a. If you eat less, ...
- b. If you walk too much, ...
- c. If you drink a lot of alcohol, ...
- d. If you smoke, ...
- e. If you work hard, ...
- f. If you practice your English a lot, ...
- g. If you behave, ...
- h. We will be better persons if...
- i. We will always succeed if ...
- j. We can become a role model for our students if ...
- k. We may find rest if ...
- l. If you don't want to be a teacher, ...
- m. If you'd rather not stay here, then ...

Pronunciation practice: Sounds /dʒ/ and /j/

The pronunciation section in this unit will be dedicated to sounds /dʒ/ and /j/. To start sound /dʒ/ the tongue must be in the same place as for the sound /d/. Be sure your tongue is pressed against your upper gum ridge and that your vocal cords are vibrating.

The following words should be pronounced with /dʒ/. Repeat them after your teacher. Be sure to begin /dʒ/ just like the sound /d/.

<i>At the beginning</i>	<i>In the middle</i>	<i>At the end</i>
jam	vegetable	age
joy	agent	cage
job	magic	large
gym	angel	edge
jail	injure	marriage

The words in italics in the following sentences should be pronounced with /dʒ/. Repeat them carefully after your teacher.

- a. *Just* a moment.
- b. *Enjoy* yourself.
- c. *Jane* is shopping for *vegetables*.
- d. *Jim* is *just* *joking*.
- e. The *major* *joined* the *legion*.
- f. I *graduated* from *college* in *June*.
- g. The *passengers* were *injured* in the *jeep*.
- h. *John* mailed a *large* *package*.

(Adapted from Dale, Paulette and Poms, Lillian. *English Pronunciation for Spanish Speakers, Consonants*, Prentice Hall Regents, NJ, 1986.)

Read dialogs 1 to 14 and look for words which contain sound /dʒ/. Copy in your notebooks the sentences in which these words appear and repeat them several times.

To pronounce /j/ correctly, be sure the tip of your tongue is against the back of your lower front teeth and not touching the roof of your mouth. Spanish speakers do not have a problem pronouncing this sound in middle positions, but they often make it sound like /dʒ/ at the beginning of words. To avoid this mistake, you should try to pronounce /ɪ/ at the beginning of the word.

The following words should be pronounced with sound /j/. Repeat them carefully after your teacher.

At the beginning

yes
you
year
use
young
youth
yesterday
university

In the middle

onion
lawyer
beyond
backyard
regular
reunion
opinion

Reading aloud

Read aloud the following narrated version of the story.

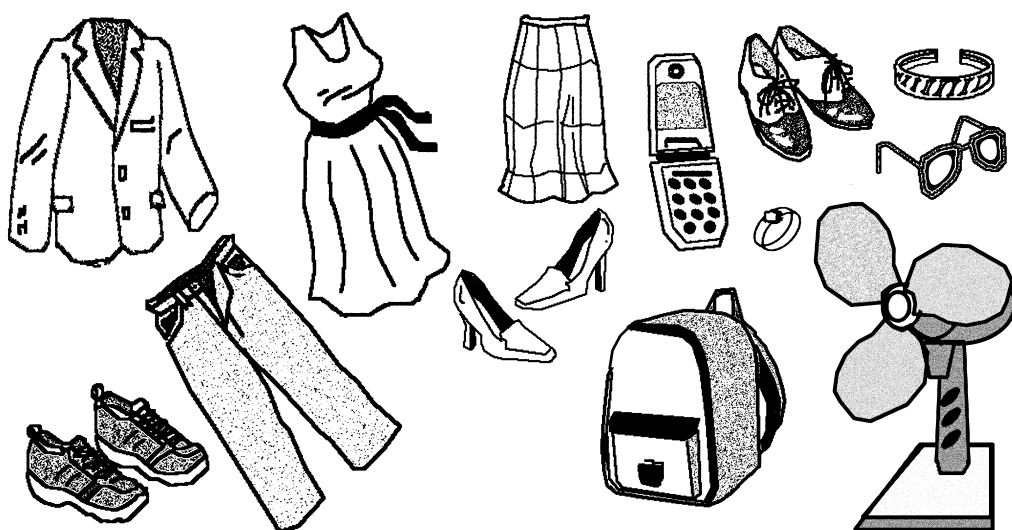
Margaret Martin is shopping for vegetables because she wants to invite some friends over for dinner. She buys tomatoes, lettuce and cucumbers because her friends like vegetables very much. She says she wants to start living on vegetables because they're very healthy and she is worried about her weight. Before paying for the groceries, Margaret remembers she needs some green beans, but they are out of green beans at the store. The cashier suggests she should go to Green-Buys to get them. Margaret pays for the vegetables in cash and leaves.

Listening

1. Lead in.

Work in pairs asking for and giving prices of the items on the right page.

How much is...?
It's...
How much are...?
They are...



2. Let's listen.

Circle the correct answer

The clerk is:

- a. frustrated
- b. patient
- c. persuasive

The woman is:

- a. picky
- b. pretentious
- c. determined

3. How many items does the woman ask about and reject?

- a. five items
- b. four items
- c. six items

4. What pretext does the woman give to reject every offer?

5. Match the item with its corresponding price.

a nice ring	\$7.85
a bracelet	\$23.59
a gold pen	\$100.00
a watch	\$160.00
calculator	\$259.00
	\$150.00
	\$115.00

6. Find another way to say:

- a. money is not a problem
- b. it doesn't go with my daughter's taste

- c. This one's almost \$24.00.
- d. It's huge.
- e. She'll like it very much.

7. Work in teams of four or five. Use your personal belongings to organize a sale in class. Interact using the vocabulary you have learned so far.

Reading: Recognizing sequence signals

Reading tip

Writers use different patterns and markers to present and sequence the information in a text. For example,

“Three advantages of...” or “A number of methods are available...” leads you to expect several points to follow.

The first sentence of a paragraph will often indicate a sequence: “One important cause of...” followed by “Another important factor...” and so on, until “The final cause of...”

General points are often illustrated by particular examples, for example:

General: Birds’ beaks are appropriately shaped for feeding.

Particular: Sparrows and other seed-eating birds have short, stubby beaks; wrens and other insect eaters have thin pointed beaks.

Working with a text

I. Activating background knowledge



- Look at the picture and select the healthiest food.
- What will the text be about?
- What language would characterize a text about such a topic?
- Complete this part of the chart

Before reading I knew that...		

II. Getting the gist

Have a quick glance at the text and tick the issues presented in it.

- The importance of a balanced diet. _____
- The quality of certain vegetables and fruits for health. _____
- The research results about nutrition. _____
- Suggestions to keep fit and healthy. _____
- Suggestions on healthy eating. _____

III. Questioning and interacting with the text

- As you read the text individually, write in your Interactive Reading Journal your comments, reactions and responses to the text: new words or phrases, interesting ideas, among others. Also do the following:
- Complete the second column of the chart

Before reading I knew that...	As I read I have learned that...	

- Find in the text:
 - The English equivalent for: *dicho popular*
dietista
 - The word that means *remembering*
 - A synonym for *sickness*
- Identify and later discuss with your partner the sign posts used by the writer.

IV. Sharing with classmates

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

- The importance of a balanced diet.
- The dangers of overweight and obesity
- How exercise and sport can help the body and the mind.
- If the sequencing of this text helps or does not help comprehension.

V. Going beyond reading

- After reading the text complete the last column of the following chart.

Before reading, I knew that...	As I read, I have learned that...	After reading, I feel I...

- b. Which title would you select? Explain why and use evidence from the text.
- Eat wisely
Healthy diet
Be bright, eat wise
- c. Select the three tips you consider most valuable. You may use the information from the text and make your own tips. Then, write your own message to be published in an Advise Column.

Writing to give instructions and advice

Writing tip

When we write leaflets giving rules, suggestions, instructions, or advice, we write each rule separately. We use the imperative as well as expressions such as *always*, *never*, *make sure*, among others.

We sometimes give a reason why we should do what the rule says. To do so, we use 1st type if-clauses.

Study tip

You use the imperative to tell people what to do or not to do. *E.g.* “Eat more vegetable” or “Don’t eat too much chocolate.”

Should is used to say what the right/best thing to do is and *shouldn’t* is used to say what it isn’t right/best thing to do. You can also give advice with: *Why don’t you...?/ I think it’s a good idea to..., I don’t think it’s a good idea to...*

1. Many people want to keep fit and healthy. Look at the table and tick (✓) the things one should do and put a cross (X) next to the things one shouldn’t do.

Drink a lot of water	
Eat many hamburgers or pizzas	
Eat a lot of chocolate or ice cream	
Eat a lot of fruits and vegetables	
Have carbonated drinks	
Take regular exercise	
Lower the sugar intake	

2. Expand the list and give the reasons for each expression.

Writing tip

First, introduce the topic and its importance. Then, list the instructions, orders or pieces of advice. Finally, write a closing remark with an educational message.

3. Use the information from exercises above to write a leaflet giving pieces of advice on healthy eating. The sections for speaking and reading can help you.

4. Then do the following:

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

Getting ready to teach

Teaching tips

How to develop oral fluency in the use of the English language

Read and compare with your notes. Ask your teachers to explain and demonstrate briefly any points you do not understand.

1. Teachers do not stimulate much activation of students' previous knowledge in the orientation of an oral fluency task.
2. Teachers love students to interact in pairs, in small groups and in other learner-centered class arrangements during oral fluency tasks.
3. Oral fluency tasks do not focus on form, but on contextual meaning and communicative content, and they mean having students use the language in genuine interactions.
4. Some usual oral fluency tasks are simulated situations, role plays, problem-solving, games, puzzles and class discussions.
5. Oral fluency tasks demand productive and creative use of the language.
6. There is not much correction of language mistakes.
7. Criteria for success include creativity in the use of the language, appropriate use of the language, and spontaneous interaction.
8. Oral fluency tasks' main characteristics are the presence of a communicative situation, a genuine need to interact and an information-gap to fill, that is, one student has a piece of information the other student does not have and vice versa.

1. Work in small groups. Plan an oral fluency task using the language content of this unit. Be ready to guide the activity; the rest of the class should perform the role of your students.

2. Use the following grid to self-evaluate your planning and performance and to evaluate other students' performance.

Indicators	Scales		
	Good	Acceptable	Poor
1. Clear and precise orientation (criteria for success included). 2. Language preparation of the teacher. 3. Correspondence between verbal and non verbal language. 4. Affective climate. 5. Teacher's talk (paraphrase, repeat, use normal speed, simplify syntactic elements, pronounce clearly). 6. Interaction management. 7. Feedback provided on communication mistakes (form, meaning and use relationship).			

UNIT 15

Speaking

Dinner at Margaret's

Several friends have come over for dinner at Margaret's apartment.

SECTION A:

Santiago Rivera is helping Margaret in the kitchen.

- Margaret: Oh, Santiago, I'm so glad you came. You've been such great help!
- Santiago: Well, Mrs. Martin, I thought you could use some help. I hope your friends like this Cuban dish I made while you were setting the table.
- Margaret: What is it?
- Santiago: Well, we call them tostones in Cuba.
- Margaret: And how do you make them?
- Santiago: Well, you peel the plantains and slice them. Then you fry the slices a little until they are cooked. You take the slices out of the frying oil and smash them inside a piece of paper. After that, you put them in boiling oil again so that they fry completely.
- Margaret: Oh, that's easy to do. Do you put any salt on them?
- Santiago: Yes, of course.
- Margaret: Well, let's go to the dining room. Dinner is ready.

SECTION B

Margaret and her friends talk in the dining room.

- Margaret: Are you ready to eat?
- Bill: Well, I am more than ready. I'm starving.
- Louise: Oh, this salad looks really good. I know salads are your specialty, Margaret.
- Oscar: And what are these?
- Margaret: Well, that's a Cuban dish our doctor friend made especially for us. Oscar, I'm not sure you've met Santiago. Oh! I am sorry... Dr. Rivera. He is a Cuban doctor working here.

- Oscar: Hello, Dr. ... what's your last name again?
 Santiago: Rivera, but you can just call me Santiago. Nice to meet you!
 Oscar: And how did you meet Santiago, Margaret?
 Louise: Santiago is one of Margaret's students at WLS. His English is very good, but he wants to perfect it.
 Margaret: Oscar, would you like some white wine with your fish?
 Oscar: Yes, I'll have a sip. Thanks.
 Louise: You know, Margaret. Oscar and I are planning to go to the beach on Sunday. They say the weather will be great. Would you and Bill join us this time? Santiago can come with us as well, if he promises to make another Cuban dish there.
 Margaret: That sounds good. Bill and I don't have any plans for this weekend. You can count on us, then.
 Santiago: Oh, I wish I could go with you, but I will be on call at the hospital on Sunday. Thanks for your invitation, Mrs. Johnson. I am really sorry I can't go.

How do you say it?

• Say you are glad about something

- Margaret: Oh, Santiago, I'm so glad you came. You've been such great help!
 Santiago: Well, Mrs. Martin, I thought you could use some help.

Do this:

Walk around the class and ask three people these questions. Be ready to report back to class what you found out.

- What are some things you are glad about in your life?
- What are some things you are most glad about in your life?
- What are some things you are lucky about?
- What are some things you are most lucky about?

• Say what you hope will happen

I hope your friends like this Cuban dish *I made* while you were setting the table.

Do this:

In pairs talk about things that you hope will happen to you. For example:
 I hope I can find the ideal woman in my life.

Some things you may hope for

- pass the tests
- be a successful person in your life
- be lucky with your children
- have your own house
- have a lot of fun in your life

do great service to your community
 have a lot of friends
 always have good neighbors
 have a promotion soon after you graduate
 earn enough money for your family
 get to see most places in Cuba
 take another university course when you finish the teacher education course

• **Ask for and give instructions**

Do this:

1. Listen to your teacher as she reads this dialog and ask questions about words you don't know the meaning of.

2. Notice how *imperatives* are used to refer to each of the instructions that are given. *Also notice how the instructions are listed.* Ask your teacher about this if you are in doubt.

3. Then act out the dialog in pairs.

Margaret: And how do you make tostones?

Santiago: Well, you peel the plantains and slice them. Then you fry the slices a little until they are cooked. You take the slices out of the frying oil and smash them inside a piece of paper. After that, you put them in boiling oil again so that they fry completely.

Margaret: Oh, that's easy to do. Do you put any salt on them?

Santiago: Yes, of course.

4. Finally try writing out instructions to make a rice pudding or any other kind of food that you know how to cook.

• **Offer something to eat or drink, accept or refuse**

Do this:

1. Study the vocabulary that is given next.

2. Then act out this situation.

You are having a party at a public place in your town. Walk around the class, meet people and make conversation. Offer them something to eat or drink. Talk about other trivia.

Margaret: Oscar, would you like some white wine with your fish?

Oscar: Yes, I'll have a sip. Thanks.

Some ways to refer to a small quantity

A sip (of water, wine, coffee, rum). That is, anything liquid.

A bite (of food). For example, a bite of pork.

Some beverages

Alcoholic beverages: beer, wine, rum, champagne, whisky, vodka, gin, sherry

Non-alcoholic beverages: soft drinks, mineral water, soda, coffee, tea

How rum is served

straight, on the rocks

How much

a single shot, a double one

Kinds of wine

white wine, rosé, red wine,

• **Invite someone, accept or decline an invitation and give reasons**

Invite and accept

Louise: You know, Margaret. Oscar and I are planning to go to the beach on Sunday. They say the weather will be great. Would you and Bill join us this time? Santiago can come with us as well, if he promises to make another Cuban dish there.

Margaret: That sounds good. Bill and I don't have any plans for this weekend. You can count on us, then.

Decline

Santiago: Oh, I wish I could go with you, but I will be on call at the hospital on Sunday. Thanks for your invitation, Mrs. Johnson. I am really sorry I can't go.

Do this:

1. Practice the dialogs in pairs. Try to expand them as long as you can. Change roles as you go along.

2. Here are more examples of how to invite someone. Study them and ask each other questions in case you are in doubt.

Among friends

a. A: Come over for a cup of coffee sometime. (Invite)

B: I will. Thanks. (Accept)

b. A: Join us for some coffee tonight. (Invite)

B: Sure. (Accept)

c. A: How about dinner with us tonight? (Invite)

B: That sounds great! (Accept)

Some other ways of refusing an invitation

Sorry. Not today. I'm busy tonight, maybe some other time. (*i.e.*, you apologize, give reasons and give the other person some choice.)

Other ways of inviting someone more formally

Would you like to come over for a cup of coffee this evening?

How about having some tea after work today?

Can I buy you lunch sometime this week? (Maybe from a man to woman as a starter for a date)

Do this:

Practice with your partner inviting each other on the basis of the mini-dialogs given above. Then try substituting with your own information.

Some places you may want to invite people in your class or someone else to see

The art gallery
 The museum of fine arts
 The baseball stadium
 The Che Guevara Memorial
 The Revolution Square
 Central Park
 The cathedral
 The church
 The Moncada Garrison
 The Armored Train in Santa Clara
 The cemetery
 The statue of (Simon Bolivar)

• **Ask for and give information about customs and traditions in your country and elsewhere**

Some dictionary definitions

Custom: a usage or practice common to many or to a particular place or class or habitual with an individual. Long-established practice considered as unwritten law. Repeated practice, the whole body of usages, practices, or conventions that regulate social life.

Traditions: The handing down of information, beliefs and customs by word of mouth or by example from one generation to another without written instruction. An inherited pattern of thought or action (as a religion doctrine or practice or a social custom). Cultural continuity in social attitudes and institutions.

Here are some examples. *Notice how you use be + used to + verb + -ing to express habitual or customary practice.*

- In Cuba we are used to having three meals a day: breakfast between 6 and 9 in the morning, lunch from 11.30 up to 2 pm and dinner between 6 and approximately 8.00 pm.
- Most people are used to taking a bath every day, either before dinner or after, although there are those who take an early morning bath.
- More and more people are getting used to having their meals in front of the TV, although there are still those families who stick to the tradition of sitting at the table and talking over their meals.

Do this:

1. These customs change from one country to the next, so you may want to ask students from overseas in your university about the following.

- a. How many meals do you normally have in your country?
 - b. What are the eating hours in your country?
 - c. Are most people TV diners in your country?
 - d. Do you normally stay up late in country or do you, as a rule, go to bed early?
 - e. Do shake hands with your classmates every day?
 - f. Do you kiss your male classmates every day or do you shake hands with them?
Why? Why not?
 - g. Is it appropriate for men to kiss one another in your country? Explain.
 - h. Do you normally compliment girls or men in your country or is this considered harassment?
 - i. If people in your country are eating in the classroom, do they normally share your food with your classmates?
 - j. In your country, do people normally say yes to an offer of food or drink, or do they say no first and then yes after the other person has insisted?
 - k. Do students call their teachers by their first names?
 - l. Do students stand up when a teacher or a visitor comes into their classroom?
 - m. Do students wear a cap in class?
 - n. Do they wear short pants, sandals or undershirts when in class in university?
- 2. Make a list of things you are used to doing basing on these topics:**
- a. Alcoholic drinks
 - b. Visiting people
 - c. Coffee
 - d. Water
 - e. Family celebrations
 - f. Hometown celebrations.

Then work in pairs and share what you wrote by asking and answering questions asked by each of you.

• **Talk about things in our country that we take pride in**

Possible ways to ask

What is something in your country that you are proud of?

What are some things in your country that make you proud of?

What is something in your country that you take pride in?

Here is a list of possible answers:

Our music	Our discoveries in science
Our weather	Our social system
Our food	Our sports
Our coffee	Our arts in general
Our rum	Our flora
Our people	Our fauna
Our history	Our heroes
Our nature in general	Our internationalism

Do this:

1. In pairs, answer the questions given above in relation to what you are proud of about your country. Try to add more ideas to your answers. You may start like this:

- a. In my country I'm proud of ...
- b. Something that makes me proud about my country is ...

2. Rank the possible answers that you are given in the chart in order of importance, according to your opinion. Then compare your rankings in pairs and report back to class. For example:

- a. For me ... is more important than ...
- b. For me ... comes first than ..., whereas for (Juan) ...

• **Talk about things that are trendy**

What is trendy in your country in terms of music?

dressing?	haircuts?
makeup?	jewelry?
dating?	dancing?
colors?	

Well, *it's* fashionable/trendy *for* people *to* ... (verb)

Well, *it's* trendy to see people (wearing ...) (noun)

Some vocabulary

Kinds of haircuts: short hairstyles, medium hairstyles, long hairstyles, layered hairstyles, updo hairstyles, prom hairstyles, flip, crimp

Women makeup: lipstick, powder

Kinds of jewels: earrings, bracelet, chain, ring, watch, collar

Types of dances: Cha-cha, Mambo, rock-and-roll, waltz, tap

Do this:

1. Discuss these questions in pairs. Then report back to your class what you have discussed.

- a. What kind of haircuts do most men wear in your class?
- b. How do most women in your class do their hair?
- c. What kinds of clothes do most people wear to go parties these days?
- d. What clothes are not appropriate for official occasions?
- e. Do you like to keep up with the latest trends in fashion?
- f. Do you consider yourself a slave of fashion?

2. Ask your teachers, parents, uncles, aunts or friends what was fashionable at the time they were in their teens and report your findings back to your class. You may start like this:

They say that when they were in their teens it was fashionable for people to ...

3. Watch “Youth in the Spotlight” (part 2), section B, and take down the five questions that are asked and summarize the answers given. Then discuss with your partner this question: Do you agree with Astrid in the sense that anything is trendy as long as it serves to present your individuality?

Pronunciation practice: Sentence stress

In this unit we will deal with sentence stress. We normally stress content words when speaking. Content words are the important words in a sentence which convey meaning. They include all the major parts of speech such as nouns, verbs, adjectives, adverbs and question words.

Function words are the unimportant words in a sentence. They do not carry as much meaning as content words. We normally do NOT stress function words when speaking. Function words include the following parts of speech: articles, prepositions, pronouns, conjunctions, and helping verbs such as *is, was, are, were, has, have, can, could, would*.

Sometimes a speaker wants his or her sentence to convey a special meaning which it wouldn't have in the written form. This can be done by stressing a specific word in order to call attention to it. The word that receives the stress depends on the personal motive of the speaker.

The words in *italics* in the following questions/responses should receive more emphasis than the others. Repeat them after your teacher.

- | | |
|------------------------------------|---------------------------------|
| a. <i>Who</i> likes candy? | <i>Sam</i> likes candy. |
| b. <i>What</i> does Sam like? | Sam <i>likes</i> candy. |
| c. Is that <i>his</i> car? | No, that's <i>her</i> car. |
| d. Will she <i>stay</i> ? | No, she'll <i>leave</i> . |
| e. <i>Where</i> are you going? | I'm going <i>home</i> . |
| f. <i>Who's</i> going home? | <i>I'm</i> going home. |
| g. <i>When</i> are you going home? | I'm going home <i>now</i> . |
| h. Did Mary buy a <i>book</i> ? | No, she bought a <i>pen</i> . |
| i. Did <i>Mary</i> buy a book? | No, <i>Sue</i> bought a book. |
| j. Did Mary <i>buy</i> a book? | No, she <i>borrowed</i> a book. |

(Taken from Dale Paulette and Poms Lillian. *English Pronunciation for Spanish Speakers. Vowels*, Prentice Hall Regents, NJ, 1985)

Do this:

1. Read the following sentences aloud. Before you read, identify the content words and the function words.

- I'm so glad you came.
- I thought you could use some help.
- How do you make them?
- Let's go to the dining room.
- Are you ready to eat?

- f. He's a Cuban doctor working here.
- g. Would you like some white wine with your fish?
- h. Bill and I don't have any plans for this weekend.
- i. You can count on us.
- j. I wish I could go with you.

2. Read the following utterances from dialog 15.

- a. Well, you peel the plantains and slice them. Then you fry the slices a little until they are cooked. You take the slices out of the frying oil and smash them inside a piece of paper. After that, you put them in boiling oil again so that they fry completely.
- b. Oscar and I are planning to go to the beach on Sunday. They say the weather will be great. Would you and Bill join us this time? Santiago can come with us as well, if he promises to make another Cuban dish there.

Reading aloud

Read aloud the following narrated version of the story.

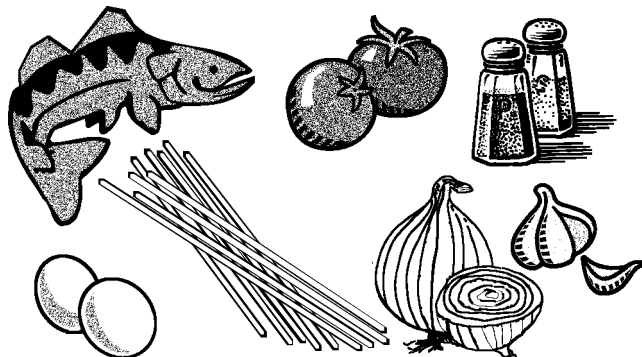
Some friends of Margaret's are in her house for dinner. Dr. Santiago Rivera is helping her in the kitchen. He explains to Margaret how to make a typical Cuban dish. It's very easy to make tostones out of plantains. When dinner is ready, Margaret and Santiago come to the dining room. Louise introduces Santiago to Oscar and says he is a Cuban doctor who speaks English very well. Louise and Oscar invite Margaret and Bill to go to the beach next Sunday. Unfortunately, Santiago won't be able to go because he will be on call at the hospital.

Listening

1. Lead in. Which of these features are important in choosing a restaurant for a special occasion? Put them in order of importance and explain your reasons:

- | | |
|-------------------|-----------------------|
| <i>food</i> | <i>friendly staff</i> |
| <i>atmosphere</i> | <i>price</i> |
| <i>location</i> | <i>opening times</i> |

*Plan a meal with the ingredients on the right. Use as many ingredients as possible.



2. Let's listen. Circle the correct answer.

- a. Marian and Freddy are in the restaurant because they are going to have:
dinner snack lunch
- b. While waiting to go in the restaurant, they are going to have something:
to drink to eat to eat and drink
- c. At the restaurant, they will probably spend:
much money little money

3. Read the menu of the cafeteria and tick next to the food they mention.



Today's menu \$ 11.99 for three
dishes

Drinks

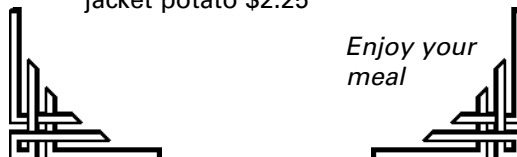
coke \$0.70
yogurt \$0.80
fruit juice \$1.25
coffee \$0.60
iced tea \$ 0.70

Sandwiches

ham and cheese \$1.29
chilli con carne \$1.89
vegetable burger \$0.90
cheese and tomato \$1.79
hot dog \$1.15

Others

pizza \$1.50
take-away fried rice \$1.55
jacket potato \$2.25



4. Which of the words in each pair do you hear in the conversation? Which sound is repeated in b, c and d?

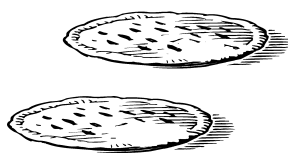
- | | | | |
|--------------|--------------|-----------------|-------------|
| a. cafeteria | b. something | c. everything | d. anything |
| canteen | somewhat | the whole thing | nothing |

5. Listen to the whole conversation and circle the numbers you hear.

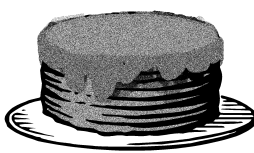
- 200 15 2
- 150 3 5
- 100 12 50

6. Listen to the third time Marian speaks. Transcribe this speech and stress the words in the two sentences. Read aloud.

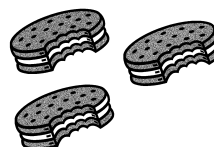
7. The illustrations and ingredients for three recipes have been mixed up. Which ingredients (A-C) go with each of these dishes? And which photo (a-c) illustrates each dish?



A



B



C

Sweet cookies ☐ ☐ ☐ crepes ☐ ☐ ☐ crème caramel ☐ ☐ ☐

1 can of milk
4 or 5 eggs
1 can of sugar
Vanilla
1 can of water
Caramel

A

a cup of milk
an egg
a cup of flour
a pinch of sugar
a bit of butter

B

3 ounces of butter
4 ounces of brown sugar
Vanilla
1 egg
a pinch of salt
6 ounces of flour
2 spoonfuls of baking powder
Raisings / chocolate chips

C

8. Work in pairs and tell your partner the instructions to cook one of the dishes above.

Reading: Following directions

Reading tip

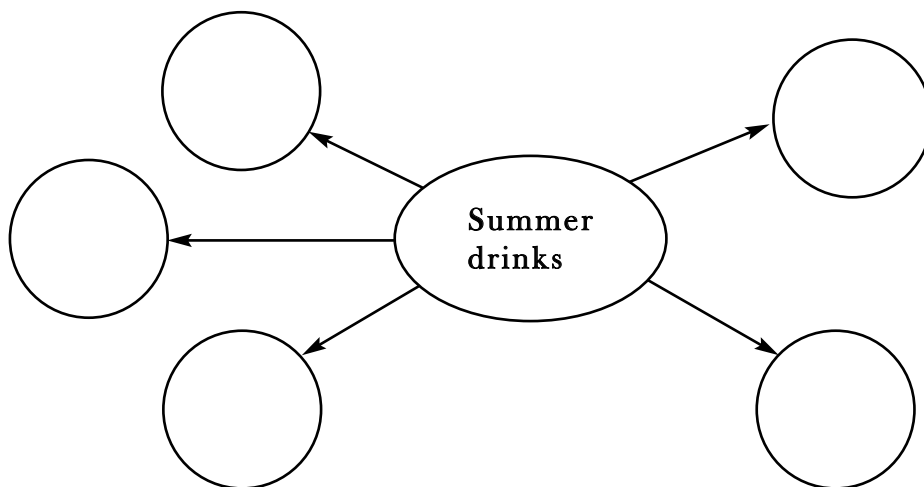
Writers give directions by using transitional words and other markers, also by using action words that tell exactly what to do.

Working with a text

I. Activating background knowledge

- a. Under the instruction of your teacher: Sit in a circle and close your eyes. Then the teacher will invite you to try a sip of a drink for you to identify what drink it is. You must say what helps to identify it.

- b. The title of the text is “Summer drinks.” What drinks do you associate to it? What information do you expect to find.



II. Getting the gist

Read text 15 in the Text File. What summer drinks is it referring to?

