

AT YOUR PACE

Curso de Inglés General

Workbook

Parte I

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Meeting new friends

Diálogo 1

El señor Pérez lleva a Susan a visitar la Facultad.

Mr. Pérez is introducing Susan to:

1. _____ the dean of the Faculty.
2. _____ the head of the Department.
3. _____ the rector and the dean.



Actividad 1

- a) Observe la imagen, lea la situación y el ejercicio.
- b) Escuche el diálogo y seleccione la respuesta correcta.

Diálogo 2

David está en la secretaría de la Facultad.



Actividad 2

- a) Observe la imagen y lea la situación del diálogo 2. ¿Pudiera anticipar lo que acontece?
- b) Escuche el diálogo 2 y verifique su predicción.

David: Good afternoon.

Secretary: _____ . Have a seat, please.

David: Thank you.

Secretary: Your name, _____ .

David: _____ .

Secretary: How do you spell your last name?

David: _____ .

Secretary: Your nationality, please.

David: I am _____ .

Actividad 3

Escuche el diálogo 2 nuevamente y complete los espacios en blanco.

Actividad 4
CROSSWORD PUZZLE
(CRUCIGRAMA)

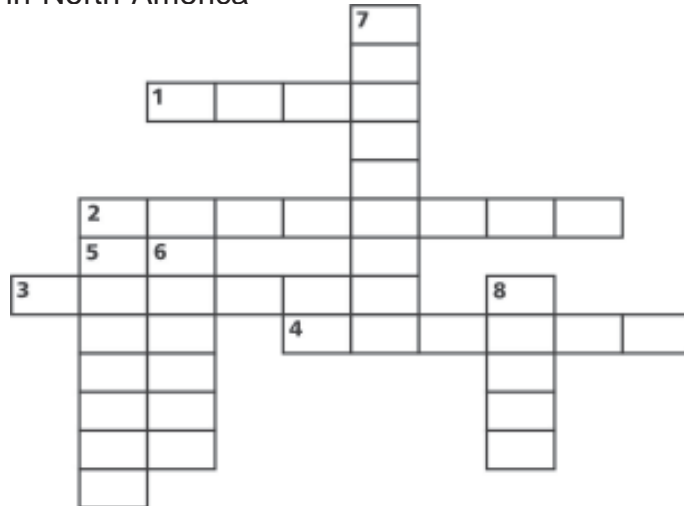
COUNTRIES (PAÍSES)

Across (Horizontal)

1. Havana is the capital of ...
2. Cartagena de Indias is a city in ...
3. Sao Paulo and Rio de Janeiro are two cities in ...
4. a country in North America

Down (Vertical)

5. Montevideo is the capital of ...
6. a country in Central America
7. Rigoberta Menchú is from ...
8. an island in the Caribbean



Actividad 5
CROSSWORD PUZZLE

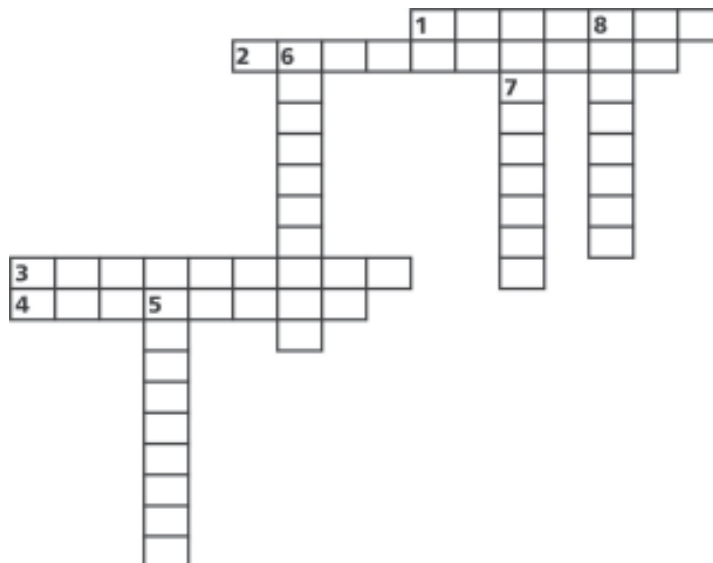
NATIONALITIES (NACIONALIDADES)

Across

1. Diego Rivera: one of the great _____ mural painters.
2. Rómulo Gallegos: a well-known _____ novelist.
3. Oscar Niemeyer: an excellent _____ architect.
4. César Vallejo: an outstanding _____ poet.

Down

5. Mario Benedetti: _____ poet and writer.
6. an inhabitant of Ecuador: _____
7. Goya: a famous _____ painter.
8. Celine Dion: a popular _____ singer.



- a) n ____ (agradable, amable)
- b) r _____ (compañera/o de cuarto)
- c) b _____ (hermosa/o)
- d) f _____ (amistosa/o, cordial, simpática/o)

Actividad 6
 ¿Cuál es la palabra en inglés?

Humanities, Social Sciences & Economics	Performing Arts (Artes Escénicas)	Tourism	Animal and Medical Sciences	Maintenance (Mantenimiento)

Actividad 7
 Para un evento usted necesita organizar un grupo de personas de acuerdo con su perfil ocupacional. Ubíquelos en las diferentes especialidades. Utilice la lista de ocupaciones que se le brinda.

accountant - singer - electrician - actress - sociologist - actor - carpenter - bartender - ballet dancer - social worker - playwright - gardener - veterinarian - chambermaid - mason - waitress - chemist - chef - telephone operator - dentist - nurse - construction worker - doctor - historian - therapist - biologist - comedian - surgeon - manager - lawyer - journalist - psychologist - doorman - entertainer



Ejemplo:
 He is a painter.



a) _____.



b) _____.

Actividad 8
 En las imágenes que se presentan se muestran personas en diferentes actividades. ¿Cuáles son sus ocupaciones? Expréselo según el modelo.



c) _____.



d) _____.



e) _____.

Actividad 9

Escriba el nombre de dos ocupaciones relacionadas con las siguientes disciplinas.

- a) architecture _____
- b) chemistry _____
- c) accounting _____
- d) visual arts _____
- e) sociology _____
- f) agriculture _____
- g) computer science _____

Actividad 10

Ordene las letras para formar nombres de ocupaciones.

- a) artco a _ _ _ _
- b) nitspai _ i _ _ _ _
- c) intetsd _ _ _ t _ _ _
- d) haceret t _ _ _ _ _
- e) locisgiotos _ _ _ _ _ g _ _ _
- f) eiregnen _ _ _ _ n _ _ _
- g) penatrcer _ _ _ p _ _ _ _

Actividad 11

Ordene las palabras para formar oraciones.

- Ejemplo:** is - Silvia - pianist - a
Silvia is a pianist.
- a) nurses - Mercedes - John - are - and
 - b) not - you - a - farmer - are
 - c) friend - good - is - her - actor - a
 - d) a - she - student - is?
 - e) African - are - businessmen - they?

Actividad 12

Utilice la información brindada para crear diálogos que le permitan hablar sobre las nacionalidades, ocupaciones o profesiones de cada personaje.



Ejemplo: Tom / a bell boy

- A: Is Tom a bell boy?
- B: No, he isn't. He is a bartender.



- a) Silvia / from Canada?
No / Mexico



- b) Mary and John / sociologists
No / doctors



- c) You / a desk clerk
No / a chambermaid



- d) Roque / an economist
No / a painter

- e) Susana and Lucía / Bolivia
No / Venezuela



Ejemplo: Lucy is an arts and cinema student. Her school is in San Antonio de los Baños.

- a) Richard is a cashier at Riviera Hotel. _____ job is important.
b) Gabriela and Susana are at the Latin American School of Medicine. _____ school is in Havana.
c) We are university students. _____ names are Miriam and Pablo.
d) Sandra is not happy. She is not with _____ family.
e) I am Cuban. _____ island is beautiful.

Ejemplo: Brazil are in South America. (incorrect)
Brazil is in South America. (correct)

- a) Barbados are an island in the Caribbean.
b) Antonio and José am managers at Cohiba Hotel.
c) The dean of the faculty are my academic supervisor.
d) Is Mildred and Frank good lawyers?
e) CARICOM are a regional organization.

Actividad 12
(cont.)

Actividad 13

Ejercite las formas para expresar relaciones de posesión o pertenencia. Escriba el adjetivo posesivo apropiado en los espacios en blanco.

Actividad 14

Usted ya está en condiciones de detectar errores. En las oraciones siguientes hay un error gramatical. Identifíquelo. Reescriba la oración correctamente.

Actividad 15

Trabaje con otras personas. Establezca un diálogo de acuerdo con el ejemplo.

a) Ud. quiere conocer con exactitud el apellido de sus compañeros.

b) Ud. es el otro interlocutor y responde. Consulte el Anexo 1. Practique el alfabeto en inglés.

Ejemplo:

A: What's your last name?
 B: González
 A: How do you spell it?
 B: G-O-N-Z-Á-L-E-Z
 A: Thanks
 B: You're welcome.

Actividad 16

Susan le envía una nota a la decana. Léala detenidamente y determine cuál es su propósito

- a) __ ofrecer ayuda
 b) __ agradecer
 c) __ describir Cuba.

welcome: *bienvenida*
 warm: *calurosa, cálida*
 yours truly: *atentamente*

**Actividad 17**

Lea el texto nuevamente y diga qué frases utiliza Susan para:

- a) referirse a Jennifer
 b) expresar agradecimiento

Actividad 18

La secretaria de la Facultad le lee la nota de Susan a la Dra. Navarro.

- Lea el texto mientras escucha la grabación.
- Preste atención a la entonación, a las pausas que se hacen y a la forma en que se escriben y se pronuncian las palabras
- Lea en voz alta tratando de imitar el modelo escuchado.

Actividad 19

Formule la pregunta que se corresponde con cada respuesta

Question	Answer
1.	1. I'm Elizabeth Baker.
2.	2. His name is Sam.
3.	3. I'm Mexican.
4.	4. They are from Puerto Rico.
5.	4. She is a nurse.

Talking about yourself and about people

Diálogo 1

Mrs. Sakamoto se inscribe en el hotel de la Universidad de Oriente.



Japanese - professor - postcard - passport - floor - roommate - room
- email

1. Mrs. Sakamoto is from:

- a) _____ China
- b) _____ Thailand
- c) _____ Japan

2. She is

- a) _____ a university professor
- b) _____ a journalist
- c) _____ an accountant

3. Her home address is:

- a) _____ 3700 Keele St.
- b) _____ 4700 Keele St.
- c) _____ 5700 Keele St.

a) Mrs. Sakamoto's first name is _____ .

b) Her passport number is _____ .

Actividad 1

a) Observe la imagen y lea la situación del diálogo 1.

b) Subraye las palabras de la lista que pudiesen aparecer en el diálogo.

c) Escuche el diálogo 1 y verifique su respuesta.

Actividad 2

Escuche nuevamente el diálogo 1 y seleccione la respuesta correcta.

Actividad 3

Escuche nuevamente el diálogo 1 y complete los espacios en blanco.

Actividad 4

Escuche el diálogo 1 una vez más y cuente todo lo que ya conoce acerca de Mrs. Sakamoto.

Actividad 5

- a) Observe la imagen y la situación que introduce el diálogo 2. Trate de predecir con quién habla Mrs. Sakamoto y qué necesita.
- b) Escuche el diálogo 2 y verifique su predicción



Diálogo 2

Mrs. Sakamoto necesita ayuda.

Actividad 6

- a) Escuche nuevamente el diálogo 2 y complete los espacios en blanco.
- b) Escuche el diálogo 2 una vez más y repita cada segmento. Trate de imitar la pronunciación y la entonación

- Directory Assistance, may I help you?
- Yes, I'd like the _____ of the University of Oriente.
- Just a minute, please... It is _____ .
- Thank you.
- You're welcome.

Actividad 7

- a) Observe la imagen y lea la situación del diálogo 3. Anticipe lo que acontece.
- b) Escuche el diálogo 3 y verifique su respuesta anticipada.



Diálogo 3

Mrs. Sakamoto y su esposo se encuentran con alguien.

Actividad 8

Escuche nuevamente el diálogo 3 y enlace los elementos de la columna A y B.

A

1. Mrs. Sakamoto meets
2. Peter is Keiko's
3. Alec is

B

- _____ an artist
- _____ husband
- _____ a teacher
- _____ an old friend
- _____ a director

1. que haya nacido en agosto _____
2. que haya nacido en La Habana _____
3. que tenga 20 años _____
4. que esté casado _____

Actividad 9

Usted está organizando una actividad en su grupo.

- a) *Hágale preguntas en inglés a sus compañeros para encontrar a alguien.*
- b) *Intercambie con otra persona la información obtenida.*



Actividad 10

Usted recibió estas fotos y se las enseña a un grupo de amigos.

Hable con sus amigos sobre la edad, empleo o profesión y lugar de residencia de las personas en cada foto. Sus amigos también le harán preguntas sobre el número telefónico y el estado civil de las personas en las fotos.



Actividad 11

Dos amigas se encuentran, se saludan y conversan sobre una tercera persona. En parejas haga lo mismo que estas amigas utilizando las expresiones para pedir y dar información sobre identidad personal y para identificar a alguien.

Actividad 12

Observe las imágenes antes de leer la información.

a) Anticipe quiénes pudieran ser, su ocupación y edad.

b) Lea la información y verifique su respuesta.

c) Lea la información y responda las preguntas.



1



2



3

1. This is José Rodríguez. He is from Buenos Aires, Argentina. He is an architect. He is twenty-five years old. He is not married; he is single. José's favorite sport is football.
 - What's José's nationality? _____
 - What's his job? _____
 - Is he married or single? _____
 - What's his favorite sport? _____
2. This is Denise Pires, and this is Thiago de Asis. They're good friends. They're receptionists at the Sheraton Hotel. They're from Rio de Janeiro, Brazil. She is thirty-eight years old and he is forty-five. Denise's favorite sport is tennis and Thiago's is baseball.
 - Are Denise and Thiago good friends? _____
 - What's Denise's job? _____
 - What's Thiago's job? _____
 - Where are they from? _____
 - How old are they? _____
 - What's her favorite sport? _____
 - What's his favorite sport? _____
3. This is Margaret Smith. She lives at 756 Washington Street, in Boston, Massachusetts. She was born on December 11th, 1972. She's thirty-two years old. She's married. She's a journalist.
 - What's Margaret address? _____
 - When was she born? _____
 - How old is she? _____
 - What's her marital status? _____
 - What's her job? _____

Actividad 13

a) Identifique y marque los días de la semana y los meses del año que aparecen escondidos –de forma diagonal, horizontal y vertical– en la tabla.

a)

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

b) Ejemplo: April is the **fourth** month of the year.

- a. _____ is the second month of the year.
- b. _____ is the ninth month of the year.
- c. _____ is the eleventh month of the year.
- d. _____ is the twelfth month of the year.

Ejemplo:

- a) **fifty-four** postcards (54)
- b) the **eighth** month (8th)
- c) _____ years old (70)
- d) on the _____ floor (4th)
- e) _____ books (81)
- f) _____ computers (392)
- g) _____ anniversary (17th)
- h) _____ Street (2nd)
- i) _____ pages (1 000)

- 1. What's your marital status?
- 2. What's her job?
- 3. What's your wife's name?
- 4. What's your present address?
- 5. When was she born?
- 6. What's your name?
- 7. How old are you?
- 8. Where is she from?

- 1. _____ ?
- 2. _____ ?
- 3. _____ ?
- 4. _____ ?
- 5. _____ ?
- 6. _____ ?

- a) Saint Vincent.
- b) On April 17, 1979.
- c) She's a manicurist.
- d) 35.
- e) Félix Lon.
- f) María Lon.
- g) Married.
- h) 45 Lacret Street.

Actividad 13 (cont.)

b) Escriba el número ordinal que corresponde a cada mes del año que usted identificó.

c) Ejercite la forma en que se escriben en inglés los meses del año. Hágalos corresponder con la información que se le brinda

Actividad 14

Ejercite la forma de escribir los números con palabras.

Actividad 15

Las siguientes preguntas y respuestas están todas mezcladas.

a) Haga corresponder cada pregunta con su respuesta y escríbalas en un orden lógico en los espacios correspondientes.

Routines

Activity 1

- a) Look at the picture and predict the topic of conversation between Susan and Orlando. *Observe la ilustración y anticipe el tópico de la conversación entre Susan y Orlando.*
- b) Listen to Dialog 1 and check your prediction.



Diálogo 1

Susan meets Orlando in the sports field.
Susan se encuentra con Orlando en el terreno deportivo.

Activity 2

- Listen to the dialog again and select the correct answer. *Escuche el diálogo de nuevo y seleccione la respuesta correcta.*

- a) Susan jogs:
 _____ in the morning.
 _____ in the afternoon.
 _____ at night.
- b) Orlando jogs:
 _____ frequently .
 _____ everyday.
 _____ rarely.
- c) They both also practice:
 _____ tennis.
 _____ tennis and baseball.
 _____ baseball.

Activity 3

- Work in pairs. Talk about what the people in the pictures are doing. Use the verbs given. *Trabaje en pareja. Hablen acerca de lo que está haciendo cada una de las personas en las ilustraciones. Utilice los verbos que se brindan. Siga el modelo.*



Ejemplo:

paint / clean kitchen floor

Estudiante A: Is....painting the kitchen?

Estudiante B: No.

Estudiante A: What is...doing?

Estudiante B: ...is cleaning the kitchen floor.

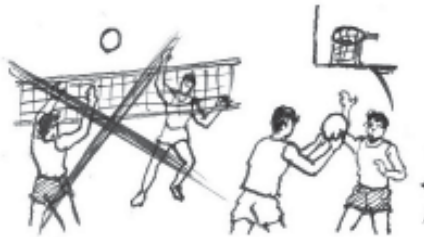
**Activity 3
(contd)**



a) write a letter / read a book



b) dance / cook



c) play volleyball / basketball



d) surf the Internet / talk



e) drive a car / ride a bike



f) swim / surf

work	eat	do	play	study	listen	wake up
have(2)	take(2)	walk	start	go(3)	watch	

Ross Martin, 20, is a university student. He _____ at 6 o'clock every morning. At 7 o'clock Ross _____ to the bus stop. He generally _____ the bus at 7:30. His classes _____ at 8:00 am. He _____ classes from 8 to 12. At 12:30 he _____ lunch at the cafeteria. In the afternoon he _____ in the lab from 2 to 4 pm. Afterwards, he usually _____ baseball or volleyball with his classmates. Then he _____ home. Around 6:30 pm he _____ a shower and _____ dinner at 7:00 pm. After dinner he always _____ English and other subjects for an hour or two. Later he _____ TV or _____ to music. He _____ to bed at 11:00 pm.

Activity 4

Complete the information about Ross Martin's daily activities. Select the verbs from the box. *Lea y seleccione del recuadro los verbos que necesita para completar la información acerca de las actividades cotidianas que realiza Ross Martin.*

Activity 5

What are they doing?
Escriba lo que están
haciendo las personas
en los dibujos.

1. Alice is cooking dinner.
2. Sandra _____.
3. Paul and Maria _____.
4. Roberto _____.
5. Rose _____.
6. Melanie _____.
7. Henry _____.
8. Charlene _____.



1.



2.



3.



4.



5.



6.



7.



8.

Activity 6

Arrange the words to
ask for or give
information about
habitual actions and
actions in progress.
Ejercite las formas
para solicitar o
brindar información
sobre acciones
cotidianas y
temporales.
Ordene las palabras.

Ejemplo: take / I / a / the / usually / in / evening / shower
I usually take a shower in the evening.

- a) frequently / her / visits / she / afternoon / in / friends / the

- b) go / often / Juan and Luis / to / movies / the

- c) playing / we / football / not / now / are

- d) meet / his / sometimes / he / lunch / does / friends / for?

- e) in / Yoko / visiting / her / Canada / family / is

- f) not / Carlos / have breakfast / Sundays / does / on

- g) doing / they / are / what / park / the / in?



