

# At Your Pace

Curso de Inglés General



# 2

# Workbook

# At Your Pace

C u r s o   d e   I n g l é s   G e n e r a l

## Workbook

### Parte II

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 **EDITORIAL  
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## What has happened?



### Dialog 1

Dr. Thompson from Edinburgh University has just arrived in Cuba. Prof. Mejías meets him at José Martí International Airport in Havana.



### Activity 1

- Look at the picture and predict what these persons are doing at the airport.
- Listen to Dialog 1. How good was your prediction?

- Dr. Thompson is
  - ☐ a tourist.
  - ☐ a participant in a conference.
  - ☐ member of the organizing committee.
- His trip by plane took
  - ☐ more than 20 hours.
  - ☐ less than 5 hours.
  - ☐ more than 10 hours.
- Jorge has been studying English
  - ☐ for years.
  - ☐ for a year.
  - ☐ for 5 months.

### Activity 2

Listen to Dialog 1 again and select the correct ending.

- Who's Jorge Mejías?
- What is Mr. Thompson doing in Cuba?
- How long did the trip take to get to Havana?
- What does Mr. Thompson think about Jorge's mastery of English?

### Activity 3

Listen to Dialog 1 once more and answer the questions.

**Activity 4**

Look at the picture, read the introduction to Dialog 2 and guess. Why do you think the man is running?

**Dialog 2 (Part 1)**

Peter invited Mary to a jazz concert. She is waiting for him at the entrance.

**Activity 5**

Read the statements. Then, listen to Dialog 2 (Part 1) and say whether the statement is True (T), False (F) or does not say (X).

1. \_\_\_\_\_ Peter made Mary wait for him a long time.
2. \_\_\_\_\_ Peter was late for the first time.
3. \_\_\_\_\_ Peter hasn't bought the tickets for the concert.
4. \_\_\_\_\_ The concert was about to begin.
5. \_\_\_\_\_ Peter was not wearing his blue tie because he didn't find it.

**Activity 6**

Listen to Dialog 2 (Part 2) and assess your understanding by answering the questions.

1. What happened to the tickets?
2. Where did Peter put them?
3. What did Mary suggest?

**Activity 7**

Listen to Dialog 2 (Part 3) and answer the questions.

1. Did Mary like the concert?
2. What do Peter and Mary think about Chucho Valdés?
3. What did Chucho Valdés win recently?

**Activity 8**

a) Before you read the text, tick (✓) next to the appropriate definition.

Environment is:

1. \_\_\_\_\_ the complex formed by the relationship between human beings and natural agents.
2. \_\_\_\_\_ the complex of physical, chemical, and biotic factors that acts upon an organism or an ecological community and determines its form and survival.
3. \_\_\_\_\_ the complex in which living things and natural agents coexist independently.

- Two things people in your community commonly do that affect the environment
- Two things you've done to protect the environment.
- Two global actions that could really save the environment.

### **Activity 8 (contd)**

b) Environmental issues are one of the most frequently discussed topics at present. Think and write down about:

- Work done to fight environmental pollution
- Effects of environmental pollution
- Sources of environmental pollution

1.

Research has shown that human activities have continually polluted the environment to the extent of affecting our own existence. The relationship between living things and their physical and biological environments is in danger. A report by the World Health Organization (WHO) Task Group has warned that climate change has had an important impact on human health. The Intergovernmental Panel on Climate Change (IPCC) announced in its Third Assessment Report (2001): "There is new and stronger evidence that most of the warming observed over the last 50 years is attributable to human activities". Moreover, the fact that many organisms and species are in danger of disappearing has been a constant source of concern.

2.

Expanding economies coupled with growing populations have put significant stress on the environment. Water and air, two natural agents, have been mostly affected. Water covers more than 70 per cent of the earth's surface. Many water pollution problems have arisen because among other reasons, people waste and manage it poorly. Furthermore, many factories have been using water to wash away industrial wastes such as acids and greases and pour them into the rivers and seas. Scientists have long sought an answer to these problems because drinking water supplies are scarce and those that exist can be contaminated, increasing the risk of spreading infectious diseases.

3.