III. Questioning and interacting with the text

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

- Find the list of “ingredients” to make each summer drink.
- Identify the extra ingredients of Middle Eastern style lemonade.
- Find the four words that show what order you must follow to make iced tea.
- Look at the way **MORE...THAN** is used in these sentences.
- Write what you find most interesting about these drinks.
- Write what you find most exciting about these drinks.
- Identify the sequencing of the information. Why is this so?
- What headings would you write in this text?

IV. Sharing with classmates

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

V. Going beyond reading

Discuss the answers to the following questions:

- Do you agree with the title of the text? Would you suggest another? Which?
- What would you make the drinks described in the text differently.
- If you were asked to write an innovative recipe of a typical Cuban drink what would you create. Write the instructions.

Writing descriptions of celebrations and events

Writing tip

When you describe a celebration, you usually divide your description into four paragraphs. You start by saying what the event is (name), when and where it happens and what people celebrate (reason). Then you talk about what happens before and during the event. Remember to include adjectives, e.g. colourful, marvelous, delicious, etc. You finish your description by saying how people feel.

1. The following sentences describe how people usually celebrate birthday parties. Read the list of activities and say which take place before and which during the party.

- Wear paper hats
- Hire a magician
- Play games
- Decorate the house
- Give bags with little presents to guests
- Make a birthday cake
- Write invitations
- Dance
- Buy crisps and popcorn
- Open presents
- Blow out the candles on the cake

2. Use the information from the previous exercise and the plan below to write an article about how people usually celebrate birthdays in Cuba. You can use your own ideas as well.

Start like this: Birthdays celebrate the day we were born. We usually celebrate birthdays at home...

PLAN

Paragraph 1: Name, time, place, reason for the celebration

Paragraph 2: Activities before a birthday party

Paragraph 3: Activities during a birthday party

Paragraph 4: People's feelings about a birthday party

Then do the following:

- Share the first version with a partner.
- Make sure it is clearly understood by sharing this first draft again with your partner. Use the checklist in Unit 2.
- Revise your draft taking into account your partner's suggestions.

- Then check the use of punctuation and spelling.
- Finally, write your final version.

Study tip

When we describe an event we have attended, we use past tenses.

Description of special events we have attended will often include writing about our feelings, *i.e.* how we felt during the event, and how we feel about it now.

E.g. I really enjoyed myself... I was very excited...

It was an amazing experience... I'll never forget it...

Writing tip

When we write a descriptive composition about an event, a special occasion, a celebration, etc. we attended, we divide it into four paragraphs.

- In the introduction we mention the name of the event and the time, place and reason it is held.
- In the second paragraph we describe preparations which are made before the event.
- In the third paragraph we describe what happened during the event itself.
- In the conclusion we mention our feelings and make general remarks about the event.

We use present tenses to mention the name, time, place, and reason the event is held.

We use past tenses to describe the preparations before the event and what happened during the event itself.

3. Think of an event you recently attended.

- In a free-writing exercise, write all that comes to your mind about the event. You can use your own ideas as well. Use the “Pre writing tips” in the Introductory Unit to help you get started.
- Write the description of the event. Remember to do the following:
 - Share the first version with a partner.
 - Make sure it is clearly understood by sharing this first draft again with you partner. Use the checklist in Unit 2.
 - Revise your draft taking into account your partner's suggestions.
 - Then check the use of punctuation and spelling.
 - Finally, write your final version.

Getting ready to teach

Teaching tips

What teachers do in the introduction of lessons.

You have noticed that in the orientation of a lesson teachers usually do three kinds of activities: reviewing, motivation and orientation. Please, read carefully and, using your previous notes, match the procedures that teachers can do in each of these three types of activities.

- ___ Check homework.
- ___ Make students activate background knowledge related to the content of the previous lesson that will be necessary to solve today's lesson tasks.
- ___ Inform students about the language content and the sequence of tasks they will solve.
- ___ Make students reflect on the possible links of what they are going to learn and do with real life communication contexts.
- ___ Apply a quiz.
- ___ Draw the students attention towards the topic or input of the lesson.
- ___ Ask personal information questions.
- ___ Conduct a warm-up activity.

Work in small groups of four. Suppose you are secondary school teachers. Select and watch a video lesson, preferably related to the content of this unit or any previous one. Then prepare, with the collaboration of your teachers, what you would say in the introduction of the lesson you have chosen. (Write down what you need.) Be ready to act out what you planned. Use some of the information provided above to guide your planning.

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

Indicators	Scales		
	Good	Acceptable	Poor
1. Clear and precise orientation (what, how and why). 2. Language preparation of the teacher. 3. Correspondence between verbal and non verbal language. 4. Affective climate. 5. Teacher's talk (paraphrase, repeat, use normal speed, simplify syntactic elements, pronounce clearly). 6. Use of teaching aids. 7. Interaction management. 8. Creativity in the procedures and activities conducted.			

UNIT 16

Speaking

A Tricia Miles record

Linda is listening to the radio when the phone rings.

SECTION A

Steve Clark, the radio announcer, interviews Tricia Miles for his daily program.

Steve: Well, Tricia, what are your immediate plans?

Tricia: I have many things in mind. First, I want to make a new CD. I will record it next month.

Steve: That's great news. Will you have any guest singers with you?

Tricia: Yes, Billy Spicks will join me for a couple of songs, and my close friend Maurice Trends will be singing the last song with me.

Steve: I'm sure your CD will be a complete success. What are you going to do after you finish your album?

Tricia: I'm going to work on my summer concert. This year I will dedicate it to the international struggle to preserve the environment in our planet.

Steve: Will you include new songs about the environment?

Tricia: I certainly will. My recent song "Nature" will be part of it. I believe it's very important that we all work together to have a cleaner and safer world. I'm very worried about the future of our rivers, beaches, forests, cities, and the air we breathe. We must create an awareness of these issues among the young people.

Steve: I couldn't agree more. I wish you all the best in your concert, Tricia.

SECTION B

Linda answers the phone.

Linda: Hello.

Jenny: Hello, Linda. This is Jenny. I'm sorry to bother you, but my home line seems to be dead. I need to let Thomas know that I will be late tonight.

- Linda: Shall I call him down?
- Jenny: No, thanks. Just tell him I'm going to be late. I'm in the middle of an important meeting and I'm sure it'll take long.
- Linda: I'm sorry.
- Jenny: Also tell him Uncle Dave will come for dinner tomorrow, and I'm not going to have time to go shopping for food tonight. I need Thomas to buy some chicken and wine for tomorrow's dinner.
- Linda: Don't worry, Jenny. I'll give your message to Thomas.
- Jenny: Thank you, Linda. Oh, I almost forgot. Can you tell Thomas to look for a Tricia Miles record at the music store around the corner? Uncle Dave's wife is very fond of her. I'm sure she'll love to have her latest CD.
- Linda: What a coincidence. I was just listening to an interview with Tricia Miles on the radio. She says she will put out a new album soon. When is your uncle going back to Canada?
- Jenny: This coming Sunday. Well, Linda, I have to go. Thanks for your help.
- Linda: Bye.

How do you say it?

• Ask and talk about plans

Do this:

In pairs read this fragment of the conversation between Steve and Tricia and:

- Take out all the questions that ask about plans.
- List all the statements that tell about Tricia's plans.
- What new forms of talking about plans did you identify here?
- Why is each grammatical form used?

Finally practice asking your partner about his or her immediate plans as a student teacher.

- Steve: Well, Tricia, what are your immediate plans?
- Tricia: I have many things in mind. First, I want to make a new CD. I will record it next month.
- Steve: That's great news. Will you have any guest singers with you?
- Tricia: Yes, Billy Spicks will join me for a couple of songs, and my close friend Maurice Trends will be singing the last song with me.
- Steve: I'm sure your CD will be a complete success. What are you going to do after you finish your album?
- Tricia: I'm going to work on my summer concert. This year I will dedicate it to the international struggle to preserve the environment in our planet.

• Express concern, necessity and obligation

Express concern

- Steve: Will you include new songs about the environment?

Tricia: I certainly will. I believe it's very important that we all work together to have a cleaner and safer world. I'm very worried about the future of our rivers, beaches, forests, cities, and the air we breathe. We must create an awareness of these issues among young people.

Steve: I couldn't agree more. I wish you all the best in your concert, Tricia.

These are some other ways you may use in order to express concern

I'm (really) worried that ...

It worries me that ...

It makes me worry to see that ...

It makes me worry to know that ...

More formally

I'm very concerned about (the fact that ...)

Do this:

In pairs, ask each other these questions:

a. Is there anything that is worrying you too much right now?

b. What is worrying you so much right now?

What are you worried about at present? Be ready to report the answer to this question.

Express necessity

Counselor: What do you need to solve in your life so it may go on in the right direction?

Student: Well, you see. I guess I need to have a better plan for my future. Could you help me with this?

Another possible answer

Student: Well, now that I come to think of it, I really don't know.

Do this:

Walk around the class and *find someone who needs*

- to find a new mate.
- a change in his/her life.
- more fun in his/her free time.
- more love.
- material things.
- a friend.

Be ready to report back what you found out.

Express obligation

Informally

To express obligation in informal speech we use *have to*. For example,

You have to come to class every day.

Have got to is used with a similar meaning. For example,

I've got to go now.

Formally

Must expresses obligation too, but it is used only in extremely formal situations or in printed signs. For example,

Doctor to patient: You must have bed rest.

Printed sign: "YOU MUST NOT SMOKE IN THIS AREA."

(Adapted from *Searching 2*, Morales Calvo A. et. al., Editorial Pueblo y Educación, 1990)

Do this:

1. Study the grammar information given above and ask any questions to your teacher or to people in class.
2. Then work in pairs. You are throwing a party in your class next week. Make a list of things you have to see about in order to be ready for the party. You may start like this:
Well my dear friend. You want a party so we've got to ...

• Identify an environmental problem in your community

When talking about an environmental problem you can use the simple present tense and refer to the problem as habitual wrong doing of people, or you may also use the present continuous and give the idea of what is happening right now in terms of the protection of our environment. Here are some examples:

*Using the simple present**Recycling*

Some people *throw* their solid waste (garbage) into the sea all over the place.

We *don't always recycle* paper, nylon bags, bottles, etc.

The seashore

There are people who *build* their houses very near the seashore

Public heritage

A lot of people just *don't take* care of public property.

Certain people *don't look* after public monuments.

*Using the present continuous to describe what is happening**Water*

The sewage water *is draining* out on the streets and into the sea.

We *are not boiling* our water or treating it.

Our flora

We *are cutting down* too many trees.

We *are not planting* enough trees around our towns or cities.

We *are planting* (pine) trees very near the beach.

We *are planting* too many eucalyptus trees and they dry up the soil.

Do this:

1. Work in pairs. Read the list of environmental problems given above. Ask people in class or your teacher about the meaning of the words that you don't understand.

2. Walk around the class. Ask questions in order to find out which of the environmental problems listed above affect the communities where you live. Be ready to tell your class what you found out. Here are some hints in order to start out:

- Do people in your community ...?
- Is it common in you town to see people ...?
- Do kids where you live ...?
- Does anyone in your town...?
- What do you think about this?
- Do you agree with...?
- **Suggest a solution to solve an environmental problem**

Here are other environmental problems. Can you suggest a solution to solve them? Do you have any suggestion?

Fishing and hunting

Kids and adult people *throw* chemical substances into the sea in order to catch fish.

We *use* nets to fish and so we damage the species.

We *do not observe* the law in terms of the reproductive season of the sea fauna.

Kids *keep* birds in cages at home.

Some people *kill* lots of crabs on the seashores.

Many kids *kill* lizards, frogs, snakes and spiders whenever they see one near them.

Here are some ways to suggest something

Let's (tell their parents).

Why don't we (tell their parents)?

Maybe we could (tell their teachers).

Something that we could do is (talk to the kids).

Something that we may do is (talk about this on the media).

Do this:

1. Work in pairs. Read the list of problems that is given above and the list of different ways you may use in order to give suggestions. Then ask your teacher or other people in class to help you clear up any doubt that you may have.

2. Work in groups of three and give suggestions to the problems that are listed above. Be ready to report back to class about your suggestions as a group.

- **Express a wish in relation to a global issue**

I wish I were the president of the UNO. If I were him maybe I could:

- put an end to wars in the world.
- find more money to help the hungry of the world.
- put a ban to pollution of the environment.
- unite the scientists of the world in order to find a cure for cancer and AIDS.
- encourage the use of alternative sources of energy.
- put the world media at the service of mankind.

Notice that *to express a wish*, the form of the past tense of the verb *to be* is used. Grammatically, *were* is used all the time, but in actual use, *was* is used as well. For example,

I wish I were younger.

Or,

I wish I was younger.

Do this:

1. In pairs express wishes in relation to whom you would like to be for a while, and give reasons.

2. Express other wishes. Add more wishes to this list:

- a. I wish I were younger now. You see, I could decide to change some things in my life.
- b. I wish I were in senior high again. You see, I'd be a better student with the experience I have right now.

• Talk about what you need other people to do

Jenny: Hello, Linda. This is Jenny. I'm sorry to bother you, but my home line seems to be dead. *I need to let Thomas know that* I will be late tonight.

Linda: Do you want me to call him?

Jenny: No, thanks. *Just tell him* I'm going to be late. I'm in the middle of a staff meeting and I'm sure it'll take long.

Linda: I'm sorry.

Jenny: *Also tell him* Uncle Dave will come for dinner tomorrow, and I'm not going to have time to go shopping for food tonight. *I need Thomas to* buy some chicken and wine for tomorrow's dinner.

Do this:

1. Act out the dialog in pairs.

2. Make a list of the things you need to let your mother-in-law know. Then share your list with someone else in class.

3. Stand up and approach someone in class. Then make conversation starting like this:

Hey, pal. You know what. I need you to ... And I also need you to tell ... to ... And please ask him/her to ...

4. Watch "Youth in the Spotlight" (part 2), section C, and summarize what is said. Then tell your teacher and people in class what you learned about Canada that you didn't know. What did you know already?

Pronunciation practice: Syllabication

The pronunciation section in this unit will be dedicated to a phenomenon you do not have in your mother tongue: syllabication. Syllabication occurs when sounds /n/ and /l/

kind of combine the features of a vowel and a consonant in themselves, without the presence of an actual vowel sound in the syllable.

There are several instances of syllabic consonants in dialog 16, some of them with sound /l/ and some others with sound /n/.

couple	certainly
struggle	important
people	couldn't
middle	
uncle	
international	

Read the following sentences. The words containing syllabic consonants have been underlined.

- a. The bottle is on the table.
- b. Light the candle.
- c. The mountains are still very far.
- d. He bought a new leather saddle.
- e. The noodles are very hot.
- f. Your uncle couldn't believe it.
- g. I didn't think it was final.
- h. It's a little difficult now.

Reading aloud

Read aloud the following narrated version of the story.

Linda is listening to Steve Clark's radio program. He's asking famous singer Tricia Miles about her immediate plans. Tricia is working on a new CD she will record next month. She's also preparing her summer concert, which she will dedicate to the international struggle to protect the environment. She's really concerned about the future of rivers, beaches, forests, cities, and the air we breathe.

Jenny calls Linda because she has an important meeting at work and she wants Thomas to know she'll be late. She asks Linda to give Thomas some instructions. She needs him to buy chicken and wine for tomorrow's dinner and to look for a Tricia Miles record for Uncle Dave's wife.

Project work

Our environment

Saving the world from destruction is everybody's task and teachers have a huge task in preparing the young generations to protect the environment. Write an environmental

message in English to be understood by your classmates, teachers and the whole human race. Don't forget to include the problems around you that affect your everyday life.

Suggestions:

- To learn more about the vocabulary related to the topic of this project you can work with the software *Rainbow* on the part devoted to "Games # 7".
- Interview a teacher in your pedagogical University who devotes himself or herself to environmental education.
- Create a poster in which you reflect the environmental situation of your university, town or city.
- Create a resolution to solve some of the environmental problems in your university, town or city.
- Create a poem to refer to the situation of the environment in your university, town or city.

Activities to get ready for this project

1. To be able to speak or write about environmental problems some key concepts must be known. Match the concepts in column A with their definitions in column B.

A	B
Environment	<ul style="list-style-type: none"> • The process of recognizing values and clarifying concepts in order to develop skills and attitudes to understand the interrelatedness among man, his culture and his biophysical surroundings.
Ecosystem	<ul style="list-style-type: none"> • Plants, animals and micro-organisms living within a defined zone together with the physical factors.
Natural resources	<ul style="list-style-type: none"> • System of abiotic, biotic and socio-economic elements with which man interacts.
Environmental education	<ul style="list-style-type: none"> • It is an attribute of the natural environment assessed by people to be of value in satisfying their needs and wants.

2. The following is a jumbled example of a piece of news reported by Lilliam Riera-Granma International staff writer about the topic-. Try to organize it so you may have some preliminary information on environmental issues.

UN calls for a global warning system against tsunamis

Kofi Annan, UN Secretary General, arrived on that island in the Indian Ocean to attend the forum after visiting Indonesia, Sri Lanka and the Maldives, among the countries most affected by the devastating earthquake and the tsunamis that recently destroyed entire communities in Southern and South East Asia.

The meeting concludes with a summit of the heads of state and government belonging to the Alliance of Small Island Developing States, scheduled for January 13-14, at the close of this edition.

The agenda of this meeting included the re-initiation of negotiations for the Barbados action plan and a political statement, debates on trade and development, a discussion of the problems derived from climatic change, natural disasters, and the creation of a fund to support the recovery of countries hit by phenomena of that nature.

RESEARCH to promote the creation of a global warning system to detect tsunamis was requested by the UN during an opening session of the international meeting to review the Barbados Action Program on small island developing states, which took place in the Mauritius Islands with the participation of more than 2000 representatives from 40 nations and 25 heads of state and government.

The Rape of the World

A song by Tracy Chapman (in *New Beginning*, 1994)

Mother of us all
Place of our birth
How can we stand aside and watch the rape of the world
This is the beginning of the end
This is the most heinous of crimes
This is the deadliest of sins
The greatest violation of all time
Mother of us all
Place of our birth
We are all witness of the rape of the world
You've seen her stripped mined
You've heard of bombs exploded underground
You know the sun shines hotter than ever before
Mother of us all
Place of our birth
We are all witness of the rape of the world
Some claim to have crowned her a queen
With cities of concrete and steel
But there is no glory no honor
In what results from the rape of the world
Mother of us all
Place of our birth
We are all witness of the rape of the world
She has been clear-cut
She has been dumped on
She has been poised and beaten up
Ana we are all witness of the rape of the world
Mother of us all
Place of our birth

We are all witness of the rape of the world
 How can we stand aside and watch the rape of the world
 If you look you'll see it with your own eyes
 If you listen you will hear her cries
 If you care you will stand and testify
 And stop the rape of the world
 Stop the rape of the world
 Mother of us all
 Mother of us all
 Mother of us all

Listening

1. Lead in.

The following words will appear in the text you will listen to in a few minutes. Knowing this, what do you expect the text to be about?

graduate (v)	hometown	born
adults	literacy	agriculture

2. Listen to three people talk about their future plans and then complete the following items:

- Speaker A will graduate as a _____ next year.
- Speaker B is a _____ in her country.
- Speaker C will be an _____ next year.

3. Which of the speakers, A, B, or C

- will stop doing what she/he is doing now to do something else connected with her/his present job? _____
- is not sure whether she/he will start working right away or if she/he will do further studies first? _____
- is certain that she/he wants to get a higher professional degree before she/he starts working? _____

4. Fill in the gaps as you listen.

Speaker A: "I'm planning to work in _____
 _____ born."

Speaker A: "I'd like to start _____
 _____ people."

Speaker B: "There're a lot _____
 _____ write."

Speaker C: "I'd really like to go _____
 _____ technologies."

5. What's common to these people's plans? Choose the best item to answer this question. Be ready to explain why you did not choose the other three.

- a. ____ They want to specialize.
- b. ____ They want to help those people who need them.
- c. ____ They want to work in the countryside.
- d. ____ They're still studying.

6. Find in the text:

- a. a modal verb that indicates remote possibility. Write down the sentence in which this verb appears.
- b. three words with sound /ʌ/ in what Speaker B says.
- c. the equivalent for "Yo pienso..."

7. Discuss the following topics with your partner.

- a. Which of the jobs mentioned in the text is more important than the others.
- b. What you plan to do after you graduate as a language teacher.

Reading

Working with a text

I. Activating background knowledge



- What do the pictures suggest? Look at them and discuss your reflection with your partner.
- What is rainforest?

II. Getting the gist

Read the text and state whether these sentences are true or false.

- a. 25 % of all animal and plant species live in the rainforest. ____
- b. There are more than 4,000 types of tree. ____
- c. We get medicines from plants in the rainforest. ____
- d. A treatment for AIDS has been discovered in the rainforest. ____

- e. We have lost over half the world's rainforests since 1945. ____
- f. The forest "breathes in" oxygen like humans. ____

III. Interacting with the text

- a. As you read write in your Interactive Reading Journal your comments, reactions and responses to the text: new words or phrases, interesting ideas, etc. As you read identify the points mentioned in the text:
- beauty for visitors
 - danger of climate change
 - full of dangerous animals
 - good place to get wood
 - home of native Amerindian people
 - important for medical science
- b. Read and find:
- the word that means *almost, practically*
 - a synonym for *if not*
 - a verbal form that expresses the idea of the present relevance of the problem
- c. List the animals that can be found in the rainforest.

IV. Sharing with classmates

- a. Work in small groups or with your partner to share the information collected. Use the notes in your Interactive Reading Journal. Remember to share the answers to the exercises and items in the previous section.
- b. *Collaborative questions.* Once you have read and annotated the text, formulate questions about what you have read. Once you have posed a variety of questions about the text, you will share them with a partner and attempt to answer each other's questions. In your Interactive Reading Journal write the table below, then use the space provided to take notes on your answers to each question.

Your questions about the text	Answers to your questions based on the interaction with your partner

- c. Study these issues with your partners and then prepare the arguments on each side:
Some people in Brazil and other countries want to cut down the forest to make room for agriculture. Tourists want to keep the forest so that they can see the wildlife.
- d. What title would you give to this text? Why?

V. Going beyond reading

- a. Retell orally the text in your own words.

- b. What can human beings do to prevent the destruction of the rainforest?
- c. Make a list of ideas, then discuss and decide which are the most useful.
- d. **FOOD for THOUGHT**

It is sad when an animal or plant specie becomes extinct. But we don't feel bad about dinosaurs, which disappeared millions of years ago? Does it matter if we lose a few more species?

Language expansion

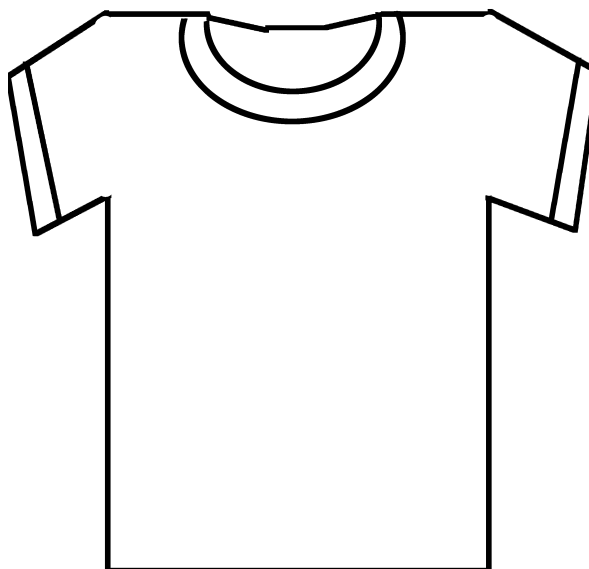
Suffix *-ment* is a noun-forming suffix used in English to express state or process as in *environment* and *treatment*

1. Form nouns with the following verbs. Add more to the list.

- a. develop: _____
- b. argue: _____
- c. move: _____
- d. replace: _____
- e. _____
- f. _____
- g. _____

2. Write a description of a natural and beautiful place, including the plants and animals who live there.

3. Design a T-shirt with an environmental message



Writing an environmental article

Writing tip

When you write about a global issue like the environment, divide the article into three or four paragraphs. First, introduce the topic. Then describe the problem(s) and give a solution to each. Finally, write the closing remark and express a wish in relation to the issue.

Study tip

To give suggestions you may use the imperative and words like *never*, *always*, etc. You may also give the reason why the action is suggested.

You can also use *should* or *must* to express the need to do something.

Go over the information provided in the Speaking section. Then write an article to *suggest a solution to solve one of the environmental problems* discussed there or choose another problem.

Use the “Pre writing tips” in the Introductory unit to help you get started. Then remember to do the following:

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

Getting ready to teach

Teaching tips

What teachers do in the conclusions of lessons.

You have noticed that in the conclusions of a lesson teachers usually do four kinds of activities: Provide feedback on students’ participation and learning, get students’ involved in reviewing lesson content and evaluation of tasks’ effectiveness, assign homework and raise students’ interest in the content of the coming lesson.

Work in small groups of four. Suppose you are secondary school teachers. Select and watch an oral practice video lesson, preferably related to the content of this unit or any

previous one. Then prepare, with the collaboration of your teachers, what you would say in the conclusion of the lesson chosen. (Write down what you need.) Be ready to act out what you planned. Use some of the information provided above to guide your planning.

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

Indicators	Scales		
	Good	Acceptable	Poor
1. Language preparation of the teacher (use of questions). 2. Correspondence between verbal and non verbal language. 3. Affective climate. 4. Capacity to get students' involved. 5. Teacher's talk (paraphrases, repeats, uses normal speed, simplifies syntactic elements, pronounces clearly). 6. Interaction management. 7. Creativity in the procedures and activities conducted. 8. Appropriate homework. 9. Interest raised in the coming lesson's contents.			

UNIT 17

Speaking

A Monday lesson at WLS

It's Monday evening at WLS. Margaret has her students talk about what they did on Sunday.

SECTION A

Margaret starts up her lesson.

Margaret: To start our lesson today, I would like to dedicate a few minutes to talking about what you did yesterday. I'm sure some of you had a very active Sunday, while others just stayed home to rest. Who would like to break the ice?

Carole: Me.

Margaret: Ok, Carole. What did you do yesterday?

Carole: I visited a good friend and we watched a movie together. We liked it a lot. You know I'm very fond of comedies.

Margaret: So am I. Comedies are very relaxing. Now we'll go clockwise so that everybody can speak about yesterday. Once you finish talking about yourselves, you should ask the person sitting next to you. Janet, you're up.

Janet: My friend Nancy called me last night, and we talked for about an hour. She is a chatterbox. She didn't seem to realize it was very late. And you, Lilly, what did you do yesterday?

Lilly: Nothing much. I just cooked dinner and washed the dishes. I was exhausted after a long day at work. As you know I work every Sunday. What did you do, Diane?

Diane: I invited a couple of friends over. We enjoyed dinner together. Then I showed them my daughter's birthday pictures and we listened to a CD by Mariah Carey. She's my favorite singer. What about you, Greg?

Greg: I studied English the whole night. I worked hard on my homework and printed a copy of it at midnight. By the way, that was a difficult homework. Did you do the homework last night too, Neil?

Neil: No, I did it on Saturday. After a long week at the office I needed a break yesterday, so I just stayed home and rested in bed.

SECTION B

Some other students talk about what they did yesterday.

Neil: How about you, Brad, did you do anything special?

Brad: I tried to relax and get away from everything, but that was not possible. My boss called several times and asked me lots of questions about a new project we just started last week. I thought I would be able to rest. Silly me! And you, Laura, were you able to rest?

Laura: Not at all. I decided to tidy up my room. It was a real mess. I organized my books on the shelf and my clothes in the closet. Then I dusted the furniture and cleaned the floor. I turned my room into a very pleasant place. And you, Bob, what did you do yesterday?

Bob: I fixed a number of things at home and painted the baby's room. My wife was really happy. How about you, John, did you work yesterday?

John: Yes, I did. You know I'm a taxi driver. I stopped driving at nine, parked the car, locked it up, tipped the guard, and walked all the way home from the parking lot. I hope Santiago didn't have to work yesterday. Did you?

Santiago: I did work during the day. I was on call at the hospital. I was lucky I didn't have to work last night. What about you, Ms. Martin? Did you stay home?

Margaret: No, I didn't. I dined out with my husband.

How do you say it?

• Start a class and give instructions to go on

To start our lesson today, I'd like to dedicate a few minutes to talking about what you did yesterday.

To go on

Who would like to break the ice?
begin?
be first?

Now we'll go clockwise so that everybody can speak about yesterday.
from left to right
from right to left

Once you finish talking about yourselves, you should ask the person sitting next to you. Janet, you're up.

it's your turn.
you'll be first, OK?

Do this:

Listen to your teachers as they start their classes or a new activity, and jot down the phrases that they use. Also listen out for different ways to keep the class going, especially when giving instructions. Be ready to report back to the group what you found out.

- **Ask about and say what you or someone else did**

Do this:

1. Work in pairs. Read the dialogs in Sections A and B and jot down all the verbs that are conjugated in the past tense. Ask each other about the meaning of the ones you don't know, and practice pronouncing them. Are these verbs regular or irregular ones? How do you know?

2. Act out a fragment from Section A.

Notice:

In order to ask and say what someone did we need *the past tense*. Study this information and ask people in class to help you clear up any doubt you may have.

The past tense refers to a definite event or state in the past.

Positive

I visited a good friend and we watched a movie together. We liked it a lot.

Negative

Santiago: I was lucky I didn't have to work last night. What about you, Ms. Martin?
Did you stay home?

Margaret: No, I didn't stay home. I dined out with my husband.

Questions

What did you do yesterday?

What did you do after midnight?

Did you do the homework last night too, Neil?

Did you stay up until after three in the morning?

Some time expressions for the past tense

this morning, this afternoon, this evening, this week, etc.

yesterday, yesterday morning, yesterday afternoon, yesterday evening, yesterday night.

the day before yesterday, the day before yesterday in the morning, the day before yesterday in the afternoon, the night before last.

last night, last week, last month, last year, last Tuesday, etc.

the night before last, the week before last, the month before last, etc.

a minute ago, two hours ago, ten days ago, four weeks ago, etc.

(From *Searching 2*, Morales A. et. al., 1990, pp. 49 and 50)

Do this:

1. Study these *irregular verbs* (*Verb 1* is the base form; *Verb 2* is the past tense form).

Verb 1	Verb 2
break	broke
bring	brought
buy	bought
come	came
cut	cut
do	did
drive	drove
give	gave
go	went
have	had
hear	heard

Verb 1	Verb 2
hurt	hurt
leave	left
lose	lost
make	made
meet	met
put	put
run	ran
say	said
see	saw
sell	sold
take	took
tell	told

2. Complete the following sentences with verbs from the passage below.

- My parents _____ some souvenirs.
- They _____ the lovely sunset.
- They _____ at a wonderful restaurant.
- They _____ in the lake.
- They _____ time with their relatives.
- They _____ on a tour around the mountains.