1. /coffee/
morning (100 %)
afternoon (0 %)



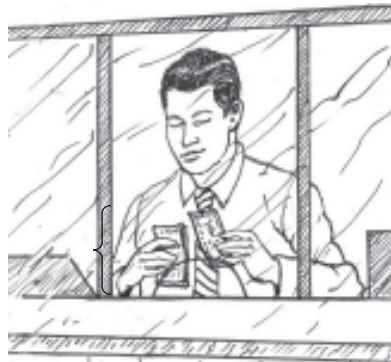
2. on weekends (25 %)



3. go to the movies
(10 %)



4. play violin (50 %)



Example: Mark gets up at six-thirty
in the morning.

6:30 am - get up _____
6:45 am - do aerobics _____
7:15 am - wash face, brush teeth and have a shave _____
7:30 am - have breakfast _____
7:45 am - walk to work _____
8:00 am - get to work _____
12:30 pm - have lunch _____
5:30 pm - get home _____
6:00 pm - cook dinner _____
8:00 pm - play cards with his friends _____
10:00 pm - go to bed _____

In the morning { - 7:00 am
- 8:00 am
- 12 o'clock

In the afternoon - 2:00 pm
- 5:00 pm

In the evening - 7:00 pm
- 9:00 pm

Activity 7

a) How often does Enrique...?

Hable acerca de la frecuencia con que Enrique toma café, juega voleibol, va al cine, toca el violín.

b) What activities do you do? Tell them to your partner.

¿Qué actividades usted realiza?

Cuénteselas a su compañero.

Activity 8

a) Mark Johnson is a bank teller. Here's his daily schedule. Based on his notes, write full sentences about what he does.

Mark Johnson es cajero de un banco. A continuación verá su horario de actividades. Exprese dicho horario en oraciones completas.

b) What about you? What do you usually do? Write the information in paragraph form. Include some activities you don't do.

¿Y usted qué hace usualmente en las diversas horas del día? Escríbalo en forma de párrafo. Incluya algunas actividades que usted no realiza.

Describing people

Activity 1

a) Look at the picture and guess who the girls are talking about. Remember that people are described in terms of their physical appearance and personality.

Observe la fotografía y adivine acerca de quién conversan las muchachas. Recuerde que las personas se describen de acuerdo con su apariencia física y su personalidad.

b) Listen to Dialog 1 and check your guess.

Escuche el diálogo y confirme si su respuesta es correcta.

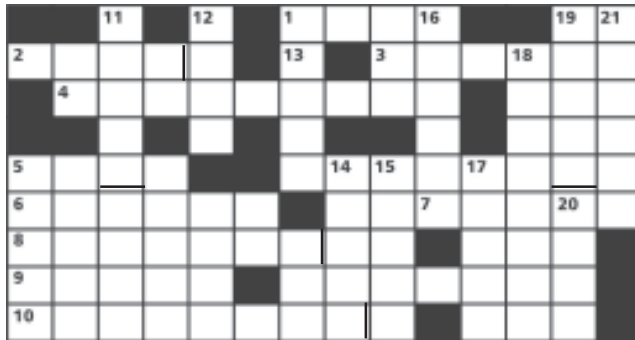


Activity 2

Listen to Dialog 1 again and complete the chart below with the information required to describe the Math teacher.

Escuche nuevamente el diálogo 1 y complete la tabla con la información requerida para describir al profesor de Matemática.

	General appearance
Height	
Weight	
Eyes	
Hair	
Age	
Personality	



Across

- 1) Old people usually have _____ hair.
- 2) wholly or partially black
- 3) a color of the traffic lights: STOP
- 4) good-looking woman
- 5) a pale red color; rosy
- 6) woman with golden hair
- 7) _____ is the color of peace.
- 8) *dedicado, serio*
- 9) opposite of thin
- 10) one who makes friends easily

Down

- 11) one of the colors of the Brazilian flag
- 12) the color of the Caribbean Sea
- 13) affectionate, loving
- 14) *crespo* (se refiere al cabello)
- 15) humorous
- 16) the color of gold (Au)
- 17) opposite of tall
- 18) Most Chinese people have _____ hair.
- 19) not old
- 20) high in stature
- 21) opposite of rude

Activity 3

Work in pairs. Look at the picture and describe each person. Focus your attention on their physical appearance and infer some possible characteristics of their personality.

Trabaje en parejas.

Observe la ilustración y haga una descripción de cada persona. Concentre su atención en la apariencia física de cada una e infiera posibles características de su personalidad.

Activity 4

CROSSWORD PUZZLE

Activity 5

Describe a famous person using some of the words in the puzzle. Write at least five sentences.

Utilice algunas de las palabras del crucigrama para describir una persona famosa. Escriba cinco oraciones como mínimo.

Going out

Activity 1

- a) Look at the picture, read the introduction to Dialog 1 and predict the conversation answering the questions.
- b) Listen to dialog 1 and confirm your prediction.
- c) Listen to dialog 1 again and fill out the order.



Dialog 1

Magda and Rey are in a Chinese restaurant at noon.

Magda y Rey están en un restaurante chino.

1. What is the woman doing?
2. Why?
3. What time is it?

WUNG-CHONG RESTAURANT

Table: 6

Appetizer/Starter:

Main Course/Entrée:

Dessert:

Beverages:

Activity 2

- a) Look at the picture, read the introduction to Dialog 2 and predict the conversation using the questions.
- b) Listen to the dialog and confirm your predictions.



Dialog 2

Magda and Rey decide to call the waiter again.

Magda y Rey deciden llamar al camarero otra vez.

1. What are they doing?
2. What is the waiter doing?
3. Why do they call the waiter?

- Is the tea white because of the milk?
- If not, why do you think it is white?
- How does white tea taste?

ALBERT'S RESTAURANT MENU	TOM'S PIZZA MENU
Bacon burger	Vegetarian Pizza
Cheese burger	Cheese with green onion
Onion burger	Onion and green peppers
Chilli dogs	Broccoli and garlic
Grilled chicken	Salad
French fries	Lettuce and tomatoes
Baked beans	Hot sandwiches
Garden salad	Sausages
Ice-cream	Sausages and pepper
Chocolate cake	Cheese burger
Apple pie	Appetizers
	Chips
	Cheese with olives

- Invite your friend to go shopping
- Accept the invitation
- Suggest your friend to buy a pair of black trousers/ decline the suggestion because you want them blue.
- Suggest different kinds of trousers (the clerk)
- Agree on buying a blue one. Describe it.
- Say good-bye.

Activity 2 (contd)

c) Listen to the dialog again to answer the questions.

Activity 3

a) Invite a friend to eat out. There are two good inexpensive restaurants in the city where you live. Have a look at the menus of each restaurant and decide which one you would go to with your friend.

Usted invita a su amigo a comer fuera. Hay dos restaurantes económicos en la ciudad donde usted vive. Consulte el menú de cada restaurante y decida a cuál irá con su amigo.

b) Work in pairs. Once there, you and your friend order the food while the waiter takes the order.

Una vez en el restaurante, usted y su amigo hacen el pedido mientras el/la camarero(a) toma la orden.

c) Work in trios.

Customer 1, Customer 2 and Waiter. Act out the conversation.

Para este ejercicio se necesitan 3 personas: Cliente 1, Cliente 2 y camarero. Realicen la dramatización de la situación.

Activity 4

Work in trios, and play the roles of two friends who go shopping to buy a pair of trousers and a clerk who helps them.

Activity 4 (contd)

Trabaje con dos compañeros más. Asuman los roles de dos amigos que van a una tienda de ropas para comprarse un pantalón y de un dependiente que los atiende. Utilicen las expresiones apropiadas.

- Invite a su amigo a la tienda de ropas.
- Acepte la invitación.
- Sugiera un pantalón negro /Decline la sugerencia pues usted busca un pantalón azul.
- Sugiera varios tipos de pantalones (el dependiente)
- Este de acuerdo en comprar un pantalón azul. Descríbalo.
- Despídase.

Activity 5

a) Give your opinion about these topics .

Dé su opinión acerca de estos temas.

b) Skim through the reviews to answer these questions

Lea rápidamente las reseñas para responder estas preguntas

- Eating out
- My favorite food

1. What type of restaurant is *Don Danillo*?

2. What type of food do they serve at *Sayonara*?

Here are the reviews about two restaurants in town.

REVIEW



ments. First, to lower the prices of some dishes on the menu. Second, to improve service.

Don Danillo is a good option for lovers of fine food. It has a wide choice of Italian food. The *Special Pizza*, with ham, mushrooms, olives, 3 types of cheese, onion, butter and pineapple slices is a treat. The cannelloni and lasagna are superb. Unfortunately, the price of some of these dishes is high. The staff at **Don Danillo** is helpful, friendly and polite. All waiters wear colorful uniforms, but the service is very slow. The comfortable seats, clean tables, pleasant staff and good music give this restaurant an excellent atmosphere. Eating out at **Don Danillo** is a rewarding –though expensive– experience. However, the restaurant needs some improve-

REVIEW



The food at **Sayonara** is a temptation which is difficult to resist. The menu is varied, with dishes presented in an exotic manner on dinner plates with a typical Oriental design. It's a pity, though, that some plates are made of plastic. The waiters are very attentive to customers, but the restaurant is somewhat uncomfortable because the main room is so crammed with tables that you feel packed like sardines. *Shrimp and Vegetable Tempura* is a good choice as main course. It is a tasty mixture of zucchini, sweet potatoes, broccoli and shrimp, served with rice. A house sauce gives this dish a special touch. In addition, the price of the dish is reasonable. Several brands of Japanese beer and traditional sake are available at low prices too.

No doubt, the food and drinks in this restaurant are excellent. However, I think plastic plates are of bad taste. Table arrangement needs changes, so as to make customers feel at ease in a cozy, comfortable setting.

	GOOD POINTS	BAD POINTS	SUGGESTIONS
DON DANILLO			
SAYONARA			

Activity 5 (contd)

c) Elizabeth, a student at a school of tourism, needs some info about these restaurants. You volunteer to help her. Scan through the texts to fill in a chart that includes the following items: offer, prices, staff, atmosphere and food quality, as well as suggestions.

Elizabeth, una estudiante de una escuela de turismo, necesita información relacionada con estos dos restaurantes. Usted se brinda para ayudarla. Busque en los textos información específica para llenar el cuadro. Debe tener en cuenta los siguientes aspectos: oferta, precios, personal, ambiente y calidad de la comida, así como las sugerencias.

Similarities

1. _____
2. _____
3. _____

d) Find and copy three similarities between the two restaurants.

Mel García, a student from Sancti Spiritus, wants to go shopping, to visit the Fine Arts Museum and to go to a concert at The National Theater. In addition, he wants to eat out with a with a friend at a restaurant in Chinatown.

Mel has classes from Monday to Thursday. He always goes home early on Saturday morning. Most shops close at noon on Sundays. The Fine Arts Museum is not open on Monday and Tuesday. Concerts are on Wednesday and also on Friday. His friend Lena is busy on Thursday, and Mel doesn't like to eat out on Wednesday.

Activity 6

Help Mel to plan his activities. Read the text and answer the following question. Which day can Mel do all four things? *Ayude a Mel a planificar sus actividades. Lea el texto y conteste la siguiente pregunta. ¿Qué día puede Mel realizar las cuatro actividades?*



Activity 8

WORD SQUARE

Try to find as many words as you can in the word square. They are all related to fast food.

Trate de encontrar todas las posibles palabras relacionadas con comida rápida en el cuadro de palabras siguiente. Usted puede evaluar el éxito de su búsqueda de acuerdo con la calificación obtenida.

SCORE:

23-20 words = Fantastic!

19-15 words = Very good!

14-10 words = Good!

What is there in...?

Activity 1

Look at the picture and read the introduction to the dialog. Anticipate what the young women are talking about.



Dialog 1

Jenny and Rosemarie are going camping with their classmates. They are talking to each other.

a) While listening to the dialog, tick next to the items you hear.

1. ___ vegetable salad
2. ___ fruit salad
3. ___ meat loaf
4. ___ loaves of bread
5. ___ ham sandwich
6. ___ veggie sandwich

Activity 2

Listen to the dialog again and fill in the chart with what Jenny and Rosemarie have and what they need to buy.

They have....	They need to buy.....

Activity 3

Suppose you are planning to go to the beach with your friend on the weekend. Talk with him/her about the things you need to take with you, the things you have and the ones you need to buy. You can choose from the items given.

sheet - towel - mosquito net - suntan lotion - soap - shampoo - tooth paste
 spaghetti - cheese - tomato paste - bread - crackers - sandwich
 spread-bathing suit - swimming trunks - snorkel - flippers - sunglasses
 - cap

You may start like this:

1.

A: Let's take 2 towels, a bar of soap...

B: Sorry, there is not soap...

A: Yes, there is a bar ...

2.

A: Is there any bread in the kitchen?

B: No there isn't / Yes, there is a loaf ...

enthusiasm - coffee - passengers - juice - napkins - messages

1. A: Are there in the bus?
B: Yes, there
2. A: Is there in that coffeepot?
B: No, there
3. A: Are there on the table?
B: No, there
4. A: Is there in the pitcher?
B: Yes, there
5. A: Are there in your e-mail box?
B: No, there
6. A: Is there among the baseball fans?
B: Yes, there

Activity 4

Fill in the spaces using: *much* or *many*, *not ... much/many*, *a lot/a lot of/lots of*, the correct form of *be* and one of the words given.

1. Municipal University Campuses are there in your province?
2. food is there in the fridge?
3. players are there in a baseball game?
4. ice-cream can you eat?
5. social workers are there in your community?
6. fans are there in the stadium?
7. money do you have in your wallet?
8. countries are there in South America?

Activity 5

Fill in the blank spaces with *How much...?* or *How many...?*

What happened?

Activity 1

- a) Look at the picture.
What do you think the woman is doing?
Select one of the answers.
- b) Listen to Dialog 1 and check your answer.
- c) Listen to Dialog 1 again and answer the questions.



- a)
- She is greeting the policemen.
 - She is telling the policemen what happened to her.
 - She is asking for directions.

- c)
- What was she doing when a man snatched her purse?
 - What did the man do?
 - Was she scared?

Activity 2

- a) Look at the picture.
What happened?
- b) Listen to Dialog 2 to check your answer.
- c) Listen to Dialog 2 again to complete the sentences.



- c)
1. There were several items in the woman's purse: money, _____, _____ and _____.
 2. The thief was stealing some _____ at a shop.
 3. The _____ arrived at the shop when the thief was trying to escape.

Activity 3

- a) Look at the picture.
What happened?
Is she innocent or guilty?
- b) Listen to Dialog 3 to check your answer.



- | | |
|-------------------------------|--|
| 1. The woman was driving | a) slowly.
b) at moderate speed. |
| 2. The accident was caused by | a) a person.
b) a pet. |
| 3. The woman | a) cares about animals.
b) doesn't like animals. |
| 4. The car | a) was in good technical condition.
b) had a technical problem. |

**Activity 3
(contd)**

c) Listen to Dialog 3 again and select the correct choice.

Activity 4

Talk about the most important day in your life. What made it so important?

- Do you have happy memories of your childhood?
- Did you have any close friends at that time?
- What games did you use to play?

- A Whole New Experience in My Life
- Memories of Childhood
- My Friend Lisa

It was really good to meet Andy again. When I was a boy, Andy was my neighbor and also my friend. Therefore, we were always together. We played baseball in the same school team, and on weekends, we used to fly our kites and ride our bicycles in the park.

Last time we talked we were both teenagers. But yesterday, after so many years, we ran into each other in the street. We were so happy to see each other that we decided to celebrate, so we went to a nearby café for some drinks.

While drinking beer, we recalled some memories of our childhood. Andy particularly remembered one specific day in 1984. It was the day we visited our friend Lisa. Since she lived in the suburbs, we took a bus. It wasn't a long ride; we got there in half an hour. Lisa's parents welcomed us and prepared a delicious snack. We played cards and chess. We were having such a wonderful time, that we didn't realize it was already dark and cold outside.

When we got back home at 8 p.m. our parents were worried and upset. My parents didn't punish me, but Andy's parents punished him. Andy was very sad because his parents didn't lift the punishment in three weeks. I recalled that event clearly because I was also sad that winter. Four weeks after visiting Lisa, I moved to another town.

Activity 5

a) Before you read the text, answer the questions.

b) Skim through the text and choose a proper title for it.

But yesterday we were happy. We laughed and shared many other memories, and also talked about our present lives. We came to the conclusion that Andy's parents were right that night, because we were 13 years old then and it was our own fault that we were not back in time for dinner.

Notes:

run into (someone) = *toparse/encontrarse con alguien por casualidad*

punish = *castigar*

lift the punishment = *quitar el castigo*

our own fault = *nuestra propia culpa*

**Activity 5
(contd)**

c) Read the text again and answer the questions.

1. When was the last time Ted saw Andy?
2. Did they use to play together?
3. Where did they go one day?
4. Did they have a good or a bad time that day?
5. What happened when they got back home that night?
6. Did Ted and Andy play together four weeks after visiting Lisa? Why or why not?
7. What do Andy and Ted now think about being late for dinner?
8. How old are Andy and Ted now?

d) Here are some other memories that Ted has from his childhood. He wants to include this particular event in his diary. Help him write what happened that day.

16 September, 1983 - fly my kite - in the neighborhood - a lot of fun - one of my friends takes my kite and runs away - run after him - something hits me in the face - fall on the ground - my friends take me to the hospital - fortunately nothing happens - a very difficult situation - my parents worry about it.

Activity 6

a) Read the information about Phil Anderson.
b) Read the questions about Phil's boyhood. Then read the text and answer the questions.

This is Phil Anderson. He is an engineer. Looking at the family photo album he found an old boyhood picture of himself. He is showing the picture on the right to a co-worker and talking about his childhood.



NOWADAYS



45 YEARS AGO

1. What did Phil look like when he was 7? _____
2. What was he like then? _____
3. Why did his friends call him *bullet*? _____
4. Did he enjoy his childhood? _____
5. What did he use to do in summertime? _____

"I remember when my father took this photo, I was seven. I was thin and had fair hair. I was very energetic. I was always playing with my friends on the street and my mother was forever calling out my name. My father used to play with me in the park when he got home early. I was a healthy child, so I was rarely absent from school. I was good at math and sports. I was such a fast runner, that my friends called me *bullet or arrow*.

In summertime, I went to visit my grandparents in the countryside. There I was free as a bird: I rode on horseback. I swam in the river. I went hiking and drove my grandfather's truck. I really enjoyed my childhood!"

What did you look like?

When I was a child I... What were you like? **I was...**

What did you use to do? **I went ...**

On weekends I frequently...

I enjoyed / didn't enjoy my childhood because...

Activity 6 (contd)

c) What about you?
What did you do when you were a child? In not more than 120 words write a composition about your childhood.

Likes and dislikes

Activity 1

- a) Look at the picture and try to guess what Robert and Betty are talking about.
 b) Listen to Dialog 1. How good was your prediction?



Activity 2

- Listen to Dialog 1 again and write (T) if the statement is True, (F) if it is False, and (X) if it doesn't say. Correct the false statements.

- a) ___ Bob and Betty always go to the movies together.
 b) ___ Bob knew Betty dislikes science fiction films.
 c) ___ Betty prefers historical films and thrillers.
 d) ___ There aren't historical films in the entertainment guide this week.
 e) ___ Betty hates westerns.
 f) ___ They didn't go to the movies.

Activity 3

- a) Listen to Dialog 1 once more and fill out the table pointing out Bob and Betty's likes and dislikes.
 b) Work in pairs. Ask and answer questions about your likes and dislikes.
 Start like this:

	Likes	Dislikes
Betty		
Bob		

- Do you like...?
- What type of films/food/ drinks do you like?

a)

1. Are you curious when there is a crowd on the street?
2. How do you feel when you know somebody is hurt?
3. What is the most frequent cause of street accidents?
4. What does the picture suggest?



b)

1. What happened?
 - A car hit a cyclist.
 - Two cars crashed.
 - A bus hit a car.
2. How did it happen?
 - The bus went through the red light.
 - The car went through the red light.
 - The car was in the wrong lane.

c)

1. Tiza and Joao were on their way to the university when they saw the crowd.
2. Tiza and Joao thought the police officer was the smallest of the three persons next to the police car.
3. The car driver was driving more slowly than the bus driver.
4. Joao thinks one driver was more careful than the other.