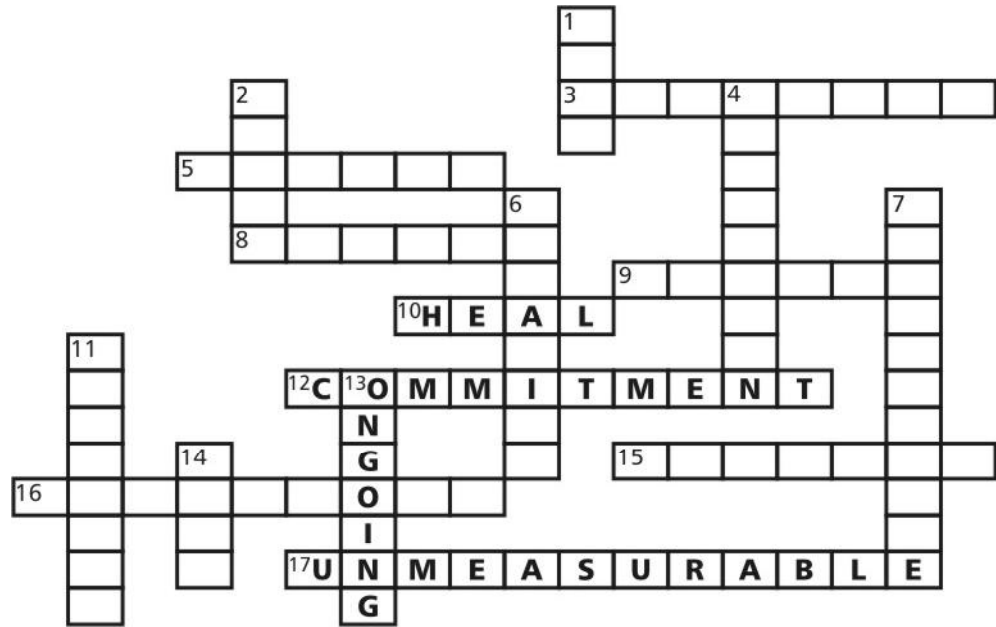
Hazardous Air Pollutants (HAPs) are chemicals that can have adverse effects on humans or the environment. These pollutants include substances that cause cancer as well as neurological, respiratory, and reproductive disorders. Experts from around the world have concluded that the environmental quality is in rapid decline due, among other reasons, to greed and irresponsible attitudes of some governments and companies. For instance, the uncontrolled building of roads has led to the clearing of land and forested areas. These activities have contributed to large-scale erosion and soil loss, leaving many areas vulnerable to flash floods and mudslides as the natural ability of the landscape to retain water is jeopardized.

### **Activity 9**

Read the titles given. Then skim through the text and select one of them.

**Activity 10**

Read the clues  
and complete the  
puzzle using words  
from the text.

**CROSSWORD PUZZLE****Across**

- 3- provisions, stores (n) (par.2)  
5- cause, origin (n) (par.1)  
8- hazard (n) (par.1)  
9- keep, hold (v) (par.3)  
15- the process of making warm (par.1)  
16- dangerous, risky (adj) (par.3)

**Down**

- 1- *pérdida* (n)(par.3)  
2- a rising and overflowing of a body of water over dry land (par.3)  
4- environmental contamination (n) (par.2)  
6- a living being (n) (par. 1)  
7- infect or make impure (v) (par.2)  
11- sickness (pl.) (par.2)  
14- alert (v) (par.1)

**Activity 11**

Read the text again  
and correct the  
statements. Follow  
the example.

**Example:**

**The WHO Task Group has alerted the public to the minor effects of climate change on human health.**

**The WHO Task Group has warned that climate change has had an important impact on human health.**

1. There is no clear evidence as to the impact on human activities on climate change.
2. There has been little concern that many organisms and species are in danger of extinction.
3. Many factories have had a positive impact on the preservation of the environment.
4. Research has shown that the environmental conditions have improved quickly.



## Paragraph 1

(Besides...)

1. How have human activities affected the environment?

2. What has been a permanent object of concern?

3. Why have water pollution problems appeared? (...because)

(Moreover...)

4. What can contamination of drinking water supplies induce?

## Paragraph 2

(On the other hand...)

5. Are there chemicals which cause harmful effects to life on earth?

6. What are the effects of these substances on human health?

(Since...)