Last year my parents celebrated their silver wedding. So they went to stay with some family in the countryside during the weekend. On Saturday they went on a tour around the Escambray Mountains and had lunch at the Topes de Collantes Hotel. On Sunday they visited the Hanabaniilla Resort and swam in the lake and bought souvenirs for us all. During the nights they stayed with their relatives and shared with them talking about the good old days.

Now my parents are planning to celebrate their golden wedding in 25 years. And you bet they can't wait to see that happen.

(Adapted from materials written for Misión Ribas, Venezuela, by a team of English professors from Instituto Superior Pedagógico Félix Varela, Villa Clara, Cuba, 2004)

3. Read the passage again and complete the questions corresponding to each answer. Then practice the mini dialogs with a partner.

- A: Where _____ your parents _____ on their silver wedding?
B: They _____ to _____.
- A: _____ they _____ dinner at your relatives' place?
B: No. They _____.
- A: What _____ they do on Sunday?
B: They _____.

- d. A: What _____ buy _____?
B: They _____.

4. Complete these sentences in writing using the past tense of verbs.

- I love to spend time at the beach, but last vacation I ...
- I enjoy going shopping, but last time we needed food ...
- I like to swim in the river, but last time I went to the river ...
- I do not like smoking, but last time I had an exam ...
- I do not like to drink alcohol, but my last birthday ...

After you have finished, share your answers orally with your partner.

5. Listen to your teacher give personal information and fill in this chart.

Date of birth?	Began school?	Finished general education?	What else?

For example:

My name is _____. I was born in Cuba in _____. I began primary school at the age of ____, and I finished general education in _____. Then I went to university and became a bachelor of Education with a major in English in _____.

I began to work in _____, at the age of _____. By that time I was very young and of course I thought _____. By and by I managed to _____. I guess you could say that _____. Like the saying goes "Well begun is half done."

6. Work in pairs now and ask each other questions to obtain similar information. Here are some hints:

- When were you ...? (date of birth)
- When did you ...?
- How old were you when ...?
- What did you think about ... at the time you ...?
- What happened then?

Be ready to report back to your class what your partner told you.

7. Watch "Youth in the Spotlight" (part 3), section A, and discuss with your partner whether the professor that is interviewed knows Cuba well or not and be ready to say why.

• **Ask about and say what happened somewhere. Make a suggestion**

Ask

What's the matter?

What's wrong?

What happened (to you)?

When did it happen?

How did it happen?

Did you (hurt yourself)?

Did you hear? John had a sprained ankle.

Respond

I broke an arm.

I had an accident.

I fell from my bed.

Just this morning.

I was dreaming about little angels.

No, it was nothing.

Really?

Make a suggestion

Why don't you put on a bandage?

Let's get a doctor.

Let's call emergency.

How about giving you a massage?

Do this:

Ten students (students A) from the class will walk around pretending something has happened to them. They will show what it is through gestures or body language. The rest of the class (students B) will stand up too and will form pairs with the ones standing first. Students B will ask students A about what happened and will make a suggestion.

Some things that may have happened

had surgery on (my leg).

overslept.

had a flat tire.

had a blood test.

had a (kidney) transplant.

fell on the pavement.

fell over my house window.

fell from the roof of my house.

(girlfriend) stood (me) up.

- Describe how you felt**

A: You know what? My girlfriend stood me up last night.

B: Really? How did you feel about it?

A: I felt miserable. I'm considering breaking up with her.

Some words to express feelings

To tell you the truth I felt

I felt

I have to admit I felt ...

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

Do this:

Work in pairs.

STUDENT A

Pretend something sad has happened to you. Show your feelings through body language. Ask someone to give you some advice. End the conversation.

STUDENT B

Look at your partner. Is anything the matter with him/her? Ask him/her. Ask how she/he felt.

- **Set the background for a story**

We do not begin a story just like that, without setting the proper background for it. In doing so, we normally use either the present continuous with a past meaning, or *the past continuous tense*.

The past continuous tense refers to the continuity of an activity at or around a definite reference point in the past. This tense is generally connected to a larger context by the phrases *when, while, as, just as, all (morning)*, and it is used to set the background for a certain action or event.

(From *Searching 2*, Morales, A. et. al., 1990, pp. 272-273.)

Here is an example:

It was Sunday morning and *the kids and I were packing up* to leave for a camping site, while *my wife was getting breakfast ready* for us all. We were all looking forward to this trip, which we had planned for months. And guess what happened...

Do this:

Work in pairs and write a brief story with these hints.

What happened to my neighbor Pedro last night?

Pedro (have dinner)

(watch TV)

(go to bed)

At about 3 a.m., he ...

(hear some strange noise around the house)

(get up)

(go out)

And to his surprise, all he (see) was his black cat trying to catch a mouse.

Pronunciation practice: Regular past endings /t/ /d/ /ɪd/

In this unit we've been talking about the past, mainly using regular verbs. These verbs form their past tense by adding morphemes -ed, -d, or by changing -y to -ied. These three morphemes are pronounced differently depending on the last sound of the verb in its original form in the present.

When the original verb ends in a voiceless sound: /s, θ, ʃ, tʃ, p, f, k/ the past tense morpheme is pronounced with sound /t/. Notice that sound /t/ is not included on the list of voiceless sounds above. The following list includes all the verbs in dialog 17 to which this rule applies.

watched	liked	talked
cooked	washed	worked
asked	fixed	stopped
parked	locked	tipped
walked		

When the original verb ends in a voiced consonant sound /z, l, r, ð, dʒ, b, g, v/, or in a vowel sound, the past tense morpheme is pronounced with sound /d/. Notice that sound /d/ is not included on the list of voiced sounds above. The following list included all the verbs in 17 to which this rule applies.

called	enjoyed	showed
listened	studied	stayed
tried	organized	cleaned
turned	dined	

When the original verb ends in sounds /t/ or /d/ the past tense morpheme is pronounced /ɪd/ as in the following examples from dialog 17.

visited	invited	painted
needed	rested	started
decided	dusted	printed

Read the following dialog aloud. Write the phonetic symbol representing the sound of the -ed ending above each verb. Notice that some of the verbs are not in their past tense but in their past participle form.

- Roberta: Juanita, have you started your diet? I hope you haven't gained any weight.
- Juanita: I boiled eggs and sliced celery for lunch.
- Roberta: Have you exercised at all?
- Juanita: I walked five miles and jogged in the park.
- Roberta: Have you cleaned the house? Calories can be worked off!
- Juanita: When I finished cleaning I was starved. I prepared this food for dinner.
- Roberta: Oh, no! I'll take this food home so you won't be tempted. I really enjoyed being with you. Your diet is great!
- Juanita: What happened? Somehow I missed out all the fun.

Read dialog 17 aloud. Make sure you pronounce every single past tense according to the rules stated above.

Tell your partner about what you did yesterday / last Sunday.

Reading aloud

Read aloud the following narrated version of the story.

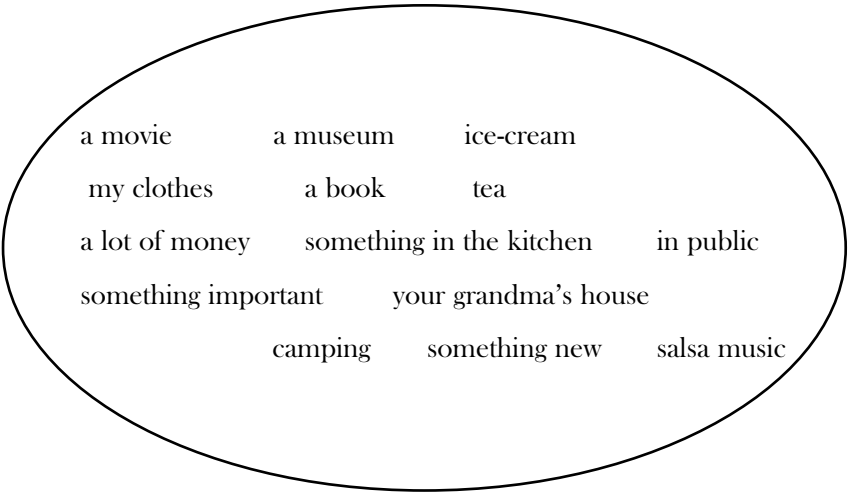
Margaret has her students talk about what they did on Sunday. She wants them to practice the past tense in English. Carole says she visited a close friend and they watched a movie together, while Nancy had a call from a good friend and they talked for about an hour. Lilly was very tired after work, so she just cooked and washed the dishes at home.

Diane had friends over for dinner, and Greg studied English the whole night. He found his homework very difficult. Neil did his homework on Saturday so could rest in bed on Sunday. Brad's boss kept him busy on the phone the whole day, while Laura and Bob did some cleaning and painting at home. John, the taxi driver, worked until nine o'clock. Santiago was lucky he didn't have to work at night, but he was on call at the hospital during the day. Margaret dined out with her husband.

Listening

1. Lead in.

In the bubble there are some phrases and things that may help you remember the last time you did something. Ask and tell your partner about it.



a movie a museum ice-cream
my clothes a book tea
a lot of money something in the kitchen in public
something important your grandma's house
camping something new salsa music

2. Which title covers the conversation best?

- Two stories of confusion
- Two embarrassing stories
- Two friends telling what happened to them

3. Write True (T) or False (F).

_____ Frank went to a party on the weekend.

- _____ He thought about surprising his chief.
 _____ Frank approached to his boss to give him the present.
 _____ Frank's boss never got the present.
 _____ Lisa's boss had to get back to the airport for his bag.

4. Write three fillers Lisa uses showing exclamation. Tell your partner something surprising to make him/her react using the same expressions now conveying another meaning.

5. Who mentioned...?

- a. invitation
- b. something bought
- c. incredulity
- d. a mood
- e. facial gesture

6. Complete the sentences below.

- a. For his boss's birthday, Frank decided ...
- b. When Frank arrived at the party ...
- c. Frank felt so embarrassed he just ...
- d. Lisa wasn't even paying attention to ...
- e. Lisa's boss waited for her with ...

7. Write about an embarrassing experience that you remember. Ask one classmate for his/her opinion.

Reading: Understanding narrations

Reading tip

To narrate means to tell a story or event. In reading narratives, it is helpful to focus the thinking process on several questions:

- What incident has the author selected to tell about?
- Who is involved and what is the setting?
- What happens in the story?
- Does any special mood (tone) emerge?
- What does the author want us to remember? What point is being made?
- What is the author's purpose?

Working with a text

I. Activating background knowledge

- a. Under the supervision of your teacher, bring a piece of music by Paganini and enjoy listening to it with your classmate and teacher.

- b. Find biographical information about Paganini
- c. Vocabulary analysis: *weird, overwhelmingly, enchanted fingers, contorsionist*.

II. Getting the gist

Read the text and identify what incident the author has decided to tell?

III. Questioning and interacting with the text

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

- a. Find evidences to explain why Paganini is described as “a musical contorsionist”.
- b. Write down the adjectives and adverbs that would best describe Paganini’s character.
- c. Find the markers which indicate the sequence of the narration.

Part of the narration	Markers
Beginning	
Development /Climax	
Ending	

- d. Examine the question in the “Reading tip”.

IV. Sharing with classmates

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

Your questions about the text	Answers to your questions based on the interaction with your partner

- a. Make comments on this “Search for the Paganini inside you”.
- b. How would you describe Paganini?
- c. What title would you give to the text?

V. Going beyond reading

- a. How is the following ideas reflected in the text?
“When disappointed, do not give up, there is always a string to continue.”
- b. What’s the author’s message in this story?

Language expansion

Word formation: Suffix *-ly*. It is used to form adverbs as in *highly*
Exercise. Add suffix *-ly* to form adverbs. Add more to the list.

- a. Calm: _____
- b. Rapid: _____
- c. Intensive: _____
- d. Brave: _____
- e. _____
- f. _____

Find information about Paganini's most important pieces of music. Try to bring the music to class.

Writing: Narrating a story

Writing tip

When you write a story, first decide on the plot line (what events you are going to include and in which order you are going to write them). Write an interesting beginning by setting the scene, then describe the events in the main body in the order they happened. Finally give your story a good ending. A variety of adjectives and use of direct speech can make your story more interesting to the reader.

Study tip

When we write a story, you must write the events in chronological order using appropriate time words. These include:

Past simple

- For an action which started and ended in the past (e.g. I went camping last weekend)
- For several actions which happened one after the other in the past (e.g. I arrived at the camping-site, checked in and went immediately to the swimming-pool)

Past continuous

- For an action that was in progress at a certain time in the past (e.g. I was taking the sun when a wonderful lady came up to me)
- To give background information at the start of a story (e.g. The sun was shining and the birds were singing)

Past perfect

- For an action that happened before another action in the past (e.g. The clock had stricken twelve noon when I decided to step out of the pool)

Writing tips

Beginning

When you write a story you start by setting the scene. You write when and where the event or story happened, who the people in the story were and what happened first.

Ending

When you end a story you write what happened in the end and how the people in the story felt.

Often begin and end a story about something that happened to us by talking about our feelings. Instead of using common adjectives (tired), we should use more interesting words (exhausted) to describe how we feel.

Useful phrases

Beginning the story	Telling the story	Ending the story	For showing interest on what is heard
This all happened about... years ago... When I was... One day, when I was... Once, when I was... I remember when I was... There was a	Suddenly... After a while... So,... Then...	So, eventually... In the end... when...	Really! How funny/amazing/sad! Oh no! What did mum /dad/ ... say? So, what happened?

1. Read the story below and put the paragraphs in the correct order. Then write the topic of each paragraph.

_____ As soon as she got into the water, she swam towards where the sound was coming from. After she had swum a short distance, she saw a fishing net. Then she saw the seal. It was crying because it had got caught in the net. Ann tried to help it, but she needed a knife.

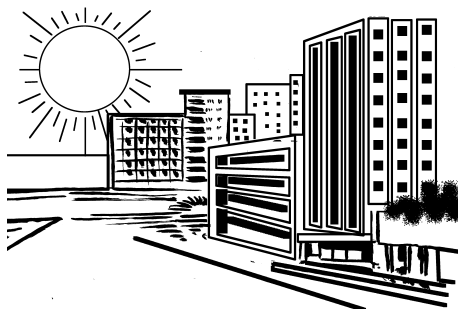
_____ Before the seal swam away, Ann played with it for a while. They swam together in the calm blue sea and Ann felt really happy. Finally, when the seal decided to leave, Ann shouted to her new friend. "Good luck! I hope I'll see you again soon!"

_____ Just then she heard the engine of a boat. She climbed onto a rock and saw a small fishing boat. She needed help quickly, so she started to wave. When the man in the boat saw Ann, he came immediately to help her. He had a knife, so together they cut a hole in the net. Two minutes later, the seal was free.

_____ It was a hot summer day and the sun was shining. Everything was calm and peaceful and Ann was relaxing on the beach. Suddenly, she heard a noise, like a baby crying. It was coming from the sea, so she put on her mask and flippers and went to have a look.

(Taken from *Targets. Reading Writing*, by Virginia Evans and Jenny Dooley, Express Publishing, 1998, p. 40.)

2. Imagine that the following pictures tell the story of something which happened to you last summer. Look at them and make notes to write a plot line for each picture.



a. Use the pictures above and match them with the following plot line notes.

- ___ Zoo workers appeared, animal under control
- ___ Relieved, thanked people, kept enjoying
- ___ Sunny Sunday morning, walking in the Zoo, saw an animal running
- ___ Shocked, tried to hide, animal chasing people

b. Use the pictures and the notes to write the story. The plan below can be used as a guide. Then, read it to your partner and share impressions.

PLAN

Paragraph 1: Start the story (who the people in the story were, when/where/what happened)

Paragraph 2: Develop the story (what happened before the main event and the main event itself.
Last paragraph: End the story (what happened in the end- how he felt)

- c. Based on the following situation, write a story and give it a title. Use the “Pre writing tips” in the Introductory unit to help you get started. And do the following:
- Share the first version with a partner.
 - Make sure it is clearly understood by sharing this first draft again with you partner. Use the checklist in Unit 2.
 - Revise your draft taking into account your partner’s suggestions.
 - Then, check the use of punctuation and spelling.
 - Finally, write your final version.
3. The Literary Club of the school is running a story-writing competition. The rules say:
- That the story must begin with these words:
 “She opened the door and saw a policeman standing there.”
 - That the story must end:
 “He had learned his lesson, and would never do anything so stupid again.”

Getting ready to teach

Teaching tips

How to plan and conduct a lesson teaching sequence (from comprehension to production) related to short written texts.

What do you think of the following lesson teaching sequence? Discuss with your classmates and teachers. Remember that students’ learning nature and teachers’ capacity to interpret what it is needed may change this sequence at the moment of conducting what they planned.

1. Make students activate their background knowledge related to the topic and/or language of the text and interest them.
2. Assign a global comprehension task before students read the text. You can even read it orally while they follow to increase their reading speed.
3. Work on language and information details (focus on only certain linguistic elements of interest).
4. Ask personal questions and write their ideas on the board as meaningful examples.
5. Get students involved in language analysis (rule discovery) if they are making mistakes.

6. Help them memorize the lexis and practice the grammatical structures intensively.
7. Conduct controlled communicative tasks (slow pace and a lot of help provided before, during and after the activity) in which students continue to practice linguistic elements this time with a genuine need to motivate their interaction and a communicative situation as reference to use language forms appropriately.
8. Conduct oral fluency practice through.

UNIT 18

Speaking

Remembering the old times

Margaret runs into her old friend Karen Miller. They haven't seen each other for a long time.

SECTION A

Karen and Margaret talk about past events and common acquaintances.

Karen: I can't believe my eyes. Margaret Lawrence!

Margaret: Yes, it's me, but I'm Margaret Martin now. How are you, Karen?
I haven't seen you for ages.

Karen: Yes, it's been so long since the last time we met. That was about a year after we graduated. Wasn't it?

Margaret: That's right. We attended that workshop on Communicative Language Teaching in Newtown. We never saw each other again. You know, Karen, I always remember the old times at the University. We were so young then.

Karen: Yes, we were. I often tell my children about the time when we used to go camping together. They can't believe we had so much fun.

Margaret: Yes, we did.

Karen: Do you remember Glenda Green?

Margaret: Of course I do. She was famous at school because she smoked a lot. Have you heard of her?

Karen: She called me last week. She told me she would like to organize a class reunion next month, and she was calling those people whose phone number she had.

Margaret: That sounds like a good idea. I'd love to see the people I used to go out with twelve years ago. I'm not sure I'll be able to recognize everybody.

Karen: I can give you a call and let you know when and where it will be.

Margaret: Please do. This is my number at home, and this one is at the English Department at WLS.

- Karen: Oh, you're teaching at WLS. I have another friend there.
 Margaret: Who?
 Karen: Klaus Wagner.
 Margaret: I know Klaus, of course. He's the new German teacher.
 Karen: Yes, my husband and Klaus became friends three years ago, when Klaus taught him German at the company he used to work for.

SECTION B

- Margaret: I always wanted to learn some German as well. Five years ago I signed up for a course but gave it up after two weeks. I was overworked at WLS and hardly had any time to study. I regret leaving that course now.
 Karen: Yes, it's really important to master at least one foreign language. I remember John Flannigan. He spoke basic Greek, Italian, Dutch and Japanese.
 Margaret: And we laughed at him so much. We thought he was crazy.
 Karen: Glenda told me John was also part of the group organizing the class reunion. We'll probably see him then.
 Margaret: I wonder how many more languages he can speak now.

How do you say it?

• Greet someone after a long time

- Karen: I can't believe my eyes. Margaret Lawrence!
 Margaret: Yes, it's me, but I'm Margaret Martin now. How are you, Karen? I haven't seen you for ages.
 Karen: Yes, it's been so long since the last time we met. That was about a year after we graduated. Wasn't it?

Do this:

1. Practice the dialog in pairs. Substitute with your own names and your own information in general.
2. Why has Margaret's name changed? Is this common in our culture? Explain.

Notice that in the above dialog *the present perfect* is used. For example:

I haven't seen you for ages.

It's been so long since the last time we met.

What is the Spanish equivalent for these sentences?

• Talk about past events

- a. A year after we *graduated* we *attended* that workshop on Communicative Language Teaching in Newtown and we never saw each other again.
- b. I always *wanted* to learn some German as well. Five years ago I *signed up* for a course but *gave it up* after two weeks. I *was* overworked at WLS and hardly *had* any time to study.

Do this:

1. Talk about things you did after you finished junior high school.
2. Make conversation starting like this: "I always wanted to ..." or "Some years ago I ..."
3. Write questions beginning with *what, when, where, who* or *why*, in order to find out about your peers' past experiences. When you are done, walk around the class and ask three people the questions that you wrote. Try not to look at the written questions. Be ready to report back to the whole class.

Work in pairs.

• **Ask if someone remembers a past experience and talk about what you remember from a past experience or event**

I always remember the old times at the University. We were so young then.

Say you remember or don't remember

A: Do you remember the day you started school?

B: Well. To tell you the truth, I have a vague idea on my mind, I really can't remember well.

Positive answers

Yes, I remember.

Yes, I remember quite well.

Of course, I remember.

Negative answers

Sorry, I can't remember.

Sorry, I forgot.

Say you remember (more of it)

A: What do you remember from your first day in junior high school?

B: Well. I remember that I felt very nervous that day. You see, I was standing in line there for the first time, and I was this little kid, and all the others were so tall!

Do this:

Work in pairs. Talk about what you remember about these events:

- The day you became a member of the pioneer students' organization
- The day you first kissed a boy/a girl in his/her mouth.
- The day you had your last vaccine.
- The day you last had a blood test.
- The day you were last taken to the school principal's office.
- The day you last had to stand in front of a class and dance/give a speech/sing.

*Using the verb **remind***

A: What does this ring *remind* you of?

B: Well. It *reminds* me of the day I was engaged with my wife.

(or)

B: It *reminds* me of the time my wife and me were boyfriend and girlfriend.

Do this:

Practice the above dialog in pairs. Then change roles and change the topic by choosing other objects that may bring memories back to you.

- **Ask and talk about past habits and traditions**

Notice:

In order *to express past habits* we use the modal *used to*. That is, we use it in order to talk about actions or states that were repeated several times in the past but which we no longer take place. Here's an example:

A: Do you smoke?

B: No I don't. I *used to* smoke, but that was years ago. Not any more.

Do this:

1. Work in pairs. Talk about things that you used to do as a child, that you don't do any more as a grown up person.

2. Talk about past traditions. Here are some examples. Go through them first and ask questions about the meaning of unknown words, or their pronunciation.

- We used to celebrate our birthdays more often when we were younger. (birthdays, Christmas, New year's Eve, Mother's Day, Father's Day, Teachers' Day, etc.)
- We used to wear very tight clothes when we were young in the seventies. (sun glasses, tattoos, tie, boots, short skirts, etc.)
- We used to believe in apparitions when we were children. (ghosts, UFO's)
- We used to think that a woman had to be virgin for marriage.
- We used to ask the bride's father for permission to visit their house once a week.
- We used to think it was sinful to have premarital sex.
- When we were younger, we used to have permission to go out with our mates only up to 12 at night on the weekends.

What about you?

3. Watch "Youth in the Spotlight", part 3, section D, and then discuss with your teacher and other people in class this question: What cultural similarities and differences do you find in what is said about Canadian culture and your culture, in relation to the topics being discussed?

- **Express regret about things you used to do in the past**

Regret is the feeling of being sorry about something you did or about not having done something.

For example:

I'm sorry that I didn't listen to my parents more often when I was younger.

I'm so sorry that I didn't realize sooner what a great person you were.

I regret leaving that German course that I signed up for.

I feel really sorry for standing you up last time you invited me for coffee.

I'm very sorry for not being reciprocal enough with my friends a few years ago.

You know what? *I feel guilty of hurting* your feelings, at least once.

Notice:

You use a *gerund after a preposition* as in the underlined examples above. And you use a *gerund* after the verb *regret* as well.

Do this:

1. Work in pairs and get ready to stand up and approach someone to tell him/her how sorry or how guilty you feel of having done something wrong. Try to be honest.
 2. Stand up now and do what you are asked to. Be ready to report back to class about the other person's reaction as you told them that you are sorry or guilty.
- **Make comparisons in terms of distance, prices, speed and comfort when traveling, nowadays and in the past**

In the 19th century

A: They say that in the 19th century people used to travel around Cuba on horseback.

B: Yes, it's very true. They used to travel by ship too.

A: Yeah. There's no comparison with the way we travel today. The distances are shorter today than in those times.

Other ways

It's way faster today than 100 years ago.

It's much cheaper too.

You can't compare those times with today.

Do this:

1. Practice the dialog in pairs.
2. Make new dialog substituting with your own information. Change roles so that you have an opportunity to ask and answer.

Some topics

Transportation in the late nineties

Transportation in the beginning of the 21st century in Cuba

Transportation now

Transportation in big cities in Cuba

- **Report a memorable conversation**

Margaret: Have you heard of Glenda Green?

Karen: She called me last week. She told me she would like to organize a class reunion next month, and she was calling those people whose phone number she had.

Notice:

Do you remember the first conversation you had with your first boyfriend or girlfriend? Are you able to report this conversation to other people? In order to report a conversation we need to know how to *report statements, questions and commands*.

Reporting statements

My teacher told me that I'm doing great in English.

The head of the department said that I should not worry about passing my tests.

Reporting questions

My friend asked me if I live in the suburbs.

My friend asked me if I'm teaching English at the moment.

Reporting commands

Dad said not to worry.

Mother asked me to clean her garden.

The teacher asked her class to stand up when a visitor comes in.

Do this:

1. Answer these questions with your teacher about the sentences given above and try to come to conclusions about the grammar of reporting.

- a. What exactly did my teacher tell me?
- b. What exactly did the head of the department say?
- c. What exactly did my friend ask me?
- d. What exactly did my Dad and my mother tell me to do?
- e. What exactly did this teacher ask her class?

2. Work in pairs and try to report these sentences in writing.

John to his boss: "Where is your assistant, Sir?"

The principal to his Vice: "Please go and ask the Head of the Humanities Department to finish that report as soon as possible."

Father to child: "Don't worry, son. You will pass that test."

3. Work in pairs. Try to report now that memorable conversation that you had with your boyfriend or girlfriend the day you got engaged.

Pronunciation practice: Review of sounds /dʒ, j, ʃ, tʃ/

We will dedicate the pronunciation section in this unit to a review of sounds /dʒ, j, ʃ, tʃ/. Go back to the pronunciation sections in units 12 and 14 and study the information provided about these sounds.

Do this:

1. Read the following utterances adapted from dialog 18. Copy them in your notebooks and write the symbol corresponding to the consonant sound represented by the underlined letters.

- a. That was about a year after we graduated.
- b. We attended that workshop on Communicative Language Teaching in Newtown.
- c. He's the new German teacher.
- d. John Flannigan spoke Dutch and Japanese.
- e. We were very young, just like children.

2. Tell your partner about the following:

- a. Where Margaret knows Karen from.
- b. When Margaret and Karen last saw each other before.
- c. What Margaret and Karen attended together in Newtown.
- d. What Glenda is planning for next month.
- e. What Klaus Wagner does at WLS.
- f. When Karen's husband and Klaus became friends.

3. Combine the names on the left with the languages on the right to make sentences using the verb speak.

John	French
Jane	English
Charlie	Spanish
Charlotte	German
Sheila	Portuguese
Sheena	Russian
George	Chinese
Marjorie	Turkish
Joan	Polish
Mayor Jones	Japanese
	Swedish
	Finnish
	Czech

Reading aloud

Read aloud the following narrated version of the story.

Margaret and Karen have not seen each other for a long time. They went to the University together but stopped seeing each other after they attended a workshop on communicative language teaching in Newtown a year after they graduated. They meet again by chance today and they talk about the old times at the University and about common friends and acquaintances from the past. Karen says that Glenda Green is organizing a class reunion next month.

Karen happens to know Klaus Wagner, the German teacher at WLS, because he's a friend of her husband's. Margaret regrets having left a German course she signed up for five years ago. Karen makes Margaret remember John Flannigan, an old classmate who spoke four foreign languages.

Project work

Great heroes, great deeds or facts

To understand why our world is the way it is today we need to go deeper into History or Geography to learn about famous deeds, heroes or facts. But don't forget that we also

form part of History so we may find heroes in our everyday life. Write about any hero or famous V.I.P's deeds or voyages.

Suggestions:

- If you need to continue studying about the necessary grammar points to go on your project you can go to your software *Rainbow* on the part devoted to grammar from page 41 to 52.
- You can create an imaginary interview to any famous person.
- You can sum up the most relevant facts about any V.I.P in a time line and you can also draw a map to reflect his or her voyages.
- You can write a letter to the TV program "Escriba y Lea" highlighting the most relevant deeds and voyages carried out by the V.I.P you selected.

Activities to get ready for your project

To narrate a voyage made by any person we need to use some phrases to express a chronological order.

1. Organize the following phrases in a chronological order to use them in your project.

- ___ He/she/they continue his/her/their journey (to) or (back to)
- ___ On the way to ... They/she/he had a stopover in...
- ___ Next he/she/ they arrived in...
- ___ After a long journey he/she/they arrived in...
- ___ Late at night he/she/they entered...
- ___ He/she/they started his/her/their trip...
- ___ Late that day /he/she/they went to ...
- ___ He/she/they then left for... passing by ...

Now try to write a brief paragraph about a real journey you made or a journey made by any other person using the previous phrases. Don't forget to ask your teacher or any friend for help if you are in trouble.

2. The following time line of events will help you understand and remember relevant information about a famous person. It can also serve as an effective note-taking model which requires extracting information from a document. These notes provide the basis for subsequent writing on the topic. In exercise number one you learned some phrases that can be a help for you to write the most relevant information in a paragraph form. Read the time line of events in the life of Martin Luther King, Jr. and write a summary of his life out of it.

Time line of events in the life of Martin Luther King, Jr.

- 1929: Born January 15, in Atlanta, GA. (father and grandfather Baptist ministers; middle-class African American family)
- 1944-1948: Attended Morehouse College, Atlanta, GA.
- 1951: Received Bachelor of Divinity degree from Crozer Theological Seminary.
- 1954: Became pastor of the Dexter Avenue Baptist Church, Montgomery, Alabama.
- 1958: First book published, *Stride Toward Freedom: The Montgomery Story*.