Activity 4

a) Before reading the conversation reflect on the questions.

b) Skim through the conversation and select (✓) the most appropriate answer to each question.

c) These statements express some wrong ideas. Read the conversation again and correct them.

**Activity 4
(contd)**

d) Read the conversation while listening to the tape. Then, repeat.

Tiza and Joao were on their way to the Science and Technology Exhibition at Pabexpo and they stopped to see what was happening at the intersection of two main streets in Havana.

Tiza: Hey, look! What a large crowd!

Joao: Oh, yes! It looks like a recent crash. I think there are two vehicles involved: a yellow bus and a red car. Perhaps the red car caused the accident.

Tiza: I don't want to be nosy but I'm anxious to know what really happened.

Joao: Well, let's get closer then. Those two men next to the police car should be the bus and the car drivers. The police officer is the tallest of the three.

Police officer: How did the accident happen?

Bus driver: Officer, I was coming on my lane to turn right when the car went through the red light. I made a left turn to avoid it but it was too late, I had no time to stop. The red car was faster.

Car driver: No, officer. I wasn't running that fast. The bus driver was driving more slowly than I was, but I wasn't over the speed limits.

Police officer: Fortunately, there were no injuries. You have to come with me to the police station for further questions. We need a more detailed description of what actually happened.

Joao: Did you hear that, Tiza? What do you think about this?

Tiza: The bus driver is as responsible for the accident as the car driver. The bus driver was not paying attention to the traffic, and the car driver was driving faster than regulated.

Joao: They should be more careful in the future.

Tiza: By the way, where are we going now?

Joao: Are you kidding? The exhibition closes in twenty minutes.

May I...?



Activity 1

- Look at the picture and guess where these people are.
- Listen to Dialog 1. How good was your prediction?

- How many people are talking?
- Who are they?
- What does the boy want to do? What does he want to drink?

Activity 2

Listen to Dialog 1 and answer the following questions.

- Tommy's sister (must - can - should) swim in the river.
- Tommy (may - must - should) swim with his sister.
- Tommy (may - should - can) do what his father tells him.
- Tommy (may not - cannot - must not) contaminate the river.

Activity 3

Listen to Dialog 1 again and select the appropriate modal auxiliary in each sentence.



- talk to other classmates



- have a snack

Activity 4

Look at each picture and say what students *may not* / *should not* / *must not* do in the classroom while the teacher is explaining the lesson.

Activity 4
(contd)



3. take a nap



4. look through the window

Activity 5

Work in pairs. Imagine a visit to an International Conference on Engineering in Tokyo.

You don't know anything about Japanese customs and traditions. One of your colleagues visited Japan last year. Ask your colleague several questions. Use *can/cannot*, *should/should not*, *must/must not*, and *may/may not*. Take turns in asking and answering questions.

Here are some suggestions:

- Take your shoes off and leave them at the door.
- Wear slippers instead.
- Wait for someone to tell you where to sit.
- Blow your nose in public.
- Bow to greet people.
- Take a gift when visiting someone.
- Kiss someone in public.
- Be late for appointments.
- Eat with chopsticks.

Activity 6

Imagine that you work at a travel agency in the Isle of Youth, and a group of tourists wants to travel around. You offer the group three different tours. Use the hints given.

b) In not more than 150 words write a note with the information requested by the tourists.

- what they can do/see/visit
- where they can stay/go
- what they should / should not wear
- what they should bring along with them
- what they must not do.

Planning ahead



Activity 1

- a) Look at the picture and try to anticipate what the two men are talking about.
- b) Listen to Dialog 1 and check your answer.

- a) ___ The two men are planning where to go.
- b) ___ Jim's friend visited Havana last year.
- c) ___ Jim wants to know what the weather is like in Cuba.
- d) ___ Jim's friend suggests an interesting place to visit.
- e) ___ Jim will stay at a hotel in the suburbs.

Activity 2

Listen to Dialog 1 again and write (T) if the statement is True, (F) if it is False, or (X) if it doesn't say. Correct the false statements.



Activity 3

Look at the picture. What does the picture suggest?

Activity 4

Listen to Dialog 2 and match the beginning of the sentences in column A with their corresponding endings in column B.

A

1. The Museum of the Revolution is
2. Jim asked
3. The museum is
4. The museum is open

B

- ___ close to the hotel.
- ___ rather far from the hotel.
- ___ the porter for directions.
- ___ a man on the street for directions.
- ___ on the left.
- ___ on the right.
- ___ until late in the afternoon.
- ___ only in the morning.

Activity 5

Discuss with your partner about your life in 5 year's time.

- How old will you be?
- Will you be studying or working? Where?
- Where will you be living?

Activity 6

There are some sayings related to the weather. Match the sayings in Column A with their equivalents in Spanish in Column B.

A

1. Let a smile be your umbrella on a rainy day.
2. It's raining cats and dogs.
3. The sun breaks through the darkest cloud.

B

- ___ Siempre que llueve, escampa.
- ___ Al mal tiempo buena cara.
- ___ Está lloviendo a cántaros.

Activity 7

a) Answer the questions before you read the text.

b) Read the weather report and tick (✓) next to the ideas that appear in the text.

- a)
 - 1) Do you usually listen to weather forecasts?
 - 2) Are the weather reports always reliable?
 - 3) Why are they so important?
- b)
 1. According to the weather report you can go out and have fun with your family. _____
 2. It will pour in the afternoon. _____
 3. The weather conditions will be fine. _____
 4. It will be windy. _____
 5. Sailing a boat will be safe because the waves will not be high. _____

*"This is CAXY, your weather station. Going somewhere with your family today? Here's the forecast for the next few hours. It will be sunny with cloudy periods and very little chance of rain. The temperature will be 28 degrees Celsius in the coast and 32 degrees inland. The wind will be fair at 10 mph. A good time to be offshore, the sea will be moderate with waves up to 3ft. It's going to be a nice day. Enjoy it!
This is CAXY weather news".*

- c)
1. _____: seashore
 2. _____: favorable, quite good
 3. _____: not extreme
 4. _____: distant from the shore
 5. _____: towards or in the middle of a country; away from the sea

d)

Today

- fair to partly cloudy in the morning
- sunny with cloudy periods in the afternoon

Wind: variable in direction at 20 mph

Sea: slight with waves up to 3 feet

Temperature: highs - 30 degrees Celsius
 lows - 19 degrees Celsius

Tomorrow

- sunny with isolated showers in the morning
- mostly clear skies and very little rainfall expected in the afternoon.
 Wind: fair wind

Sea: choppy to moderate

* Small craft advisory in effect for choppy sea

Temperature: highs - 32 degrees Celsius
 lows - 19 degrees Celsius

The day after tomorrow

- Conditions prevail

WEATHER REPORT

Today
 The day will be fair to partly cloudy with a few showers in the morning.

Tomorrow

There will be fair wind.

Small craft advisory will be in effect for choppy sea.

The day after tomorrow
 Conditions will prevail.

**Activity 7
 (contd)**

c) Read the weather report again and find the words that match with each definition.

d) Andy Robinson works for the Meteorological Service. He is a member of the Caribbean Disaster Emergency Response Agency. He has to write a report. Here are some notes for a three-day weather forecast he is going to send to the local radio station. Help him write the report on the model below.

Answer Key

Clave de respuestas

Unidad 1

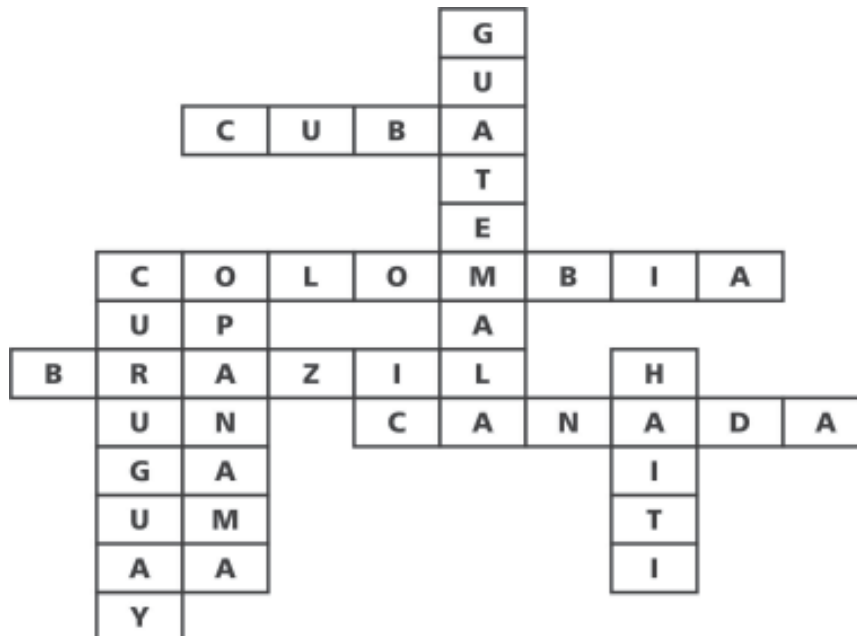
Actividad 1

- b) Mr. Pérez is introducing Susan to:
1. X the head of the Department.
 2. _____ the dean of the Faculty.
 3. _____ the rector and the dean.

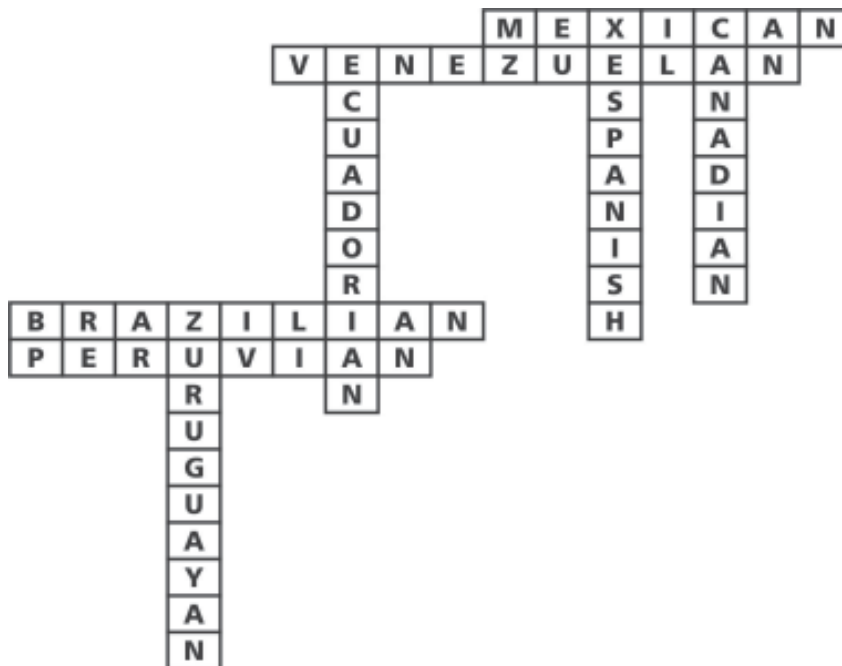
Actividad 3

David: Good afternoon.
 Secretary: Good afternoon. Have a seat, please.
 David: Thank you.
 Secretary: Your name, please.
 David: David Glebber.
 Secretary: How do you spell your last name?
 David: G-L-E-B-B-E-R.
 Secretary: Your nationality, please.
 David: I am British.

Actividad 4



Actividad 5



Actividad 6

- a) nice
- b) roommate
- c) beautiful
- d) friendly

HUMANITIES SOCIAL SCIENCES & ECONOMICS	PERFORMING ARTS	TOURISM	ANIMAL AND MEDICAL SCIENCES	MAINTENANCE
sociologist social worker historian psychologist accountant lawyer journalist	singer actresses ballet dancer comedian playwright	bartender chambermaid waitress chef manager doorman	veterinarian chemist dentist nurse doctor physical therapist biologist surgeon	electrician carpenter gardener mason phone operator constructor

Actividad 8

- a) He is a veterinarian.
- b) They are cooks.
- c) She is a waitress.
- d) He is a teacher.
- e) She's a cashier.

Actividad 9

- a) architect—engineer
- b) chemist—lab technician
- c) accountant—teller
- d) painter—designer
- e) sociologist — social worker
- f) veterinarian — agronomist
- g) computer programmer – software designer

Actividad 10

- a) actor
- b) pianist
- c) dentist
- d) teacher
- e) sociologist
- f) engineer
- g) carpenter

Actividad 11

- a) Mercedes and John are nurses.
- b) You are not a farmer.
- c) Her friend is a good actor.
- d) Is she a student?
- e) Are they African businessmen?

Actividad 12

- a)
 - A: Is Silvia from Canada?
 - B: No, she isn't. She is from Mexico.
- b)
 - A: Are Mary and John sociologists?
 - B: No, they aren't. They are doctors.

- c)
 - A: Are you a desk clerk?
 - B: No, I'm not. I'm a chambermaid.
- d)
 - A: Is Roque an economist?
 - B: No, he isn't. He is a painter.
- e)
 - A: Are Susana and Lucía from Bolivia?
 - B: No, they aren't. They are from Venezuela.

Actividad 13

- a) his
- b) their
- c) our
- d) her
- e) my

Actividad 14

- a) Barbados is an island in the Caribbean.
- b) Antonio and José are managers at Cohiba Hotel.
- c) The dean of the faculty is my academic supervisor.
- d) Are Mildred and Frank good lawyers?
- e) CARICOM is a regional organization in The Caribbean.

Actividad 16

- b) agradecer

Actividad 17

- a) my roommate
- b) Thank you, Thanks

Actividad 19

1. What's your name?
2. What's his name?
3. What's your nationality?
4. Where are they from?
5. What's her job/occupation? What does she do?

Unidad 2

Actividad 2

1. Japan
2. a university professor
3. 4700 Keele St.

Actividad 3

- a) Keiko.
- b) VH724426.

Actividad 6

- I'd like the number
- 022-555-2897.

Actividad 8

1. an old friend
2. husband
3. a teacher

Actividad 12

1.
 - José is Argentinian.
 - He is an architect.
 - He is single.
 - His favorite sport is football.
2.
 - Yes, they are.
 - She's a receptionist.
 - He's a receptionist.
 - They are from Rio de Janeiro, Brazil.
 - Denise is 38 years old.
 - Thiago is 45 years old.
 - Her favorite sport is tennis.
 - His favorite sport is baseball.
3.
 - 756 Washington Street, Boston.
 - On December 11th, 1972.
 - She's thirty-two years old.
 - She's married.
 - She's a journalist.

Actividad 13

a)

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

b)
 January is the *first* month of the year.
 March is the *third* month of the year.
 May is the *fifth* month of the year.
 June is the *sixth* month of the year.
 July is the *seventh* month of the year.
 August is the *eighth* month of the year.
 October is the *tenth* month of the year.

c)
 February
 September
 November
 December

Actividad 14

- a) seventy years old. (70)
 b) on the fourth floor. (4th)
 c) eighty-one books. (81)
 d) three hundred and ninety-two computers.
 (392)
 e) seventeenth anniversary. (17th)
 f) Second Street. (2nd)
 g) one thousand six hundred and ninety-five
 pictures. (1 695)

Activity 2

- a) at night
 b) frequently
 c) tennis

Activity 4

- gets up / wakes up
- goes
- takes
- start
- has
- has
- works
- plays
- goes
- takes
- eats
- studies
- watches
- listens
- goes

Actividad 15

- a)
1. g
 2. c
 3. f
 4. h
 5. b
 6. e
 7. d
 8. a
1. What's your name? Felix Lon.
 2. Where do you live? At 45 Lacret Street.
 3. How old are you? 35.
 4. What's your marital status? Married.
 5. What's your wife's name? Marla Lon.
 6. What's her job? She's a manicurist.
 7. Where is she from? Saint Vincent ..
 8. When was she born? On April 17, 1979.

Unit 3

Activity 5

- 1.
2. ...is singing...
3. ...are dancing...
4. ... is playing the guitar...
5. ...is cleaning the floor ...
6. ...is studying / reading ...
7. ...is making a phone call / talking on the phone...
8. ...is playing tennis...

Activity 6

- a) She frequently visits her friends in the afternoon.
 b) Juan and Luis often go to the movies.
 c) We are not playing football now.
 d) Does he sometimes meet his friends for lunch?
 e) Yoko is visiting her family in Canada.

- f) Carlos does not have breakfast on Sundays.
 g) What are they doing in the park?

Activity 8

- a)
- He does aerobics at six forty-five.
 - He washes his face and brushes his teeth at seven fifteen.

- He has breakfast at seven-thirty.
- He walks to work at seven forty-five.
- He gets to work at eight o'clock.
- He has lunch at twelve thirty.
- He gets home at five thirty.
- He cooks dinner at six oclock.
- He plays cards with his friends at eight.
- He goes to bed at ten.

Unit 4

Activity 1

- b) The girls are talking about their math teacher.

Activity 2

General appearance	handsome
Height	tall
Weight	slim
Eyes	green
Hair	black and wavy
Age	young
Personality	not very talkative

Activity 3

Posible respuesta:

The woman is blonde, slim, young and pretty. She is happy.

The man is well-built and middle-aged. He has straight fair hair. He is happy.

The girl is short, slim and pretty. She has shoulder-length fair hair. She is happy.

The boy is short, plump and cute. He has straight dark hair. He is happy.

Activity 4



Unit 5

Activity 1

WUNG-CHONG RESTAURANT
Table: 6
Appetizer: Won ton soup
Main Course: Fried rice Shrimps
Dessert: Coconut ice cream Rice pudding
Beverages: A cup of white tea A cup of black tea

Activity 2

c)

- No, it isn't.
- Because of its leaves.
- It is sweet.

Activity 5

b)

1. An Italian restaurant.
2. Japanese food.

c)

	GOOD POINTS	BAD POINTS	SUGGESTIONS
DON DANILLO	<ul style="list-style-type: none"> - wide choice of Italian food, - friendly, helpful, polite staff - comfortable seats - clean tables - good music - excellent atmosphere 	<ul style="list-style-type: none"> - high price of offerings - slow service 	<ul style="list-style-type: none"> - lower the price of some dishes - improve service
SAYONARA	<ul style="list-style-type: none"> - dishes in an exotic manner - attentive waiters - varied menu - excellent food and drinks - reasonable prices 	<ul style="list-style-type: none"> - plastic plates - uncomfortable place - tables close together 	<ul style="list-style-type: none"> - arrange tables in a different way - eliminate plastic plates

d)

1. Varied menu
2. Helpful, friendly, attentive staff
3. Excellent meal

Activity 6

Friday

Activity 7

- a) 2 b) 1 c) 5 d) 4 e) 6
 f) 3 g) 9 h) 7 i) 8

Activity 8

potato chips, hamburger, ham, toast, pizza, tea, juice, coleslaw, chicken salad, spaghetti, sandwich, cookies, cake, coffee, bread, apple pie, milkshake, cheeseburger, sausage, soft drink, hot dog, ice cream, egg.



Unit 6

Activity 1

2. fruit salad
4. loaves of bread
6. veggie sandwich

Activity 2

They have....	They need to buy.....
cucumbers, tomatoes, carrots, onions, a head of cabbage	bananas and a pineapple
a papaya, 2 mangoes, oranges	bread
3 bottles of Coke	1 bottle of Coke

Activity 4

- A: many passengers
B: is a lot / are lots/ are lots of passengers
- A: much coffee
B: isn't much
- A: many napkins
B: aren't many
- A: much juice
B: is a lot/a lot of juice
- A: many messages
B: aren't many.

- A: much enthusiasm
B: is a lot/a lot of enthusiasm

Activity 5

- How many
- How much
- How many
- How much
- How many
- How many
- How much
- How many

Unit 7

Activity 1

- c)
- She was walking along the street.
 - He ran away.
 - Yes, she was.

Activity 2

- c)
- address book, glasses and identity card.
 - clothes
 - police officers

Activity 3

- c)
- b) at moderate speed.
 - b) a pet.
 - a) cares about animals.
 - b) had a technical problem.

Activity 5

b) Memories of Childhood.