7. What can growing pollution bring about?

8. What should we do to call a halt to pollution?

**Note:**

To call a halt to pollution = To stop pollution

## Activity 12

Answer the questions about the text, so as to write two paragraphs on the topic. Use the connectives given in parentheses to link the ideas.

1. Listen to the whole text. Don't stop or make any pause to write.
2. Listen to the first sentence as much as necessary. Then, write it down. Follow the same procedure with the rest of the sentences.
3. Once you have written the whole paragraph, listen to the text again and check it.
4. Compare what you have written to the answer key. Then, count your mistakes and get your score.

## Activity 13

Follow the instructions for the dictation.



## Procedure for your self assessment

*Procedimiento para su autoevaluación.*

### Score

*Puntuación*

Add 2 points for each word written correctly.

Subtract 1 point for each misspelled word.

Subtract 1 point for each mistake in punctuation.

120 points — 100 points → You are doing very well!

99 points — 79 points → Good work.

78 points — 58 points → You need more concentration.

57 points or less → You really need more practice. Try again.

### Joke

An excited man has been shouting during the whole football match. Suddenly he calms down and whispers to the man beside him: "I've lost my voice."

"Don't worry", the other man replies. "You'll find it in my right ear."

## Activity 14

a) Listen to the recording (dictation) again while reading the text in the Answer Key. Focus your attention on the pronunciation of the written word.

b) Read the text out loud to improve your pronunciation.

## What had happened when...?

### Activity 1

- a) Look at the picture and guess the topic of conversation.  
b) Listen to Dialog 1 and confirm your guess.



### Activity 2

Listen to Dialog 1 again and write a tick (✓) next to the ideas that are mentioned in the dialog.

- a) They liked the film. \_\_\_\_\_  
b) Moore is a very good scriptwriter. \_\_\_\_\_  
c) Moore presents the facts very well in his film. \_\_\_\_\_  
d) After Moore finished the film, a high percentage of the American people criticized him. \_\_\_\_\_  
e) The film reflects the violence in American schools. \_\_\_\_\_

### Activity 3

- a) Listen to Dialog 1 again and write if the statement is True (T), False (F) or does not say (X).  
b) Then, listen to Dialog 1 once more and correct the false ones.

- 1) \_\_\_\_\_ The two men think the film is very bad.  
2) \_\_\_\_\_ One of the men read in a newspaper that the National Rifle Association had censured Moore even before the exhibition of the film.  
3) \_\_\_\_\_ People can't freely buy weapons in the USA.  
4) \_\_\_\_\_ John never thought there was so much violence in American schools.  
5) \_\_\_\_\_ Albert disagrees with John about violence in American schools.

### Activity 4

Listen to Dialog 1 and answer the questions in written form.

1. Do you agree with John and Albert's opinions about the film *Bowling for Columbine*?  
2. What do you think about Moore's position?

**Example:**

(I) visited Trinidad in June/ (My sister) moved to Trinidad in July

**Resulting sentence:**

When my sister moved to Trinidad in July, I had (already) visited Trinidad in June.

**Prompts:**

(Peter) practiced baseball in junior high / (he) joined the high school team

(We) took English lessons in elementary and secondary school / entered the university

(Sylvia) had dance classes in the spring / (she) participated in the ball competition in summer

**Activity 5**

Work in pairs. Use the prompts to ask and answer questions. Follow the example.

Procedure: One of you starts up the conversation, and then asks the other one: "How about you?" Follow the example.

**Student A: When my mother served me breakfast this morning, I had already made the bed. How about you?**

**Student B: I had made two phone calls. How about you?**

**Student C: I had taken the dog out. And when I went...**

- your mother served you breakfast this morning
- went to bed yesterday
- took a test last week/month/year
- handed in your term paper

**Activity 6**

Work in groups of three. Talk about things that happened before another past action. Be creative in your answers.

Suppose you have two little brothers and this morning your mother asked you to take care of them while she was at work. Everything went OK up to the moment that you decided to take a shower. You left them alone for about 15 minutes. They were playing in the living room. When you finished your shower and you went to see them, you found a big mess all around.

**Example:**

- **(smash) our mother's favorite vase**  
**When I returned, my two kid brothers had broken our mother's favourite vase...**

- (break) the window with a ball
- (leave) the fridge open
- (pull) the books out of the bookcase
- (scatter) the toys everywhere
- (turn on) the TV and the tape recorder at the same time

**Activity 7**

a) Read the situation.

b) Make an oral account of all the things your two kid brothers had done when you returned. Use the hints given. Follow the example.