- 1959: Trip to India to study the life and teachings of Mahatma Ghandi.
- 1960: Move back to Atlanta as co-pastor with his father of Ebenezer Baptist Church.
- 1963: August 28: March on Washington: "I Have a Dream" speech.
- 1964: Nobel Peace Prize.
- 1968: Assassinated April 4, in Memphis, Tennessee.

Listening

1. Lead in. What did you do last summer? Tell your partner about the best experience you had.
2. What's common for every person's experience?
3. Write three words or expressions that have a positive and a negative connotation from the five cases.

Positive	Negative

4. Use one word or one phrase to refer to nature and culture in every place.

Nature	Culture

5. Complete the following diagram
6. Find in the text 5 regular verbs in the past and put them in the correct column.

/d/	/t/	/ɪd/

7. Tell your friend about your positive and negative experiences from last weekend.

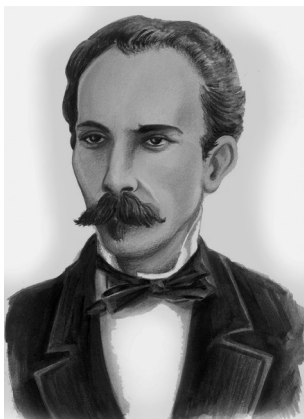
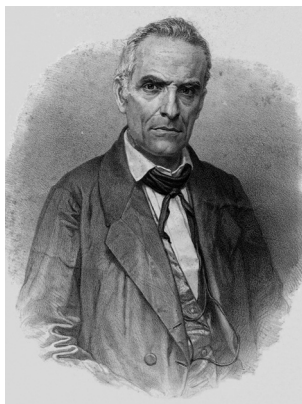
Reading

Working with a text

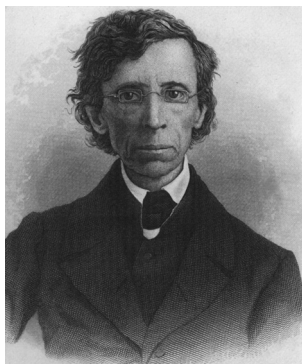
I. Activating background knowledge

“Instruir puede cualquiera, educar solo quien sea un evangelio vivo”.

“Al venir a la tierra todo hombre tiene derecho a que se le eduque y en pago contribuir a la educación de los demás”.



- Look at the pictures. Who are these personalities?
- Read the quotations at the beginning of the section and match them with their authors.
- Match the following sentences to the pictures.
He is the most universal of all Cubans.
He was the first to teach us to think.



II. Getting the gist

- Read text 18 in the Text File section and answer: Are all the educators from Cuba?
- Write their names and say where each one of them is from.

III. Questioning and interacting with the text

- As you read, write in your Interactive Reading Journal your comments, reactions and responses to the text: new words or phrases, interesting ideas, etc.
- Find the information to fill in the table below.

Names	Data about birth	Academic studies	Places of work	Contributions	Socio-political life and beliefs	Data about death
Simón Rodríguez						
Félix Varela						

- What do they have in common?
- What did you find new/interesting about their lives?

IV. Sharing with classmates

Work in small groups or with your partner to share the information collected. Use the notes in your Interactive Reading Journal. Remember to share the answers to the exercises and items in the previous section.

V. Going beyond reading

Find information to explain the following :

- The relation between the Misión Robinson in Venezuela and Simón Rodríguez
- Félix Varela was the first one who taught us to think.

Language expansion

Word formation: Suffix *-ee* is a noun-forming suffix used in most cases to refer to someone who is the passive recipient of the action, or one to whom something is done as in *trainee* (someone who receives the training).

Read text 21 in the Text File to find updated information about the suffix *-ee*

Writing a biography

Writing tip

When you describe a personality or write a biography, write at least four paragraphs.

- Par. 1: Say who the person is. Say what he/she is famous for.
- Par. 2: Give information about his life in chronological order as a young person (when/where born, education, etc.)
- Par. 3: Give information about his life as an adult (marriage, achievements, etc.)
- Par. 4: Write about his/her death, how people feel about him/her, why you particularly admire him/her.

Study tip

- When we describe a person's physical appearance, we normally start with the more general features (*e.g.* height, build, age) and go on to the more specific ones (*e.g.* eyes, nose, hair, etc.). As part of the description we include the clothes this person wears (*e.g.* He usually wears blue jeans and sweaters).
- When we describe someone's character and personality we should justify our opinion, *i.e.* explain the reason for our opinion, and give examples to show what we mean (*e.g.* Opinion: Roland is a very patient person. Justification: He is always calm and never loses his temper).
- If we want to talk about someone's negative qualities we use mild language. Instead of saying Susan is rude, is better to say Susan tends to be rude or Susan can be rude at times.
- The simple past is used when writing about people who have died. If alive, the simple past, simple present and present perfect are combined.

Exercise 1. Which of these topics would be most suitable for the introduction to a descriptive composition about an outstanding educator?

- Information about the field.
- Who the person is and what he/she is famous for.
- Contribution to teaching and learning.

Exercise 2. Which of these topics would be most suitable for the conclusion to the same descriptive composition?

- The person's childhood and early career.
- Other famous people – actors, politicians, etc.
- What the writer and other people feel about him.

Exercise 3. Dr. Rosa Antich de León has been an outstanding Cuban educator in English Language Teaching. What do you know about her?

- Read the following notes about Dr. Antich. Ask and answer questions about her life.

Publications	Working experience and workplaces	Contributions	Awards	Hobbies
<ul style="list-style-type: none"> - Integrated English Practice series for ISP - Methodology of Foreign Language Teaching- 1986 - Teaching English at elementary and Intermediate Levels - English Composition 	<ul style="list-style-type: none"> - Teaching for 50 years in all levels - ISP E.J.Varona - University of Havana - Ministry of Education - Central Institute of Pedagogical Sciences (ICCP) - University of Prague 	<ul style="list-style-type: none"> - ELT materials for Language learning and teacher-training - Teacher of many generations of teachers directly and through her work 	<ul style="list-style-type: none"> - Won swimming - Central American Games , Panama, 1938 - Granted many diplomas and awards 	<p>Reading Teaching English to grand and great grand children</p>

b. Read the following sentences about Antich's life and say which paragraph they belong to. How could you integrate them to your text.

- When she was very young she used to practice sports.
- Rosa Antich was the teacher of many generations of Cuban teachers of English.
- When she retired she read a lot.
- Teaching English to her grandchildren and great grand children was a wonderful experience for her.

c. In what part of the text would you include the following information?

Dr Rosa Antich de León, one of the most outstanding English language teacher and teacher trainer in Cuba, has been, without a question, an example of educator, both for her "evangelio" and for her contribution to the formation of many generations of English language teachers.

d. Use the above information to introduce or conclude the text.

e. Use the information from previous exercises to write a biography about Dr. Rosa Antich. Ask the English teachers in your institute for help. Remember to do the following:

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

UNIT 19

Speaking

Karen's visit to Cuba

Karen Miller tells Santiago about her recent trip to Cuba.

SECTION A

Margaret introduces her friend Karen Miller to Santiago.

Margaret: Santiago, I want you to meet my friend Karen.

Santiago: Nice to meet you, Karen.

Karen: Nice to meet you too, Santiago.

Margaret: Karen has just come back from Cuba.

Santiago: Really? How long were you there?

Karen: For two weeks.

Santiago: And how did you like Cuba?

Karen: Cuba is such a beautiful country. I had a wonderful time there.

SECTION B

Karen talks about the places she visited in Havana.

Santiago: Where did you go in Cuba? Were you only in Havana?

Karen: No, I was in Havana only for four days, and I found many interesting places to see. I actually took plenty of pictures.

Santiago: Good.

Karen: I made a one-day tour to the old part of the city, and I saw many of the restored buildings. I was even in the light house at the top of the Morro Castle. That was quite an experience. I went to the Museum of Fine Arts and bought copies of wonderful Cuban paintings, including the famous *El Rapto de las Mulatas*.

Santiago: Yes, it was painted by Carlos Enriquez.

Karen: That's right. The next day I stopped at a park in downtown Havana where I sat next to a statue of John Lennon. I didn't know there was a statue of Lennon in Cuba.

- Santiago: Yes, it's in Vedado. Did you go to the Museum of the Revolution as well?
- Karen: Of course I did. I was astonished by the history of your country. I learnt a lot about historical figures and events in Cuba and was amazed by your national hero.
- Santiago: Yes, Jose Marti is by far the most outstanding personality in Cuban history.
- Karen: I read some of his articles originally written in English and I wonder how he was able to write so fluently in a foreign language.
- Santiago: He spoke French and other languages as well.
- Karen: He did? I was told at the museum that he gathered the Cubans together to fight against the Spanish colonizers, and he's said to have inspired the Cuban Revolution in 1959 as well.
- Santiago: That's right. His everlasting teachings have strengthened the Cuban identity through the passing of time. That's why we call him "El Maestro", The Teacher. I'm sure you were told that he was born in Havana in 1853 and was killed in Dos Ríos, near Santiago de Cuba, in 1895. By the way, did you go to Santiago?
- Karen: Certainly.

SECTION C

Karen talks about some other places she visited in Cuba.

- Karen: I flew over to Santiago on my fifth day in Cuba. I was fascinated by the warm and hospitable people there.
- Santiago: It's a pity you were not there for the carnivals.
- Karen: The carnivals? I wasn't told about any carnivals there.
- Santiago: That was maybe because the carnival season was over a few months ago. They're really amusing. I enjoyed myself so much when I was there with my family four years ago.
- Karen: I must say I left the city with strong wishes to come back. I fell in love with Santiago de Cuba.
- Santiago: And where did you go after that?
- Karen: I took a bus to Cienfuegos. I loved the bay and the architecture all around the city. Then I went to Varadero, where I stayed for the rest of my journey.
- Santiago: I'm glad you enjoyed your trip to Cuba.

How do you say it?

- **Talk about past events**

Do this:

Answer these questions in pairs about the above dialogs.

- How long was Karen in Cuba?
- Where did she go in Cuba?

- c. Did she go to the Museum of the Revolution as well?
- d. Where else did she go?
- e. What did she see there?
- f. And where did she go after she went to Santiago?
- g. What else did she do in Cuba?
- h. Did she learn about anyone special in Cuban history?
- i. What else did she learn about Cuba?
- j. How did she feel about Cuba?
- k. What did she think of Cuba?
- l. What else do you think she could learn when she comes to Cuba again?

• **Ask for or give information about national or world figures.**

Do this:

Read dialog B above and list the information that Karen learned about Jose Marti when she came to Cuba.

Notice:

When asking for information about important figures you may ask direct questions like: *Who was Felix Varela?* Or you may ask like this:

Do you know who Felix Varela was?

Do you know where he was born?

Do you remember when he died?

All these questions have *included questions* in them.

Do this:

Work in pairs. Think of an important world figure that you admire. Then, make a list of all the questions that you would ask people in class in order to find out how much they know about this person. Next, practice asking the questions in your pairs starting either of these ways:

Do you know ...?

Do you remember ...?

Walk around the class now and ask the questions to two of your classmates. Be ready to report the results back to your teacher.

• **Say what happened on a given date in history**

Here is a chart with important dates in Cuban history. Work in pairs and ask each other questions like the ones next in order to complete the chart. After you have finished, give yourselves a mark. As you fill in the chart, you may ask yourselves questions like these:

What happened a day like today in history? Do you know?

What happened from ... to ... in ...?

What happened in the morning of ...?

What happened first, x or y?

History time chart		
What happened?	When did it happen?	Where did it happen?
	1492	
US troops landed in Cuba for the first time in history		
	January 10	Mexico City
Batista headed a coup d'état in Cuba.		
	December 2, 1956	
	December 31, 1958	
Che Guevara left for Bolivia in order to start a war of liberation there.		

Use this scale for self-evaluation

All answers right 5 points.

Six right answers 4 points.

Five right answers 3 points.

Less than five right 2 points.

You may want to go on now adding your own items to the history chart.

• **Ask if someone knows about important discoveries or works of arts and talk about them**

- It is said* that the telephone was *discovered* by Alexander Graham Bell, but in the last few years, there has been a dispute about who really discovered this important means of communication.
- A: Who discovered the telephone? Do you know?
B: Well, I guess it was discovered by A. Graham Bell.

Notice:

In the first example, the forms *it is said* or *I was told* are used because we do not want to reveal who said so, either because we don't know or because telling other people may be embarrassing for the person who really said what we know now.

In both cases, a and b, *the passive voice* has been used because the *topic* of what is being talked about is the thing that was discovered, so the *new information* is who discovered it, and thus is placed towards the end of the sentence. This is a rule that works in constructing texts in English: the topic, which is known information, is placed first (in subject position), and the new information is placed at the end, that is, in the sentence predicate.

Do this:

Work in pairs and answer these questions.

- Friend: Who painted Mona Lisa? Do you know?
You:

- b. Friend: Who discovered the wheel?
You:
- c. You: Who painted *El Rapto de las Mulatas*?
Santiago:

Ask each other more questions about discoveries and important works of arts.

- **Ask and talk about people you look up to and give reasons**
 - Is there someone in your life that you imitated as a child or as a teenager?
 - Is there someone you wish to be like in your life? Why? Why not?
 - Who do you wish to be like as a future teacher of English? Why?
 - Who do you consider a role model in your school? /in your life? Why?
 - Do you think it is important for young people to follow role models? How do you know?
- Work in pairs and discuss these questions. Be ready to report back to class what you agreed or disagreed on.

Pronunciation practice: The word “you” preceded by others ending in -d and -t

In this unit we will deal with the pronunciation of the word you preceded by words ending in *-d* and *-t*, as in *Did you...* and *...want you...* Read section A of dialog 19 and identify instances of these combinations.

The combination “-t you” is pronounced /tʃu/, /tʃʊ/ or /tʃə/ depending on how much stress is given to the pronoun. Read the following examples:

- a. I want you to visit the museum.
- b. I met you in Cienfuegos.
- c. Nice to meet you.
- d. Don’t you like painting?
- e. Didn’t you see the light house?
- f. Haven’t you been there yet?
- g. Wouldn’t you like to go again?

The combination “-d you” is pronounced /dʒu/, /dʒʊ/ or /dʒə/. Read the following examples:

- a. Would you like to know more about Cuba?
- b. Did you see the Statue?
- c. Would you go back again?
- d. Did you go to Santiago?

Add a tag-question to the following statements. Make sure you pronounce all combinations with “you” correctly.

- a. You lived in Mexico before. _____ you?
- b. You’ve just come back. _____ you?

- c. You haven't met Karen. _____ you?
- d. You didn't go to Santa Clara. _____ you?
- e. You bought these paintings in Cuba. _____ you?
- f. You didn't go to Cienfuegos by plane. _____ you?
- g. You went to Tropicana. _____ you?
- h. You would go back again. _____ you?

Reading aloud

Read aloud the following narrated version of the story.

Karen Miller tells Santiago about her recent visit to Cuba. She was here for two weeks and visited several cities. While in Havana, she made a one-day tour to the old part of the city, where she saw lots of restored buildings. She went to the Museum of Fine Arts where she bought wonderful Cuban paintings.

She was very impressed by Cuban history when she visited the Museum of the Revolution, and she was fascinated by what she learned about Jose Marti. Karen flew over to Santiago, and later travelled to Cienfuegos by bus. Then, she went to Varadero where she stayed for the rest of her journey.

Project work

Heroes or people we admire

Most people have heroes to follow or people to admire. Write a brief biography of him or her in which you sum up the most relevant aspects of his or her life you would like your friends and your teacher not to forget.

Suggestions:

- If you need to continue studying about the necessary grammar points to go on with your project you can go to your software *Rainbow* on the part devoted to grammar from page 41 to 52.
- You can interview a person you admire and you can include questions about his or her past, present and future.
- Create an imaginary dialog you had with your hero or heroine in case you cannot interview him or her.
- Create a TV program in which you can play the role of the host and your hero or heroine can be the guest.
- If you prefer to work in teams you can have a round table for some VIPs. They can be Nobel Prizes, etc.

Activity to prepare for this project

Here is a jumbled biography. Try to organize it so you may have an example of this type of text in English.

___ The Quarrymen later changed their name to the Silver Beatles and then the Beatles. Ringo Star replaced Pete Best as drummer. Between 1958 and 1962 the group played in nightclubs in Liverpool and Hamburg, West Germany. Then the Beatles made a record called “I Wanna Hold Your Hand” and changed the history of rock and roll.

___ Some people called Lennon the “thinking man” Beatle. He was serious and creative, and many young people of the 1960’s and 1970’s thought he spoke for them.

___ On December 9, 1980, a confused young man shot John Lennon outside his apartment building in New York City. A few days later, thousands of people gathered in New York’s Central Park to remember him. For them, and for many other people in the world, he was someone very special.

___ Lennon was born on October 9, 1940, in Liverpool, England. During his childhood he listened to the music of rock and roll singers like Elvis Presley, Jerry Lee Lewis, and Little Richard. At 15, when he was in art school, Lennon started his first band, the Quarrymen. The band included Paul McCartney, George Harrison, and Pete Best, a drummer.

___ Many people think that Lennon was the most important singer and songwriter of the Beatles. In general, his songs are sensitive and intelligent, and they still influence today’s popular musicians.

Listening

1. Lead in. Use the names of these famous celebrities with the actions given on the right to tell your partner what they did during their lives.

Gandhi	played/composed/conducted
Oscar Wilde	wrote/satirized/criticized
Lincoln	performed/starred/directed
Mozart	rebelled/organized/fought
Orson Wells	persuaded/defended/created

2. Match the expressions (A) with the function they have (B).

A	B
a. Mandela was the first African President of South Africa?	___ Expressing negation
b. He was born in 1919.	___ Showing agreement
c. I don’t think so.	___ Telling a curiosity.
d. OK, you’re right	___ Talking about dates
	___ Clarifying something.

3. Put the events in order.

- _____ Mandela's political life began in 1942.
 _____ He became deputy president of the ANC.
 _____ He used to help his father.
 _____ He became an important leader for black South Africans.
 _____ He fought against the laws of the South African

4. Listen and complete the conversation.

A: Here's information _____ his _____ life. He _____ it in _____ joining in an organization _____ ANC (_____). Over the _____ few years, he and other _____ worked hard and the _____ became a strong national _____.

B: He _____ against the _____ of the South _____ government because they _____ life difficult _____ black people. Even _____ most of the _____ was black, the people who _____ the _____ and had all the power _____ white.

5. Write three of the parts of the speech shown in the chart.

nouns	verbs	adjectives	adverbs	prepositions

6. Listen and write three words with the stress patterns below.

O o

O O O

O O

7. Prepare a card with five pieces of information about a famous person's life. Answer your partner's questions until she/he finds out who it is. Take turns. Then discuss positive elements of these people's lives and legacy for mankind.

Reading

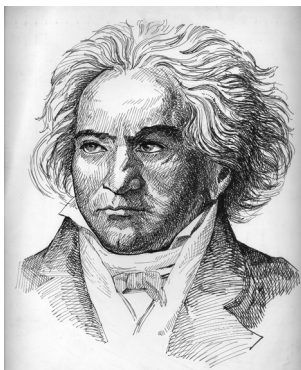
Working with a text

I. Activating background knowledge

Work in groups. The people in the pictures below are well known. Where do they come from and what are they famous for?

II. Getting the gist

Read text 19, in appendix 3, and answer “What are these personalities famous for?”



Ludwig van Beethoven



Ernesto Che Guevara



Antonio Gades



Mohandas Karamchand Gandhi



Francisco de Goya



Ernest Hemingway



Martin Luther King, Jr.



Nicolás Guillén

III. Questioning and interacting with the text

As you read, write in your Interactive Reading Journal your comments, reactions and responses to the text: new words or phrases, interesting ideas, etc. Also: Categorize the personalities according to the field to which they contributed the most.

Painting	Dancing	Politics and Society	Literature

Select one who:

- Has very strong principles
- Is exceptionally talented
- Is very courageous
- Has suffered for what he/she believed in
- Is someone you really admire
- Has done a lot for the welfare of his/her people
- Has done a lot for mankind

Make a list of personalities and their most important actions.

Personality	Verbs and complements expressing the actions
Ludwig van Beethoven	Composed the Ninth Symphony

IV. Sharing with classmates

- Work in small groups or with your partner to share the information collected. Use the notes in your Interactive Reading Journal. You should not forget to share the answers to the exercises and items in the previous section.
- Collaborative questions.* Once you have read and annotated the text, formulate questions about what you have read. Once you have posed a variety of questions about the text, you will share your questions with a partner and attempt to answer each other's

questions. In your Interactive Reading Journal write the table below, then use the space provided to take notes on your answers to each question.

Your questions about the text	Answers to your questions based on the interaction with your partner

Language expansion

Word formation: Suffix *-ist*

It's a noun-forming suffix meaning *one who...* as in *journalist*.

Exercise. Add suffix *-ist* to form new nouns with the following words. Add more to the list.

- a. art: _____
- b. novel: _____
- c. violin: _____

Post- is a noun-forming prefix which means *after in time* or *after in place* as in *post-apartheid*

Exercise:

- a. The period after the war: _____
- b. after modernism: _____
- c. after graduate: _____

1. The Ministry of Communication has decided to issue a set of stamps of well known people. You are on the committee which decides who to put on the stamps and why. Make your choice and then share it with your group.

2. Find information about the Nobel Prize and some of the people who have received such award.

3. Write a brief description of one of the personalities or of any other you admire.

Writing childhood memories

Writing tip

When you write about memories, you generally narrate past events, anecdotes or interesting and exciting experiences in your life. Start by introducing a general

statement; refer to the people in the story, the time and place of the incident to be narrated. You continue by narrating the details of the incident making reference to the persons involved and to what each person involved did and how they felt. To conclude you refer to what happened in the end, how people felt and how the incident is remembered.

Study tip

To narrate past events you write in chronological order using appropriate time words and past tense forms.

When I was ... I used to...

I would usually...

Use transition markers such as: *first..., second..., next..., later..., suddenly..., all of a sudden...*

Important note: The information in previous units about writing stories is also true for narrating past events.

1. Think of an incident that happened to you before entering university, as a child or an adolescent. It could be:

A time when you did something wrong.

A story about a pet or animal you had as a child.

A time when you met someone important.

In a free-writing activity write down all you remember about the incident. Then, tell your partner about it.

2. Get ready to write about the incident. Use the “Pre writing tips” in the Introductory unit to help you get started. Then, remember to do the following:

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

UNIT 20

Speaking

A farewell visit to Santiago

Santiago Rivera is flying back to Cuba tomorrow. He's been in Woodhills for two years. Some of his friends have come over to say good-bye.

SECTION A

Santiago talks about what he will remember from Woodhills.

Margaret: Will you miss your friends in Woodhills, Santiago?

Santiago: I certainly will, Margaret. I will never forget any of you and my two years in this beautiful town.

Louise: I want you to take this calendar as a souvenir. It has pictures of Woodhills on every page.

Santiago: Thank you. It's really nice. Look at this picture with my hospital in the background. I remember the day I started working there. I was very concerned about not being able to communicate with my patients in English.

Margaret: But that wasn't a problem at all.

Santiago: No, it wasn't. I will also remember my classmates at WLS. I'm sorry I won't be able to say good-bye to all of them. Can you give them my regards, Margaret?

Margaret: I'll be happy to do so.

Santiago: I also want to thank you again, Margaret, for helping me improve my English so much.

Margaret: Come on. It was a real pleasure to have you in my class.

Louise: And what do you plan to do in the next few months?

Santiago: I'll take a short vacation and go back to work at the hospital again.

SECTION B

Santiago talks about what he will tell his family and friends when he gets back to Cuba.

Bill: I'm sure you'll tell your family and friends lots of stories about your two years with us.

- Santiago: I certainly will. I have plenty of anecdotes. For instance, they'll be surprised to hear that I went horse-riding with some friends and fell from the horse. I never told anyone in my family that I sprained my right ankle and had to wear a cast for three weeks. I didn't want them to worry about me.
- Margaret: I didn't know that.
- Santiago: That was before we met. I'll also tell my wife about the day I made some typical Cuban food for you. I know she will say I chose the easiest dish.
- Margaret: It was actually very easy to make.
- Bill: And what will you tell your children about?
- Santiago: They'll be happy to hear about my visit to the zoo and the animals I saw there. I sent them pictures of some of these animals a couple of months ago.
- Louise: What time is your flight tomorrow?
- Santiago: My plane leaves at 7.50 am, but I must be at the airport three hours before.
- Louise: But you should sleep for some hours. It's almost midnight. We'd better leave so you can rest before your trip.
- Margaret: We wish you a very nice trip, and look forward to your emails from Cuba.
- Bill: Give our regards to your family and friends.
- Santiago: It's so hard for me to say good-bye. I promise you'll hear from me very soon. Thanks for being so close to me when I needed you. I'll treasure your friendship for the rest of my life.

How do you say it?

• See someone off

Do this:

Study these dialogs and then act them out in pairs. Finally, improvise similar dialogs based on situations created by yourselves in which you are seeing someone off.

- a. Santiago: I will remember my classmates at WLS. I'm sorry I won't be able to say good-bye to all of them. Can you give them my regards, Margaret?
 Margaret: I'll be happy to do so.
 Santiago: I also want to thank you again, Margaret, for helping me improve my English so much.
 Margaret: Come on. It was a real pleasure to have you in my class.
- b. Margaret: We wish you a very nice trip, and look forward to your emails from Cuba.
 Bill: Give our regards to your family and friends.
 Santiago: Thank you for everything.

• Ask if someone remembers something, say that you remember or have forgotten something

- Santiago: Thank you. It's really nice. Look at this picture with my hospital in the background. I remember the day I started working there.

Do this:

Bring pictures or objects to class and talk about what you remember when you see them. You may start like this:

I remember the day
 I remember the time
 This (picture) reminds me of the (time) ...
 It makes me remember the day ...

- **Tell an anecdote**

I *went* horse-riding with some friends and fell from the horse. I never told anyone in my family that I sprained my right ankle and had to wear a cast for three weeks. I *didn't want* them to worry about me.

Some other ways to start an anecdote

Once ...
 I won't forget the day I ...
 I guess I've never told anyone about the day ...

Do this:

1. Tell your class about the day you had this unforgettable accident in which maybe you *broke your leg, sprained an ankle, bruised your face*, or whatever. Tell them what they did to you at the hospital: maybe they *gave you lots of stitches on your (leg)*, or *put your leg in a cast* for some days, or you *had to have surgery*, and so on.

2. Read these fables written by Aesop and retell them to your peers in class.

Aesop was a Greek fabulist who lived approximately between 620 and 560 B.C. A *fable* is a narration intended to enforce a useful truth; especially one in which animals speak and act like human beings.

(Adapted from Webster's Collegiate dictionary, pp. 298 and 1053.)

STUDENT A*The Kingdom of the Lion*

The beasts of the field and forest had a Lion as their king. He was neither wrathful nor tyrannical, but just and gentle as a king could be. During his reign he made a royal proclamation for a general assembly of all the birds and beasts, and drew up conditions for a universal league, in which the Wolf and the Lamb, the Panther and the Kid, the Tiger and the Stag, the Dog and the Hare, should live together in perfect peace and amity. The Hare said, "Oh, how I have longed to see this day, in which the weak shall take their place with impunity by the side of the strong." And after the Hare said this, he ran for his life.

STUDENT B*The Wolf and the Crane*

A wolf who had a bone stuck in his throat hired a Crane, for a large sum, to put her head into his mouth and draw out the bone. When the Crane had extracted the bone and

demanded the promised payment, the Wolf, grinning and grinding his teeth, exclaimed: "Why, you have surely already had a sufficient recompense, in having been permitted to draw out your head in safety from the mouth and jaws of a wolf." In serving the wicked, expect no reward, and be thankful if you escape injury for your pains.

(These stories and many more have been kindly and patiently contributed one by one by Professor Yom Shamash from Vancouver, British Columbia, Canada. To him we are very thankful indeed.)

• Ask and talk about experiences (travel and other experiences)

Do this:

Study how you ask and answer questions to talk about experiences. Practice pronouncing the questions and the answers with your peers.

Questions

- Have you ever traveled to Santiago de Cuba?
- Where have you been in Cuba?
- Have you ever traveled by plane/ship?
- Where have you traveled to?

Affirmative answers

- Yes, I have.
- I have been to La Gran Piedra a couple of times.
- I have traveled to Pinar too.

Negative answers

- No, I haven't.
- I haven't ever been to Oriente.

Notice:

The *present perfect* expresses these meanings:

- That the situation began in the past and that it continues into the present.
- That the experience has current relevance.
- That the action was completed very recently.

These are some *time expressions* associated with the present perfect

Ever, never, already, just, yet, lately, before, since, for.

The present perfect *is formed* like this:

Affirmative sentences

Subject	Auxiliary	Past participle	Complement
I	have	traveled	around Cuba many times.
You			
They			

Subject	Auxiliary	Past participle	Complement
We			
He	has	flown	to Las Tunas from Havana a couple of times
She			

You form *the negative* by adding the particle *not* after the auxiliary verb *have/has*.

Do this:

1. Walk around the class and find someone who has been to a lot of places in Cuba. Ask them about what they have seen and done there. Be ready to report back to class what you found out.

2. Watch “Youth in the Spotlight”, part 3, section E, and take down all the questions that are asked. Then listen again and try to summarize the answers. Finally discuss with your partner and the teacher what was new for you, what you already knew, what you don’t agree with, what you agree with and why.

• Speculate about traveling in your country and the world years from now

A: What will it be like in Cuba 20 years from now in terms of transportation?

B: I think people won’t have to go through a lot of trouble to travel from one place to another.

Other ways

I think there will be more buses available for everyone.

I’m sure we will have to pay less for transportation.

I think we will see more and more people driving electric motorcycles and riding on electric bikes.

I think we will have to resort to new sources of energy so we can travel better.

Perhaps people will be traveling more by means other than cars and buses.

We won’t have to hitchhike, I’m sure.

• Talk about your country

Do this:

Divide the class into nine groups. Each group will receive some information about Cuba that they will read, memorize and not let people from other groups read. Once everybody is ready, you will stand up and walk around the class asking this question:

Did you know that ...?

The person who answers is supposed to ask more questions before revealing his information to his/her partner.

(The information provided next has been adapted and translated into English from *Geografía de Cuba*, tomo 2, by Pedro A. Hernández *et al.*, Editorial Pueblo y Educación, La Habana, 2005. And from *Historia de Cuba: el desafío del yugo y la estrella*, by José Cantón Navarro, Editorial SI-MAR S.A., 1996.)