- c)
- Many years ago/When they were both teenagers.
 - Yes, they did.
 - They went to visit their friend Lisa.
 - They had a good time that day.
 - Their parents were worried and upset and Andy's parents punished him.

- No, because Ted moved to another town.
- They think it is not correct to be late for dinner. /They think their parents were right and that it was their own fault not to be in time for dinner.

- d)
- On September 16, 1992 I was flying my kite in the neighborhood and having a lot of fun when one of my friends took my kite and ran away. While I was running after him something hit me in the face and I fell on the ground. My friends took me to the hospital but fortunately nothing happened. My parents worried about it and I had a very difficult situation.

Activity 6

- b)
- Phil was thin and had fair hair.
 - He was very energetic and playful.
 - Because he ran fast. /He was a fast runner.
 - Yes, he did.
 - He rode on horseback, swam in the river, went hiking and drove his grandfather's truck.

Unit 8

Activity 2

- a) X
b) F (Bob didn't know Betty dislikes/hates science fiction films).
c) T
- d) T
e) T
f) T

Activity 3

	Likes	Dislikes
Betty	historical films	science fiction films
	thrillers	horror films
		westerns
Bob	science fiction films	

Activity 4

- b)
- A bus hit a car.
 - The car went through the red light.
- c)
- Tiza and Joao were on their way to the Science and Technology Exhibition at Pabexpo when they saw the crowd.
 - Tiza and Joao thought the police officer was the tallest of the three persons next to the car.
 - The car driver was driving faster than the bus driver.
 - Joao thinks both drivers should be more careful.

Unit 9

Activity 2

- Three people.
- Tommy, his father and his mother.
- He wants to swim with Sally./ He wants a Tukola.

Activity 3

- can
- may
- should
- must not

Unit 10

Activity 2

- F Jim is planning where to go.
- X
- T
- T
- F He will stay at Plaza Hotel in Old Havana.

Activity 4

- close to the hotel.
- the porter for directions.
- on the right.
- until late in the afternoon.

Activity 6

1. *Al mal tiempo, buena cara.*
2. *Está lloviendo a cántaros.*
3. *Siempre que llueve, escampa.*

Activity 7

b)

1. According to the weather report you can go out and have fun with your family. (✓)

3. The weather conditions will be fine. (✓)
5. Sailing on boat will be safe because the waves will not be high. (✓)

c)

1. coast: seashore
2. fair: favorable, quite good
3. moderate: not extreme
4. offshore: distant from the shore
5. inland: towards or in the middle of a country; away from the sea

d)

WEATHER REPORT

Today

The day will be fair to partly cloudy in the morning.

It will be sunny with cloudy periods in the afternoon.

The wind will be variable in direction at 20 mph. The sea will be slight with waves up to 3 feet.

The lows will be 19 degrees Celsius, and the highs will be 30 degrees Celsius.

Tomorrow

The day will be sunny with isolated showers in the morning. Mostly clear skies and very little rainfall are expected in the afternoon. There will be fair wind.

The sea will be choppy to moderate.

*Small craft advisory will be in effect for choppy sea.

The lows will be 19 degrees Celsius and the highs will be 32 degrees Celsius.

The day after tomorrow

Conditions will prevail.

Glosario

A

abroad (adv)	<i>en el extranjero</i>
absent (adj)	<i>ausente</i>
act out (v)	<i>representar</i>
against (prep)	<i>en contra de</i>
amazing (adj)	<i>increíble, asombroso/a</i>
amusement (n)	<i>diversión, entretenimiento</i>
antiques (n)	<i>antigüedades</i>
appetizer (n)	<i>aperitivo</i>
apple (n)	<i>manzana</i>
appointment (n)	<i>cita</i>
archive (n)	<i>archivo</i>
argue(v)	<i>discutir</i>
armchair (n)	<i>butaca</i>
arrival (n)	<i>llegada, arribo</i>
arrow (n)	<i>flecha</i>
ask (v)	<i>preguntar</i>
audition (n)	<i>audición o prueba</i>
aunt (n)	<i>tía</i>

B

backyard (n)	<i>patio o jardín trasero</i>
bacon (n)	<i>tocino</i>
badge (n)	<i>credencial, insignia</i>
bake (n)	<i>hornear</i>
bakery (n)	<i>panadería</i>
bald (adj)	<i>calvo/a</i>
bathing suit (n)	<i>traje de baño, trusa de mujer</i>
be aware of (v)	<i>ser consciente de</i>
beard (n)	<i>barba</i>
beautiful (adj)	<i>bello/a</i>
bed (n)	<i>cama</i>
beer (n)	<i>cerveza</i>
behave (v)	<i>comportarse</i>
behind (prep)	<i>detrás</i>
besides (prep)	<i>además (de)</i>
beverage (n)	<i>bebida</i>
bike (bicycle) (n)	<i>bicicleta</i>
blow the nose (v)	<i>soplarse la nariz</i>
board (v)	<i>abordar, embarcarse</i>
boarding pass (n)	<i>tarjeta de embarque</i>
bone (n)	<i>hueso</i>
book (n)	<i>libro</i>

bow (v)

reverenciar, inclinar(se)

bowl (n)

tazón

boyfriend (n)

novio

brake (n)

freno

brand (n)

marca, tipo

bread (n)

pan

break (v)

romper, fracturar

bride (n)

novia de la boda

bring along (v)

traer

broccoli (n)

brócoli

brother (n)

hermano

building (n)

edificio

bullet (n)

bala

bun (n)

pan

bunk (n)

litera

burger (n)

hamburguesa

busy (adj)

ocupado/a

but (conj)

pero, sino

butter (n)

mantequilla

by (prep) /by car

en carro

C

call (v)	<i>llamar</i>
can (n)	<i>lata</i>
can (v modal)	<i>poder</i>
cap (n)	<i>gorra</i>
care (about) (v)	<i>preocuparse por</i>
careful (adj)	<i>cuidadosa/o</i>
carnival (n)	<i>carnaval</i>
cast (n)	<i>elenco, reparto</i>
cave (n)	<i>cueva, caverna</i>
charming (adj)	<i>encantador/a</i>
cheap (adj)	<i>barato/a</i>
cheese (n)	<i>queso</i>
chest of drawers (n)	<i>cómoda (mueble)</i>
childhood (n)	<i>infancia</i>
chili (n)	<i>ají picante</i>
chopsticks (n)	<i>palitos chinos (para comer)</i>
church (n)	<i>iglesia</i>
city (n)	<i>ciudad</i>
classroom (n)	<i>aula</i>
cloudy (adj)	<i>nublado/a</i>
coast (n)	<i>costa</i>
colleague (n)	<i>colega</i>

come back (v)	<i>regresar</i>
confident (adj)	<i>seguro de sí mismo/a</i>
convey (v)	<i>expresar, transmitir</i>
couch (n)	<i>sofá</i>
country (n)	<i>país</i>
cousin (n)	<i>primo /a</i>
cozy (adj)	<i>acogedor/a</i>
crammed (adj)	<i>atiborrado/a</i>
crash (v) (n)	<i>chocar, choque</i>
crowd (n)	<i>multitud</i>
custom (n)	<i>costumbre</i>
cute (adj)	<i>graciosa/o</i> <i>tierno/a</i>

D

danger (n)	<i>peligro</i>
dark (adj)	<i>oscuro/a</i>
date back (v)	<i>remontarse a</i>
degree (n)	<i>grado</i>
delighted (adj)	<i>encantado/a,</i> <i>muy contento/a</i>
dessert (n)	<i>postre</i>
dictatorship (n)	<i>dictadura</i>
disappointed (adj)	<i>decepcionado,</i> <i>desilusionado</i>
dish (n)	<i>plato</i>
display (v)	<i>exhibir, exponer</i>
do aerobics (v)	<i>hacer aeróbicos</i>
do the gardening (v)	<i>hacer trabajos</i> <i>de jardinería</i>
downtown (n)	<i>centro de la ciudad</i>
drive (v)	<i>manejar</i>

E

easy (adj)	<i>fácil</i>
eat out (v)	<i>comer afuera</i>
eggplant (n)	<i>berenjena</i>
electric fan (n)	<i>ventilador</i>
endure (v)	<i>soportar, tolerar</i>
enjoy (v)	<i>disfrutar, divertirse</i>
entertainment guide (n)	<i>cartelera</i>
environmental pollution(n)	<i>contaminación</i> <i>ambiental</i>
evening (n)	<i>noche, tarde-noche</i>
exercise (n) (v)	<i>ejercicio,</i> <i>hacer ejercicios</i>
exhausted (adj)	<i>agotado/a</i>
exhibition (n)	<i>exposición</i>

exile (n)	<i>exilio</i>
eyes (n)	<i>ojos</i>

F

face (n)	<i>cara, rostro</i>
faculty (n)	<i>facultad</i>
fair (adj)	<i>claro/a (piel, cabello),</i> <i>buen (tiempo, clima)</i>
fall down (v)	<i>caerse</i>
famous (adj)	<i>famoso/a</i>
fast (adj)	<i>rápido/a, veloz</i>
fast food (n)	<i>comida rápida</i>
fatty dish (n)	<i>comida rica en grasa</i>
favorite (adj)	<i>favorito/a, preferido/a</i>
finger (n)	<i>dedo</i>
flippers (n)	<i>patas de rana</i>
floor (n)	<i>piso</i>
flour (n)	<i>harina</i>
flower pot (n)	<i>maceta</i>
food (n)	<i>alimento, comida</i>
fool (v)	<i>engañar</i>
football (n)	<i>fútbol</i>
footstep (n)	<i>paso</i>
forecast (n)	<i>pronóstico</i>
forget (v)	<i>olvidar</i>
fortress (n)	<i>fortaleza</i>
French fries (n)	<i>papas fritas</i>
friend (n)	<i>amigo/a</i>
friendly (adj)	<i>amistoso/a</i>
frozen (adj)	<i>congelado/a</i>
full (adj)	<i>lleno/a</i>
fun (n)	<i>diversión</i>
funny (adj)	<i>cómico/a</i>
furniture (n)	<i>muebles, mobiliario</i>
further (adj)	<i>más, algún/a otro/a</i>

G

garden salad (n)	<i>ensalada de estación</i>
garlic (n)	<i>ajo</i>
gas cooker (n)	<i>cocina de gas</i>
get married (v)	<i>casarse</i>
gift (n)	<i>regalo</i>
gifted (adj)	<i>dotado/a</i>
girlfriend (n)	<i>novia</i>
give up (v)	<i>desistir, abandonar (un</i> <i>hábito, una costumbre)</i>
go ahead! (v)	<i>¡Adelante!</i>
go shopping (v)	<i>ir de compras</i>

go sightseeing (v)	<i>ir a visitar lugares de interés</i>	kite (n)	<i>papalote</i>
great (adj)	<i>grande, grandioso /a</i>	L	
green pepper (n)	<i>pimiento</i>	lamb (n)	<i>carnero/cordero</i>
grey (adj)	<i>gris</i>	landscape (n)	<i>paisaje</i>
grilled (adj)	<i>a la parrilla</i>	lane (n)	<i>senda/carril</i>
groom (n)	<i>novio (de la boda)</i>	law (n)	<i>ley, Derecho</i>
guess (v)	<i>adivinar</i>	leaf (n)	<i>hoja (de plantas)</i>
guest (n)	<i>invitado/a</i>	leave (v)	<i>abandonar, dejar, salir</i>
H		lecture (n)	<i>conferencia</i>
ham (n)	<i>jamón</i>	leg (n)	<i>pierna, pata</i>
hammock (n)	<i>hamaca</i>	leisure time (n)	<i>tiempo libre</i>
handicraft (n)	<i>artesanía</i>	lettuce (n)	<i>lechuga</i>
hang (v)	<i>colgar</i>	library (n)	<i>biblioteca</i>
happy (adj)	<i>feliz</i>	light (n)	<i>luz</i>
harbor (n)	<i>puerto</i>	light (adj)	<i>claro/a (color), ligero/a, liviano/a</i>
harmful (adj)	<i>dañino/a</i>	loaf (n)	<i>flauta (de pan)</i>
health (n)	<i>salud</i>	long (adj)	<i>largo/a</i>
heavy smoker (n)	<i>fumador/a empedernido/a</i>	look for (v)	<i>buscar</i>
heavy-drinking (n)	<i>beber en exceso</i>	lower (v)	<i>reducir</i>
height (n)	<i>altura</i>	low-income (adj)	<i>de bajos ingresos/ salarios</i>
highs (n)	<i>máximas (temperatura)</i>	lows (n)	<i>mínimas (temperatura)</i>
hike (go hiking)	<i>ir de excursión, de caminata</i>	luck (n)	<i>suerte</i>
hit (v)	<i>golpear</i>	lungs (n)	<i>pulmones</i>
homework (n)	<i>tarea, deberes</i>	luxurious (adj)	<i>lujoso/a</i>
honeymoon (n)	<i>luna de miel</i>	M	
however (adv)	<i>sin embargo</i>	main course (n)	<i>plato fuerte (comida)</i>
I		marbles (n)	<i>bolas/canicas de jugar</i>
imprisonment (n)	<i>encarcelamiento</i>	marital status (n)	<i>estado civil</i>
improve (v)	<i>mejorar</i>	married (adj)	<i>casado /a</i>
improvement (n)	<i>mejora</i>	meal (n)	<i>comida</i>
in fact (exp)	<i>de hecho, en realidad</i>	meet (v)	<i>encontrarse, conocerse</i>
injury (n)	<i>herida</i>	member (n)	<i>miembro</i>
inland (adv)	<i>tierra adentro</i>	memory (n)	<i>recuerdo</i>
interesting (adj)	<i>interesante</i>	microwave oven (n)	<i>horno de microondas</i>
involved (adj)	<i>implicado/a, involucrado/a</i>	milk (n)	<i>leche</i>
J		milkshake (n)	<i>batido</i>
jail (n)	<i>cárcel</i>	mirror (n)	<i>espejo</i>
junk food (n)	<i>comida chatarra (no nutritiva)</i>	mix (v)	<i>mezclar</i>
K		mop (the floor) (v)	<i>trapear/limpiar el piso</i>
kind (adj)	<i>amable</i>	mosquito net (n)	<i>mosquitero</i>
kiss (n)	<i>beso</i>	mother (n)	<i>madre</i>
		move (v)	<i>mudarse</i>
		museum (n)	<i>museo</i>
		mushroom (n)	<i>champiñón, hongo</i>

N

need (v)	<i>necesitar</i>
neighborhood (n)	<i>barrio, vecindario</i>
nice (adj)	<i>agradable, lindo/a, amable</i>
nightlife (n)	<i>vida nocturna</i>
nosy (adj)	<i>entrometido/a</i>
now (adv)	<i>ahora</i>
offshore (adv)	<i>a cierta distancia de la costa</i>
olive (n)	<i>aceituna</i>
omelette (n)	<i>tortilla</i>
onion (n)	<i>cebolla</i>
open (v)	<i>abrir</i>
opening ceremony (n)	<i>ceremonia o acto de apertura</i>
outskirts (n)	<i>afueras, alrededores</i>
ovation (n)	<i>ovación</i>
oversleep (v)	<i>quedarse dormido/a</i>
overweight (n)	<i>exceso de peso</i>
P	
pain (n)	<i>dolor</i>
pale skin (n)	<i>piel pálida/clara</i>
pan (n)	<i>olla, cacerola</i>
pick up (v)	<i>recoger/pasar a buscar</i>
pill (n)	<i>píldora, pastilla</i>
pineapple slices (n)	<i>rodajas de piña</i>
play (n)	<i>obra de teatro</i>
play (v)	<i>jugar, tocar un instrumento musical</i>
play a trick/joke (v)	<i>gastar una broma</i>
plump (adj)	<i>regordete/a, llenito/a</i>
point out (v)	<i>señalar, indicar</i>
polite (adj)	<i>cortés, educado/a</i>
pollution (n)	<i>contaminación</i>
pork (n)	<i>carne de cerdo</i>
pour (v)	<i>diluviar, llover torrencialmente</i>
praise (v)	<i>elogiar</i>
prawn (n)	<i>camarón</i>
printer (n)	<i>impresora</i>
profitable (adj)	<i>provechoso/a</i>
prompt (n)	<i>apunte, recordatorio</i>
proud (adj)	<i>orgullosa/a</i>
Q	
quiet (adj)	<i>tranquilo/a, quieto/a</i>

quit (v)

quite (adv)

*abandonar, desistir**bastante*

R

reasonable (adj)	<i>razonable, aceptable</i>
rain (v) (n)	<i>llover, lluvia</i>
rather (adv)	<i>bastante, un poco</i>
react (v)	<i>reaccionar</i>
realize (v)	<i>darse cuenta</i>
red wine (n)	<i>vino tinto</i>
reef (n)	<i>arrecife, risco, barranco</i>
register (v)	<i>inscribirse</i>
rehearsal (n)	<i>ensayo</i>
rehearse (v)	<i>ensayar</i>
release (v)	<i>soltar, liberar</i>
reliable (adj)	<i>confiable</i>
research (n)	<i>investigación</i>
resort (n)	<i>centro turístico</i>
reward (n)	<i>recompensa</i>
rewarding (adj)	<i>gratificante</i>
rice cooker (n)	<i>olla arrocera</i>
rich (adj)	<i>adinerado, rico/a</i>
ride a bicycle/on horseback (v)	<i>montar bicicleta/a caballo</i>
river (n)	<i>río</i>
roast (adj)	<i>asado</i>
rocking chair (n)	<i>sillón</i>
roll (n)	<i>panecillo</i>
room (n)	<i>habitación</i>
roommate (n)	<i>compañero/a de cuarto</i>

S

sack (n)	<i>saco, bolsa</i>
safe (adj)	<i>seguro /a</i>
sailing (n)	<i>navegación</i>
sauce (n)	<i>salsa</i>
sausage (n)	<i>salchicha, embutido</i>
scared (adj)	<i>asustada/o</i>
schedule (n)	<i>horario, itinerario</i>
scrap paper (n)	<i>papel para borrador</i>
seashore (n)	<i>orilla del mar</i>
seaside (n)	<i>costa</i>
serenade (n)	<i>serenata</i>
serious (adj)	<i>serio/a</i>
setting (n)	<i>escenario, entorno</i>
share (v)	<i>compartir</i>
sharpen (v)	<i>afilar</i>
sheet (n)	<i>sábana</i>

shining (adj)	<i>brillante, luminoso/a</i>
shiny (adj)	<i>brillante, soleado/a</i>
shop (n)	<i>tienda</i>
shore (n)	<i>orilla</i>
shower (take a shower) (v)	<i>ducha (ducharse)</i>
shrimp (n)	<i>camarón</i>
sight (n)	<i>mirada, vista</i>
singer (n)	<i>cantante</i>
sit down	<i>sentarse</i>
size (n)	<i>talla, tamaño</i>
skin (n)	<i>piel</i>
slim (adj)	<i>delgado/a</i>
slip (v)	<i>resbalar</i>
slip (n)	<i>error, equivocación</i>
slippers (n)	<i>pantuflos, zapatillas</i>
smell (v)	<i>oler, olfatear</i>
smile (n)	<i>sonrisa</i>
smoke (v)	<i>fumar</i>
smoothly	<i>sin problemas, sin contratiempos</i>
snack (n)	<i>merienda</i>
snatch (v)	<i>arrebatar</i>
sparkling water (n)	<i>agua gaseada</i>
speaker (n)	<i>ponente, orador</i>
special touch (n)	<i>toque especial</i>
speed (v)	<i>velocidad</i>
spoil (v)	<i>echar a perder, estropear</i>
sport (n)	<i>deporte</i>
staff (n)	<i>personal (individuos, grupo)</i>
start (v)	<i>comenzar</i>
steps (n)	<i>pasos, etapas</i>
stove (n)	<i>cocina, hornilla</i>
straight (adj)	<i>directo, lacio (cabello)</i>
strawberry (n)	<i>fresa</i>
street (n)	<i>calle</i>
stubborn (adj)	<i>terco/a, testarudo/a</i>
style (n)	<i>estilo</i>
suburb (n)	<i>barrio en las afueras de la ciudad</i>
success (n)	<i>éxito</i>
suit (n)	<i>traje (ropa)</i>
sunglasses (n)	<i>gafas, lentes de sol</i>
sunny (adj)	<i>soleado/a</i>
surprise (v)	<i>sorprender</i>

surprise (n)	<i>sorpresa</i>
surrounding (adj)	<i>que rodea</i>
sweet (adj)	<i>dulce</i>
sweet potato (n)	<i>boniato</i>
swimming pool (n)	<i>piscina</i>
swimming trunks (n)	<i>traje de baño, trusa de hombre</i>