**Activity 8**

Before you read the text answer the questions.

1. What do you know about hurricanes?
2. How often do hurricanes hit the Greater and Lesser Antilles?
3. What are the consequences of these natural phenomena in this area?

**Activity 9**

Read the titles given. Then skim through the text and select one of them.

- Consequences of two hurricanes
- September, a deadly month
- Two hurricanes approaching in a month

1.

Every year Cuba suffers the consequences of hurricanes that hit the country and cause people serious problems. In September 2001, with no precedent in the history of Cuba, two hurricanes, *Isidore* and *Lily*, following the same path, pounded the Isle of Youth and Pinar del R o in just a 10-day period.

2.

In the morning of September 14, *Isidore* started to develop from a strong tropical wave near Trinidad and Tobago.\* On September 19, it reached hurricane status, and the day after, the hurricane gained in strength and was upgraded to category 2. On that same day, *Isidore* crossed over the western part of the Isle of Youth in the morning. In the afternoon, it approached Pinar del R o. While passing over Cuba it downgraded to category 1; however, it caused heavy rain and high waves that reached up to 150 meters inland.

3.

In the afternoon of September 21, *Lily* also formed from a strong tropical wave not far from Barbados.\* In the morning of September 30, it reached hurricane status. It began to move toward the eastern portion of Cuba. *Lily* gained intensity and was following the same path. In the early morning it crossed the south western part of the Isle of Youth with winds of up to 140 km/h. After two hours, *Lily* started to move toward Pinar del R o with stronger winds of up to 160 km/hr. It had become a category 2 hurricane. About noon, it pounded Pinar del R o and, after two hours, it left Cuba and veered out to sea.

4.

Despite their intensity, both hurricanes caused only one death. Since some 700 000 people were evacuated to safer places, no one was reported injured. Once danger had ended, damages and immediate needs began to be assessed by national and local officials and agencies.

\* **Note:** Remember that Trinidad and Tobago, and Barbados are islands located in the Lesser Antilles, which are a long chain of islands wrapped around the eastern end of the Caribbean Sea, on the boundary with the Atlantic Ocean.

### Paragraph 1

a) a verb meaning **to strike heavily and repeatedly**: \_\_\_\_\_

### Paragraph 2

a) a verb meaning **to draw closer to**: \_\_\_\_\_

b) the subject pronoun **it** in all cases refers to: \_\_\_\_\_

c) a verb synonym for **minimize, reduce**: \_\_\_\_\_

d) a synonym for **heavy**:

- \_\_\_\_\_ having great weight
- \_\_\_\_\_ hard to bear
- \_\_\_\_\_ of great intensity

### Paragraph 3

a) a synonym for **near**: \_\_\_\_\_

b) a noun synonym for **course, route**: \_\_\_\_\_

### Paragraph 4

a) a connective synonym for **in spite of**: \_\_\_\_\_

b) the meaning of the verb **assess**:

- \_\_\_\_\_ to set or determine the amount of (a payment, such as a tax or fine)
- \_\_\_\_\_ to determine the importance, size, or value of
- \_\_\_\_\_ to charge (a player or team) with a foul or penalty

### Activity 10

Find in the text.

1. where *Isidore* was formed \_\_\_\_\_
2. what made *Isidore* and *Lily* similar \_\_\_\_\_
3. what authorities did after the occurrence of the natural phenomena \_\_\_\_\_
4. how *Lily* was formed \_\_\_\_\_
5. measures taken to protect people's lives \_\_\_\_\_
6. an unusual event in Cuba in September 2001 \_\_\_\_\_

### Activity 11

Scan through the text in order to find the paragraphs in which the information appears.

#### A

1. In a short period of time, having the same course, ...
2. *Isidore* had reached category 2...
3. Just a week after *Isidore*,...
4. *Lily* passed over Pinar del Ro...
5. While passing over the region...
6. The Civil Defense took thousands of people...