STUDENT 1

Bays and caves

Nipe is the largest bay in Cuba with an area of 250 km², covering a distance of 14,2 km along the northern coast, with a depth of 63 m at its entrance and 18 m within it.

The largest caves in Cuba are located in the Sierra Maestra mountains. These are:

- Furnia de Pipe with 145 m vertically.
- Cueva de Jibara with 260 m.

STUDENT 2

Weather and rain

The driest area in Cuba is on the southern coast between Guantanamo and Sabanalamar, with an annual average of rain of less than 400 mm.

The highest temperatures in Cuba have been found in Guantanamo and Granma: 38.6 °C, in 1969 and 1996 respectively.

STUDENT 3

Rivers

The Cauto River is 343 m long and covers the largest area in the country: 8969 km².

The waters of the Toa River flow at 53,2 m³/s, which makes it the fastest one in Cuba.

Main rivers in Central Cuba

Rivers	Area in km ²	Length in km
Sagua la Grande	2188	144
Caonao	1235	132
Máximo	653	59,6
Tacajó	620	54
Damuji	1167	62
Arimao	287	86
Agabama	1713	118,5
Zaza	2413	145,1
Jatibonico del Sur	835	117,0
San Pedro	893	115,5
Najasa	895	103,5
Sevilla	743	91,5

(Taken by Hernandez et. al., 2005, from INRH, 2004, in www.hidro.cu/cuencas.htm)

STUDENT 4

Mountains

The largest mountains in Cuba are the Nipe-Sagua-Baracoa mountains with 9350 km².

The eastern part of Cuba is the region with most mountains: 50 % of its total area. The Sierra Maestra mountain is the longest of all in Cuba with 242 km.

The Turquino Peak is the highest mountain in Cuba with 1972 m.

In western Cuba the highest mountain is Pan de Guajabón with 962 m. Then there are other mountains:

Mountain	Height
Pan de Matanzas	389 m
Palenque	372 m
Sierra del Grillo	317 m
Sierra de Cañada	303 m
Bejucal-Madruga-Coliseo	220 m

In Central Cuba the highest mountains are:

Pico San Juan 1156 m (Trinidad)

Loma de Banao (Sancti Spiritus)

STUDENT 5

Constructions

The oldest house built by the Spanish in the western hemisphere is in Santiago de Cuba: *Diego Velázquez's house*.

The *first seven villas* founded by Diego Velázquez in Cuba are these:

Villas	Foundation date
Baracoa	1511
Bayamo	1513
Trinidad	1514
Sancti Spíritus	1514
Santa María del Puerto del Príncipe	1515
San Juan de los Remedios	1515
Santiago de Cuba	1515

Other cities founded later:

Cities	Foundation date
San Isidro de Holguín	1523
Santa Clara	1689
Cienfuegos	1819
Ciego de Ávila	1840
Las Tunas	1752
Nuevitas	1775
Baire	1700
Jiguaní	1701
Mayarí	1757
Guisa	1768
Guantánamo	1797

STUDENT 6

Roads and railways

The first royal road in Cuba was built between Santa Maria del Puerto Principe and Sancti Spíritus in 1534.

The first royal order to build a road between Havana and Santiago de Cuba was passed in 1854.

The first railroad in Cuba was inaugurated, in 1837, between Havana and Bejucal, and later this road was extended up to Güines. Cuba was then the first country in Latin America with the railroad and the sixth in the world, along with Great Britain, the USA, France, Austria and Belgium. Later in 1837 Russia and Holland joined the small group of countries with the railroad.

STUDENT 7

Distance between Cuba and its closest neighboring countries

Haiti and the Dominican Republic	77 km (East)
Jamaica	140 km (South)
The Florida Peninsula (USA)	180 km (North)
Mexico	210 km (West)

STUDENT 8

More information about Cuba

The Cuban archipelago covers an area of 111 000 km².

Its main island, Cuba, is 1200 km long, 190 km on its widest part and 32 km on its narrowest area.

Cuba has 14 provinces and 169 municipalities.

Our national flag and our coat of arms were made by Miguel Teurbe Tolón, a poet from Matanzas, in 1849.

Our national anthem was written by Pedro Figueredo in 1867 and it was first sung on October 20, 1868.

STUDENT 9

Something curious

The smallest bird in the world lives in Cuba: the Zun-Zún or fly bird.

The Toco-ro-ro, which is our national bird, has feathers with all these colors: blue, red, white, green, black, grey and vermillion.

Pronunciation practice: Review of the whole book

Dialog 20 integrates most of the linguistic content included in the whole book, in terms of grammar and pronunciation. Read dialog 20 aloud, making sure you put into practice all the pronunciation habits you have developed along this year.

Remember that pronunciation includes vowel and consonant sounds, as well as word and sentence stress, rhythm and intonation patterns. Record your voice as you read and listen to your reading to identify possible mistakes which you should try to correct.

Reading aloud

Read aloud the following narrated version of the story.

Santiago is flying back to Cuba tomorrow and some of his friends have come to say good-bye. Santiago tells them what he will remember from Woodhills and his friends, and asks Margaret to give his regards to his classmates at WLS.

Santiago talks about the day he went horse-riding and fell from the horse. He sprained his right ankle and had to wear a cast for three weeks. He will tell his wife about the day when he cooked Cuban food at Margaret's. He's sure his children will be happy to hear about his visit to the zoo and the animals he saw there.

Santiago's plane leaves at seven fifty in the morning, but he must be at the airport three hours before. He finds it difficult to say good-bye to all of his friends in Woodhills, because they were very close to him when he needed them. He promises they will hear from him very soon.

Project work

End-of-the school year project

This is your last project and you need to finish your academic year the best way you can. Work with your friends or work on your own in any of the many topics you have

worked in classes. Do it for pleasure because that is the best way to learn. You can invite your parents, your friends, your teachers, or anybody else to help you.

Suggestions:

- You can work in teams to create and dramatize a mini play, with the help of your teacher of Arts, through which you reflect the best experience you got from your first year at your Pedagogical University.
- You can interview a sample of students from your course about their results in the learning process. Use diagrams to reflect the data gathered.
- Write a letter to yourself in which you refer to your failures, your success and your plans.

Activities to get ready for your project

1. Choose the Spanish equivalent for the following words.

Character	_____ carácter
	_____ personaje
	_____ característica
Setting	_____ escenario
	_____ lugar
	_____ parque
Plot	_____ complot
	_____ trama
	_____ parcela.
A mini-play	_____ un cuento
	_____ una obra de teatro pequeña
	_____ una novela

2. Identify in the following fragments an example of a mini-play.

- a. Lennon was born on October 9, 1940, in Liverpool, England. During his childhood he listened to the music of rock and roll singers like Elvis Presley, Jerry Lee Lewis, and Little Richard. At 15, when he was in art school, Lennon started his first band, the Quarrymen. The band included Paul McCartney, George Harrison, and Pete Best, a drummer.

- b. *Porter:* Ah, here's an empty compartment. Where shall I put the luggage?

Old Man: Put the big suitcase up there (*points*) and the other one up there.

Thank you very much. Here you are (*giving money*).

Porter: Thanks.

Old Lady: Listen! Can you hear a noise?

Old Man: It's coming from the suitcase. Oh, it's only a clock.

Old Lady: No, it isn't. It's too loud! Perhaps it's a bomb!

Old Man: What shall we do? Call the guard? Stop the train?

Old Lady: No, let's throw it out of the window!

Old Man: Well, that's better....

Man: Hey, where is my suitcase?

- c. Cook together for 10 minutes. Stirring constantly.

2 large onions, sliced thin

4 tablespoons of butter

Add

4 cups of chicken stock

Cook slowly for 30 minutes.

Add

1 cup of cream.

Heat. Just before serving

Add 1 tablespoon of chopped green pepper.

3. A guide to learning a foreign language.

Every human is capable of learning his or her native language perfectly, and this is usually a painless process. Why, then, is learning easier for some people than others?

To do this you can interview your own classmates, tourists on the street, or people in general.

The following questions can help you in your project: Think of some other questions you may want to ask.

- a. How many languages do you know? Which are they?
- b. Rate your ability in your second language(s) on a scale of 1 to 6 where 1 is poor and 6 is excellent:

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

- c. Think about the foreign language you are most fluent in. How did you learn it? For example; at school, while teaching, working, or studying in the country where this language is spoken as a native or official language.
- d. To what extent was the teacher responsible for your success in learning this language? Rate his /her share of responsibility on a scale of 1 to 6 where 1 means that he/she was not responsible at all and 6 means that he/she was definitely very responsible.

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

- e. To what extent were you responsible for your success in learning this language?

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

- f. What other factors contributed to your learning (for example, books, tutors, classmates, the language was very easy, native speakers were helpful?)
- g. Try to describe some of the learning strategies you used while you were learning this language. Examples of strategies are:
 - Having conversations with strangers.
 - Keeping a notebook with you all the time.
 - Asking native speakers for help.

Add some others.

- h. In your opinion, which is the best way to learn a foreign language, in class or out of class?

Reading

Working with a text

I. Activating background knowledge

- a. How good is your knowledge about geography?
 - Name the most important capitals in the world.
 - Which is the highest mountain in America?
 - Which are the most important sites of pre-Columbian American civilization?
- b. This is the first paragraph of the text. What information do you expect to find next.
For many centuries, different generations of people all over the world have created amazing constructions which are the admiration of the whole world. They have become objects of the world cultural heritage for different reasons.
- c. What questions do you want the text to answer?

II. Getting the gist

Read text 20 in the Text File and identify the monuments and cities presented.

III. Questioning and interacting with the text

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

Place	Country	Most important characteristics

IV. Sharing with classmates

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

V. Going beyond reading

Use the tips below to reflect on the reading skills developed throughout the course.

Evaluating how well you read	Thinking about how you read
<p>Evaluate and decide which of the following best describes your reading performance today. Explain why you gave yourself the score, also. My reading was...</p> <p>___ Excellent because I</p> <ul style="list-style-type: none"> • read the full 20 minutes • read actively (e.g., used different strategies and techniques) • understood what I read <p>___ Successful because I</p> <ul style="list-style-type: none"> • read almost the entire 20 minutes • tried to use some strategies that mostly helped me read better • understood most of what I read <p>___ Inconsistent because I</p> <ul style="list-style-type: none"> • read only about half the time • used some strategies but they didn't help me much • understood some of what I read <p>___ Unsuccessful because I</p> <ul style="list-style-type: none"> • read little or nothing • did not read actively • did not understand what I read <p>___ I didn't understand because...</p>	<ul style="list-style-type: none"> • I was distracted by... • I started to think about... • I got stuck when... • I was confused/focused today because... • One strategy I used to help me read this better was... • When I got distracted I tried to refocus myself by... • These word(s) or phrases were new/interesting to me... I think they mean... • When reading I should... • When I read today I realized that... • I had a hard time understanding... • I'll read better next time if I...
<p>Elaborating on what you think</p> <ul style="list-style-type: none"> • I think _____ because... • A good example of _____ is... • This reminded me of _____ because... • This was important because... • One thing that surprised me was _____ because I always thought... 	

Writing: Describing places

Writing tip

When you write an article to describe a place, you give the information under suitable sub-headings. Start by stating the name of the place and its

location. Then give a short general description of the place. Next, write about places to stay, visit, eat and also to enjoy nightlife. After that, refer to important and interesting monuments and sites in the place. Finally, write a closing sentence giving an overall impression of the place.

Study tips

- Use adjectives and other phrases to describe it.
- Comparative forms are sometimes useful. *E.g.* Cienfuegos is quieter than Havana. Cienfuegos is not as populated as Santiago.

Study tip

When you describe a city or town, sometimes, you give advice or recommend to visit a certain place or to wear a specific type of clothes.

Giving advice and recommending

- You must wear...because of...
- You must visit...because...
- You must see...

Giving advice and recommending

- You should definitely visit...
- You should never...
- You should avoid....
- You shouldn't miss...

1. The following is a tourist brochure about Stratford-Upon-Avon. Read the paragraphs and put them in the correct order. Then identify the topic sentences and supporting details.

_____ The romantic town is in the South-West of England and is Shakespeare's birth-place.

_____ For sightseeing, get on an open-topped double-decker bus and see the town. You can also visit New Place - Shakespeare's home, or go for a walk in the beautiful Bancroft Gardens and see the open-air entertainers. Another fascinating place to visit is Warwick Castle, one of the oldest castles in Britain.

_____ The Dukes Hotel and The Swans Nest are two lovely places to stay in Stratford. The Dukes Hotel is a three-star hotel in the centre of the town, and the Swans Nest is next to the River Avon. They are both quiet and friendly places.

_____ Stratford is a small town. There aren't many nightclubs, but you can spend an evening at the Royal Shakespeare Theatre or enjoy a quiet drink at one of the town's friendly pubs. You can also go for a walk along the riverside and enjoy the peacefulness of the place under the moon and stars.

_____ There are some fantastic restaurants in Stratford, too. Have lunch at one of the many restaurants in Sheep Street - the food is delicious - or have a romantic dinner at the restaurant on a canal boat in the Canal Basin.

_____ You can find souvenirs in different shops. However, for gifts, the street market in Rother Street is the best.

_____ Stratford is an interesting place to visit. If you have the chance, don't miss the opportunity.

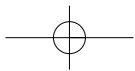
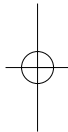
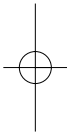
Write the sub-headings below in the appropriate part of the text.

Eatinglot, Places to visit, Nightlife, Shopping, Accommodation

(Adapted from *Enterprise 1*, by Virginia Evans and Jenny Dooley,
Express Publishing, 1998 Page 87)

2. Write a brochure for a tourist magazine about a place in your town, province or country. Use the writing tips and the previous text as guiding sources. The information provided in the Speaking Section may be very useful. Don't forget to go through the writing process followed throughout the course.

APENDIXES



APPENDIX 1

Youth in the Spotlight

Video scripts

Unit 1

(Part 1)

SECTION A

Host: Good evening ladies and gentlemen. Welcome to a new edition of “Youth in the Spotlight”, a program that intends to give you first-hand information about the concerns, expectations and the lives of the young people on our campus and our community. Today we are beginning a series of programs with very special guests. They are Canadian students visiting our college as part of a project sponsored by our friend, Professor Hillary Spicer from Simon Fraser University in British Columbia. Without further delay, let me introduce you to Lisa and Erin.

Host: We know that Canada is a multicultural country. Are you originally from Canada?

Lisa: Well, I’m originally from Canada, my mother was born in Quebec and my father is from British Columbia.

Host: So, where in Canada do you live?

Lisa: Well, I live in Vancouver which is the west coast.

Host: Is your first language English or French?

Lisa: My first language is English. I speak English at home with my parents and also with my friends.

Host: Do you speak any other language apart from English or French?

Erin: Oh, yes, I do. I speak a little German. My father is from Austria, so I speak a little German as well.

Host: Very interesting. Is there any other language spoken by any considerable part of the Canadian population?

Erin: Well, Canada is a bilingual country, so people speak French and English. As well we are a very multicultural country, so there are many different languages that are spoken in all the provinces.

Unit 4

(Part 2)

SECTION A

Host: Good evening friends, welcome back to “Youth in the Spotlight”. Today we’ll continue talking with some of the Canadian students who are visiting our college. If you stick around, you’ll get information about their country and the communities where they live. They have also agreed to our request to share with us some personal issues like their plans for the future, and their attitudes and feelings. Jackelyn and Astrid, thank you for joining us in “Youth in the Spotlight” tonight.

Guests: Thank you for inviting us.

Host: Astrid, do you consider yourself an optimistic person?

Astrid: I would have to say that I feel that I am an optimistic person, because I believe that it’s important to be positive.

Host: How has this attitude influenced upon your successes and failures?

Astrid: Hmm... I would have to say that this belief has enabled me to overcome my obstacles, and thinking positive I’ve been able to break down these barriers and get my goals faster with positive attitudes.

Host: How would you describe your personality?

Astrid: Oh, well, that’s a tough question! Hmm... I’d have to say that I’m even-tempered, and I like to smile a lot, I like to have fun, I like to joke around with my friends, and ...and I have a bit of a protective streak for the people that I care about.

Host: What is the personal quality you value the most?

Astrid: I’d have to say the personal quality I value the most is honesty.

Host: Thank you.

Unit 5

(Part 1)

SECTION D

Host: Regarding family life in Canada. Is the average Canadian family large or small?

Erin: Hmm... I think it depends. Hmm... I think in the countryside you tend to meet, perhaps... maybe a little larger families, but these days the average Canadian families are quite small; one child, maybe two.

Host: You are good-looking girls. So, I figure that such beautiful girls must have boyfriends. Am I right?

Lisa: I have a boyfriend.

Host: Uhu...What does he look like?

Lisa: Well, my boyfriend is a typical Canadian man. He’s tall...*(giggles)* Hmm, strong, handsome and a very nice person, so we get along very well.

Host: Is he the ideal person to be next to?

Lisa: Sure... of course. He is very friendly, very kind-hearted and definitely the person I enjoy being with.

Host: Thank you. Unfortunately, we have just run out of time. Thank you very much, Lisa and Erin for being here with us today. Dear viewers, tune in tomorrow to another edition of “Youth in the Spotlight”. Good night.

Unit 6

(Part 3)

SECTION B

Host: How do you like the weather here in Cuba at this time of the year, Hillary?

Hillary: People here say it's cold but they have no idea what cold is. This is perfect.

Host: Is it very cold now where you live?

Hillary: In Vancouver, on the west coast, not very cold. I understand there was a snow-fall last week, but we don't go to minus thirty or minus forty as in other provinces in Canada.

Host: I've always wondered... Does it ever get really hot there during the summer?

Hillary: In Vancouver?

Host: Yes.

Hillary: Absolutely. We have thirty... Not like Cuba; thirty-eight, thirty-nine, forty, but yes, we have hot summers.

Host: What's your favorite season, Hillary?

Hillary: I think, for me, it's spring because spring for me is new beginnings, things growing, things starting over.

Unit 7

(Part 1)

SECTION B

Host: We would like our listeners to have a view of the young people's life in your country. What's an ordinary day like in your personal lives?

Lisa: Well, I get up in the morning. I usually get ready for school. I take the bus to school. When I get home from school, I like to do my homework. I maybe... well... relax, read a book, or watch a little TV, and then I like to go out with my friends or... have dinner with my parents, things like that.

Host: All right. What are the meal times there in Canada?

Lisa: Well, people generally have breakfast before work or school, so at about 7: 00 or 7: 30 in the morning, and lunch is generally around 12: 00 o'clock, and then dinner can be any time from 5: 00 o'clock to 7: 00 o'clock, depending on the schedule.

Host: Is there a kind of food that could be regarded as typical Canadian food?

Erin: Well, we talked about this. It depends on which province you come from and where you live. So, on the east and west coast of Canada you will typically eat more seafood, which is normal, and as well, for a special holiday dinners most families will cook a turkey or a ham.

Host: How does daily routine change during the weekend?

Erin: Well, generally on weekends most people like to sleep in, you know, until nine o'clock or ten o'clock, have a late breakfast and then take it easy. I like to do some cleaning or homework before meeting my friends in the afternoon, maybe go out for dinner.

Unit 8

(Part 1)

SECTION C

Host: Do you have any pastimes or hobbies?

Lisa: Uh...Yeap. I love the water, so in the summer I spend a lot of time swimming in the lake that's close to my house, and in the winter time I like snowboarding, so I spend a lot of time on mountains.

Host: Well, let's talk a little about jobs. What do your parents do?

Erin: Actually, both of my parents are retired but when they did work, my Mum was an elementary school teacher and my father was the manager of a small scuba shop.

Host: Do you ever take part-time jobs or summer jobs?

Lisa: Sure. Most Canadian youths do.

Host: Why?

Lisa: We take them for many reasons. A lot of people work to help pay for school, or to pay for school entirely. Other people will take jobs, so they can do small trips with their friends, or just to have some extra money to buy little things like clothing, go to see movies, and go for dinner... Yeah...

Unit 11

(Part 3)

SECTION C

Host: You know, Hillary, with these programs we're trying to give our audience a bird's-eye view of the life of young people in Canada. Are unhealthy habits like smoking and drinking a major problem among the Canadian youth?

Hillary: I could say that we don't have any unhealthy habits, but that would not be true. I think fewer people are smoking. Smoking is forbidden indoors, you have to find some place outside to smoke, and on the campus there are a couple of bars or places where people can legally drink alcohol, but I think there is an increased awareness of health among young people, so they're aware that drinking or smoking is not a good idea.

Host: Are there any rules or regulations at Simon Fraser University in regards to smoking and drinking?

Hillary: There are special outdoor locations where you can smoke if you like, I personally see very few people smoking on the campus. I don't know where they do it, but I don't see them, and the drinking is in legal bars, if anybody is drinking; but they are too busy studying, no time for drinking.

Unit 12

(Part 2)

SECTION D

Host: Do young people in your country leave their parent's homes at an early age?

Astrid: I'd have to say that depends. Hmm, as education becomes more and more expensive you're having a problem with people staying at home just to be able to go to university, but I would say in your early 20's it's time to grow a pair of wings and fly away from the nest.

Host: What are your plans after your stay here in Cuba, once you get to Canada?

Jackelyn: Back to school. Back to finishing our teacher training program.

Host: Thank you so much, Astrid and Jackelyn. You've been very kind to accept our invitation to "Youth in the Spotlight". Join us tomorrow at the same time for another edition of "Youth in the Spotlight". Good night.

Unit 15

(Part 2)

SECTION B

Host: Now let's talk about your likes, dislikes, and your preferences in general. What do you prefer, health food or fast food?

Astrid: Oh, I'd have to say that I'm guilty of having my fair amount of fast food.

Host: Do you like music?

Jackelyn: I do like music a lot.

Host: What kind of music do you prefer?

Jackelyn: My favourite kind of music is hip-hop and country music.

Host: Is fashion very important to you?

Astrid: Hmm... I'd also say fashion is important because fashion is a way of expressing your individuality.

Host: Well, regarding clothes. Do you prefer casual clothes or formal clothes?

Jackelyn: I prefer casual clothes.

Host: What's trendy nowadays in Canada?

Astrid: Hmm... That's a tough question. Hmm... Again I have to respond people pre-senting their individuality through their clothes.

Host: Very well.

Unit 16

(Part 2)

SECTION C

Host: Now let's approach a more general topic. I'd like to know about the places where you live. Do you live in the city or in the country?

Jackelyn: I live in the suburbs. So, it's just outside the city.

Host: How does life in the suburban areas differ from life in downtown areas in big cities like Toronto or Montreal?

Astrid: Hmm... I'd have to say that it depends what kind of person you are and what you have. Suburbia is more an environment for families as they can have houses, and downtown... it is more for single people or couples that just got married, and people that like to be on the go, as in cities... move, move, move.

Host: What are some things in your community you are proud of?

Jackelyn: Hmm... I'm proud of the nature and the environment, and also the multiculturalism which is part of our community.

Host: In your view, is there anything in your community that needs to be changed?

Astrid: I would have to say what needs to be changed in our community is ... uh... the poverty aspect and our homelessness.

Host: Can you tell us about an important tradition or custom or celebration in your country?

Jackelyn: Well, because we are so multicultural there's lots of different traditions and stuff. I think Christmas is pretty big...

Host: Our previous guests told us that the average Canadian family is not large. Hmm... Have you ever thought about your future families? I mean... How many children are you planning to have?

Jackelyn: Me, personally, I'd like to have three or four kids.

Host: Three or four kids? All boys?

Jackelyn: Hmm... Boys and girls. At least one of each.

Unit 17

(Part 3)

SECTION A

Host: Good evening, students, teachers and citizens of our community. Here we are again in "Youth in the Spotlight". Today's program is the last one of a series about Canada. Our guest tonight is someone very dear to all of us. For several years she's been leading a wonderful project through which many Canadian students have come into contact with our university and with the Cuban reality.

Ladies and gentlemen, it's a real pleasure to have Professor Hillary Spicer here with us tonight.

Host: Welcome to "Youth in the Spotlight", Hillary.

Hillary: Thank you.

Host: When did this project begin, Hillary?

Hillary: This particular project began in 2005, so we're in the third year of this exchange now.

Host: Have you come to Cuba every year since the beginning of the project?

Hillary: Yes, I have. Several times a year, in fact, to teach here, to teach in Pinar University, and I hope we'll continue to keep this project alive.

Host: Do you always travel to Cuba in November?

Hillary: With the project only in November, but if it's for other projects and other universities or courses that I can teach here, other months of the year.

Unit 18

(Part 3)

SECTION D

Host: In your opinion, how have young people's lifestyles changed in the last twenty or thirty years in your country?

Hillary: That is a huge question. So to give it a quick, brief-summary type of answer, I would say that technology's had a huge impact on the lives of young people. Everybody is connected to Internet, computers play a large role. I think the fact that women have real access to positions that traditionally have been male roles. I think the young people have a wider variety of career options. That's some, just to answer your question.

Host: Can you refer to any old tradition that young people don't keep any more?

Hillary: We discussed that, actually, with my group, and some of them said that they felt that nourish was a tradition that with lots of young people doesn't seem to have the same impact or presence as formerly. That's all they came up with.

Host: Is a college or a high school graduation ceremony nowadays very different from how it used to be thirty years ago?

Hillary: I would say there's a difference between a high school graduation and a university graduation. I have worked in high schools where for some of the girls having a special dress for their graduation is more important than having a wedding dress. It's a big event. It symbolizes thirteen years of working through school. University, I think, receiving their cap and gown and their certificate means nothing. So, I'd say it's as important today as it was twenty or thirty years ago.

Unit 20

(Part 3)

SECTION E

Host: Hillary, you speak five languages and you have a great experience as a language teacher. So, why don't we talk a little about language learning?

Has learning Spanish been easy or difficult for you?

Hillary: (*Laughs*) Well, I made a decision, a conscious decision to not study Spanish, to not take a Spanish course, to just really embrace the communicative experience. So, for the last several years, all I've been doing is listening, repeating, trying, making gestures. So, I think it's been successful for me. It's not perfect, and I need to study some time, but everybody is very patient with my language, and I manage to communicate what I need to.

Host: Sure. Very well, I might add.

Hillary: Oh, thank you.

Host: What differences do you find in the non-verbal elements in our culture and those in Canada?

Hillary: And you mean gestures. Right?

Host: Gestures... body movements... All right?

Hillary: I think we all have our gestures, for example, shaking the head, shrugging the shoulders, and other gestures that you know we won't demonstrate here, but I think Spanish, French and Italian are languages that are more gesture focused. I think the Anglo-Saxon is much more controlled. So, I think in Spanish there are far more gestures engaged in a conversation.

Host: What advice would you give our language students, Hillary?

Hillary: That's a big question, and I don't have time to say it all.

Host: Top of your head.

Hillary: Top of my head, I would say: Take risks, make mistakes, jump in, try it. It does not matter if it isn't perfect. Really get into it. And the whole idea of the world being a smaller place, if you can speak another language, and understand through that lens how other people think and operate and other lives function, so, I would say. There's another thing that's very important, actually, that learning a language works parts of the brain that nothing else does. So, there are a lot of reasons for learning a language, for me, the most basic: communication, interaction.

Host: Thank you very much.

Hillary: You're welcome.

Host: OK. Do you have a final comment for our viewers?

Hillary: Well, I'd say thank you for inviting me to "Youth in the Spotlight", and may this project continue for another ten or thirty years.

Host: Thank you very much, Hillary. Friends, we have come to the end of today's program. Thank you for tuning in tonight. Good night.

APPENDIX 2

Listening scripts

Unit 1

Some people are talking at a party.

1. A: Say, I don't think we've met, have we?
B: No, I don't think so. My name is Donna.
A: Hi, nice to meet you Donna. My name's Tim Clark.
2. A: Hey, you're Bob Thompson, right?
B: And you're Jenny...
A: Jenny Lenzie.
B: Yeah, right. We met at Bill's wedding.
A: Hey, you look great!
B: Well, so do you.
3. A: Haven't we met somewhere?
B: No, I don't think so.
A: Aren't you Kevin Grant?
B: No. No, my name is Greg, Greg Brown.
A: Oops! Sorry. I was positive we met before.
4. A: Jack, hi! Remember me?
B: Sue? Sue Thomas.
A: That's right. We were in that Computer Course together.
B: Yeah. Boy! Was that boring!
A: Sure it was. So, how have you been?
B: Oh! Not bad. Thanks.
5. A: Oh, hi! You're Jonathan, aren't you?
B: Yeah and you're Wendy.
A: Yeah! We met at the conference in Hawaii last summer.
B: Right. Nice to see you again.
A: Nice to see you too.

6. A: Hi. Don't we work in the same building?

B: Yes, I think we do.

A: I'm Jerry Gales. I'm in accounting.

B: Hi. I'm Lily Williams. I'm in marketing.

(Adapted from *Tactics for Listening*, by Jack C. Richards,
Oxford University Press, Second Edition.)

Unit 2

People are talking about the place where they live.

Steve: The apartment I rent is OK. It's near the stores so it's convenient for shopping. The problem, though, is that the owner hasn't spent any money on the place in years. The furniture is falling apart and the carpet in the living room is stained in places.

Ian: There are advantages and disadvantages of living out here in the suburbs. It's not really the most convenient place to live. It gets forever to get into town, especially during the rush hours. And there aren't any good stores out here. On the other hand, it's nice and quiet on the weekends.

Charlene: I love my apartment. I wish I could afford to stay here. The location is perfect. It has a great view of the park and I love being able to step outside and go to cafes and shops. The only problem is the rent. It's just too high now so I can't stay.

Ken: My place is huge. It has room for all my stuff and there's a big kitchen too. Of course, it's really old and so it needs a coat of paint and some new furniture. The furniture is really ancient. I think the stove is about a hundred years old.

Martha: I recently moved into an apartment building for the first time. It takes a while to get used to having neighbors right next door. I feel like they're always listening to me, like they wanna know everything I do, but the rent is much cheaper and I like that.

(Adapted from *Tactics for Listening*, by Jack C. Richards,
Oxford University Press, Second Edition.)

Unit 3

Hannah has just moved and she's talking with her dad on the phone.

Dad: Hannah?

Hannah: Hi, Dad

Dad: Have you found a place to live yet?

Hannah: Yes! I think I have at last.

Dad: Mmm. When are we going to see you?

Hannah: Well, I was going to come down on Friday evening after work. And then we could bring my things by van on Saturday afternoon. I want to move all my stuff out to give you and mum more space.

Dad: We'll need to hire a van then. And if you're taking everything, we might need to hire a container truck.