T

take a nap (v)	<i>dormir la siesta</i>
take off shoes (v)	<i>quitarse los zapatos</i>
talented (adj)	<i>con talento, talentoso/a</i>
taste (n)	<i>sabor, gusto</i>
tea (n)	<i>té</i>
teach (v)	<i>enseñar</i>
team (n)	<i>grupo, equipo</i>
teenager (n)	<i>adolescente</i>
term paper (n)	<i>trabajo de curso, trabajo final</i>
thief (n)	<i>ladrón</i>
thin (adj)	<i>delgado/a</i>
thriller (n)	<i>film de suspenso o misterio</i>
throw (v)	<i>arrojar, tirar, lanzar</i>
tip (n)	<i>consejo práctico</i>
toaster (n)	<i>tostadora</i>
topic (n)	<i>tema</i>
towel (n)	<i>toalla</i>
town hall (n)	<i>ayuntamiento, alcaldía</i>
troublesome (adj)	<i>problemático/ conflictivo</i>
truck (n)	<i>camión</i>
try on (v)	<i>probarse (ropa)</i>
turn (v)	<i>girar, doblar</i>

U

understand (v)	<i>comprender, entender</i>
uneasy (adj)	<i>inquieta/o, molesta/o, descontenta/o</i>
unknown (adj)	<i>desconocido/a</i>
unsure (adj)	<i>inseguro/a</i>
upset (adj)	<i>molesto /a, d disgustado/a</i>

V

valley (n)	<i>valle</i>
view (n)	<i>vista, paisaje</i>
volleyball (n)	<i>voleibol</i>

W

wallpaper (n)	<i>papel de empapelar</i>
wash (v)	<i>fregar, lavar</i>
watch (v)	<i>mirar/observar</i>
wave (n)	<i>ola/onda</i>
wear (v)	<i>vestir, llevar puesto</i>
weather (n)	<i>tiempo</i>
wedding (n)	<i>boda</i>
wedding gown (n)	<i>traje de novia</i>
weekday (n)	<i>día entre semana</i>
weight (n)	<i>peso</i>
welcome (interj)	<i>bienvenido/a</i>

welcoming cocktail (n)	<i>brindis de bienvenida</i>
western (n)	<i>película del oeste, de vaqueros</i>
wind (n)	<i>viento</i>
windy (adj)	<i>con viento</i>
wine (n)	<i>vino</i>
woman/women (n)	<i>mujer/mujeres</i>
wonder (v)	<i>preguntarse a sí mismo</i>
wonders(n)	<i>maravillas</i>
worried (adj)	<i>preocupado/a</i>
yeast (n)	<i>levadura</i>

Anexo 1

El alfabeto, los números, los días de la semana, los meses del año y las estaciones

Usted puede escuchar la pronunciación de este anexo en el casete de audio del Cuaderno de Trabajo.

The Alphabet/El alfabeto

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

The Cardinal Numbers/ Los números cardinales

0- zero		
1- one	11- eleven	30- thirty
2- two	12- twelve	31- thirty-one...
3- three	13- thirteen	40- forty
4- four	14- fourteen	50- fifty
5- five	15- fifteen	60- sixty
6- six	16- sixteen	70- seventy
7- seven	17- seventeen	80- eighty
8- eight	18- eighteen	90- ninety
9- nine	19- nineteen	100- one hundred
10- ten	20- twenty	101- one hundred and one
	21- twenty-one	200- two hundred
	22- twenty-two...	1 000- one thousand
		1 000 000- one million

Observe que:

- Los números del 13 al 19 se forman con los dígitos del 3 al 9 (o variante de los dígitos en los casos del 3 y el 5) más la terminación *-teen*.
- Los números 20, 30, 40, al 90 se forman con los dígitos del 2 al 9 (o variante en los casos del 2,3 y 5) más la terminación *-ty*.

- Los números entre el 21 y el 29, entre el 31 y el 39, y hasta el 99 se conforman con el número redondo más el dígito. A partir del 101 también se sigue esta regla.
- Los números pueden designarse con numerales (300) o con palabras (three hundred).

Se usan numerales cuando:

1. Los números se deletrean (se escriben) con más de dos palabras.
2. Son días y años.
3. Son decimales, por cientos y funciones.
4. Expresan la hora exacta.
5. Se refieren a páginas, capítulos, volúmenes.
6. Indican direcciones.
7. Expresan cantidades exactas de dinero.
8. Se refieren a estadísticas.

Ejemplo

580
 June 18, 1998
 86.4, 80%, 1 $\frac{3}{4}$
 10:35 p.m.
 Chapter 12, Volume 4
 180 Independence Ave.
 \$10.50
 5 of every 20 inhabitants

Se usan palabras cuando:

1. Los números comienzan oraciones.
2. Son números que se escriben con una o dos palabras.

Two hundred twenty students...
 three, sixty-two.

The Ordinal Numbers/*Los números ordinales*

1st- first	11th- eleventh	21st- twenty first
2nd- second	12th- twelfth	22nd- twenty second
3rd- third	13th- thirteenth	30th- thirtieth
4th- fourth	14th- fourteenth	40th- fortieth
5th- fifth	15th- fifteenth	50th- fiftieth
6th- sixth	16th- sixteenth	60th- sixtieth
7th- seventh	17th- seventeenth	70th- seventieth
8th- eighth	18th- eighteenth	80th- eightieth
9th- ninth	19th- nineteenth	90th- ninetieth
10th- tenth	20th- twentieth	100th- one hundredth

The Days of the Week/ *Los días de la semana*

Sunday- *domingo*

Monday- *lunes*

Tuesday- *martes*

Wednesday- *miércoles*

Thursday- *jueves*

Friday- *viernes*

Saturday- *sábado*

The Months of the Year/ *Los meses del año*

January- *enero*

February- *febrero*

March- *marzo*

April- *abril*

May- *mayo*

June- *junio*

July- *julio*

August- *agosto*

September- *septiembre*

October- *octubre*

November- *noviembre*

December- *diciembre*

Observe que:

- En inglés, a diferencia del español, los días de la semana y los meses del año se escriben siempre con mayúscula.
- La fecha puede escribirse de formas diferentes, utilizando números cardinales u ordinales. Resulta interesante que cuando se utiliza un número cardinal, este puede ir bien delante o detrás del mes cuando se escribe:

10 September, 2005

September 10, 2005

Al decirlo, hay tres variantes: **September ten**

September the tenth

September tenth

- Cuando se utiliza un número ordinal, al escribirlo siempre se coloca detrás del mes: **January 14th**. Sin embargo al decirlo, puede colocarse delante o detrás del mes:
January 14th = January (the) fourteenth o the fourteenth of January

The Four Seasons/*Las estaciones del año*

spring- *primavera*

summer- *verano*

fall/autumn- *otoño*

winter- *invierno*

Observe que:

Para referirse al otoño, la variante del inglés británico prefiere **autumn**, mientras que la variante del inglés americano utiliza mucho más **fall**.

Anexo 2

Professions, occupations and jobs

Profesiones, ocupaciones y oficios

Observe el uso de los sufijos **-or**, **-er**, **-ist**, **-ian**, **-ant** para designar profesiones, ocupaciones u oficios en inglés. Escuche la grabación de este anexo en el casete de audio del cuaderno de trabajo.

Palabras terminadas en:

-or

constructor-*constructor/a*
instructor-*instructor/a*
inspector-*inspector/a*
counsellor-*consejero/a, abogado/a*
sailor-*marinero*
janitor-*conserje, portero*

-ian

musician-*músico/a*
electrician-*electricista*
politician-*político/a*
technician-*técnico/a*
librarian-*bibliotecario/a*
beautician-*esteticista*
magician-*mago/a*

-er

writer-*escritor/a*
teacher-*maestro/a*
pitcher-*lanzador/a*
driver-*chofer*
designer-*diseñador/a*
bartender-*cantinero/a*
lawyer-*abogado/a*
manager-*gerente*
waiter-*dependiente, mesero*

-ant

accountant-*contador/a*
assistant-*dependiente/a, empleado/a, ayudante*

-ist

physicist-*físico/a*
chemist-*químico/a*
artist-*artista*
pharmacist-*farmacéutico/a*
manicurist-*manicurista*
scientist-*científico/a*
journalist-*periodista*

Algunas ocupaciones no se ajustan al patrón anterior. Observe:

clerk-*empleado/a, dependiente/a*
nurse-*enfermero/a*
cook-*cocinero/a*
pilot-*piloto*
waitress-*dependienta, mesera*

Preste atención a otras ocupaciones formadas por palabras compuestas y por dos palabras:

day-care worker - *trabajador/a de círculo infantil*
fashion designer - *diseñador/a de modas*
bell boy - *maletero/a*
hair dresser - *peluquera/o*
body guard - *guardaespaldas*
flight attendant - *sobrecargo/aeromoza*
police officer - *policía*
business people, business man, business woman - *hombres y mujeres de negocios*

disc jockey - (DJ)
 bank teller - cajero/a (banco)
 life guard - salvavidas
 shop clerk - dependiente/a de tienda
 movie maker - cineasta
 housekeeper - ama de llaves

Uso del artículo indefinido con las profesiones u oficios

	Antes de consonante	Antes de vocal
Sustantivo singular a/an	He's a librarian. <i>Él es bibliotecario.</i>	He's an engineer. <i>Él es ingeniero.</i>
Sustantivo plural Ø (sin artículo)	They're librarians. <i>Ellos/as son bibliotecarios/as.</i>	They're engineers. <i>Ellos/as son ingenieros/as</i>

Observe que:

- A diferencia del español, en inglés se hace necesaria la presencia del artículo indefinido (**a/an**) delante del sustantivo **singular** que designa la ocupación, la profesión u oficio.
- El símbolo Ø significa que no se utiliza el artículo.

Anexo 3

Countries and Nationalities

Países y nacionalidades

La forma de expresar la nacionalidad en inglés también se basa en la formación de palabras mediante sufijos añadidos a los nombres de los países. Se utilizan sufijos tales como: **-an, -ese, -ish**. Observe que, a diferencia del español, en inglés la nacionalidad siempre se escribe con letra mayúscula. Escuche la grabación de este anexo en el casete de audio del Cuaderno de Trabajo.

Country/País		Nationality/ Nacionalidad	
Argentina	<i>Argentina</i>	Argentinian	<i>argentino/a</i>
Austria	<i>Austria</i>	Austrian	<i>austriaco/a</i>
Belize	<i>Belice</i>	Belizian	<i>beliceño/a</i>
Bolivia	<i>Bolivia</i>	Bolivian	<i>boliviano/a</i>
Brazil	<i>Brasil</i>	Brazilian	<i>brasileño/a</i>
Canada	<i>Canadá</i>	Canadian	<i>canadiense</i>
Chile	<i>Chile</i>	Chilean	<i>chileno/a</i>
Colombia	<i>Colombia</i>	Colombian	<i>colombiano/a</i>
Costa Rica	<i>Costa Rica</i>	Costa Rican	<i>costarricense</i>
Ecuador	<i>Ecuador</i>	Ecuadorian	<i>ecuatoriano/a</i>
Honduras	<i>Honduras</i>	Honduran	<i>hondureño/a</i>
India	<i>India</i>	Indian	<i>hindú</i>
Mexico	<i>México</i>	Mexican	<i>mexicano/a</i>
Panama	<i>Panamá</i>	Panamanian	<i>panameño/a</i>
Paraguay	<i>Paraguay</i>	Paraguayan	<i>paraguayo/a</i>
Russia	<i>Rusia</i>	Russian	<i>ruso/a</i>
Uruguay	<i>Uruguay</i>	Uruguayan	<i>uruguayo/a</i>
Venezuela	<i>Venezuela</i>	Venezuelan	<i>venezolano/a</i>
China	<i>China</i>	Chinese	<i>chino/a</i>
Guyana	<i>Guyana</i>	Guyanese	<i>guyanés/guyanesa</i>
Japan	<i>Japón</i>	Japanese	<i>japonés/japonesa</i>
Portugal	<i>Portugal</i>	Portuguese	<i>portugués/portuguesa</i>
Suriname	<i>Surinam</i>	Surinamese	<i>surinamés/surinamesa</i>
Vietnam	<i>Vietnam</i>	Vietnamese	<i>vietnamita</i>
Denmark	<i>Dinamarca</i>	Danish	<i>danés/danesa</i>
Great Britain	<i>Gran Bretaña</i>	British	<i>británico/a</i>
Ireland	<i>Irlanda</i>	Irish	<i>irlandés/irlandesa</i>
Spain	<i>España</i>	Spanish	<i>español/a</i>
Sweden	<i>Suecia</i>	Swedish	<i>sueco/a</i>
Turkey	<i>Turquía</i>	Turkish	<i>turco/a</i>

Otras nacionalidades que no se ajustan a estas reglas

Holland/			
The Netherlands	<i>Holanda</i>	Dutch	<i>holandés/holandesa</i>
Greece	<i>Grecia</i>	Greek	<i>griego/a</i>
Switzerland	<i>Suiza</i>	Swiss	<i>suizo/a</i>
Cyprus	<i>Chipre</i>	Cypriot	<i>chipriota</i>
France	<i>Francia</i>	French	<i>francés/francesa</i>

Anexo 4

El presente simple del indicativo. Terminación de los verbos para la 3ra. persona del singular

- A la mayoría de los verbos se les agrega **-s** cuando forman el presente simple del indicativo con la tercera persona.

Ejemplos:

Pablo **lives** in Camagüey.

María **works** in a factory.

Julia **plays** the piano.

Sin embargo observe estas excepciones.

- Se agrega **-es** a los verbos que terminan en **-sh -ch, -ss -x -o** por ejemplo:
 - She **washes** her clothes every day.
 - He **watches** TV on Sundays.
 - She always **guesses** riddles.
 - My husband **fixes** the car every month.
 - He **goes** to school every day.
- También se agrega **-es** a los verbos que terminan en **consonante + y**. Se sustituye la **y** por **i**. Por ejemplo: carry
 - Susan **carries** her bag to school.
 - Ana **studies** English.

Pronunciation/ Pronunciación

La pronunciación de la terminación **-s / -es** varía de acuerdo con la pronunciación del final del verbo.

<i>/s/</i>	<i>/iz/</i>	<i>/z/</i>
coughs	misses	plays
works	washes	leaves
visits	watches	repairs
	judges	comes
	rises	learns

Observe que:

- Se pronuncia **/s/** cuando los verbos terminan en los sonidos **/f/, /k/, /t/**
- Se pronuncia **/iz/** cuando los verbos terminan en los sonidos **/s/, /ʃ/, /tʃ/, /dʒ/, /z/**
- Se pronuncia **/z/** cuando los verbos terminan con cualquier otro sonido.

Anexo 5

Countable and non-countable nouns

Sustantivos contables y no contables

- Los sustantivos contables son los que se pueden contar y pueden ser singular o plural.
Ejemplos: a book (*un libro*)
three books (*tres libros*)
- Los sustantivos no contables, como su nombre lo indica no se pueden contar, son indivisibles en unidades.

Formación del plural de los sustantivos contables

Para formar el plural de los sustantivos se agrega **-s**, **-es** al sustantivo singular.

- Se le agrega **-es** a las palabras que terminan en **-o** precedida por una consonante.
Ejemplos: hero-heroes
potato-potatoes
Excepciones: zoos, radios, ratios
- También se le agrega **-es** a las palabras terminadas en **-ch**, **-sh**, **-ss**, **-x**, **-z**.
Ejemplos: church-churches
dish-dishes
boss-bosses
fox-foxes
fuzz-fuzzes
- Se le agrega **-s** al resto de los sustantivos.
Ejemplos: dog-dogs
cat-cats
desk-desks
chair-chairs
- Pocos sustantivos forman su plural con cambios internos de la palabra y no agregándoles **-s** o **-es**.
Ejemplos: ox-oxen (*buey-bueyes*)
mouse-mice (*ratón-ratones*)
man-men (*hombre-hombres*)
woman-women (*mujer- mujeres*)
child-children (*niño/a-niños/as*)
foot-feet (*pie-pies*)
tooth-teeth (*diente-dientes*)
- Los sustantivos terminados en **-f/-fe** cambian su terminación a **-ves**
Ejemplos: wolf-wolves (*lobo/a-lobos/as*)
leaf-leaves (*hoja-hojas*)
calf-calves (*ternero/a -terneras/os*)
knife-knives (*cuchillo-cuchillos*)
Excepción: belief-beliefs, chief-chiefs, roof-roofs, cuff-cuffs.

Sustantivos no contables

<i>Grupos compuestos por artículos similares</i>	baggage, clothing, equipment, furniture, fruit, jewellery, garbage, machinery, mail, money, scenery
<i>Líquidos</i>	water, coffee, tea, milk, oil, soup, gasoline, blood
<i>Sólidos</i>	Ice, bread, butter, cheese, meat, gold, iron, silver, glass, paper, wood, cotton
<i>Gases</i>	steam, air, oxygen, nitrogen, smoke, smog, pollution
<i>Abstracciones</i>	beauty, courage, honesty, intelligence, importance, ease, time, energy, luck
<i>Áreas del saber</i>	chemistry, engineering, history, psychology, mathematics, literature
<i>Recreación</i>	baseball, tennis, soccer, chess, poker, basketball, badminton
<i>Fenómenos naturales</i>	weather, heat, humidity, rain, snow, wind, light, gravity, fog, dew
<i>Otros</i>	rice, chalk, corn, dust, flour, grass, pepper, salt, sand, sugar, wheat

Anexo 6

Regular verbs in the past

Ortografía y pronunciación

de los verbos regulares en el pretérito

Los verbos regulares en inglés forman su pretérito agregando **-d** o **-ed** a la raíz del verbo.

- Se agrega **-d** a los verbos que terminan en **-e**.
Ejemplo: move-moved
live-lived
decide-decided
- Al resto de los verbos se le agrega **-ed**.
Ejemplo: work-worked
call-called
paint-painted
- Si el verbo termina en consonante precedida de vocal tónica (donde recae la fuerza de la pronunciación), se dobla la consonante: stop-stopped, prefer-preferred con excepción de: snow-snowed, fix-fixed.
- Los verbos terminados en **-y** forman su pasado sustituyendo la **-y** por **-i** y agregando **-ed**
Ejemplo: try-tried
cry-cried
study-studied
excepto: play-played.
- La pronunciación de la terminación **-d** o **-ed** varía de acuerdo con el sonido de la terminación del verbo en su forma simple. Observe el recuadro de la p. 63.

Pronunciación de la terminación (-d /-ed) de los verbos regulares en pretérito. Observe la pronunciación figurada entre barras

/d/	/t/	/ɪd/
remembered /rɪmɛmbərd/	placed /pleɪst/	waited /weɪtɪd/
listened /lɪsɛnd/	cooked /kʊkt/	needed /niːdɪd/
loved /lʌvd/	laughed /lɑːft/	invited /ɪnvaɪtɪd/
erased /ɪreɪsd/	kissed /kɪst/	decided /dɪsaɪdɪd/
forged /fɔːrʃd/	stopped /stɒpt/	
enjoyed /ɪnɔɪd/		

Observe que:

- Se pronuncia **/d/** como un sonido, sin que forme otra sílaba cuando la terminación del verbo es sonora **/r/, /n/, /v/, /z/, /ʒ/, /l/**, y con las vocales.
- Se pronuncia **/t/** como un sonido, sin que forme otra sílaba cuando la terminación del verbo es no sonora.
- Se pronuncia el sonido **/ɪd/** como sílaba añadida cuando la terminación del verbo es **/d/** o **/t/**.