Hannah: Oh, dad! I'm only joking.

Hannah: I know.

Dad: I'll hire the van the Saturday then. I can pick it up first thing in the morning, and then return it in the evening.

Hannah: Don't you want to stay overnight.

Dad: No, it's best to get back the same day. If I remember rightly, it's about 3 hours by road.

Hannah: Yes, roughly.

Dad: Right then mum wants to have a word. I'll hand you over to her.

Hannah: Bye, Dad.

(Adapted from *IELTS Testbuilder*, by Sam McCarter and Judith Ash, MacMillan, 2003.)

Unit 4

People are talking about their part-time jobs.

Jolene: Oh! Hi, Dean, how have you been?

Dean: Hi, Jo. I'm OK, thanks. I'm working at a school now.

Jolene: Wow! You must be really enjoying it.

Dean: Sure. I'm teaching an English class. It's tiring, but I enjoy working with children. That's the best part. These children are really smart, so I have to work hard to keep them interested.

Jolene: It's important to know what you're teaching. Luckily, you've taken a lot English lessons. So, you must feel prepared.

Dean: Yes, Jo, but I have to keep on studying. Anyway, and you? What do you do?

Jolene: I'm working at a library in a sales agency. My co-workers are terrific. I really like the job, but the hours are too long. They have all sort of information there in a big computer data base. I have to find information for people very quickly so it's important to have experience with computers.

Dean: Well, well, it seems that you also enjoy what you do!!! Congratulations on the new job, Jo.

Jolene: Thanks, Dean. Same to you.

(Adapted from *Tactics for Listening*, by Jack C. Richards, Oxford University Press, Second Edition.)

Unit 5

Linda and Chris run into Alice at lunch time.

Linda: Hi, Alice. How are things?

Alice: Pretty good. How are you?

Linda: Not bad, thanks. Oh, Alice, you know Chris, right?

Alice: No, I don't think so. It's nice to meet you, Chris.

Chris: Nice to meet you too, Alice. (to Linda) Alice? Alice, the air traffic controller you always tell me about?

Linda: Yes, that's right.
 Chris: Wow! That must be a very exciting job, Alice.
 Alice: Yes, but it's very stressful. The good thing is that I live near the airport.
 Linda: You see! That's a good thing. Our apartment is far away from our office downtown.
 Alice: But you have a nice apartment in a nice area, Linda.
 Chris: Well, what I like the most is the view to the coast. It's actually relaxing.
 Linda: Sure and we really need it. You know, I find after a week of dealing with people, I like a day when I'm just quiet working by myself doing something with my hands like gardening, for instance.
 Alice: I understand, though I prefer to be more sociable on the weekends. Well, this is a very nice conversation, but I have to get back to work and it is one thirty already. It was very nice meeting you, Chris. Bye Linda.
 Chris and Linda: Bye. Give us a call sometime.
 Alice: Sure!

(Adapted from *Interchange 1*, by Jack C. Richards, Jonathan Hull and Susan Proctor, Cambridge University Press, 2004.)

Unit 6

Two friends are looking at a photo album.

Anna: Who is she?
 Rachel: She's my mother.
 Anna: Hmm! She's playing the piano.
 Rachel: Yes, she's playing the piano in my wedding.
 Anna: And is he your father?
 Rachel: Yes, he is.
 Anna: And he's smoking a big cigar. Is that at your wedding as well?
 Rachel: No, he's at his favourite restaurant.
 Anna: And who are they?
 Rachel: She's my daughter Phoebe and he's my son Daniel. They're playing baseball in our yard.
 Anna: And who are they?
 Rachel: They are my brother and sister.
 Anna: What are they doing? Are they singing?
 Rachel: Yes, they're singing happy birthday at my brother's party.
 Anna: Oh, that's an unusual photograph.
 Rachel: And this is Howard. (*Excited*)
 Anna: Your husband?
 Rachel: Yes.
 Anna: Well, he's not watching TV.
 Rachel: No, he isn't. He's sleeping in front of the TV. (*Joking*) And here's the rest of my family. See? They're eating cake and dancing at my grandmother's birthday party.

Anna: You have a wonderful family, Rachel. Thank you for showing me your photo album.

Rachel: Sure.

(Adapted from *Side by Side 1A*, by Steven J. Molinsky and Bill Bliss, Longman, 3rd Edition, 2001.)

Unit 7

Some students from the Latin American Medical School of Havana share cultural facts.

Yen: It's amazing how different cultures can be.

Osiris: Oh, yes and it's very interesting to see how we all manage to respect these differences at the same time we try to understand one another and greeting is one example.

Yen: That's right. For example, in China we nod politely or bow slightly when greeting another person. A handshake is also acceptable, especially in formal situations or to show respect.

Osiris: In Egypt, if the greeting comes after a long absence, the kisses may be repeated more than once, sometimes ending with a kiss to the forehead. Men greet women with a handshake only if the woman extends her hand first. Otherwise, the greeting is verbal. What about in your country, Henry?

Henry: In Holland a firm handshake is the accepted way of greeting for acquaintances, even children, although it is quite usual for friends to kiss each other on alternate cheeks and close male friends sometimes hug each other.

Soyinka: Well, in Nigeria, greetings are highly valued and neglecting to greet another is a sign of disrespect. I think this is different in Ethiopia, right, Menelik?

Menelik: Yes, shaking hands with one or both hands is common between members of the same sex. But there is no physical contact when members of opposite sexes greet each other.

Yen: That's so interesting! And I'm sure there are many other differences.

Menelik: Oh, yes. In Ethiopia the choice of spouse is usually arranged by the families, although individuals have some say in the decision.

Henry: In my country couples live together before or instead of getting married. And since 1998, same-sex partnerships have been legally recognized.

Yen: Wow! That's very civilized. In China, the legal age for marriage is 22 for men and 20 for women. Another interesting thing is that since the 1980s, there is a one-child family-planning policy and that's perfectly understood. We're so many!

(All laugh together)

Unit 8

Five people are telling how they usually celebrate their birthdays.

1. Old woman: Well, I always stay home on my birthday with my husband George. He takes over in the kitchen for the day and bakes a nice cake for me. I prefer that to going out to a restaurant.

2. Young man: Well, I prefer to invite my classmates to go out and party with me. About ten of us get together. We start out at a restaurant and then we go dancing or something. Last year we went to six different clubs in one night. It was cool. Next year, I'd like to do the same for sure.
3. Mother: My two children always take me out for dinner. I'm glad they do that instead of spending a lot of money on presents. They're still at school, so they can't afford expensive gifts, although I have to admit that I would like to go out with some friends next year.
4. Man: I always celebrated my birthday when I was younger. I'd have a big party and I'd invite everyone I knew. Sometimes, I'd have more than 50 people at my place. Those were the days! I don't do anything like that anymore. Since I turned 55, I even try not to remember I turn a year older. I would rather stay home and forget all about it. You know what I mean?
5. Girl: My parents usually let me invite all my friends over to my house for a party. Usually, I have 18 people over without their parents. We always have a lot of fun opening presents, watching videos, and singing along the radio and stuff like that. My parents stay upstairs not to bother us, but to be honest, I would like to do something different for next year.

(Adapted from *Tactics for Listening*, by Jack C. Richards,
Oxford University Press, Second Edition.)

Unit 9

A driver needs help to get to the High Gate Mall.

Driver: The High Gate Mall?

Man: Hum, let me see. You know where the Mc Donald's on 23rd Avenue?

Driver: No

Man: Well, you know Queen Lane is?

Driver: Sorry. I'm from out of town.

Man: OK, tell you what to do. You take a left onto Swallow Run. That's the first light here on this road.

Driver: OK.

Man: And then about half a mile away there's a Y on the road, and you just keep to the right. Got that?

Driver: Yes, stick to the right.

Man: Then after that take the first left on Queen Lane.

Driver: Uh-hum.

Man: And Queen Lane will take you to 23rd Ave. There's a light there. That's the Mc Donald's. You can't miss it.

Driver: OK.

Man: So you turn right on Presidents Street and keep going and eventually you'll see the mall on the left.

Driver: OK. Thanks a lot.

Man: Well, good luck.

(Adapted from *Speaking Naturally*.)

Unit 10

A friend apologizes for being late because of a car problem.

Russ: Hello.

Friend: Hi, Russ. It's me. Look, we are having a bit trouble with the car. So it looks like we won't make it tonight.

Russ: Oh, really? What is it?

Friend: Well, it's the carburetor again. We'd had it fixed last week, but it must be clogged up again somehow.

Russ: Oh, I'm sorry to hear that. Want me to go and get you?

Friend: Well, actually we're stuck on the freeway, and I had to walk a mile to this gas station to get help.

Russ: In this terrible weather?

Friend: Yeah, I'm pretty wet. I can tell you that.

Russ: Well, why don't I pick you, guys, up in my car once they towed the car to the station? Where are you at?

Friend: You know the Anchor Station, at the entrance to the freeway?

Russ: Oh, yeah, I know where that is. I'll be right down. We still might be able to catch the late show.

Friend: Ok, great. Sorry about the inconvenience.

Russ: Don't worry about it. See you in a little bit.

Friend: Thanks. See you.

(Adapted from *Speaking Naturally*.)

Unit 11

Betty and Charlene are worried about their sons Mark and Tim.

Betty: I'm so worried about Mark these days. Ever since he moved into his own apartment he's been losing weight. He really doesn't look well at all.

Charlene: He moved into his new apartment? Oh, no wonder he is looking so thin! He really should try to gain some weight. He's probably not eating enough. Did you talk to him about it when you saw him yesterday?

Betty: Well, you know. How's Tim these days?

Charlene: Oh, Tim has got me worried too. He is really getting much too fat. He's got to lose about 75 pounds now. Don't know what to do. I keep telling him to go on a diet, but he gets angry every time I talk to him about it.

Betty: Seventy-five pounds? That is a lot of weight to lose! What does Tim eat?

Charlene: I really don't know! But I'm sure he's really eating too much cake and candy. Of course, he doesn't listen to me. Maybe Mark should talk to him.

Betty: Well, maybe. Oh, did I tell you that Mark decided to be a vegetarian? He doesn't eat any meat now.

Charlene: That is probably what has him so thin. Does he smoke?

Betty: Does he smoke? He smokes almost two packs of cigarettes a day. That's my son, a smoking vegetarian.

Charlene: Well, you know what it is like with these 30-year-old children. They think they don't need your advice anymore.

Betty: Yes, you're right.

(Both laugh)

(Taken from Listen for it.)

Unit 12

A student is interested in taking a photography course.

W: Department of Art, Design and Media, can I help you?

M: I'd like some information about photography courses.

W: Let me just get the prospectus... Ok. Well, we do several different courses. I'll just run through them for you. The first is Introducing Photography that runs for ten weeks and it's a foundational-level course, so it's for people just beginning in photography.

M: Right

W: That's on Monday evenings, from six thirty. Next, there's Black and White Photography, which is at intermediate level. So, you would need previous experience for that one. And you also have to have an interview with a tutor beforehand.

M: Sounds interesting. Which evening is it on?

W: It's a daytime course, actually. From two to four thirty on Tuesdays. That's also for ten weeks.

M: That's a shame. I work on Tuesday afternoons.

W: There's also Landscape Photography, which is on Tuesday evenings from six thirty to nine. That's a longer course than the others, it runs for sixteen weeks.

M: And do you need previous experience for that one?

W: Let me just check... Mm, it's advanced level. So, yes, you would. And again you'd have to be interviewed beforehand. Ok? Then the only one we do is the Art of Digital Photography.

M: I'm not sure that's for me, but which evening is it?

W: It's a flexitime course. It's on a Wednesday any time during the day.

M: How many weeks is that?

W: It's up to you, really. You have to do sixty hours in all. And again there's an interview.

M: Thank you for all the information.

W: Any time.

(Taken from Focus on IELTS, by Sue O'Connell, Longman, 2002.)

Unit 13

A student is interested in taking a photography course.

Caller: OK. Can I just go back to the first course you mentioned? Um, what sort of things does that cover?

Woman: "Introducing Photography"? Let's see what it says in the prospectus. Yes, here it is. "Find out about different types of camera and camera care, learn how the

camera's controls operate, and which lenses to use for the different subjects, study the main elements of effective composition". That's all it says. You could always talk to the tutor if you wanted more information.

Caller: It sounds a bit... basic to be honest. What about Landscape Photography? Was that the next one?

Woman: Yes, that includes a field trip where you go out with your tutor on location, but, look, to save me reading everything out, why don't I send you the prospectus?

Caller: That's would be great. But could you just give an idea of the fees?

Woman: I'll just have to check... Right, Introducing Photography, that's ... yes, £ 95. Black and White's the same, I think... No, it's a bit less, actually, £ 85. And then Landscape and Digital, they're both £140.

Caller: Gosh. That's a bit steep, isn't it?

Woman: They are longer courses, if you remember. With the Digital, the fee also includes some photographic materials. And with the Landscape, the cost of that field trip I mentioned is included.

Caller: Right. Oh, and I forget to ask, is there any examination?

Woman: Not as such. But you can have your work assessed and get a certificate if you pay a smaller extra fee.

Caller: I see. Just one last question. How soon would I need to apply?

Woman: Well, there are still places on all the courses at the moment, but they do tend to fill up quickly. Introducing Photography is always popular - we're running two courses this year so we can meet the demand. And Digital is getting quite popular too. But there are only twelve places on the Black and White course, so that anyone has access to the equipment. If you're interested in applying for that one, I wouldn't leave it too long, if I were you.

Caller: I'll bear that in mind. Thanks very much for your help.

(Taken from *Focus on IELTS*, by Sue O'Connell, Longman, 2002.)

Unit 14

A mother is buying a present for her daughter's birthday.

Clerk: Can I help you?

Woman: Yes, I need something for my daughter. It's her birthday, so I want something special ...

Clerk: How much do you want to spend?

Woman: Oh, money doesn't matter.

Clerk: Oh, well, how about a nice ring?

Woman: That's a good idea. How much is this one?

Clerk: Let's see... That's \$259.00.

Woman: Well, uh. That's not quite the right design for my daughter.

Clerk: Well, here's a great bracelet. It's only \$150.00.

Woman: No, that's not quite right. I don't like the shape.

Clerk: I know. What about this gold pen? It's only \$100.00 and it will last forever.

Woman: Oh, no. I don't think so. Oh, dear, it's much too heavy.

Clerk: Too heavy, hum, I see. How about a watch?
 Woman: How much is your cheapest watch?
 Clerk: Let's see. Oh, here's one of \$23.59
 Woman: No, I don't think she would like that watch. It's too big. Uh-ha, what about that calculator over there?
 Clerk: A calculator? But I thought you wanted...
 Woman: Oh, it's beautiful. How much is it?
 Man: *(disappointed)* It's \$7.85.
 Woman: It's perfect. I'll take it. She'll love it.

(Taken from *Listen for it.*)

Unit 15

Marian and Freddy are in line to eat at a restaurant.

Freddy: Oh, this looks right.
 Marian: Oh, yeah, it must be. Look, there are hundreds of other people here!
 Freddy: There must be at least 50 people in line – we'll be here till gone 2 o'clock at this rate.
 Marian: And I'm starving.
 Freddy: So, am I.
 Marian: Actually, I was on my way to the cafeteria to get something for lunch. Why don't I go there and buy something and you stay here and wait?
 Freddy: Good idea.
 Marian: What would you like? Pizza, sandwich, hot dog, fried rice, they do everything...
 Freddy: Oh, something easy. Take away fried rice sounds good.
 Marian: OK, fried...
 Freddy: No, on second thoughts, I'll have a cheese and tomato sandwich.
 Marian: Right, one cheese and tomato – anything to drink?
 Freddy: Yeah, get me a coffee, would you?
 Marian: Oh, hot coffee is a bit hard to carry. What about a coke or an orange juice?
 Freddy: Oh, um...get me an orange juice, then. Look, here's five dollars.
 Marian: Oh, take two dollars back. It shouldn't cost me more than three dollars.
 Freddy: Well, keep the five and we'll sort it out later.
 Marian: OK. Back in a minute.

(Adapted from *Cambridge IELTS 1*, by Vanessa Jakeman and Clare McDowell,
 Self-study edition, Longman, 1996.)

Unit 16

Three people talk about their plans.

A: Well, I'm going to graduate next year. I might go back to my hometown or I might specialize first. I'm not sure yet. But I'm planning to work in the small village where I was born, helping people there. That's really important to me. That's the reason I became a doctor. I'd like to start a children's clinic someday, or a hospital for old people.

- B: I'm a teacher in a public school in my country, but I'm not going to teach in the public school system next year. There're a lot of adults in my country who can't read or write. Next year, I'm planning to join a group of teachers, and we're going to begin a literacy program for adults...
- C: I'm going to get my degree in agricultural engineering next year. After that, I'm planning to get my Master's. When I finish school, I'd like to work for the Ministry of Agriculture. I'd really like to go into the country and help farmers, teach them new technologies.

Unit 17

Frank is describing what happened to him on Saturday.

Frank: You know what? My boss invited me to his birthday party on Saturday night.

Lisa: Oh, that's nice. And what happened?

Frank: I decided to take him a nice present.

Lisa: So?

Frank: So I got a really nice tie. When I arrived at the party, my boss's wife was at the door and invited me inside.

Lisa: Come on, Frank. I see nothing wrong in your story.

Frank: Wait, Lisa. I walked in. All my friends from work were there. I noticed my boss's voice behind me as he approached from the kitchen. I turned around to say hello and guess what?

Lisa: What is it, Frank?

Frank: He was wearing exactly the same tie as the one I had bought him.

Lisa: Oh, my God. What did you do?

Frank: I felt so embarrassed I just apologized and wished him a happy birthday.

Lisa: And what about the tie?

Frank: I don't know. I didn't want to look at his face for some minutes.

Lisa: Oops! I know what it is like. The other day, I went to the airport to pick up my boss. I was so nervous; I wasn't even paying attention to what I was doing. When I reached the car, I realized I had left my bag in the arrival terminal.

Frank: What did you do, then?

Lisa: Gee! With my boss there and all, I felt terrible. So, I had to go back and pick it up. My boss waited for me with that ironic smile on his face. I feel embarrassed every time I think about it.

(Adapted from *Tactics for Listening*, by Jack C. Richards,
Oxford University Press, Second Edition.)

Unit 18

Some people are talking about their different experiences in different places they have visited.

- A: I went to Mexico City for the first time last summer. And I managed to use my Spanish every day. I mean, I still had to use my English-Spanish dictionary a lot,

but I was really proud of myself. The only bad experience I had there was when I had lunch at a restaurant and realized I didn't have my purse with me. The waiter was very nice with me and gave me the chance to go back to the hotel and bring it back.

- B: You wouldn't believe what happened to me in Thailand. I lost my wallet in a taxi. I thought I would never see it again. But that evening, the taxi driver came to my hotel and gave my wallet back to me. I was so relieved. The last day I was there, though, I got food poisoning from some fish. Next time, I won't order any seafood.
- C: While I was in Greece the last time, I met a really nice Greek family on the boat to the island of Corfu. They invited me to spend a few days with them at their house that was near a river. That was nice of them. Anyway, I also went down to Crete. I arrived without a hotel reservation and every place I tried was full. So, I had to sleep at the bus station for the first two nights. It was awful.
- D: My trip to the beach last summer was great. The thing I liked the most was to go snorkelling. The water there is crystal clear and full of the most beautiful tropical fish I've ever seen. Unfortunately, though, I spent too much time in the sun and I got the worst sunburn of my life. I had to go to the doctor to get something for it.
- E: I really enjoyed my trip to Havana. The thing I liked the most was going to the theatre and La Zorra y el Cuervo Jazz Club. I went almost every night and saw some really famous actors and musicians. I did just about everything: I went to the beach, of course and I found some really nice Cuban music. I met some very nice and friendly people and we were able to sit near the sea-wall drive and talked about the Cuban culture and traditions.

(Adapted from *Tactics for Listening*, by Jack C. Richards,
Oxford University Press, Second Edition.)

Unit 19

NELSON MANDELA

Two students are at the library researching on a political leader.

- A: Did you know Nelson Mandela was the first African president of South Africa?
- B: Really?
- A: Yes, Mandela was born in 1919. His elementary and high schools took place at schools run by a church.
- B: Oh, so, his family...
- A: Hum! I don't think so. His father was an assistant to an important African chief, and as a young boy Nelson used to help his father.
- B: You know, I've heard that while he listened to people tell the chief about their problems, Mandela decided he wanted to become a lawyer, so that he could help the people struggle for their freedom.
- A: Here's information about his political life. He started it in 1942 joining in an organization called ANC (African National Congress). Over the next few years, he and other members worked hard and the ANC became a strong national movement.

- B: He fought against the laws of the South African government because they made life difficult for black people. Even though most of the population was black, the people who ran the government and had all the power were white.
- A: Yes, and the ANC encouraged people to resist the government and fight in a peaceful and non-violent way.
- B: Oh, look! He became deputy president of the ANC in 1952. He was now an important leader for black South Africans. As a lawyer, he helped poor people to stay in the land where they lived instead of being forced to move to areas where they wanted them to live.
- A: Hey, there's nothing here about his years in prison.
- B: Yes, because that's on the second CD. We can go on tomorrow.
How about that?
- A: OK, you're right. Let's stop.

(Adapted from *Tactics for Listening*, by Jack C. Richards,
Oxford University Press, Second Edition.)

APPENDIX 3

Texts for Reading

Unit 1

TEXT 1

Visiting a Web Page at a Community Computer Centre

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

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

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

Hello! I am Isabel Díaz and I am fourteen years old. These are photographs of the people in my family. My father's name is Roberto. He's a chemist. My mother's name is Carmen. She is a housewife. My brother's name is Freddie and my sister's name is Rosa. I am the girl with short brown hair. My dog's

name is Pluto. He's in the photograph with me. I like tennis but I don't like basketball. My favourite subject is Geography, but I don't like Chemistry because it's difficult. I love pop music but I don't like opera. I like dogs but I don't like cats. My favourite singer is Beyonce and my favourite actor is Tom Cruise. They are fantastic!

Unit 2

Physical description

TEXT 2-A

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

(From *The Legend of the Sleepy Hollow*, by Washington Irving)

Dangle: (Spanish) *colgar*

Shovel: (Sp.) *pala*

Weathercock: (Sp.) *veleta*

TEXT 2-B

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

(From *Writers at Work: The Paris Review Interviews*.)

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

Unit 4

TEXT 3

Weird ways to travel

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

One of the biggest trains you can find is a double-decker which takes thousands of passengers into the centre of Sydney, in Australia. People in Sydney think it's one of the most comfortable journeys in Australia.

The best and most comfortable way to travel in Bangladesh is a bike-taxi called a rickshaw. People use rickshaws to travel around towns. There are 200 000 rickshaws in Dhaka, Bangladesh.

The strangest bike in the world is from Belgium. It's 20 meters long and it carries 35 people. It isn't very fast because it's heavier than a normal bike. It weighs more than one ton. Is it more useful than 35 bikes? Maybe not, but it's more fun.

Falabella horses are among the smallest in the world. They come from Argentina. They aren't very heavy – they usually weigh between 35 and 45 kilos – and they're really short. The smallest Falabella was very light – only 12 kilos and was only 38 centimeters tall!

Unit 4

TEXT 4

Inside TV animation studio

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

Writers

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

Storyboard artists

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

Layout artists

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

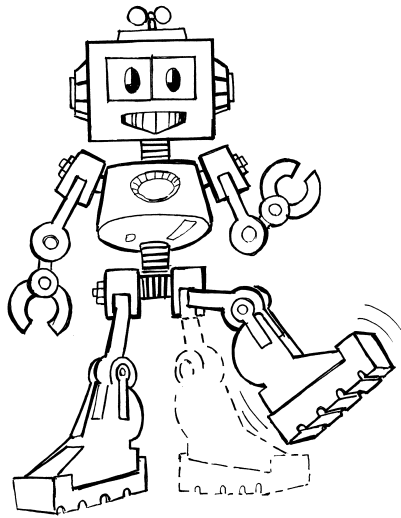
Background artists

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

Animators

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

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



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

Voice artists

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

Musicians and Special effects artists

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

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

Unit 5

TEXT 5-A

Pets

Pets, animals kept for pleasure and companionship, usually domesticated and selectively bred for coexistence with human beings, as is the case especially with dogs, cats, and horses; mammals such as hamsters and skunks; birds such as canaries and falcons; tropical fish; amphibians such as frogs and salamanders; and reptiles, including harmless snakes and turtles. Even insects, such as crickets, are sometimes kept as pets.

Besides their value as loved and loving companions, pets serve utilitarian purposes, protecting homes and property, destroying vermin, and providing means of transporta-

tion. They may also serve as emotional outlets for the elderly or the childless. Recently, the benefit of pet-facilitated psychotherapy has been demonstrated. In addition, pets may be kept for their beauty or rarity or, in the case of birds, because of their songs.

When a pet is introduced into the home, it should be allowed time and space to adjust to its surroundings. A regular schedule of feeding and watering, cleaning, brushing, and exercise should be established, with specific areas provided for these routines.

TEXT 5-B

Research shows that dogs are the most popular of all pets in Britain. Dogs provide their owners with companionship and friendship and help people living on their own to combat loneliness. But the latest medical research also shows that dogs help their owners to live longer, healthier lives! Is this so? It seems that stroking promotes feelings of well-being which help to reduce blood pressure. A dog also requires regular exercise. Dog owners are far more likely to have walks than other pet owners or people without pets. A walk of about twenty minutes each day is a surprisingly good way to keep generally trim and also walking with a dog is a great way to meet people in Britain. Dog owners are far more likely to talk to people they do not know than most other people. The dog provides a point of contact that makes it much easier for people to feel it is okay for them to speak, despite the fact that they do not know each other. A surprising number of dog owners say that their pet helped them meet the person they eventually married!

So is it all good news for dog owners? Unfortunately, there are all too many stories of dogs causing nuisance and trouble for the people who live around them. As any animal lover - and animal rescue agency knows, the secret to a happy, well-adjusted dog lies in good training. An untrained dog is more likely to behave in an anti-social manner than a well-trained and well-looked after animal. Here are some basic tips to ensure that your dog remains an invaluable companion:

1. A naughty dog is an untrained dog. Make sure that you set aside time and patience to properly train your dog. If you do not have experience in this area, go along to a dog-training course. There you will meet like-minded people who share your interest in owning a well-managed pet.
2. Aggressive dogs are usually animals displaying their fear of a new situation. If your dog is especially nervous, make sure that you offer it plenty of comfort and reassurance. Try to avoid potentially stressful, frightening or confusing activities such as firework displays, exposure to noisy crowds or travel on busy commuter buses or trains.
3. Set your dog limits within the house. Do not allow your dog to roam freely around the kitchen. More importantly, do not allow your dog to lick you or to eat off the table. This kind of behavior can spread germs. More importantly, it makes it harder for your dog to know its boundaries. An overexcited dog can all-too-easily nip or bite where it intended only to offer a little lick!
4. Give clear and consistent messages to your dog. Dogs do not understand words. But they do respond to voice tone and consistently repeated sounds and gestures.
5. To stop a dog from barking, you need to know what is causing it to feel disturbed. Once you know the source of your dog's anxiety, take action to resolve the situation by making your dog feel comfortable and reassured by your response to the situation.

Finally, one of the best ways to train your dog is to spend a lot of time with it. If you put a lot of love into a dog, you'll get a lot back. You are the key to your dog's happiness. As these basic tips show, it is surprisingly easy to provide a secure framework for you and your best friend to enjoy a precious and rewarding relationship.

Unit 6

TEXT 6-A

Road of Peace

Build a road of peace before us,
Build it wide and deep and long,
Speed the slow and check the eager,
Help the weak and curb the strong.
None shall push beside another,
None shall let another fall,
March together sister, brother,
All for one, one for all
And all for peace.

(Adapted from "Road of Peace", by Johann Christoph von Schiller. In *Nelson Language Arts 6*, ITP Nelson an International Thomson Publishing Company, Canada, 1998.)

TEXT 6-B

Dear Shelly,

Cuba is a wonderful place for a holiday. I am in a beautiful seaside camp called Boca de Jaruco. It is on the north coast of Cuba, east of Havana. We are staying at a nice cottage near the sea.

The weather is wonderful here. Since it's summer, it sometimes rains in the afternoon. But the sun is shining and it's very hot. Doug is fishing. You know he loves it. His son is taking photographs of the exotic trees and animals. He really likes tropical nature, but I prefer the ocean.

The sunsets are spectacular and the local people are really friendly. In the evening we have dinner by a fire outside the cottage. Then we play dominoes with some Cuban friends. I love it here so much, I never want to leave!

Oh well, that's all for now. See you next week.

Love,
Lorna

Unit 7

TEXT 7

Olivia's Typical Day

Olivia Patterson is a Caribbean girl studying at the Latin American School of Medicine. This is a letter she writes to her best friend in Trinidad and Tobago.

International School of Medicine
Santiago de Cuba
12 November, 2007

Dear Susie:

I have been very lucky to be here in Cuba. I do many things every day, and I enjoy them very much.

My day always starts at 6.30 in the morning when I get up and have a shower and make my bed. Then I go to the school restaurant and have a quick breakfast with some of my Caribbean classmates. I usually have bread and butter and a glass of milk, but I never have bacon and eggs. After breakfast I catch the bus that takes us to the campus.

I stay on the campus from eight o'clock in the morning until half past three in the afternoon. On Tuesdays and Thursdays, I stay later because I have sports and other cultural activities. On the other days, I usually go sightseeing with my friends. When I get back, I often rest for a while.

It is very important to study every day, so I always do part of the homework from five o'clock until half past six, or sometimes seven o'clock in the evening. Then, we all have dinner together. After dinner, we usually watch the soap operas which are very popular in Cuba. I often continue studying after this. My roommate loves dancing and she sometimes asks me to go to dance salsa. She's really crazy about dancing but I rarely go with her. Instead, I call my friend Sally for a short chat. I always go to bed after eleven o'clock. After such a busy day, I usually feel sleepy and ready for my comfortable bed!

All my love to you and your family,

Olivia

Unit 8

TEXT 8

Clothing

You might think that "Clothing" is not a very controversial topic, because people have been wearing clothes for a long time. The first clothes were probably loose, unfinished pieces of fur. They kept the body warm and protected. Some may say that the primary function of clothes is to keep us warm. Others will quickly respond that they are to protect us from over-exposure to sunlight.