Anexo 7

Irregular verbs/ Verbos irregulares

Infinitive	Past	Participle	Spanish
be	was, were	been	<i>ser / estar</i>
beat	beat	beaten	<i>golpear / derrotar</i>
become	became	become	<i>convertirse / devenir</i>
begin	began	begun	<i>comenzar</i>
bite	bitten, bit	bitten, bit	<i>morder / picar</i>
blow	blew	blown	<i>soplar / inflar</i>
break	broke	broken	<i>romper / estropear</i>
bring	brought	brought	<i>traer / causar</i>
build	built	built	<i>construir / erigir</i>
burn	burnt, burned	burnt, burned	<i>quemar / calcinar</i>
buy	bought	bought	<i>comprar</i>
catch	caught	caught	<i>agarrar</i>
choose	chose	chosen	<i>escoger / seleccionar</i>
come	came	come	<i>venir / llegar</i>
cost	cost	cost	<i>costar</i>
cut	cut	cut	<i>cortar / interrumpir</i>
deal	dealt	dealt	<i>tratar / mediar</i>
do	did	done	<i>hacer / proceder</i>
draw	drew	drawn	<i>dibujar/ trazar</i>
dream	dreamed, dreamt	dreamed, dreamt	<i>soñar</i>
drink	drank	drunk	<i>beber</i>
drive	drove	driven	<i>conducir / guiar</i>
eat	ate	eaten	<i>comer</i>
fall	fell	fallen	<i>caer / descender</i>
feed	fed	fed	<i>alimentar / mantener</i>
feel	felt	felt	<i>sentir</i>
fight	fought	fought	<i>luchar / pelear</i>
find	found	found	<i>encontrar / descubrir</i>
fly	flew	flown	<i>volar / hacer volar</i>
forget	forgot	forgotten	<i>olvidar</i>
freeze	froze	frozen	<i>congelar / helar</i>
get	got	got, gotten	<i>adquirir / lograr</i>
give	gave	given	<i>dar / otorgar / causar</i>
go	went	gone	<i>ir</i>
grow	grew	grown	<i>cultivar / crecer</i>
have	had	had	<i>tener</i>
hear	heard	heard	<i>oir</i>
hide	hid	hid, hidden	<i>esconder / disimular</i>
hit	hit	hit	<i>golpear / acertar</i>
hold	held	held	<i>sostener / celebrar</i>
hurt	hurt	hurt	<i>dañar / doler</i>
keep	kept	kept	<i>mantener / guardar</i>
know	knew	known	<i>conocer / saber</i>
lead	led	led	<i>guiar / dirigir</i>
learn	learnt, learned	learnt, learned	<i>aprender</i>

leave	left	left	<i>irse / abandonar</i>
lend	lent	lent	<i>prestar</i>
let	let	let	<i>permitir / dejar</i>
lie	lay	lain	<i>yacer / tenderse</i>
light	lit	lit	<i>encender</i>
lose	lost	lost	<i>perder / malograr</i>
make	made	made	<i>hacer</i>
mean	meant	meant	<i>significar</i>
meet	met	met	<i>conocer a/ reunirse con alguien,</i>
overcome	overcame	overcome	<i>vencer / superar</i>
pay	paid	paid	<i>pagar / costear</i>
put	put	put	<i>poner / colocar</i>
quit	quit	quit	<i>desistir / abandonar un hábito</i>
read	read	read	<i>leer</i>
ride	rode	ridden	<i>cabalgar / montar</i>
ring	rang	rung	<i>sonar / llamar</i>
rise	rose	risen	<i>ascender / subir</i>
run	ran	run	<i>correr</i>
shine	shone	shone	<i>brillar / pulir</i>
shoot	shot	shot	<i>disparar</i>
show	showed	shown	<i>mostrar / exponer</i>
shut	shut	shut	<i>cerrar</i>
sing	sang	sung	<i>cantar</i>
sink	sank	sunk	<i>naufregar / hundir</i>
sit	sat	sat	<i>sentarse</i>
sleep	slept	slept	<i>dormir</i>
smell	smelt	smelt	<i>oler</i>
speak	spoke	spoken	<i>hablar</i>
spell	spelt	spelt	<i>deletrear</i>
spend	spent	spent	<i>gastar / pasar (un tiempo)</i>
spill	spilt	spilt	<i>verter / derramar</i>
stand	stood	stood	<i>parar(se) / resistir</i>
steal	stole	stole	<i>robar</i>
strike	struck	struck, stricken	<i>golpear</i>
swear	swore	sworn	<i>jurar</i>
sweep	swept	swept	<i>barrer</i>
swim	swam	swum	<i>nadar</i>
take	took	taken	<i>tomar / recibir</i>
teach	taught	taught	<i>enseñar</i>
tear	tore	torn	<i>desgarrar</i>
tell	told	told	<i>decir / narrar</i>
think	thought	thought	<i>pensar / reflexionar</i>
throw	threw	thrown	<i>lanzar</i>
understand	understood	understood	<i>comprender</i>
upset	upset	upset	<i>contrariar</i>
wake	woke, waked	woken, woke	<i>despertar</i>
wear	wore	worn	<i>usar</i>
weep	wept	wept	<i>sollozar</i>
win	won	won	<i>ganar / vencer</i>
write	wrote	written	<i>escribir / redactar</i>

Anexo 8

Demonstrative adjectives and pronouns *Adjetivos y pronombres demostrativos*

Demonstrative adjectives/ *Los adjetivos demostrativos*

	CERCANÍA	LEJANÍA
SINGULAR	THIS (<i>este..., esta...</i>) This book is interesting. <i>(Este libro es interesante).</i>	THAT (<i>ese..., esa..., aquello/a</i>) That room is nice. <i>(Esa habitación es agradable).</i>
PLURAL	THESE (<i>estos..., estas...</i>) These books are interesting. <i>(Estos libros son interesantes).</i>	THOSE (<i>esos., esas..., aquellos/as</i>) Those children are happy. <i>(Esos niños son felices).</i>

Observe que:

- Los adjetivos demostrativos se utilizan cuando queremos señalar la cercanía o lejanía de personas o cosas con respecto a la persona que habla.
- Se colocan delante del sustantivo al que hacemos referencia y concuerdan en número con este.

Demonstrative pronouns/ *Los pronombres demostrativos*

	CERCANÍA	LEJANÍA
SINGULAR	THIS (<i>este, esta, esto</i>) This is my friend Lucas. <i>(Este es mi amigo Lucas).</i> This is my sister Betsy. <i>(Esta es mi hermana Betsy).</i> What's this? (<i>¿Qué es esto?</i>)	THAT (<i>ese, esa, aquello/lla</i>) That's my roommate. <i>(Ella/el) es mi compañera/o de cuarto).</i> That's my handbag. <i>(Esa es mi cartera).</i>
PLURAL	THESE (<i>estos, estas</i>) These are my students. <i>(Estos son mis estudiantes).</i>	THOSE (<i>esos, esas, aquellos/as</i>) Those are his books. <i>(Esos son sus libros/de él).</i>

Observe que:

- La forma de los pronombres y de los adjetivos demostrativos es la misma y se utilizan cuando se quiere señalar la cercanía o la lejanía de personas o cosas con respecto a la persona que habla. Sin embargo los pronombres se distinguen de los adjetivos en que se emplean solos, no anteceden al sustantivo.
- Cuando empleamos **that** para señalar personas, el equivalente en español es el pronombre personal *ella/él*, ya que *ese/esa* pudiera considerarse una forma despectiva. Ejemplo: **That's my roommate.** (*Ella/El es mi compañera/o de cuarto*).
- En inglés no se hace la distinción como en español entre *ese-aquél*, *esa-aquella*, *esos-aquellos* por cuanto utiliza solamente **that** o **those**.

Ejemplo: A: Do you want this book? (*¿Quiere este libro?*).

B: No, not that one, that other one (*No ese no, aquel*).

Anexo 9

Personal, possessive and object pronouns. Possessive adjectives

Pronombres personales, posesivos y en función de complemento.

Adjetivos posesivos

Personal Pronouns	Possessive Adjectives	Object Pronouns	Possessive Pronouns	Examples
I (Yo)	my (<i>mi, mis</i>)	me (<i>me, a mí</i>)	mine (<i>mío/a, míos/as</i>)	My brother is a photographer. (<i>Mi hermano es fotógrafo</i>). He showed me a good album. (<i>Me mostró un buen album</i>). One of those pictures is mine . (<i>Una de esas fotos es mía</i>).
You (<i>usted, tu, ustedes</i>)	your (<i>su, tu sus, tus</i>)	you (<i>le/te, /les a usted, a ti, a ustedes</i>)	yours (<i>suyo/a, suyos/as, tuyo/a, tuyos/as, de ustedes</i>)	Where's your sister, Lis? (<i>¿Dónde está su/tu hermana, Lis?</i>) I showed you the picture. (<i>Le/Te mostré la foto</i>). This album is not yours . (<i>Este album no es suyo/tuyo</i>).
He (Él)	his (<i>su, sus, de él</i>)	him (<i>le, a él</i>)	his (<i>de él</i>)	His daughter is really pretty. (<i>Su hija es lindísima</i>). Tell him to bring a picture. (<i>Dile que traiga una foto</i>). These are his . (<i>Estas son de él</i>).
She (Ella)	her (<i>su/sus de ella</i>)	her (<i>le, a ella</i>)	hers (<i>de ella</i>)	Her dog is intelligent. (<i>Su perro es inteligente</i>). He brings her the newspaper. (<i>Le trae el periódico</i>). (a ella) These newspapers are hers . (<i>Esos periódicos son de ella</i>).
It (<i>neutro, designa objetos y lugares</i>)	its (<i>su</i>)	it (<i>rara utilización</i>)	its (<i>rara utilización</i>)	Grenada is an island in the Caribbean. (<i>Granada es una isla del Caribe</i>). Its geography is beautiful. (<i>Su geografía es hermosa</i>).

Personal Pronouns	Possessive Adjectives	Object Pronouns	Possessive Pronouns	Examples
We (<i>nosotros/as</i>)	our (<i>nuestro/a, nuestros/as</i>)	us (<i>nos, a nosotros/as</i>)	ours (<i>nuestro/a, nuestros/as, de nosotros/as</i>)	Our teacher is kind. She gave us a map. Now it is ours . (<i>Nuestra profesora es amable. Ella nos dió un mapa. Ahora es nuestro.</i>)
They (<i>ellos/as</i>)	their (<i>su/s, de ellos/as</i>)	them (<i>los, les, ellos/as</i>)	theirs (<i>de ellos/as</i>)	Lis and Ted are twins. Laura is their mother. She takes them to school every day. These back packs are theirs . (<i>Lis y Ted son jimaguas. Laura es su mamá. ella los lleva a la escuela todos los días. Estas mochilas son de ellos.</i>)

Observe que:

Los **adjetivos posesivos** siempre se utilizan delante de sustantivos y denotan posesión, relaciones de pertenencia con la persona de referencia o relación directa de una persona, animal o cosa con respecto a otra.

- Los adjetivos posesivos son invariables. se refieren a los pronombres personales y no al sustantivo que acompañan por lo que no concuerdan en número ni hacen distinción de género con lo "poseído". Este adjetivo se utiliza acompañado tanto de sustantivos en singular o plural como de masculino o femenino.

Ejemplos: **your brother/your brothers** (*tu hermano/tus hermanos*)
your sister/your sisters (*tu hermana/tus hermanas*)

- Otra forma de expresar estas relaciones es con la adición de un apóstrofo y s ('s) al sustantivo singular, o al sustantivo plural que no termine en -s.

Ejemplos: **The cook's uniform is clean.**
(*El uniforme del cocinero está limpio.*)

Women's hats are sometimes big.
(*Los sombreros de las mujeres a veces son grandes.*)

En caso que el sustantivo sea plural y termine en -s, solamente se le agrega el apóstrofo.

Ejemplo: **This is the boys' room and that's the girls'.**
(*Este es el cuarto de los niños y aquel el de las niñas.*)

A los sustantivos que denotan personas, o son nombres de personas y terminan en sonido /s, z, ʃ, dʒ/ se les agrega apóstrofo más -s =('s) y se pronuncia como una sílaba extra /iz/. Observe la pronunciación figurada entre barras.

Alice's ... /aelisiz/
The judge's decision ... /jad-yiz/ decision
(*La decisión del juez...*)

Cuando se solicita información sobre las relaciones de pertenencia, se utiliza la palabra interrogativa **Whose?** (*¿De quién?*). En inglés se puede responder incluyendo el sustantivo pero también se puede omitir.

A: Whose are these books?

¿De quién son estos libros?

B: Those are Tom's books. / They are Tom's. / Tom's.

Igualmente se puede omitir el sustantivo si este se refiere a una tienda, taller, lugar de residencia, entre otros.

First, she went to the carpenter's. *Primero ella fue a la carpintería.*

Then, she went to my sister's. *Después, fue a casa de mi hermana.*

Lastly, she had lunch at Joe's. *Por último almorzó en Joe's. (la cafetería de Joe)*

- Los **pronombres posesivos** por su parte no van acompañados de sustantivos porque representan a estos.

Your dog is very intelligent. Mine (my dog) too. *(Tu perro es muy inteligente. El mío también.)*

- Los **pronombres en función de complemento** reemplazan a un sustantivo que puede ser complemento directo o indirecto dentro de la oración.

A: Yesterday I met Diana. She is the president of the Federation of University Students.(FEU) *Ayer conocí a Diana. Ella es la presidenta de la FEU*

B: I met her too. *(Yo también la conocí)*

A: Did you give Ralph a dictionary? *(¿Le diste un diccionario a Ralph?)*

B: Yes. I did. I gave him the new dictionary. *(Si, le di el diccionario nuevo.)*

Anexo 10

Order of adjectives

El orden de los adjetivos

1. SIZE	small, big, short
2. WEIGHT	light, heavy
3. SHAPE	round, square, triangular
4. COLOR	blue, red, dark, fair
5. MATERIAL	nylon, plastic, cotton, gold, leather

- Los adjetivos que se utilizan para describir los rasgos de la personalidad de las personas y la apariencia general de las personas o cosas van delante del resto de los otros adjetivos utilizados. Observe la equivalencia en español que no sigue el orden de la oración en inglés.

Ejemplos: **Sue bought a lovely black leather bag.**

Sue compró una hermosa cartera negra de cuero.

Lis is a very talented young Panamanian student.

Lis es una joven estudiante panameña muy talentosa.

- Generalmente no se utiliza una gran cantidad de modificadores del sustantivo delante de este, pero cuando se utilizan se sigue el orden establecido en el recuadro. Por ejemplo:

Richard found a small blue plastic ball on the floor.

Richard se encontró en el piso una pelota pequeña, plástica, de color azul.

Anexo 11

Tiempos verbales

Verb to be

Ser o estar

El equivalente en español del verbo **be** es generalmente **ser** o **estar**. Se puede utilizar para indicar profesión, ocupación u oficio, origen y nacionalidad. También puede utilizarse para indicar estados emocionales, anímicos y psicológicos, así como existencia en un lugar. Asimismo, este verbo en inglés se utiliza para expresar la edad, tamaño y estatura, precios, el tiempo, la hora, entre otros usos. Observe los recuadros con el verbo **be** en presente de indicativo.

Oraciones afirmativas

Singular	Plural
I am Cuban. (Yo) Soy cubano/a).	We are Cuban. (Nosotros/as) Somos cubanos/as).
You are a student. (Usted /Tú eres estudiante).	You are electricians. (Ustedes son electricistas).
He is a technician. (Él es técnico). She is Korean. (Ella es coreana).	They are from Vancouver. (Ellos son de Vancouver).

Otros usos comunes del verbo **be**

Susan is happy in Havana.	<i>Susan está contenta en La Habana.</i>
Havana is beautiful.	<i>La Habana es hermosa.</i>
The students are at the university.	<i>Los estudiantes están en la universidad.</i>
I am 20 years old and she is 22.	<i>Tengo 20 años y ella tiene 22.</i>
The Eiffel Tower is 984 feet high.	<i>La Torre Eiffel tiene/mide 984 pies de altura.</i>
He is 6 feet tall.	<i>Mide/tiene 6 pies (de estatura).</i>
How much is it?	<i>¿Cuánto es/cuesta?</i>
It is very hot in Guantánamo.	<i>Hace mucho calor en Guantánamo.</i>
It is 1 o'clock in Cuba. It is 3 o'clock in Montreal.	<i>Es la una en punto en Cuba. Son las tres en punto en Montreal.</i>

Observe que:

- En lo referido a los pronombres personales, el inglés no hace distinción entre la segunda persona del singular informal (*tú*), formal (*usted*) y del plural (*ustedes*). Fíjese que **you** se utiliza en todos los casos.
- En español el sujeto puede omitirse. Sin embargo en inglés la presencia del sujeto es siempre necesaria.

I'm Cuban. (Yo) Soy cubana/o.

She's Korean. (Ella) Es coreana.

- El equivalente en español del verbo **be** en la información sobre la edad es con el verbo **tener**. Igualmente ocurre con la información sobre el tamaño y la estatura.
- En inglés se utiliza el pronombre **It** para referirse a objetos inanimados o en oraciones impersonales. Este pronombre no tiene equivalencia directa con el español. Puede o no referirse a un sujeto concreto y su equivalencia al español varía.

Ejemplos: **The book is Cuban. It (the book) is interesting.**

El libro es cubano / (El libro) Es interesante.

It's very hot today / Hace mucho calor hoy.

- Con respecto a la hora en inglés siempre se utiliza **It is (It's)**. La equivalencia en español cambia de acuerdo con las horas en singular y plural:

It's 1 o'clock in Cuba. *Es la una en Cuba.*

It's 3 o'clock in Montreal. *Son las 3 en Montreal.*

Oraciones negativas

	CONTRACCIONES	
	A	B
I am not Korean.	I'm not	X
You are not an actor. He is not from Mexico. She is not a technician. It is not interesting.	You're not He's not She's not It's not	You aren't He isn't She isn't It isn't
We are not electricians.	We're not	We aren't
You are not from Bolivia.	You're not	You aren't
They are not Brazilian.	They're not	They aren't

Observe que:

- Las oraciones negativas con el verbo **be** se forman añadiendo la partícula **not** después del verbo.
- Pueden formarse contracciones con el verbo **be** y el sujeto (columna A) y con el verbo **be** y la partícula **not** (columna B).

Oraciones interrogativas

Yes/No Questions	Information questions
A: Are you British? B: Yes, I am. / No, I'm not.	A: What's your name? B: My name's Rosa.
A: Is she a doctor? B: Yes, she is. / No, she isn't	A: What's your job? B: I'm a biologist.
A: Are they Japanese? B: Yes, they are . / No, they are not	A: Where are they from? B: They are from China.

Observe que:

- Existen dos tipos de oraciones interrogativas:
 - Las que se contestan utilizando Yes/No (*Sí/No*).
En este caso la forma del verbo **be** se coloca en posición inicial seguida del sujeto.
Are you.....?
Is she.....?
 - Las que las respuestas implican alguna información específica. Para ello se utiliza una palabra interrogativa, seguida del verbo **be**:
What ... ¿Qué?, ¿Cuál? ¿Cuáles?. What is your name?
Where ... ¿Dónde? Where is the office?
Where ... from? ¿De dónde? Where are you from?
 - La contracción con el verbo **be** comúnmente se hace con la palabra interrogativa.
What is your address? = What's your address?

El verbo **be** también se utiliza en la fórmula **there+be** para indicar existencia. Observe el recuadro a continuación pues esta fórmula se utiliza frecuentemente con todos los tiempos verbales.

There is	There is a map on the wall.	<i><u>Hay</u> un mapa en la pared.</i>
There are	There are two books on the table.	<i><u>Hay</u> dos libros en la mesa.</i>
There was There were	There was an accident. There were three cars there.	<i><u>Hubo</u> un accidente. <u>Había</u> tres autos allí.</i>
There will be	There will be thunderstorms.	<i><u>Habr</u>á tormentas eléctricas.</i>

Observe que:

- El verbo **be** en la forma **there+be** adopta la forma del singular o del plural en dependencia del número expresado por el sustantivo que lo acompaña. La equivalencia en español de la forma **there+be** en presente del indicativo es **hay**

There is a box. *Hay una caja.*

There are two pencils. *Hay dos lápices.*

- La equivalencia de la forma **there+be** en pasado puede ser **hubo/había** de acuerdo con el contexto.

There was an accident in my factory last week.

Hubo un accidente en mi fábrica la semana pasada.

There were many traffic accidents in this province last year.

Hubo muchos accidentes de tránsito en esta provincia el año pasado.

Many years ago, there was an old lady...

Hace muchos años había una viejecita...

Many years ago, there were three little bears...

Hace muchos años, había tres ositos...

- Cuando **there+be** hace referencia al futuro la fórmula es **there+will+be** en todos los casos, y su equivalencia al español es **habrá**.

There will be a concert next Monday.

*Habr*á un concierto el próximo lunes.

There will be several concerts this summer.

*Habr*á varios conciertos durante este verano.

The simple present tense
El presente simple del modo indicativo

Oraciones interrogativas

Respuestas

WHO (¿Quién?)	comes			to school / by bus?	Susan (does)
WHO (¿A quién?, ¿Con quién?)	does	she	visit	on Saturdays?	She visits her mom .
	does	he	play	tennis with?	He plays tennis with his son .
WHAT (¿Qué?)	does	he	do	every day?	He drinks coffee .
		she			She takes the school bus .
WHAT (¿Qué?)	do	we	read	every day?	We read poems .
		you			I read magazines .
WHEN (¿Cuándo?)	does	she	wash	her clothes?	She washes her clothes on weekends .
WHAT TIME (¿A qué hora?)	does	it (the library)	open?		It opens at 8 a.m.
WHERE (¿Dónde?)	do	they	buy	their food?	They buy their food in the market nearby .
HOW (¿Cómo?)	does	she	come	to school?	She comes to school by bus .
HOW OFTEN (¿Con qué frecuencia?)	do	you	run?		I never run.
WHY (¿Por qué?)	does	it (the show)	begin	so late?	Because the singer always comes late.

Yes/No questions. Oraciones interrogativas para responder Sí/No.

DO	they	DRINK	tea every day?	No, they don't.
DO	they	DRINK	in the afternoon?	Yes, they do.
DOES	she	VISIT	her parents on weekdays?	No, she doesn't.
DOES	she	VISIT	her parents on Sundays?	Yes, she does.

Observe que:

- La oración interrogativa con verbos de acción, igual que con el verbo **be**, puede ser de dos tipos, la que pide una información en específico y la que solamente se utiliza para obtener respuesta de **sí/no**.

A: What does he drink every morning?

B: He drinks tea.

A: Does he drink tea everyday?

B: Yes, he does.

- La posición de la palabra interrogativa es a inicio de la pregunta y a continuación se coloca el auxiliar **do/does** dependiendo del sujeto que le acompaña. El verbo principal en la oración interrogativa en presente simple **siempre** va en su forma simple.

What does he drink?

What do they drink?

- El auxiliar **do** se utiliza con las personas **I, You, We, They**
- El auxiliar **does** se utiliza con **He, She, It**. Ninguno de estos dos auxiliares tiene traducción; pero indican que la acción transcurre en el tiempo presente.
- **Do** puede funcionar también como verbo principal con la acepción de **hacer**. En este caso sigue la fórmula que ya hemos visto.

What does he do every morning at 6:00 o'clock? (*¿Qué hace (él) todos los días a las seis de la mañana?*)

What do you do? (*¿Qué haces? / ¿A que te dedicas?*)

- La oración interrogativa con **who** puede indagar varias cosas siempre relacionadas con personas. Cuando indaga por (*¿Quién?*), no lleva auxiliar y por supuesto no lleva sujeto ya que se indaga por este. El verbo se conjuga en tercera persona singular, es decir se le agrega **-s** o **-es** según el tipo de verbo. (Ver anexo 4)

Who has my book? (*¿Quién tiene mi libro?*)

- La oración interrogativa con **who** (*¿A quién? / ¿Con quién?*) mantiene la estructura del resto de las oraciones interrogativas.

Who do you want to invite? (*¿A quién quieres invitar?*)

- La oración interrogativa con **when** (*¿Cuándo?*) se utiliza para indagar la fecha, momento u hora en que se realiza una acción.

When does she wash her clothes?

On Sunday.

- La oración interrogativa con **what time** (*¿A qué hora?*) se emplea para indagar la hora exacta en que se realiza la acción.

What time does the library open?

At 9 o'clock.

- La oración interrogativa con **how** (*¿Cómo?*) se utiliza para indagar por la manera en que se realiza una acción. La respuesta se obtiene utilizando un adverbio de modo o frases que indiquen modo: (**easily-fácilmente**, **with difficulty-con dificultad**, **by plane-por avión**, **on foot-a pie**, etc.)
- La palabra interrogativa **how** puede estar acompañada de adjetivos para indagar sobre alguna cualidad específica.

Ejemplo: **How deep is the lake?** *¿Qué profundidad tiene el lago? / ¿Cuán profundo es?*

- La oración interrogativa con **How often?** (*¿Con qué frecuencia?*) se responde utilizando los adverbios de frecuencia. (Ver Recuadro 2, Unidad 3)

How often do you run?

I always run in the mornings.

- La oración interrogativa con **why** (*¿Por qué?*), se responde generalmente utilizando **because** (*porque*) para dar un motivo, explicar la causa u ofrecer una justificación.

Why does the show begin so late? (*¿Por qué...?*)

Because the singer is always late. (*Porque...*)

- Las oraciones interrogativas que solamente indagan por las respuestas de **Sí/No** comienzan por el auxiliar **do/does** y mantienen la estructura de la oración interrogativa. Se responde con el mismo auxiliar. Si la respuesta es negativa, se le añade la partícula **not** al auxiliar.

Do you like broccoli?

Yes, I do. / No, I don't.

Does Mary play tennis?

Yes, she does. / No she doesn't.

Oraciones afirmativas

I	USUALLY	RUN	in the morning.	<i>Generalmente corro por las mañanas.</i>
You	NEVER		in the afternoon.	<i>Nunca corres por la tarde.</i>
We			everyday.	<i>Corremos todos los días</i>
They	OFTEN		in the evening.	<i>A menudo corren por la noche.</i>
He	ALWAYS	RUNS	after classes.	<i>Siempre corre después de las clases.</i>
She	SOMETIMES		with her husband.	<i>A veces corre con su esposo.</i>
It (the gossip)			fast.	<i>El chisme corre rápido.</i>

Observe que:

- En las oraciones afirmativas en presente simple el verbo se expresa en su forma de base, excepto para la tercera persona del singular (he, she, it) en cuyo caso se le añade **-s** o **-es** según su terminación. (Ver Anexo 4).

Ashley washes her clothes on weekends.

- Cuando se quiere enfatizar la frecuencia con que se realiza la acción, se utilizan los adverbios de frecuencia que se colocan entre el sujeto y el verbo principal. (Ver Recuadro 2, Unidad 3)
- Con el adverbio **never** las oraciones siempre son afirmativas.

Ashley never washes her clothes on Monday.

Oraciones negativas

I	do not (don't) eat	fish.	<i>(Yo) no como pescado.</i>
Susan	does not (doesn't) go	to the movies every weekend.	<i>Susan no va al cine todos los fines de semana.</i>

Observe que:

- Para expresar la negación se utiliza el auxiliar **do/does** acompañado de la partícula **not** + el verbo en su forma de base.
- Se puede realizar la contracción del auxiliar con la partícula **not**.

Do not = Don't

Does not = Doesn't

The present continuous tense
El presente continuo

Oraciones afirmativas

I	AM	LISTENING TO	the radio.	<i>Estoy escuchando el radio.</i>
You We They	ARE	WORKING	hard.	<i>Está/Estás trabajando duro/ Estamos mucho. Están</i>
She He	IS	CLEANING	the windows.	<i>(Ella/Él) está limpiando las ventanas.</i>
It (the gossip)	IS	RUNNING	fast.	<i>El chisme se está divulgando rápidamente</i>

Oraciones negativas

I	am not	doing	homework now.	<i>(Yo)No estoy haciendo la tarea ahora.</i>
You We They	are not	studying	French at present.	<i>NO { estás estamos estudiando francés ahora. están</i>
He/She	is not	drinking	coffee right now.	<i>Él/Ella no está tomando café en estos momentos.</i>

Oraciones interrogativas

	Are	they	drinking coffee?	No, they aren't.
	Are	they	drinking tea?	Yes, they are.
	Is	she	talking with Tom?	No, she isn't.
	Is	she	making a phone call?	Yes, she is.
WHO	is		calling?	Brando (is)
WHAT	are	they	doing?	They are having dinner. <i>(Ellos) están cenando.</i>
WHERE	is	she	cooking?	She's cooking in the backyard. <i>(Ella) está cocinando en el patio.</i>
WHY	Is	she	cooking there?	Because there's a BBQ. <i>Porque hay una barbacoa.</i>
HOW	Is	she	cooking the sauce?	Over a low heat. <i>A fuego lento.</i>

Observe que:

- El presente continuo se forma con el verbo **be** conjugado para las diferentes personas + verbo principal terminado en **-ing**. Ejemplo:
I am drinking coffee.
She is drinking coffee.
They are drinking coffee.
- Este tiempo verbal se utiliza para referirse a acciones que se están realizando en el momento del habla
You are reading now.
- También para referir una actividad que se realiza en un presente “más extendido” no precisamente en el momento exacto en que se habla.
At present, I am working in Santiago.
- Las expresiones de tiempo más utilizadas son **now, at the moment, at present, right now.**
- La oración negativa se forma añadiendo **not** al verbo **be**.
I'm not taking ballet lessons this course.
- La oración interrogativa utiliza el verbo **be** como auxiliar de acuerdo con el sujeto y siempre va delante del sujeto.
Is she listening to the radio?
Are they having dinner?
- El presente continuo también se puede utilizar para referirse a acciones planificadas que tendrán lugar en un futuro (casi siempre cercano). En este uso necesitan ir acompañadas por una expresión de tiempo que indique futuro, tales como **tomorrow** (*mañana*) y los compuestos con **next** (**next Tuesday/week/month**-*el próximo martes, la próxima semana, el mes próximo*).
I am going to Sydney next week. (*Me*) voy para Sydney la semana próxima).

The simple past tense
El pretérito

Verbo be en pretérito: was-were
Oraciones afirmativas

I She/He was You were		(Yo) estuve/estaba enfermo/a la semana pasada. (Ella/Él) estuvo/estaba enfermo/a... (Usted/Tú) estaba/estabas/estuvo/estuviste enfermo...
You We were They	sick last week.	(Ustedes) estuvieron//estaban ... (Nosotros) estuvimos / estábamos ... (Ellos/as) estuvieron/estaban ...

I She/He } You } was were	a waiter/waitress in Riviera Hotel.	(Yo) era/fui dependiente en el Hotel Riviera. (Ella/Él) era/fue dependiente... (Usted/Tú) era/eras/fue/fuiste...
We You were They	waiters/waitresses in Plaza Hotel.	(Nosotros) eramos/fuimos dependientes en el Hotel Plaza. (Ustedes) eran/ fueron dependientes... (Ellos/as) eran/fueron dependientes...

Observe que:

- Hay varias equivalencias al español porque no se hace diferencia en inglés entre el pretérito y el copretérito de los verbos *ser/estar* en español. El contexto de comunicación es quien le ayudará a determinar la equivalencia más adecuada para cada situación.

Was (*ser*) puede equivaler a *era/eras/ fue/ fui/fuiste/fue*

Was (*estar*) puede equivaler a *estuve/estuviste/estuvo/ estabas/estaba*

Were (*ser*) puede equivaler a *éramos/eran/fuimos/fueron*.

Were (*estar*) puede equivaler a *estábamos/estaban/estuvimos/estuvieron*

Oraciones interrogativas y negativas

Was she / he sick? <i>¿Estuvo/estaba enferma/o?</i>	Yes, She/He was. No, She/He wasn't. She/He was not sick.
Were you / they sick? <i>¿Estuvo/Estuviste/Estuvieron enfermo/s?</i>	Yes, I was. Yes, we were. No, They weren't. They weren't sick.
Were you a hairdresser when you were young? <i>¿Era/s peluquera/o cuando (era/s) joven?</i>	Yes, I was.
Who was sick? <i>¿Quién estuvo/estaba enfermo?</i>	Daisy (was).
Where were they in the morning? <i>¿Dónde estuvieron/estaban por la mañana?</i>	They were at the office. <i>(Ellos/as) estuvieron/estaban en la oficina.</i>
When was he sick? <i>¿Cuándo estuvo (él) enfermo?</i>	Last week. <i>La semana pasada.</i>
Why was Marta sad? <i>¿Por qué Marta estaba triste?</i>	Because she lost her bag. <i>Porque (ella) perdió su cartera.</i>

Observe que:

- El verbo **be (was/were)** en oraciones interrogativas para obtener respuestas de *sí/no* se coloca al comienzo de la oración, delante del sujeto.

Was she sad?

- Cuando se indaga por información específica se utilizan las palabras interrogativas al comienzo de la oración, delante del verbo **be**.

Why was she sad?

When was she sick?

- Las oraciones negativas se forman agregando la partícula **NOT:**

was not = wasn't

were not = weren't

She wasn't happy.

They weren't here.

Otros verbos

Oraciones interrogativas y afirmativas

Who	X	X	came	late	yesterday?	Sandra (did).
Who	did	you	visit		last night?	I visited my parents.
What		she	do		yesterday morning?	She cleaned the house.
What		she	cook	for lunch?		She cooked spaghetti.
When		they	go	to the library?		They went 10 minutes ago.
Where		we	take	the bus to the fair	last year?	We took the bus in front of the station.
How		you	come	to school	today?	I came by bus.
Why		you	miss	the bus	this morning?	Because I woke up late.

Observe que:

- La oración interrogativa con **who** (*¿Quién?*), no lleva auxiliar y el verbo va conjugado en pretérito. La respuesta a esta pregunta a veces va acompañada del auxiliar **did**. Recuerde que la pregunta con **who** también puede indagar *¿A quién?* y *¿Con quién?*

Who came late yesterday? I did.

- El auxiliar **did** se utiliza con todas las personas para las oraciones interrogativas; en todos los casos el verbo principal se utiliza en su forma de base. Las respuestas se dan con el verbo conjugado en pasado.

Where did you go last night?

We went to the theater.

- Los verbos se dividen en regulares (a los que se añaden **-ed** o **-d** para expresar su forma de pasado simple) e irregulares (los que no expresan su forma de pasado añadiendo estos sufijos, sino que adoptan diferentes formas y sufren diversos cambios) (Ver Anexo 7).
- Las expresiones de tiempo del pretérito en inglés más utilizadas son: **yesterday** (*ayer*), y todas sus combinaciones (**yesterday morning/ afternoon, the day before yesterday**). Además las combinaciones con **last** (**last night, Monday, September, week, month, etc.**) y con **ago** (**a week/ month/year ago, two weeks/months/years ago**). Otras expresiones pudieran ser **this morning, this afternoon, today** si el momento del habla es posterior a cada uno de esos momentos del día.

Ejemplo: (Por la noche, usted puede decir)

This morning I missed the bus. (*Esta mañana perdí el ómnibus*)

Oraciones negativas

I	DID NOT (DIDN'T)	run in the park today.
You		
She		
They		
It		

Observe que:

- Las oraciones negativas se forman, para todas las personas, con el auxiliar **did** y la partícula **not**. Su contracción es **didn't**.
- El verbo permanece en su forma de base.

She danced at the party. She didn't sing.

They went to the museum on foot. They didn't go by car.

The past continuous tense

El pasado continuo

Was/were + verb in *-ing*

I / She / He	was watching TV all afternoon.	(Yo/Ella/Él) <i>Estuve/estuvo-estaba</i> <i>viendo televisión toda la tarde.</i>
You / We / They	were listening to music.	(Usted/Tú/Ustedes(Nosotros/as/Ellos/as)) <i>estuvo/estuviste/estuvieron/estuvimos/estuvieron-</i> <i>estaba/estabas/estaban/estábamos/estaban</i> <i>escuchando música.</i>

Nota: El pasado continuo mantiene la estructura del presente continuo. Consulte los recuadros de este tiempo verbal. Recuerde que el verbo auxiliar **be** en pasado es **was/were**.

The future tense

El futuro

be+ going to+ verb

(para indicar acción planificada)

Oraciones afirmativas

I	AM	going to visit some patients this afternoon.	(Yo) <i>Voy a visitar a algunos pacientes esta tarde.</i>
He/She	IS		(Él/Ella) <i>Va a visitar...</i>
You	ARE		(Usted/tu) <i>Va/s a visitar...</i>
We			(Nosotros) <i>Vamos a visitar...</i>
You	ARE		(Ustedes) <i>Van a visitar...</i>
They			(Ellos) <i>Van a visitar...</i>

Oraciones interrogativas

	Is	he/she going to buy the newspaper? ¿(Él/Ella) <i>Va a comprar el periódico?</i>	No, she is not (isn't).
	Are	you going to write to your daughter? ¿ <i>Va/Vas a escribirle a su/tu hija?</i>	Yes, I am.
	Are	we/you/they going to play football this evening? ¿ <i>Vamos/vas/van a jugar fútbol esta noche?</i>	Yes, we are. Yes, they are. No, they are not (aren't).

WHO <i>¿Quién</i>	is going to play football tonight? <i>va a jugar fútbol esta noche?</i>	Claudio (is). <i>Claudio.</i>
WHAT <i>¿Qué</i>	is Andrea going to do? <i>va a hacer Andrea?</i>	She's going to cook. <i>Va a cocinar.</i>
WHAT <i>¿Qué</i>	is she going to cook? <i>va a cocinar?</i>	She's going to cook fish. <i>Va a cocinar pescado.</i>
WHERE <i>¿Dónde</i>	are they going to cook? <i>van a cocinar?</i>	They are going to cook in the backyard. <i>Van a cocinar en el patio.</i>
WHEN <i>¿Cuándo</i>	are you going to clean the floor, Sue? <i>vas a limpiar el piso, Sue?</i>	I'm going to clean the floor in a minute, Mom. <i>Enseguida voy a limpiarlo, mami.</i>
WHY <i>¿Por qué</i>	are you going to close the door? <i>vas a cerrar la puerta?</i>	Because it's a bit chilly. <i>Porque está fresco / Porque hace un poco de frío.</i>

Oraciones negativas

I	am not (I'm not)	going to buy any cabbages.	<i>No voy a comprar ninguna col.</i>
He/She	is not (isn't)		<i>(Él/Ella) no va a comprar...</i>
We/You/They	are not (aren't)		<i>(Nosotros/Ustedes/Ellos) no vamos/van/van a comprar...</i>

will + be

(para indicar acción futura)

Oraciones afirmativas

I He/She You We You They	will	be here soon.	<i>(Yo)Estaré aquí pronto.</i> <i>(Él/Ella) Estará...</i> <i>(Usted/Tú) Estará/estarás...</i> <i>(Nosotros) Estaremos...</i> <i>(Ustedes) Estarán...</i> <i>(Ellos) Estarán...</i>
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Oraciones interrogativas

Will	I	finish the term paper?	Yes, you will. <i>¿(Yo) Terminaré el trabajo de curso (a tiempo)? Sí.</i>
	he/she		No, she won't. <i>¿(Él/Ella) Terminará...? No.</i>
	you		Yes, I will. <i>¿(Usted/Tú) Terminará/ás el trabajo de curso...? Sí.</i>
	we		Yes, we will. <i>¿(Nosotros) Terminaremos...? Sí.</i>
	you		Yes, we will. <i>¿(Ustedes) Terminarán...? Sí.</i>
	they		Yes, they will. <i>¿(Ellos) Terminarán...? Sí.</i>

WHO	will		play today?	Industriales vs. Pinar, I think.	<i>¿Quiénes jugarán hoy? Creo que Industriales y Pinar.</i>
WHAT		she	do?	She will stay home.	<i>¿Qué hará?(Ella) se quedará en casa.</i>
WHAT		she	cook?	Meatballs.	<i>¿Qué cocinará? Albóndigas de carne.</i>
WHEN		they	arrive?	In an hour.	<i>¿Cuándo llegarán? Dentro de una hora.</i>
WHERE		you	be ?	In Camagüey.	<i>¿Dónde estará/s/án? En Camagüey.</i>

Oraciones negativas

I She/He You We You They	will not. (won't go)	to the movies tonight.	<i>(Yo) no iré al cine esta noche. (Ella/Él) no irá ... (Usted/Tú) no irá/irás... (Nosotros) no iremos... (Ustedes) no irán... (Ellos) no irán ...</i>
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Observe que:

- Se utiliza el auxiliar **will** con todas las personas seguido de la partícula **not**. Su contracción es **won't**.