Certainly, all over the world, clothing has been invented and adapted to fulfil a rich variety of roles such as: social hierarchy, sexual attraction, national pride, moods and religion. For example: the ceremonial placing of a crown on someone's head indicates that the wearer is now a king, queen or prince, etc. Religious leaders can often be easily identified by their special robes and headgear. The religious faithful may adopt certain dress codes as a mark of their faith. Some schools insist that pupils wear a uniform in order to create a sense of belonging. Players on sports teams wear the same kit in order to have a sense of unity and to differentiate themselves from the other team. Imagine two unidentified hockey teams trying to play a game. Except for the uniforms, how would we know which team scored? People who work in the emergency services often don reflective clothing so that they can be easily

seen. Soldiers wear khaki combat gear for camouflage so that they can't be easily seen. Some people dress in a certain way to attract a sexual partner; others may wear clothes that hide their bodies and faces from prying eyes completely. We also wear clothes to make ourselves look and feel good. Bright colors have a way of making us feel happy.

So at what point does "Clothing" start to become a controversial topic? It is when the choice of choosing what to wear that clothes suddenly become an issue. Before the First World War in USA, fashions did not change very quickly. Men wore dark suits. They had short hair and moustaches were popular. Women wore long dresses and they had long hair. Under their dresses they wore stiff corsets. These gave women a very narrow waist, but they were very uncomfortable. In the Roaring Twenties dresses and hair became much shorter. People saw women's knees for the first time! Corsets disappeared. A straight figure with no waist or bust for women and trousers with very wide legs for men became fashionable. These pants were called Oxford bags. In the 1930s and 40s, hair, dresses and coat became longer again. Men's fashion didn't change very much. Men wore a suit, a tie and usually a hat, too.

In the 1950s, some people began to spend more money on clothes, for men this was the age of the Teddy boy. Teddy boys wore long jackets in very bright colors: pink, orange or yellow – and very tight trousers called "drainpipes". For women jumpers and blouses with wide skirts and short socks were the fashion. Both men and women tried 'winklepicker' shoes with long pointed toes. The women's shoes had high stiletto heels. The 1960s saw a revolution in color. Everything changed, this was the time of the mini-skirt and long boots. For the first time in the twentieth century men had long hair: the famous Beatle haircut. In the late 1960s and the early 70s, hippy "flower power" style was in. Women wore loose maxi-skirts. Men wore jeans and brightly colored shirts or T-shirts. Clothes were very colorful. Very long hair was fashionable for men and women. The 80s brought teenagers with hairstyles in red, blue, purple and green and brightly colored makeup. Where have we gone from there?

Despite what some people might say, clothes matter and above all, clothes still keep us warm and protected just as they did a million years ago.

(Adapted from 20th Century Fashion. In *Hotline Elementary*, by Tom Hutchinson, OUP, 1994.)

Unit 9

TEXT 9-A

Come to my party

Dear Katie,

I'm writing to invite you to my birthday party on Saturday, 17th June. I hope you will be able to come, it will be really good to see you again.

Our new house has got a big garden so this year I'm going to have a barbecue. I'm sure it will be lots of fun. We're going to cook hamburgers and sausages and my mother's going to make a big salad. After the barbecue we're going to sing some songs around the fire. I expect Dad will sing some of his old songs too! I'm sure everyone will have a good time and I hope you will be able to join us.

I suppose you will come by train, so here are the directions from the station. When you come out of the station, turn left onto Wayne Avenue. Walk to the end of the road and turn right onto Green Road. Walk past the supermarket and the cinema. Go straight on until you see a baker's. The baker's is on your right, and our house is opposite on the left. It's got a blue door - you can't miss it!

The party is going to start at six o'clock. Faye and Alison are going to stay the night and there will be lots of room for you if you want to stay, too. Please come - we'll all have a great time. I'll see you on Saturday!

Lots of love, Debbie

TEXT 9-B

Birthday traditions in different countries

Birthdays are celebrated all over the world. Some traditions are fairly similar from country to country: candles, cakes and birthday games and pinches for good luck. Other customs are quite different. Here are a few.

Argentina. In Argentina, as in many Latin American countries, one of the most important birthday parties is a girl's fifteenth. When girls turn 15 they have a huge party and dance the waltz first with their father, and then the boys at the party.

China. First, the birthday child pays respect to the parents and receives a gift of money. Friends and relatives are invited to lunch, and noodles are served to wish the birthday child a long life.

India. Usually, Indian children wear white to school. However, on their birthday children wear colored clothes to school and give out chocolates to everyone in the class. Their best friend helps them to do this.

Japan. The birthday child wears new clothes to mark the occasion. Certain birthdays are more important than others and these are celebrated with a visit to the local shrine. These are the third and seventh birthdays for girls and the fifth for boys.

Mexico. The piñata is a big hollow animal usually made out of papier mâché. It is filled with goodies and hung from the ceiling. The birthday child is blindfolded and hits the piñata until it breaks open and then all the children share the sweets.

Vietnam. Everyone celebrates their birthdays on New Year's Day, or Tet as it is known in Vietnam. The Vietnamese do not acknowledge the exact day they were born. A baby is considered to be one year old on Tet no matter when they were born that year. On the first morning of Tet, adults congratulate children on becoming a year older by presenting them with red envelopes that contain 'Lucky Money,' or *li xi*.

(Adapted from *Culture in Mind. Student's Book 4*, page 50, by H. Putcha, J. Stranks and P. Lewis-Jones.)

Unit 10

TEXT 10

Exploring my neighborhood

I love my neighborhood. Old Havana is like a living museum.

The Plaza de Armas is Havana's oldest square and the best place to begin any walking tour of the city. In the center of the square is a statue of Carlos Manuel de Céspedes, The Father of our Homeland. The majestic building on the west side of the Plaza is the Palace of the Captain-Generals, perhaps the best example of baroque architecture in the city. Today, the palace houses the Museum of the City. At one of the corners is El Temple, where there is a column which marks the spot where the city was founded in 1519 as "La Villa de San Cristóbal de La Habana"

Across the street from El Temple is the Castillo de la Real Fuerza, the oldest building in Havana, a powerful fortress to defend the city from the attacks of pirates.

Two blocks north is the Plaza de la Catedral, which forms part of the most harmonious collection of buildings in the city.

Directly opposite the Cathedral is another beautiful colonial building, the Casa del Conde de Casa Bayona, which today contains the Museum of Colonial Art.

Behind the Cathedral, between Empedrado and Chacón streets is the Seminario de San Carlos y San Ambrosio.

Just around the corner, you can find another beautiful colonial building: Palacio de la Artesanía.

La Bodeguita del Medio is another famous place in Havana. Writers such as Alejo Carpentier and Nicolás Guillén visited the place to drink Cuba's national drink: the mojito

This is just a glimpse of the heart of Old Havana.



Cultural tip

Havana is one of the oldest cities founded by Europeans in the western hemisphere; the Spanish established the city in 1519. Its history spans three principal periods, each of which is clearly reflected in the urban landscape: the Spanish colonial (1519 to 1898), the American neocolonial (1898 to 1959), and the revolutionary (1960 to present). The colonial period, lasting nearly 400 years, gave Havana much of the Spanish colonial architecture that distinguishes it and led the United Nations Educational, Scientific and Cultural Organization (UNESCO) to designate the colonial core of the city, Old Havana, as a World Heritage Site in 1982.

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Unit 11

TEXT 11-A

Fleming, Sir Alexander (1881-1955). British bacteriologist and Nobel laureate, best known for his discovery of penicillin. Born near Darvel, Scotland, and educated at Saint Mary's Hospital Medical School of the University of London, he served as professor of bacteriology at St. Mary's Hospital Medical School from 1928 to 1948, when he became professor emeritus.

Fleming conducted outstanding research in bacteriology, chemotherapy, and immunology. In 1922, he discovered lysozyme, an antiseptic found in tears, body secretions, albumen, and certain fish plants. His discovery of penicillin came about accidentally in 1928 in the course of research on influenza. His observation that the mold contaminating one of his culture plates had destroyed the bacteria laid the basis for the development of penicillin therapy.

Fleming was knighted in 1944. In 1945 he shared the Nobel Prize in physiology or medicine with the British scientists Howard Walter Florey and Ernst Boris Chain for their contributions to the development of penicillin.

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TEXT 11-B

Penicillin

Any of a group of antibiotic (bacteria killing) compounds obtained from filtrates of moulds of the genus *Penicillium* (especially *P. notatum*) or produced synthetically. Penicillin was the first antibiotic to be discovered (by Alexander Fleming); it kills a broad spectrum of bacteria, many of which cause disease in humans.

The use of the original type of penicillin is limited by the increasing resistance of pathogens and by allergic reactions in patients. Since 1941, numerous other antibiotics of the penicillin family have been discovered which are more selective against, or resistant to, specific micro-organisms.

Unit 12

TEXT 12

Language is an essential part of our national identity, yet at the same time we realize that we need to communicate with people from all over the world. Over the centuries, Greek, Latin, Spanish, French, Malay, Swahili and other languages have been used as international instruments for trade, diplomacy or religion. Many of them are still used in that capacity.

Nowadays, the rise of English to the position of world language is recognized by most people. According to research by the British Council, "English has official or special status in at least seventy-five countries with a total population of over two billion. English is spoken as a native language by around 375 million and as a second language by around 375 million speakers in the world. Speakers of English as a second language will soon

outnumber those who speak it as a first language. Around 750 million people are believed to speak English as a foreign language. One out of four of the world's population speak English to some level of competence. Demand from the other three-quarters is increasing."

Many more use it as a tool of international communication and several countries have accepted it as an official or second language. Today English is taught as the first language over six continents. Science, trade, sports and international relations of various kinds have given the English language the status of one of the world's most important languages.

The role English plays today is the result of historical processes which affected large parts of the world and reflected in the language itself.

Speakers of minority languages quite rightly fear the disappearance of their cultural identity. According to Michael Krauss of the Alaska Native Language Center, nine out of ten of the 6,000 languages in the world will die out within the next century. It is like sleeping next to an elephant; regardless of its intentions, the size of the animal makes it dangerous.

No doubt the international role of English is growing. But it is very important to respect every language. Linguistic diversity and multilingualism should be recognized. Everyone is right in trying to preserve his or her vernacular tongue.

Unit 13

TEXT 13

Top 10 good things a teacher should do

Here is a list of items which refer to good teaching behavior. Obviously, the list is not exhaustive. However, if any of these are not followed, it can create problems for you as a teacher, and you may really have a hard time gaining student respect and finding your profession enjoyable.

1. Smile and be friendly with your students.

Although you may start each year with a tough stance and the idea that it is easier to let up than to get harder, this does not mean that you shouldn't have students believe that you aren't happy to be there.

2. Be accessible to your students.

You should always be there when the students need your help, either in class for the academic tasks or outside for personal counseling.

3. Avoid confronting students for minor infractions.

Do not stop your lessons and confront students for minor infractions in class. When you confront students over minor infractions in class, there is no possible way to create a win-win situation. The offending student will have no way out and this can lead to even greater problems. It is much better to pull them aside and talk to them one by one.

4. Respect your students.

Humiliation is a terrible technique to use as a teacher to try to get the students to behave. Students will either be so frightened that they will never feel confident in your

classroom, so hurt that they will not trust you ever again, or so upset that they can turn to disruptive methods of retaliation.

5. Always keep control of your manners.

You should not yell. Once you've yelled you've lost the battle. This doesn't mean you won't have to raise your voice every once in a while but teachers who yell all the time are often those with the worst classes.

6. Avoid giving your control over to the students.

Any decisions that are made in class should be made by you for good reasons. Just because students are trying to get out of a quiz or test does not mean that you should allow that to happen unless there is a good and viable reason. You can easily become a doormat if you give in to all demands.

7. Avoid showing preferences for certain students.

You should not treat students differently based on personal likes and dislikes. Even though, as a human being, there will be kids you might like more than others. However, you must try your hardest never to let this show in class. Call on all students equally. Do not lessen punishments for students you really like.

8. Create fair rules.

Sometimes the rules themselves can put you in bad situations. For example, if a teacher has a rule that allows for no work to be turned in after the bell rings, then this could set up a difficult situation. What if a student has a valid excuse? What makes a valid excuse? These are situations it would be best to just avoid.

9. Be in keeping with professional ethics.

There will be days when you hear things from students about other teachers that you just think are terrible. However, you should be noncommittal to the students and take your concerns to the teacher themselves or to administration. What you say to your students is not private and will be shared.

10. Be consistent with grading and/or accepting late work.

Make sure that you have consistent rules on this. Do not allow students to turn in late work for full points at any time because this takes away the incentive to turn in work on time. Further, use rubrics when you are grading assignments that require subjectivity. This helps protect you and explain the reason for the students' grades.

Unit 14

TEXT 14

Doctors and nutritionists usually explain the importance of a balanced diet to be healthy and live longer.

There is a popular saying which reads "one should eat to live and not live to eat". In many places, obesity is growing as a health problem and overeating is the main reason why most people are overweight.

You can be healthier by following some healthy eating tips:

- You should eat more fiber because it helps your digestive system work efficiently.
- You eat less fat because too much fat can cause obesity, heart disease, arteriosclerosis and some forms of cancer.

- You should eat less salt because excessive salt can cause high blood pressure.
- You should cut out sugar because refined sugar can cause tooth decay, heart disease, obesity and diabetes.
- You should cut out processed foods because they often contain high amounts of sugar, salt, fats and chemical additives.
- You should not drink alcohol because it can cause liver damage, and finally you should drink more water because it regulates body temperature, helps digestion, lubricates our joints, etc.

These other tips summarize some of the key messages from nutritionists and other dietary and health experts over the last years:

- Boil, steam or bake food in preference to frying.
- Avoid overcooked meals – nearer to raw is better.
- Eat at least five portions of fruit and vegetables each day.
- Drink at least 1,5 liters of water each day.
- Supplement your diet with minerals and vitamins if necessary.
- Never eat food when you are distracted. Research shows that we do not remember what we eat when we are concentrated on something else.
- Eat more soup. Soups sit in your stomach for much longer than most other meals.

Finally, remember to exercise regularly. Adding a simple walk to your daily routine every day of the week can do wonders for your frame of mind and long term health.

Keeping these and other tips in your mind can make a big difference to how energized, vital and mentally balanced you feel.

Unit 15

TEXT 15

Summer drinks

Lemonade is a very popular summer drink. It is made with water, lemon juice, a sweetener such as sugar or honey and it is served over ice. In Cuba it is very common to offer visitors a glass of cold lemonade on hot summer days. On such days too, children in the U.S.A. often make lemonade and sell it at tables by the side of the road. This lemonade “stands” sell homemade lemonade or lemonade from concentrated instant drinks.

The measurements in a popular lemonade recipe are 1 cup of water to 1.5 tablespoon of lemon juice and 3-4 tablespoons of sugar. First you boil the sugar and the water and mix them together well. Add the lemon juice, stir, pour over ice and you have lemonade! Enjoy!

Another favourite summer drink is Middle Eastern style lemonade. What makes Middle Eastern style lemonade different from regular lemonade? It is made the same way as regular lemonade, with water, lemon juice and a sweetener, but flower petals, an herb and a spice are also added. Rose petals and rose syrup sweeten Middle Eastern lemonade. Small bits of cinnamon give it a spicy flavor. Fresh chopped mint leaves make

this kind of lemonade refreshing and cooling. If you can find these ingredients where you live, it is worth trying to make it yourself!

People take drinks that are served hot and serve them cold in the summertime. One of these drinks is iced tea. Tea made only of tea leaves and/or a mix of herbs and fruits can be made using only the heat of the sun.

First, tea leaves are put in a large glass container of water. Then, the container is placed in the sun for two to three hours. When the water changes color, the tea is done. Ice and sweetener can be added after the tea is ready. Finally, don't forget to keep the tea cold and add ice to every glass.

Many Americans love coffee but don't want to drink it hot when it is hot outside. Iced coffee is made from very strong coffee over ice. Strong coffee is made with more coffee than water. Some people like iced coffee with cream or milk and a sweetener. Ice is added to make the strong coffee weaker. You can ask for less or more ice depending on how strong you like the coffee. Like tea, coffee contains caffeine, a chemical that gives you energy and may keep you awake.

Unit 16

TEXT 16

The rainforest of Brazil is one of the most beautiful places on Earth, simply because there is so much life in there. If you climb to the canopy, to the tops of the trees, you see birds, insects, snakes, tree-frogs, lizards, monkeys. It's incredible, like nowhere else in the world.

Did you know that nearly half the world's animal and plant species live in rainforests? There are over 1000 types of tree. Most of the plants have never been properly studied, and many important medicines come from tropical plants. A treatment for cancer or AIDS may be hidden here, just waiting to be discovered - or destroyed.

It is tragic that the world's rainforests are being destroyed. Since 1945 we have lost more than 50% of them. We must stop now, or it will be too late.

The forests are the lungs of the Earth. They breathe in carbon dioxide and breathe out oxygen and water. We have to save them; otherwise there will be a catastrophic change in the whole world's climate

Unit 17

TEXT 17

Once upon a time, there was a great violinist named PAGANINI.

Some people said he was very weird, others said he was supernatural.

The magical notes coming from his violin had a different sound, that is why everyone wanted to watch his performance.

One night, the audience full of admirers was ready to welcome him. The orchestra came in and it was applauded. The director was overwhelmingly applauded. When Paganini appeared the audience went crazy.

Paganini put his violin on his shoulder and then, what he played was indescribable. All the notes seemed to have wings and fly from his enchanted fingers. All of a sudden,

a strange sound interrupted the performance. One of the strings of Paganini's violin had broken. The orchestra stopped playing. The audience stopped. But Paganini did not. The director and the orchestra, astonished, continued playing.

Before the audience went calm, another disturbing sound caught their attention. Another string broke. All stopped, but Paganini. As if nothing had happened, he went on playing impossible sounds. The director and the orchestra, highly impressed, started playing again.

But the audience could not imagine what was about to happen. They all astonishingly cried out OHHH! A third string broke. The director was paralyzed. The orchestra stopped. The audience stopped breathing. But Paganini kept on, as if he were a musical contortionist, he produced all the sounds from the only remaining string of his destroyed violin. No musical note was forgotten.

The director got motivated, and so did the orchestra. The audience went from silence to euphoria, from inertia to delirium. Paganini was glorious.

Now his name travels through time. Not only as a gifted and talented violinist, but also as the symbol of the professional who goes forward in spite of the impossible.

Unit 18

TEXT 18-A

Félix Varela was born in Havana on November 20, 1788. He spent his childhood in St. Augustine.

He was sent to Havana to study at the San Carlos Seminary, and years later he would become its most brilliant professor.

In 1811, Varela was named Professor of Philosophy in the Seminary of San Carlos and San Ambrosio of Havana. On this year he also became a priest.

In Cuba, Varela was the leading educator, philosopher and patriot of his time - he taught Philosophy, Chemistry, Physics, Theology and Music. Many future Cuban leaders were his students. He argued for giving women the same education as men, and introduced many teaching innovations.

In 1816, a compilation of earlier written works was published under the title "Doctrinas de Lógica, Metafísica y Moral" (Doctrines in Logic, Moral and Metaphysical).

On July 31, 1816 Varela delivered his admission speech at the Sociedad Económica de Amigos del País.

In 1821 Varela was elected to the Spanish Cortes (the legislature), and he recommended that Spanish colonies in Latin America be considered independent. He also asked for Cuban self-rule and for an end to slavery.

Two years later, in 1823, the Spanish Crown condemned him to death, but he escaped and made his way to New York, where he arrived in December 1823. He lived the rest of his life in the U.S.

He was assigned to a parish in New York in the Irish section, and even though there were many ethnic problems at the time, he became a defender of immigrant rights and of the poor Irish immigrants. He led his ministry as priest for over 25 years.

In 1824 he began to publish an independent journal: *El Habanero*, which ran for 7 issues and was regularly smuggled into Cuba.

Varela became Vicar General of the Diocese of New York in 1837. At that time, this title also covered the whole state of New York and New Jersey.

Varela died on February 25, 1853, in St. Augustine, Florida. (Martí was born the same year.) His remains were moved to Havana on August 22, 1912, and buried at Aula Magna, in Havana University.

TEXT 18-B

Simón Rodríguez (Caracas, Venezuela, October 28, 1769 – Amotape, Peru. February 28, 1854), known during his exile from Spanish America as Samuel Robinson, was a South American philosopher and educator, notably Simón Bolívar's tutor and mentor.

In May 1791, the Caracas Council (Cabildo) gave him a position as teacher in the Reading and Writing School for Children. In 1794, he presented his critical writing *Reflection on the flaws vitiating the Reading and Writing School for Children in Caracas and Means of Achieving its Reform and a New Establishment to the council*. It's an original approach to a modern school system.

His role in the failed Gual and España conspiracy against the Spanish crown in 1797 forced him to leave Venezuela.

In Kingston, Jamaica, he changed his name to Samuel Robinson, and after staying some years in the United States he traveled to France (1801). There, in 1804, he met his former tutee; together they made a long journey across Europe. They witnessed the coronation of Napoleon Bonaparte in Milan, as King of Italy and in Rome, witnessed how Bolívar took his famous oath that he would liberate all of America from the Spanish Crown, and registered it for history.

Between 1806 and 1823, Rodríguez lived in Italy, Germany, Prussia, Poland and Russia. He would later say of this time: "I stayed in Europe for more than twenty years; I worked in an Industrial Chemistry Laboratory [...] attended some secret socialist-oriented meetings [...] studied a little literature; learned languages and directed a Reading and Writing School in a small Russian town".

Rodríguez returned to America in 1823, using his name "Simón Rodríguez" again. In Colombia he established the first workshop-school in 1824. He was called to Peru by Simón Bolívar and became Director for Public Education, Physical and Mathematical Sciences and Arts and Director of Mines, Agriculture and Public Roads of Bolivia.

In 1826, Rodríguez established a second workshop-school, as part of a project for all Bolivia. He resigned the same year, working during the rest of his life as educator and writer, living alternatively in different places of Peru, Chile and Ecuador. His work *Sociedades Americanas* (American Societies) is very important. It was divided in several issues and published in Arequipa in 1828, in Concepción in 1834, Valparaíso in 1838 and Lima, in 1842.

Unit 19

TEXT 19

Many are the persons who have contributed to world culture and history. Next, we have a few of them and their most important contributions.

Ludwig van Beethoven (1770-1827) was a great German musician who composed the Ninth Symphony.

Michael Angelo (1475-1564) was an Italian painter. He painted nine scenes in the Sistine Chapel at the Vatican.

Francisco de Goya y Lucientes (1746-1828) was a Spanish painter. He painted *Aquelarre* that is a topic about the secret meetings of witches and the devil.

Antonio Gades (1936-2004) was a Spanish dancer and choreographer. He created the choreography of various films of Carlos Saura, film director.

Nicolás Guillén (1902-1989), Cuban poet and journalist, who glorified Afro-Cuban culture and identity.

Ernest Hemingway (1899-1961), American novelist and short-story writer, whose style is characterized by crispness, laconic dialogue, and emotional understatement.

Ernesto "Che" Guevara (1928-1967), Latin American guerrilla leader and revolutionary, who became a hero to the progressive movements and an example for the youth.

Nelson Rolihlahla Mandela (1918), South African historical leader of the African National Congress (ANC). Winner of the 1993 Nobel Peace Prize, and the first black president of post-apartheid South Africa (1994-1999).

Martin Luther King, Jr (1929-1968), American clergyman and Nobel Prize winner, one of the principal leaders of the American civil rights movement and a prominent advocate of nonviolent protest.

Mohandas Karamchand Gandhi (1869-1948), also known as Mahatma Gandhi was an Indian nationalist leader, who established his country's freedom through a nonviolent revolution.

Unit 20

TEXT 20

For many centuries different generations of people all over the world have created amazing constructions which are the admiration of the whole world. They have become objects of the world cultural heritage for different reasons.

I am not an expert, but as a world citizen I have dared to created my personal Top Ten Places to Visit.

The Grand Canyon in Nevada USA is one of the places most people want to visit. More than five million people visit the area every year. Visitors say that the views at sunset and sunrise are breathtaking. It is known by the locals as the 'Mountain Lying Down', the Grand Canyon stretches for 227 miles and in some parts is 18 miles wide and one mile deep.

The Houses of Parliament, in London which is the official name of the Palace of Westminster. Most of the building was built in 1840 after a fire in 1834 destroyed the old palace. At the north end of the building by Westminster Bridge is the famous clock tower, *Big Ben*. In fact Big Ben is really the name of the bell in the tower not the clock. The booming 13.5-ton bell first rang out in 1859.

The Taj Mahal, a mausoleum in Agra, India, regarded as one of the most beautiful buildings in the world. The Mughal emperor Shah Jahan had it built in memory of his wife, Arjumand Banu Bagam, known as Mumtaz Mahal (Persian for “Elect of the Palace”), who died in 1631.

Niagara Falls is a waterfall in east central North America, located on the Niagara River, in western New York and southeastern Ontario. Niagara Falls consists of two cataracts: the Horseshoe, or Canadian, Falls (57 m/187 ft high), on the Canadian side of the river, and the American Falls (55 m/182 ft high), on the United States side. The waterfalls are separated by Goat Island, New York.

Niagara Falls is a great tourist attraction, luring millions of visitors each year. The falls may be viewed from parks located on either side of the river, from observation towers, from boats, from Goat Island, and from the Rainbow Bridge, located a short distance downstream. Visitors also may enter the Cave of the Winds, situated behind a curtain of falling water near the base of the American Falls.

The shell-shaped Sydney Opera House is one of the most famous pieces of modern architecture in the world. It was designed by Jørn Utzon and completed in 1973. Sydney is the capital of New South Wales, which is located on the southeastern coast of Australia. Sydney is the largest city in Australia and the country’s cultural center.

Machu Picchu, a pre-Columbian Inca stronghold in the Andes, about 80 km (about 50 mi) northwest of Cusco, Peru. Located at a high altitude on a ridge between two peaks, about 600 m (about 1950 ft) above the Urubamba River, the ruined city covers about 13 sq km (about 5 sq mi) of terraces built around a central plaza and linked by numerous stairways. The city was discovered in 1911 by the American explorer Hiram Bingham who believed that Machu Picchu might have been the last refuge of Incas from Cusco fleeing the Spanish invaders, but nothing is actually known of its history.

The Pyramids of Egypt are among the largest structures ever built and constitute one of the most potent and enduring symbols of Ancient Egyptian civilization. Most were built during the Old and Middle Kingdom periods. The number of pyramid structures in Egypt today is reported by most sources as being between 81 and 112 with a majority favoring the higher number. In 1842 Karl Richard Lepsius made a list of pyramids, in which he counted 67, but more have been identified and discovered since his time. The imprecise nature of the count is related to the fact that as many smaller pyramids are in a poor state of preservation and appear as little more than mounds of rubble, they are only now being properly identified and studied by archaeologists. Most are grouped in a number of pyramid fields(...).

The Eiffel Tower is an iron tower built on the *Champ de Mars* beside the River Seine in Paris. The Parisian landmark has become a global icon of France. It is the tallest structure in Paris and one of the most recognized structures in the world. The tower is named after its designer, engineer Gustave Eiffel. In 2006, 6 719 200 people visited the tower and more than 200 000 000 since its construction. This makes the tower the most visited paid monument in the world.

The city of Rio de Janeiro is the capital of the State with the same name in Brazil. It is one of the state's most populous cities. Rio is famous for its Carnivals, its beaches and the impressive monument of Christ.

The Great Wall of China is a series of stone and earthen fortifications in China, built, rebuilt, and maintained between the 5th century BC and the 16th century to protect the northern borders of the Chinese Empire during the rule of successive dynasties. The most famous is the wall built between 220 BC and 200 BC by the first Emperor of China, Qin Shi Huang; little of it remains. The Great Wall is the world's longest human-made structure, stretching over approximately 6,400 km (4 000 miles) from Shanhaiguan in the east to Lop Nur in the west, along an arc that roughly delineates the southern edge of Inner Mongolia, but stretches to over 6 700 km (4 160 miles) in total. It is also the largest human-made structure ever built in terms of surface area and mass. At its peak, the Ming Wall was guarded by more than one million men. It has been estimated that somewhere in the range of 2 to 3 million Chinese died as part of the centuries-long project of building the wall. The Great Wall of China is a Unesco World Heritage Site.

(Information adapted from Wikipedia, the free encyclopedia, and Encarta.)

Additional texts

TEXT 1

Football World Cup Trophy

The World Cup is a small gold trophy that represents victory in the FIFA World Cup. Since the advent of the World Cup in 1930, there have been two trophies awarded to the winners.

The Jules Rimet Trophy was the original prize for winning the World Cup. Originally called "Victory", but generally known simply as the World Cup or Coupe du Monde, it was officially renamed in 1946 to honor the FIFA President Jules Rimet who in 1929 passed a vote to initiate the competition. Designed by Abel Lafleur and made of gold plated sterling silver on a blue base of lapis lazuli, it stood 35 cm high and weighed 3.8 kg. It was in the shape of an octagonal cup, supported by a winged figure representing Nike, the ancient Greek goddess of victory.

During World War II, the trophy was held by Italy. Ottorino Barassi, the Italian vice-president of FIFA, hid it from the Germans in a shoe-box under his bed.

Just before the 1966 World Cup Final in England, the trophy was stolen during a public exhibition at Westminster Central Hall, but was found just seven days later, wrapped in newspaper at the bottom of a suburban garden hedge in Norwood, South London, by a dog named "Pickles". As a security measure, The FA secretly manufactured a replica of the trophy for use in the post-match celebrations. The replica was also used on subsequent occasions until 1970. The replica was sold at an auction in 1997 for £254,500, when it was purchased by FIFA who subsequently arranged for it to be displayed at the English National Football Museum in Preston.

The Brazilian team won the trophy for the third time in 1970, and were rewarded by being allowed to keep it in perpetuity. However, the cup was stolen again in 1983 in Rio

de Janeiro and never recovered; it may have been melted down. The Brazilian Football Confederation commissioned a replica of their own.

The replacement trophy, officially known as the FIFA World Cup Trophy, was first presented at the 1974 World Cup. Designed by Silvio Gazzaniga and produced by Bertoni, Milano, it stands 36.5 cm tall and is made of 5 kg of 18 carat (75%) solid gold with a base (13 cm in diameter) containing two layers of malachite. The trophy, which weighs 6.175 kg total, depicts two human figures holding up the Earth.

The trophy has the visible engraving “FIFA World Cup” (outpouring letters) in its base. The name of the country whose national team wins the tournament is engraved, additionally, in the bottom side of the trophy, and therefore is not visible when put up normally. The text runs like “– 2002 Brazil”, *i.e.* in English. At the moment eight winners have been engraved. It is not known whether FIFA will retire the trophy after all of the name plaques at the base are filled in; this will not occur until after the 2038 World Cup.