The future continuous tense *El futuro continuo*

will be + verb in *-ing*

I / She / He / You / We / They	will be travelling around Cuba the whole month.	<i>(Yo/Ella/Él/Usted/Tú/Nosotros/Ellos) estaré/estará/estarás/estaremos/estarán viajando por Cuba todo el mes.</i>
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	Will	you	be doing exercises at 6pm?	<i>¿Estarás haciendo ejercicios a las 6?</i>
What	will	you	be doing?	<i>¿Qué estarás haciendo?</i>
Where	will	you	be working?	<i>¿Dónde estarás trabajando?</i>

I won't be working in the office five years from now.	<i>No estaré trabajando en esta oficina dentro de cinco años.</i>
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Anexo 12

Prefixes and suffixes

Prefijos y sufijos

Prefijos

Prefijo	Significado	Ejemplo
bi-	<i>dos, dos veces</i>	bilateral, bicycle
counter-	<i>en contra , opuesto</i>	counteract, counterattack
anti-	<i>en contra, opuesto</i>	antivirus, antibiotics
co-	<i>con, junto</i>	copilot, coexist
dis-	<i>opuesto; ausencia de</i>	disgrace, disable
ex-	<i>anterior</i>	ex-wife, ex-convict
mis-	<i>de manera incorrecta; carencia de</i>	misunderstand, mistrust
re-	<i>de nuevo, otra vez</i>	retell, recall
post-	<i>después; posterior a</i>	postpone, postdate
non-	<i>carencia de</i>	nonsense, nontoxic

Sufijos

En la formación de adjetivos:

Sufijo	Significado	Ejemplos
-able	<i>capacidad, aptitud</i>	readable, washable
-ish	<i>perteneciente a, que tiene características</i>	childish, greenish
-some	<i>parecido o igual</i>	troublesome, awesome
-ed	<i>caracterizado por</i>	talented, cultured
-ly	<i>similar en apariencia, manera o naturaleza</i>	brotherly, fatherly
-ic	<i>que constituye parte de</i>	historic, symbolic
-ive	<i>que realiza o se inclina por una acción</i>	creative, talkative

En la formación de adverbios:

Sufijo	Significado	Ejemplos
-ward(s)	<i>posición, dirección</i>	upward(s), leftward(s)

En la formación de sustantivos:

Sufijo	Significado	Ejemplos
-ness	<i>estado, condición, grado</i>	usefulness, happiness
-hood	<i>estado, condición; carácter</i>	neighborhood, brotherhood
-ship	<i>estado, condición; habilidad</i>	friendship, sportmanship
-dom	<i>abstracción, jurisdicción</i>	kingdom, freedom
-ment, -tion, -sion	<i>estado, acción, resultado</i>	entertainment, exhibition, explosion
-ity	<i>cualidad, estado, grado</i>	alkalinity, ability
-er,-or	<i>perteneciente a, o asociado con</i>	timer, carburator
-th	<i>estado; condición</i>	youth, strength

Hay palabras que se forman añadiendo un prefijo y un sufijo. Observe los siguientes ejemplos.

unfaithful	disrespectful
unattached	counteraccusation
disagreement	reusable
	coworker

Anexo 13

Gerunds and infinitives

Verbos en -ing. Verbos en infinitivo

Verbos que solo admiten ser seguidos por otros verbos en -ing	Verbos que solo admiten ser seguidos por otros verbos en infinitivo	Verbos que admiten tanto los verbos en -ing como en infinitivo .
avoid	decide	begin
consider	desire	can't stand
detest	intend	continue
discuss	learn	hate
dislike	need	like
enjoy	plan	love
finish	refuse	prefer
keep on	want	start
practice	wish	
quit		
stop		
talk about		
think about		

Anexo 14

Connectives

Palabras relacionantes

<i>Relación que establece</i>	<i>Palabras relacionantes</i>
addition (<i>adición</i>)	and, also, besides, not only... but... also/as well, furthermore, moreover, as well as
opposition/contrast (<i>oposición/ contraste</i>)	but, yet, still, while, otherwise, on the other hand, though, although, however, in spite of, despite of, conversely, even when,
purpose (<i>propósito</i>)	in order to, so as to, in order that, so that, to, for,
example (<i>ejemplo</i>)	for example, for instance, such as, as.
order-time (<i>orden-tiempo</i>)	first, second, third..., before, after, next, later, when, while, then,
cause-effect (<i>causa-effecto</i>)	because (of), since, so, thus, due to, as, therefore, consequently, accordingly, on account of,
emphasis/reformulation (<i>énfasis-reformulación</i>)	obviously, of course, sure(ly), in fact, certainly, indeed, that is (i.e), in short,
condition (<i>condición</i>)	if, unless, whether...or..., provided, on condition that, as long as,

Anexo 15

Comparison of adverbs

Comparación de adverbios

- La mayoría de los adverbios se forman agregándole **-ly** a un adjetivo.
 polite-politely
 fluent-fluently
 careful-carefully
 slow-slowly
 quick-quickly
 easy-easily
- Recuerde que el **adverbio** modifica a un verbo, a un adjetivo o a otro adverbio.

Modifica al verbo	Ana speaks politely .	<i>Ana habla cortésmente/ con buenos modales.</i>
Modifica al adjetivo	Ana is extremely polite.	<i>Ana es extremadamente cortés/educada.</i>
Modifica a otro adverbio	Helen speaks English very fluently.	<i>Helen habla en inglés con mucha fluidez/ de manera muy fluida.</i>

- Las formas de comparación para los adverbios son similares a las de los adjetivos: Las fórmulas **as + adjetivo + as**, **more + adv + than** y **the + most + adv** se utilizan con los adverbios que terminan en **-ly**.

Ejemplos:

Ana speaks more politely than Helen, but Helen speaks more fluently than Ana.
(Ana habla de manera más educada que Helen, pero Helen habla con mayor fluidez que Ana).

Ana doesn't speak as fluently as Helen (does).

(Ana no habla de manera tan fluida/ con tanta fluidez como Helen).

- Observe a continuación que la palabra **fast** puede funcionar como adjetivo o como adverbio:
Julia is a **fast** runner. (Julia es una corredora rápida).

She runs **fast**. (Ella corre rápido).

- Otras palabras que pueden funcionar como adverbios sin añadir **-ly** son:

hard (adjetivo) **Miners do hard work.**
(Los mineros realizan un trabajo difícil/duro).

hard (adverbio) **They work hard.**
(Ellos trabajan duro/mucho).

late (adjetivo) **It generally rains in late April.**
(Generalmente llueve a finales de abril).

late (adverbio) **In some countries, shops close late on Thursdays.**
(En algunos países, las tiendas cierran tarde los jueves).

early (adjetivo) **Her early arrival took us by surprise.**
(Su llegada anticipada/antes de tiempo nos tomó por sorpresa/nos sorprendió).

early (adverbio) **We had dinner early last night.**
(Cenamos temprano anoche).

- Los adverbios que no terminan en **-ly** utilizan la forma **-er (than)** y **the -est** para expresar los grados de comparación y el superlativo.

Peter drives fast. Peter maneja rápido.

Steve drives faster than Peter. Steve maneja más rápido que Peter.

Jack drives faster than Peter and Steve. Jack is the one that drives the fastest.
(Jack maneja más rápido que Peter y que Steve. Jack es el que maneja más rápido/rápidamente).

- Al igual que se explicó para los adjetivos en la Unidad 8, hay algunos adverbios de uso muy frecuente que se consideran irregulares, por la formas que adoptan para la comparación. Entre ellos tenemos **well** y **badly**.

<p>well (bien) Well said! ¡Bien dicho!</p>	<p>better (mejor) The soprano sang better last year. La soprano cantó mejor el año pasado.</p>	<p>best (mejor) (más) Which color suits me (the) best? ¿Qué color es el que me queda mejor?</p>
<p>badly (mal) The interview went badly. La entrevista salió mal.</p>	<p>worse (peor) Your team played worse than ours. Tu equipo jugó peor que el nuestro.</p>	<p>worst (peor) Sandra did (the) worst (of all) in the test. Sandra fue la que peor salió en el examen.</p>

- Preste atención a un caso muy especial en que existe una diferencia radical de significado entre dos adverbios con formas muy parecidas:

hard (adv) = *mucho, duro, duramente*

hardly (adv)= *casi nada, escasamente, apenas, a duras penas*

Mr. Kent works hard, but Mr. Sullen hardly works!

(Mr. Kent trabaja duro/ mucho, pero Mr. Sullen apenas trabaja/ casi no trabaja).

- Observe que también se pueden realizar comparaciones con sustantivos. Lo que se enfatiza es la cantidad del sustantivo.

more + sustantivos contables/no contables

You have more novels than short stories in your bookcase.

Tiene/s/n más novelas que cuentos en tu librero.

Do you have more time to talk about this topic?

¿Tiene/s/n más tiempo para hablar sobre este tema?

less + sustantivos no contables

There is less traffic in this town (than in ours).

Hay menos tráfico en este pueblo (que en el nuestro).

fewer + sustantivos contables

There are fewer gas stations open at night (than in the morning).

Hay menos gasolineras abiertas por la noche (que por la mañana).

Tapescripts

Transcripciones

Unit 1

Meeting new friends

Actividad 1

Diálogo 1

Mr. Pérez: Hello, Dr. González. How are you?

Dr. González: Very well, Mr. Pérez. How are you?

Mr. Pérez: Fine, thanks. Dr. González, I'd like to introduce our new student from Canada to you. Susan, this is Dr. González, the head of the Computer Science Department.

Susan: Nice to meet you, sir. I'm Susan Alexander.

Dr. González: Nice to meet you too. Are you from Toronto, Susan?

Susan: No, I'm from Vancouver, sir.

Dr. González: Welcome to our school, Susan.

Susan: Thank you, Dr. González.

Actividad 1

Diálogo 2

David: Good afternoon.

Secretary: Good afternoon. Have a seat, please.

David: Thank you.

Secretary: Your name, please.

David: David Glebber.

Secretary: How do you spell your last name?

David: G - L - E - B - B - E - R

Secretary: Your nationality, please.

David: I am British.

Unit 2

Talking about yourself and about people

Actividad 1

Diálogo 1

• Good morning. May I help you?

➤ I'd like a double room, please.

• Very well, madam. Your name, please.

- My name's Keiko Sakamoto.
- Could you spell your first name, please?
- K – E – I – K – O
- Thank you. Where are you from, Ms.Sakamoto?
- I' m from Japan.
- What's your occupation?
- I' m a university professor.
- What's your home address?
- 4700 Keele Street, Toronto, Canada.
- Could you tell me your passport number, please?
- Sure, it's VH 724426.
- Here's your key. Your room is on the second floor. Enjoy your stay.
- Thank you.

Actividad 5

Diálogo 2

- Directory Assistance, may I help you?
- Yes, I'd like the number of the University of Oriente, please.
- Just a minute, please. The number is 022– 555 2897.
- Thank you.
- You're welcome.

Actividad 8

Diálogo 3

- Hello, Keiko, what a surprise!
- Yes, it's so nice to see you, Alec. How are you?
- I' m fine, thanks. How are you?
- Very well, thanks. Alec, I'd like you to meet my husband Peter Austin.
- Nice to meet you Peter.
- Nice to meet you too, Alec.
- What do you do, Peter?
- I' m a software designer. What about you, Alec?
- I' m an English language teacher. I work at the University of Santiago de Cuba.

Unit 3

Routines

Activity 1

Dialog 1

- Hi Orlando.
- Hello, Susan. Good to see you.
- Good to see you too. I jog every evening after classes. What about you? Do you come everyday?

- No, not everyday, but often.
- Do you practice any other sports?
- I play baseball sometimes. What about you?
- I play tennis.
- Oh! I play tennis too. Let's have a match after jogging.
- Yes! Why not?

Unit 4

Describing people

Activity 1

Dialog 1

- Guess what? We have a new math teacher.
 - Really! What does he look like?
- He's tall and slim. He has green eyes and wavy black hair. He also wears glasses.
 - Is he old?
- No, he isn't. He is in his twenties.
 - And... does he look friendly? What's he like?
- I don't know. I think he isn't very talkative, but people say he teaches very well.
 - When do we have the math lesson?
- This afternoon.
 - Let's wait and see!!

Unit 5

Going out

Activity 1

Dialog 1

Rey: Let's have lunch at Wung-Chong restaurant.

Magda: Good idea. I'm really hungry.

.....

Rey: Could you read the menu for me, please? I'm not wearing my glasses.

Magda: All right. As a starter, would you like soup or cream?

Rey: I'd like Won Ton soup. And you?

Magda: Me too. And for the main course...: fried rice, sweet and sour shrimps or pork chops ... I'd like fried rice. Would you like fried rice too?

Rey: No, I'd like to try the shrimps.

Magda: Some dessert? Ice cream or rice pudding? I'd like coconut ice cream and to finish a cup of white tea.

Rey: For me, rice pudding and a cup of black tea.

Magda: O.K. We are ready to order, then.

Activity 2

Dialog 2

Rey: White tea? Is it tea with milk?

Magda: No, it's another type of tea. It is really tasteful and sweet.

Rey: Why is it white?

Magda: Because the leaves give it that colour. Would you like a cup?

Rey: Yes. Let's call the waiter.

.....

Waiter: Is everything all right?

Rey: Yes, but we'd like to change the order.

Waiter: O.K. What would you like?

Rey: I'd like white tea too.

Waiter: Right away, sir.

Rey: Thank you.

Unit 6

What is there in...?

Activity 1

Dialog 1

Jenny: You know, Rosemarie, we have to make a list of things that we need.

Rosemarie: Good idea. Why don't we start right now?

Jenny: Sure. Let me see. We need some vegetables to prepare my favorite Veggie Sandwich.

Rosemarie: We don't have to worry about vegetables. Lucy has some cucumbers, tomatoes, carrots, onions and I have a head of cabbage.

Jenny: So... no vegetables in the shopping list. Well, then we need to buy some fresh fruit for a fruit salad. There is only one papaya in the fridge.

Rosemarie: I have two big mangoes. There are also some oranges in the kitchen. Let's buy some bananas and a pineapple.

Jenny: OK... bananas and pineapple in the list. Next... bread. How much bread do we need?

Rosemarie: Two or three loaves of bread... And what about something to drink?

Jenny: I bought three large bottles of Coke yesterday, so perhaps we need to buy only one more bottle.

Rosemarie: Good. Let's go shopping right away.

Unit 7

What happened?

Activity 1

Dialog 1

- Madam, what happened?
- I was walking along the street when, all of a sudden, a man snatched my purse and ran away. It was terrible! I'm so scared and nervous!
- ❖ Calm down, madam. We'll find the thief.

Activity 2

Dialog 2

- Is this your purse, Ma'am?
- Oh, yes, thank you, very much.
- Is there anything missing?
- Let me check. No, everything is here, officer: my money, my address book, my glasses, and my identity card.
- ❖ Are you fine now?
- Yes, thank you. Did you catch the thief?
- ❖ Yes, we caught him at a shop near the bus stop.
- He was trying to steal some clothes while the clerk was showing a dress to a lady.
- Oh, dear!
- ❖ The thief was walking to the exit door with a bag in his hands when another clerk saw him and shouted: "Thief! Thief!"
- The thief was going out of the shop just when we were getting in.
- ❖ Yes, we entered the shop just on time!

Activity 3

Dialog 3

- Are you OK, Ma'am?
- Oh, I guess so.
- Well, what happened?
- I was driving my car when a dog got in the way.
- At what speed were you driving, madam?
- I was driving at 60 km an hour. I wasn't driving fast.
- Then, why didn't you stop the car?
- I tried butthe brakes didn't work.
- So, what did you do?
- I was nervous and I didn't want to hurt the dog, so I drove the car against that tree. I don't remember anything else.

Unit 8

Likes and dislikes

Activity 1

Dialog 1

Bob: There's a good film at Yara movies.

Betty: A good film? What's playing?

Bob: "Star Trek".

Betty: "Star Trek"? Not for me. I don't like science fiction films.

Bob: Oh, I didn't know that. What type of films do you like?

Betty: I like historical films and I also like thrillers.

Bob: Historical films and thrillers? Let me check in the entertainment guide. Sorry, there aren't any historical films or thrillers showing this week.

Betty: Well, never mind. What are the movies showing this week?

Bob: La Rampa is showing a horror film and Riviera a western.

Betty: Oh, my God. That's terrible. I hate them all! Science fiction films are bad, horror films are worse and westerns are the worst of all!

Bob: OK, OK. Let's go somewhere else. Would you like to ...

Activity 4

Dialog 2

Tiza and Joao were on their way to the Science and Technology Exhibition at Pabexpo and they stopped to see what was happening at the intersection of two main streets in Havana.

Tiza: Hey, look! What a large crowd!

Joao: Oh, yes! It looks like a recent crash. I think there are two vehicles involved: a yellow bus and a red car. Perhaps the red car caused the accident.

Tiza: I don't want to be nosy but I'm anxious to know what really happened.

Joao: Well, let's get closer then. Those two men next to the police car should be the bus and the car drivers. The police officer is the tallest of the three.

Police officer: How did the accident happen?

Bus driver: Officer, I was coming on the lane to turn right when the car went through the red light. I made a left turn to avoid it but it was too late, I had no time to stop. The red car was faster.

Car driver: No, officer. I wasn't running that fast. He was driving more slowly than I was, but I wasn't over the speed limits.

Police officer: Fortunately, there were no injuries. You have to come with me to the police station for further questions. We need a more detailed description of what actually happened.

Joao: Did you hear that, Tiza? What do you think about this?

Tiza: The bus driver is as responsible for the accident as the car driver. The bus driver was not paying attention to the traffic, and the car driver was driving faster than regulated.

Joao: They should be more careful in the future.

Tiza: By the way, where are we going now?

Joao: Are you kidding? The exhibition closes in twenty minutes.

Unit 9

May I...?

Activity 1

Dialog 1

A. Isn't this wonderful, Alice?

B. Yes, dear. The view is beautiful and the river is so clean!

C. Can I swim with Sally, Dad?

A. Yes, go ahead, but don't swim far away.

C. Why Daddy? I can swim very well.

B. Tommy, you should listen to your father.

C. O.K. Mom. Can I have a Tukola first?

B. Yes, of course. But you must not throw the can into the river.

C. OK. OK. I must not swim far away and I must not throw the can into the river.

Unit 10

Planning ahead

Activity 1

Dialog 1

Ray: So will you finally fly to Havana next Saturday?

Jim: Yes, I am eager to be there.

Ray: I know. Havana is a beautiful city. You will have a wonderful time there.

Jim: Is it too hot down there now?

Ray: I don't think so, Jim. The weather in Cuba is sunny and hot most of the year, but it is usually a little bit cooler in February. Sometimes it can even be chilly.

Jim: Is there any special place I should go to in Havana?

Ray: Definitely. You must visit the Museum of the Revolution. The Museum is not far from the Central Park. What hotel are you going to stay?

Jim: I am staying at the Plaza Hotel.

Ray: Oh, that's a nice hotel and it's only a couple of blocks to the museum.

Activity 4

Dialog 2

Jim: Excuse me, where is the Museum of the Revolution?

Porter: It's not far from here. Walk along up to Refugio Street, the museum is there, on your right.

Jim: Is it open now?

Porter: Yes, it's open till five.

Jim: Thank you very much.

Porter: Enjoy yourself!

Jim: Bye!

Porter: Good-bye, Sir.

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