FIFA’s regulations now state that the trophy, unlike its predecessor, cannot be won outright: the winners of the tournament receive it on loan for four years and receive a replica to keep.

TEXT 2

The Prisoner of Zenda

It was a maxim of my Uncle William’s that no man should pass through Paris without spending four-and-twenty hours there.

My uncle spoke out of a ripe experience of the world, and I honored his advice by putting up for a day and a night at “The Continental” on my way to the Tyrol. I called on George Featherly at the Embassy, and we had a bit of dinner together at Durand’s, and afterwards dropped in to the Opera; and after that we had a little supper, and after that we called on Bertram Bertrand, a versifier of some repute and Paris correspondent to *The Critic*. He had a very comfortable suite of rooms, and we found some pleasant fellows smoking and talking. It struck me, however, that Bertram himself was absent and in low spirits, and when everybody except ourselves had gone, I rallied him on his moping preoccupation. He fenced with me for a while, but at last, flinging himself on a sofa, he exclaimed:

“Very well; have it your own way. I am in love-infernally in love!”

“Oh, you’ll write the better poetry,” said I, by way of consolation.

He ruffled his hair with his hand and smoked furiously. George Featherly, standing with his back to the mantelpiece, smiled unkindly.

“If it’s the old affair,” said he, “you may as well throw it up, Bert. She’s leaving Paris tomorrow.”

“I know that,” snapped Bertram.

“Not that it would make any difference if she stayed,” pursued the relentless George. “She flies higher than the paper trade, my boy!”

“Hang her!” said Bertram.

“It would make it more interesting for me,” I ventured to observe, “if I knew who you were talking about.”

"Antoinette Mauban," said George.

"De Mauban," growled Bertram.

"Oho!" said I, passing by the question of the "de". "You don't mean to say, Bert-?"

"Can't you let me alone?"

"Where's she going to?" I asked, for the lady was something of a celebrity.

George jingled his money, smiled cruelly at poor Bertram, and answered pleasantly:

"Nobody knows. By the way, Bert, I met a great man at her house the other night-at least, about a month ago. Did you ever meet him-the Duke of Strelsau?"

"Yes, I did," growled Bertram.

"An extremely accomplished man, I thought him."

It was not hard to see that George's references to the duke were intended to aggravate poor Bertram's sufferings, so that I drew the inference that the duke had distinguished Madame de Mauban by his attentions. She was a widow, rich, handsome, and, according to repute, ambitious. It was quite possible that she, as George put it, was flying as high as a personage who was everything he could be, short of enjoying strictly royal rank: for the duke was the son of the late King of Ruritania by a second and morganatic marriage, and half-brother to the new King. He had been his father's favourite, and it had occasioned some unfavorable comment when he had been created a duke, with a title derived from no less a city than the capital itself. His mother had been of good, but not exalted, birth.

Sir A. H. Hawkins (1863-1933), aka Anthony Hope

TEXT 3

Robinson Crusoe

I was born in the year 1632, in the city of York, of a good family, though not of that country, my father being a foreigner of Bremen, who settled first at Hull. He got a good estate by merchandise, and leaving off his trade, lived afterwards at York, from whence he had married my mother, whose relations were named Robinson, a very good family in that country, and from whom I was called Robinson Kreutznaer; but, by the usual corruption of words in England, we are now called - nay we call ourselves and write our name - Crusoe; and so my companions always called me.

I had two elder brothers, one of whom was lieutenant-colonel to an English regiment of foot in Flanders, formerly commanded by the famous Colonel Lockhart, and was killed at the battle near Dunkirk against the Spaniards. What became of my second brother I never knew, any more than my father or mother knew what became of me.

Being the third son of the family and not bred to any trade, my head began to be filled very early with rambling thoughts. My father, who was very ancient, had given me a competent share of learning, as far as house-education and a country free school generally go, and designed me for the law; but I would be satisfied with nothing but going to sea; and my inclination to this led me so strongly against the will, nay, the commands of my father, and against all the entreaties and persuasions of my mother and other friends, that there seemed to be something fatal in that propensity of nature, tending directly to the life of misery which was to befall me.

My father, a wise and grave man, gave me serious and excellent counsel against what he foresaw was my design. He called me one morning into his chamber, where he was confined by the gout, and expostulated very warmly with me upon this subject. He asked me what reasons, more than a mere wandering inclination, I had for leaving father's house and my native country, where I might be well introduced, and had a prospect of raising my fortune by application and industry, with a life of ease and pleasure. He told me it was men of desperate fortunes on one hand, or of aspiring, superior fortunes on the other, who went abroad upon adventures, to rise by enterprise, and make themselves famous in undertakings of a nature out of the common road; that these things were all either too far above me or too far below me; that mine was the middle state, or what might be called the upper station of low life, which he had found, by long experience, was the best state in the world, the most suited to human happiness, not exposed to the miseries and hardships, the labour and sufferings of the mechanic part of mankind, and not embarrassed with the pride, luxury, ambition, and envy of the upper part of mankind. He told me I might judge of the happiness of this state by this one thing - viz. that this was the state of life which all other people envied; that kings have frequently lamented the miserable consequence of being born to great things, and wished they had been placed in the middle of the two extremes, between the mean and the great; that the wise man gave his testimony to this, as the standard of felicity, when he prayed to have neither poverty nor riches.

Daniel Defoe (c. 1660-1731)

TEXT 4

Silver Blaze

"I am afraid, Watson, that I shall have to go," said Holmes, as we sat down together to our breakfast one morning.

"Go! Where to?"

"To Dartmoor; to King's Pyland."

I was not surprised. Indeed, my only wonder was that he had not already been mixed upon this extraordinary case, which was the one topic of conversation through the length and breadth of England. For a whole day my companion had rambled about the room with his chin upon his chest and his brows knitted, charging and recharging his pipe with the strongest black tobacco, and absolutely deaf to any of my questions or remarks.

Fresh editions of every paper had been sent up by our news agent, only to be glanced over and tossed down into a corner. Yet, silent as he was, I knew perfectly well what it was over which he was brooding. There was but one problem before the public which could challenge his powers of analysis, and that was the singular disappearance of the favourite for the Wessex Cup, and the tragic murder of its trainer.

When, therefore, he suddenly announced his intention of setting out for the scene of the drama it was only what I had both expected and hoped for.

"I should be most happy to go down with you if I should not be in the way," said I.

"My dear Watson, you would confer a great favor upon me by coming. And I think that your time will not be misspent, for there are points about the case which promise to

make it an absolutely unique one. We have, I think, just time to catch our train at Paddington, and I will go further into the matter upon our journey. You would oblige me by bringing with you your very excellent field-glass.”

And so it happened that an hour or so later I found myself in the corner of a first-class carriage flying along en route for Exeter, while Sherlock Holmes, with his sharp, eager face framed in his ear-flapped traveling-cap, dipped rapidly into the bundle of fresh papers which he had procured at Paddington. We had left Reading far behind us before he thrust the last one of them under the seat, and offered me his cigar-case.

“We are going well,” said he, looking out the window and glancing at his watch. “Our rate at present is fifty-three and a half miles an hour.”

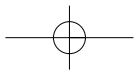
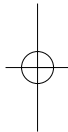
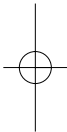
“I have not observed the quarter-mile posts,” said I.

“Nor have I. But the telegraph posts upon this line are sixty yards apart, and the calculation is a simple one. I presume that you have looked into this matter of the murder of John Straker and the disappearance of Silver Blaze?”

“I have seen what the *Telegraph* and the *Chronicle* have to say.”

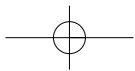
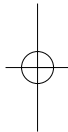
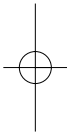
“It is one of those cases where the art of the reasoner should be used rather for the sifting of details than for the acquiring of fresh evidence. The tragedy has been so uncommon, so complete and of such personal importance to so many people, that we are suffering from a plethora of surmise, conjecture, and hypothesis. The difficulty is to detach the framework of fact of absolute undeniable fact from the embellishments of theorists and reporters. Then, having established ourselves upon this sound basis, it is our duty to see what inferences may be drawn and what are the special points upon which the whole mystery turns. On Tuesday evening I received telegrams from both Colonel Ross, the owner of the horse, and from Inspector Gregory, who is looking after the case, inviting my cooperation.

From *Memoirs of Sherlock Holmes*, by Sir Arthur Conan Doyle (1859-1930)



MORE LEARNING RESOURCES

In this section you will find useful information to help you learn and use the language communicatively.



APPENDIX 4

Irregular verbs

Infinitive	Simple past	Past participle
A		
arise	arose	arisen
awake	awoke/ awakened	awoken
B		
be	was / were	been
bear	bore	born / borne
beat	beat	beaten / beat
become	became	become
befall	befell	befallen
begin	began	begun
behold	beheld	beheld
bend	bent	bent
bet	bet / betted	bet / betted
bid	bid	bid
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
browbeat	browbeat	browbeat
build	built	built
burn	burnt / burned	burnt / burned
burst	burst	burst
bust	busted / bust	busted / bust
buy	bought	bought

C

cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut

D

deal	dealt	dealt
dig	dug	dug
dive (scuba diving)	dived	dived
dive (jump head-first)	dove	dived
do	did	done
draw	drew	drawn
dream	dreamt / dreamed	dreamt / dreamed
drink	drank	drunk
drive	drove	driven
dwelt	dwelt / dwelled	dwelt / dwelled

E

eat	ate	eaten
-----	-----	-------

F

fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit (to be right size)	fit	fit
fit (to tailor, change size)	fit / fitted	fit / fitted
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbade	forbidden
forecast	forecast	forecast
forego (also forgo)	forewent	foregone
foresee	foresaw	foreseen
foretell	foretold	foretold
forget	forgot	forgotten
forgive	forgave	forgiven
forsake	forsook	forsaken
freeze	froze	frozen

G

get	got	gotten/ got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown

H

hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt

I

input	input	input
inset	inset	inset
interbreed	interbred	interbred
interweave	interwove	interwoven

K

keep	kept	kept
kneel	knelt / kneeled	knelt / kneeled
knit	knit / knitted	knit / knitted
know	knew	known

L

lay	laid	laid
lead	led	led
lean	leaned / leant	leaned / leant
leap	leapt / leaped	leapt / leaped
learn	learned / learnt	learned / learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit / lighted	lit / lighted
lose	lost	lost

M

make	made	made
mean	meant	meant
meet	met	met

mishear
mislay
mislead
misread
misspell
mistake
misunderstand
mow

misheard
mislaid
misled
misread
misspelled / misspelt
mistook
misunderstood
mowed

misheard
mislaid
misled
misread
misspelled / misspelt
mistaken
misunderstood
mowed / mow

O

outbid
outdo
outgrow
outrun
outsell
overcast
overcome
overdo
overdraw
overeat
overhang
overhear
overlay
overlie
overpay
override
overrun
oversee
oversell
overshoot
oversleep
overtake
overthrow

outbid
outdid
outgrew
outran
outsold
overcast
overcame
overdid
overdrew
overate
overhung
overheard
overlaid
overlay
overpaid
overrode
overran
oversaw
oversold
overshot
overslept
overtook
overthrew

outbid
outdone
outgrown
outrun
outsold
overcast
overcome
overdone
overdrawn
overeaten
overhung
overheard
overlaid
overlain
overpaid
overridden
overrun
overseen
oversold
overshot
overslept
overtaken
overthrown

P

partake
pay
plead
pre-set
proofread
prove
put

partook
paid
pled / pleaded
pre-set
proofread
proved
put

partaken
paid
pled / pleaded
pre-set
proofread
proven / proved
put

Q

quit

quit / quitted

quit / quitted

R

read	read (sounds like "red")	read (sounds like "red")
rebind	rebound	rebound
rebuild	rebuilt	rebuilt
recast	recast	recast
redo	redid	redone
re-lay (for example tiles)	re-laid	re-laid
remake	remade	remade
repay	repaid	repaid
rerun	reran	rerun
resell	resold	resold
reset	reset	reset
rethink	rethought	rethought
rewind	rewound	rewound
rewrite	rewrote	rewritten
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run

S

say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn / sewed
shake	shook	shaken
shear	sheared	shorn / sheared
shed	shed	shed
shine	shined / shone	shined / shone
shit	shit / shat	shit / shat
shoot	shot	shot
show	showed	shown / showed
shrink	shrank / shrunk	shrunk
shut	shut	shut
sing	sang	sung
sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	slid	slid
sling	slung	slung

slit
 smell
 speak
 speed
 spell
 spend
 spin
 spit
 split
 spoil
 spoon-feed
 spread
 spring
 stand
 steal
 stick
 sting
 stink
 strew
 stride
 strive
 strike (delete)
 strike (hit)
 string
 strive
 swear
 sweep
 swell
 swim
 swing

T

take
 teach
 tear
 tell
 think
 throw
 thrust
 tread

U

unbind
 underlie

slit
 smelled / smelt
 spoke
 sped / speeded
 spelled / spelt
 spent
 spun
 spit / spat
 split
 spoiled / spoilt
 spoon-fed
 spread
 sprang / sprung
 stood
 stole
 stuck
 stung
 stank / stunk
 strewed
 strode
 strove
 struck
 struck
 strung
 strove / strived
 swore
 swept
 swelled
 swam
 swung

took
 taught
 tore
 told
 thought
 threw
 thrust
 trod

unbound
 underlay

slit
 smelled / smelt
 spoken
 sped / speeded
 spelled / spelt
 spent
 spun
 spit / spat
 split
 spoiled / spoilt
 spoon-fed
 spread
 sprung
 stood
 stolen
 stuck
 stung
 stunk
 strewn / strewed
 stridden
 striven
 stricken
 struck / stricken
 strung
 striven / strived
 sworn
 swept
 swollen, swelled
 swum
 swung

taken
 taught
 torn
 told
 thought
 thrown
 thrust
 trodden, trod

unbound
 underlain

understand
undertake
underwrite
undo
unwind
uphold
upset

W

wake
wear
weave
wed
weep
wet
win
wind
withdraw
wring
write

understood
undertook
underwrote
undid
unwound
upheld
upset

woke / waked
wore
wove
wed / wedded
wept
wet / wetted
won
wound
withdrew
wrung
wrote

understood
undertaken
underwritten
undone
unwound
upheld
upset

woken / waked
worn
woven
wed / wedded
wept
wet / wetted
won
wound
withdrawn
wrung
written

APPENDIX 5

Connecting words

When writing coherent paragraphs, compositions, essays or any kind of text it is very important to use connectors (also called connecting, linking or transitional words) to link the different parts of the text.

There are three different kinds of connecting words:

1. Coordinating conjunctions.
2. Subordinating conjunctions.
3. Conjunctive adverbs (transition words).

Coordinating conjunctions

Coordinating conjunctions join two independent clauses.

Categories:

1. **ADDITION:** and
2. **DIFFERENCE:** but, yet
3. **RESULT:** so

Punctuation pattern:

{S+V (+O), conjunction +S+V(+O)}

Example: It was raining, so the game was cancelled.

Subordinating conjunctions

There are five different categories of subordinating conjunctions:

1. **TIME:** after, before, when, while, as, by the time (that), since, until, as soon as, once, as/so long as, whenever, every time (that), the first time (that), the last time (that), the next time (that)
2. **CAUSE & EFFECT:** because, since, now that, as, as/so long as, inasmuch as, so (that), in order that
3. **OPPOSITION:** even though, although, though, whereas, while
4. **LOCATION:** where, wherever

5. **CONDITION:** if, unless, only if, whether or not, even if, providing (that), provided (that), in case (that), in the event (that)

Punctuation patterns:

Clauses with subordinating conjunctions can appear at the beginning or the end of the sentence. However, the punctuation patterns are different.

1. If the adverb clause appears first, use the following punctuation pattern:
{Subordinating conjunction + S+V (+O), S+V(+O).}
Example: After we finished dinner, we went for a walk. (*Adverb clause main clause*)
2. If the adverb clause appears at the end of the sentence, don't use a comma between clauses:
{S+V (+O)+Subordinating Conjunction +S+V (+O)}
Example: We went for a walk after we finished dinner. (*Main clause adverb clause*)
3. Exception: Clauses of opposition with *whereas* and *while* always take commas, no matter where they appear in the sentence.
Example: Cuba is hot, whereas Alaska is cold. (*Main clause adverb clause*)
Whereas Alaska is cold, Cuba is hot. (*Adverb clause main clause*)

Conjunctive adverbs (transitions)

Conjunctive adverbs (which are more commonly known as transitions) provide a connection between ideas. Unlike subordinating conjunctions, they do not make clauses dependent.

1. **ADDITION:** also, besides, equally, further, furthermore, in addition, moreover, next, too.
2. **SIMILARITY:** also, likewise, moreover.
3. **DIFFERENCE:** however, on the contrary, on the other hand, in contrast, nevertheless.
4. **EXAMPLES:** for example, for instance, in fact.
5. **RESTATEMENTS/SUMMARIES:** finally, in brief, in conclusion, in other words, in short, in summary, therefore.
6. **RESULT:** accordingly, as a result, consequently, for this reason, therefore.
7. **CHRONOLOGY (TIME ORDER):** afterward, in the meantime, later, meanwhile, next, second, earlier, finally, first, soon, still, then, third.

Punctuation patterns:

There are three possible punctuation patterns:

1. Most common pattern: {Transition, S+V (+O).}
Example: Many of New Jersey's highways are very crowded. For example, Route 80 has bumper-to-bumper traffic every day.
2. Another possible pattern:
{S+V (+O); transition, S+V (+O).}
Example: Many of New Jersey's highways are very crowded; for example, Route 80 has bumper-to-bumper traffic every day.

3. Less common pattern: {S, transition, V (+O) }

Example: Many of New Jersey's highways are very crowded. Route 80, for example, has bumper-to-bumper traffic every day.

(Written by the tutors and staff of the English Language Resource Center at Bergen Community College, NJ.)

(Some Grammatical Information taken from Azar, Betty Schramper. *Fundamentals of English Grammar*. 2nd ed. Englewood Cliffs: Prentice, 1992. Elbaum, Sandra N. *Grammar in Context: Book One*. Harper, 1986. Hayes, Christopher G. *English at Hand*. Marlton: Townsend, 1996.)

APPENDIX 6

Word formation

There are different ways to help us increase the number of words we know. One of them is to study the parts of words which give clues to the whole meaning they have. By breaking the word down into meaningful parts, you can often form a definition or make a reasonable guess at its meaning. For example, the word *sailor* has two important parts: *sail* (meaning *to travel on water in a ship*) and *or* (meaning *one who does*), so you can easily infer that a sailor is a mariner or, *one that travels on water in a ship*.

Of course, to be able to locate meaningful parts correctly it is necessary to be familiar with the ways in which words are formed in English. We will refer to some of them: *derivation*, *composition*, *shortening* and *zero derivation*. We will see the processes separately and practice the way in which words are formed following them.

Derivation

Words can be formed by means of the addition of affixes (prefixes, suffixes) to roots: *sail*(root)+*or*(suffix) / *un*(prefix)+*happy*(root).

We will list some common English prefixes and suffixes and their meanings:

Prefixes	Meaning	Example
un-	not	unhappy
in-, im-, ir-, il-	not	incredible, impossible, irregular, illegal
dis-	not	dishonor, discover, distrust
a-	without	amoral
de-	to reverse the action of	decode, decompose, degenerate, dehumanize
super-	better, extra	supernatural
sub-	under, lower than, less than	subway, subnormal
hyper-	extra	hypercritical, hyperacid
mini-	little	miniskirt, minitennis
co-	with, together	cooperate, coexist
inter-	between, among	international

Prefixes	Meaning	Example
ex-	past, former	ex-wife
re-	again	rewrite, review
pre-	before in time before in place	preuniversity prefix (attached to the front of a root)
post-	after in time after in place	postpone postnasal (behind the nose)

Noun suffixes	Suffixes	Meaning	Example
	-er, -or, -ar	one who	worker, lawyer, sailor, liar
	-ist	one who	artist, motorist, novelist
	-cian	one who	musician, electrician, mathematician
	-ary, -ery, -ory	a place where	armory, bakery, reformatory
	-hood	status	childhood, womanhood, brotherhood
	-ness	state, condition	kindness, sickness
	-ment	state, process	amazement, development
	-ship	state, condition	citizenship, friendship, authorship
	-ance/-ence	action or process	performance, importance, confer- ence, existence
	-ion	act or process state or condition	action, expansion, opposition
	-ity	quality, state, degree	similarity, purity, simplicity
Adjective suffixes	-y	characterized by, full of	dirty, lucky, shiny
	-ous	full of, having, possessing the qualities of	famous, nervous, religious, mysterious
	-al	full of, having, possessing the qualities of	natural, dental
	-ish	being	childish, foolish, Spanish
	-ive	that performs or tends toward	active, attractive, digestive, explosive
	-ful	full of, having	useful, beautiful, wonderful

	-able	capable of	readable, changeable
	-less	without	homeless, childless
Verb suffixes	-ify	make, form to	acidify, certify, intensify
	-ate	one acted upon	circulate, formulate
	-ize	cause to be or conform to	memorize, legalize
	-en	cause to be,	brighten, harden, sharpen
Adverb suffix	-ly	in a specified manner	slowly, rapidly, beautifully, nicely

Note: Sometimes the addition of suffixes does not imply the formation of a new word but they only indicate aspects such as the number of objects, persons or phenomena; the moment in which actions take place or possession. *e.g.:*

*My friends are wait**ing** for me at Freddy's.*

*She work**s** at the hospital.*

Composition

One word is formed by means of the combination of at least two of them that produce an entirely new unit: class+room to form *classroom*, meaning *a place where classes meet*; high+way+man to form *highwayman*, meaning *a person who robs travellers on a road*.

The meaning of this new unit is sometimes very different from the ones of its components: *e.g* blackmail means extortion by threats of public exposure, meaning which is unrelated to the ones expressed by black and mail separately.

Shortening

Also new words are formed by means of reduction: *lab* from laboratory, *motel* from motorist + hotel or *UNICEF* from United Nations Children's Fund. The process is called shortening and it is used to communicate faster.

Zero derivation

Other word-forming process is to coin a new word without apparently adding any other element. For example, from the noun *book*, the verb *to book* has been created, meaning *to write or register in a book*. The new word has been formed by zero derivation, a very frequent word-building process in English.

(Adapted from Tabloide *Curso de Inglés 2* en Universidad para Todos,
by Enríquez O'Farrill et al.)

APPENDIX 7

Useful spelling tips

The British and American English

English is far from uniform as a natural result of its overseas expansion and the development of national regional variants, local dialects and distinct regional forms of pronouncing and spelling it. As a beginning learner you might be in doubt if you see once *theatre* and in another text *theater*. Next you will have some examples of these spelling differences between British and American English:

British	Br.	Am.	American
travelling	ll	l	traveling
colour	-our	-or	color
centre	-tre	-er	theater
dialogue	-ogue	-og	dialog
offence	-ce	-se	offense
reflexion	-xion	-ction	reflection
organise	-ise	-ize	organize
pyjamas tyre cheque practise	Other changes		pajamas tire check practice

Consonants are doubled...

- When you add suffixes such as *-er* or *-est*, *-ed* or *-ing* after vowels (a, e, i, o, u) in words which have only one syllable.
E.g. bigger fatter
stopped stopping
- When the infinitive has more than one syllable if it is after only one vowel and the stress falls in the last syllable as in *permitted* and *beginning*

Consonants are not doubled...

- In adjectives which have only one syllable, if the final consonant is after a group of vowels as *oo, ee, ou, ai, oa*, etc. *E.g. cooler**er** coolest*
- If the stress does not fall in the last syllable. *E.g. visite**d** and listen**ing***

Nouns ending in -y form their plural by changing it to -i

- If -y is after a consonant.
- If it is after a vowel it doesn't change.

*E.g. city - cit**ies***

The same rule applies to verbs and adjectives ending -y when you add suffix **-ed, -er, -est**.

*E.g. studies studie**d***

*Eas**ier** - eas**iest***

Adverbs ending -ly

You form most adverbs by adding **-ly**.

- When the word ends in **ll** you only add **y** as in *full -full**ly***
- In adjectives ending in **y**, you change it by **i** and add ending **-ly** as in *happy-happ**ily***
- In adjectives ending in **-le** you simply change **e** by only one **y** as in *possible-possib**ly***
- In adjectives ending in **-ic**, you add **-ally** as in *bas**ic**-bas**ically***

APPENDIX 8

Tips on punctuation

Abbreviations

- You may use a period (.) in abbreviations of countries and institutions, although nowadays it is generally omitted.

E.g. the U.S.A./the USA the B.B.C./the BBC

- If the word ends in the same letter of the complete word, you may either use the period (.) or omit it.

E.g. St. / St - Street Dr. / Dr - Doctor Mr. / Mr - Mister

- If the word does not ends in the same letter of the complete word, you have to use the period(.).

E.g. Sun. -- Sunday Jan. - January

- Generally, you use the period (.) when the abbreviation is made up of small letters instead of capital letters)

E.g. as in a.m. ante meridiem, before noon

The exceptions are in the table below:

Latin	English	Spanish
<i>i.e.</i>	<i>That is</i>	<i>esto es</i>
<i>e.g.</i>	<i>For example</i>	<i>por ejemplo</i>

- You also use (.) after the first letters of names and surnames in letters and envelopes as in *Mr. A. Smith* (Andrew Smith)
- In the U.S.A is common to use the first letter of the name in politicians, that is not common in U.K.
e.g. John F. Kennedy
- Most abbreviations are read as if they were the complete words. Abbreviations like *e.g.* is read for example, and in fact it is a Latin abbreviation.

Capital letters

There are basically 10 rules for capitalization in English:

- The first letter in a sentence. *E.g. Come closer, please.*

- Pronoun **I**, wherever you use it. *E.g.* Bob and **I** will go.
- The first word in a quotation. Bacon wrote “**T**o err is human, to forgive divine.”
- The titles of books, poems, songs, films, plays, etc. Short prepositions and the articles *the* and *a/an* are not capitalized, unless they are the first word of the title. But if the prepositions are part of phrasal verbs they are usually capitalized. *E.g.* ***The Old Man and the Sea*** is a novel by Hemingway.
- Nouns to name family members when used as proper nouns. *E.g.* ***Uncle Tom***.
- The names of countries, nationalities, languages, days of the week, months of the year, holidays. *E.g.* ***Korea, French, Sunday, July, Saint Valentine’s Day***.
When seasons are used in general terms they are not capitalized.
- God and other religious deities, personifications, religious books, except when used in general terms: ***God the Father, the Bible, the Death, Moses***.
- Geographical names and cardinal points, when they are used to designate regions in a country: *the Grand Canyon. The beach is to the Northeast of the country.*
- Historical periods and events, but not the centuries: ***Medieval Era, Great Depression, twenty century***.
- Trade marks: Panda.

(For further information on punctuation consult *English Composition*,
by Rosa Antich de León and Concepción Villar Bergnes.)

APPENDIX 9

Learning diary

When you learn a language, your teacher and your textbook obviously help you a lot, but if you really want to learn a language well, you must reflect on your own learning strengths and weaknesses, on how you understand, or what does or does not help you to progress. At the end of each lesson and unit, under the guidance of your teacher, you should reflect on the aspects referred to above. Here you have a list of possible questions as prompts for evaluation, self-evaluation and peer-evaluation.

You must record the reflection in a Learning diary, which would be a notebook you will systematically share with your teacher.

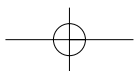
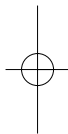
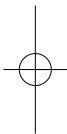
Self-evaluation prompts

This is a suggested list. You may want to change the wording of some of the statements, add some new ones, delete any that you don't like, and group them into categories of some kind.

Many of the items could apply to a specific activity, a specific class, a unit, or be for general reflection.

- How did you feel about your participation in today's activities (or, in this activity)?
- How comfortable were you speaking English today (or, in this activity)?
- How confident are you about your ability to speak and make yourself understood when you are: [list activities they have studied - *e.g.*, introducing yourself; greeting someone; talking about your classroom; etc.]?
- How confident are you about your ability to understand when someone speaks to you in English to: [list activities they have studied - *e.g.*, introducing yourself; greeting someone; talking about your classroom; etc.]?
- How well have you learned the English words and phrases you need [for this activity; or, [list activities they have studied - *e.g.*, introducing yourself; greeting someone; talking about your classroom; etc.]?
- How well are you able to remember and use the structures [or frames] and word order you need [for this activity]; or, [list activities they have studied - *e.g.*, introducing yourself; greeting someone; talking about your classroom; etc.]?

- How well are you able to understand and follow every day instructions that are given in English?
- How confident are you about your pronunciation of the English words you have learned?
- How confident are you about your pronunciation of new English words (words you have not studied or seen before)? How well can you use your understanding of English to figure out new words?
- What skills were taught today? How well did you learn them?
- What parts were difficult for you? (or, What parts of learning English are hardest for you?) What strategies help you practice and learn the hard parts?
- What problems did you have? How did you solve them?
- What parts were easy for you? (or, What parts of learning English are easiest for you?)
- What activities (or what parts of this activity) are most enjoyable for you? Why?
- How well did you support and encourage others in your work (role-play, simulation, etc.)? What did you do to help them?
- Who helped you with your learning today (or, in this unit)? How did they help?
- How could the teacher help you with some of the difficult parts of learning English?
- When you were speaking today (or, in this activity) what did you do to help others understand you?
- When your classmates were speaking, what did they do to help you understand them?
- In this activity, what did you learn about working in (or using) English that you want to remember for next time?
- What did you learn from . . . ?
- If you could change your work on this activity (or unit) how would you make it better?
- How do you think others in your group felt about your work (or how you spoke)?
- How do you think others in your group felt about how well you helped and encouraged them?
- What are some things that others do that make you feel more confident and comfortable when you are speaking?
- What are some ways that you can help yourself practice English?
- What did you learn from (activity or unit)?
- How well do you think you've done?
- How or where might you use the language and skills we practiced today?
- What do you do differently when you work together (work with others) in English than when you work in Spanish?
- How often did you speak English in class today? What is your goal for speaking English tomorrow?
- When you think of your work and learning in English, what are you most proud of?
- What is one thing you would like to learn or improve? What will you do to accomplish this goal? Who could help you? How will you know you are improving?
- Which moral values are reflected in the activity/lesson/unit? How do you practice it in your personal life?
- Which activity, or part of an activity, has helped you to reinforce your mastery of other subjects? How? Why?



OTHER SOURCES OF READING TEXTS AND ACTIVITIES

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