#### B

- \_\_\_\_\_ a new hurricane formed near Barbados.
- \_\_\_\_\_ in a few hours.
- \_\_\_\_\_ *Lily* reduced its speed.
- \_\_\_\_\_ and they did not report anyone injured.
- \_\_\_\_\_ to safe places.
- \_\_\_\_\_ two hurricanes hit the most western part of Cuba.
- \_\_\_\_\_ as a category 2 hurricane.

### Activity 12

Read the text carefully. Match the ideas in column A with their corresponding endings in column B.



**Activity 13**

- a) Here's a chart with information about *Ivan*, a hurricane that is sadly remembered in the Caribbean. Read it carefully.
- b) Using the information from the chart, write a paragraph about *Ivan* in about 100 words.

<b>Special characteristics</b>	<ul style="list-style-type: none"><li>• ninth named storm</li><li>• sixth hurricane</li><li>• fourth major hurricane</li></ul> <div>2004 Atlantic hurricane season</div>
<b>Date of formation</b>	September 2, 2004 as tropical depression
<b>Highest wind speed</b>	165 mph (270 km/h), September 11, 2004 (category 5)
<b>Territories affected</b>	Grenada, Jamaica, Grand Cayman, Cuba, Alabama, Florida, and much of the eastern USA
<b>Effects</b>	<ul style="list-style-type: none"><li>• significant wind and flood damage</li><li>• destruction of houses, buildings and crops</li><li>• several deaths</li><li>• looting* and robbery</li></ul>

\*Note: looting= saqueo, pillaje .

## It was built in...



### Activity 1

a) Think about the different celebrations that make people get together.

b) Look at the picture and say what these people are celebrating.

c) Listen to Dialog 1. How good was your prediction?

1. \_\_\_\_\_ Jennifer and her friends are celebrating Jennifer's birthday at home.
2. \_\_\_\_\_ Jennifer is 40 years old.
3. \_\_\_\_\_ *Happy Birthday to You* was written in the 19<sup>th</sup> century.
4. \_\_\_\_\_ This song is also popular outside the USA.
5. \_\_\_\_\_ Jennifer's friends finally sang *Happy Birthday to You*.

### Activity 2

Read the statements, listen to Dialog 1 again and write (T) if the statement is true, (F) if it is false or (X) if it does not say.

- a) Who wrote the song *Happy Birthday to You*? Where and when?
- b) Is this song only popular in English-speaking countries? Explain.

### Activity 3

Listen to Dialog 1 once more and answer the questions orally.

#### Activity 4

Read this information about some important inventions and discoveries. Work in pairs. Ask and answer questions about them. Use the passive voice in your answers.

#### Example:

**Student 1:** What do you know about the pendulum clock?

**Student 2:** It was invented by Christiaan Huygens in Holland in 1656.

**What about the piano? What do you know about it?**

**Student 1:** The piano...

Invention/Discovery	Year	Inventor/Discoverer	Country
Pendulum Clock	1656	Christiaan Huygens	Holland
Piano	1710	Bartolomeo Cristofori	Italy
Electric engine	1821	Michael Faraday	Great Britain
DDT	1939	Paul Müller	Switzerland
Streptomycin	1944	Selman Waksman	USA

#### Activity 5

There were Seven Wonders of the World in ancient history. Cuba also has seven monumental works that are regarded as "wonders" because of their technical marvel.  
a) Read the information in each box and then match the pictures of the Seven Wonders of Cuban civil engineering with the corresponding information.

1.

- Designed by Francisco de Albear.
- Built in 1893.
- Still supplies 20 percent of the water consumed in Havana City.

2.

- Built in 1912 to evacuate the city's black waters by gravity under the bay.

3.

- Built in 1931 from west to east.
- Built at a construction pace of up to 23,5 km per month.
- Covers a distance of 1 139 km.

4.

- Built to speed up the access to eastern Havana.
- 12-14 m deep.
- Up to 6 000 vehicles can pass through it every hour.

5.

- It links Guantánamo and Baracoa.
- Can reach 450 meter above sea level in some sectors.
- Constructed on a geological formation that did not allow the use of explosives.

6.

- It connects Havana to Matanzas.
- 110 meters high.
- It was the first work in which structural concrete and sheets of steel were used.

7.

- Considered one of the capital's emblematic buildings, with 39 floors and towering 121 m above street level.
- Has an underground parking lot for 500 vehicles, 375 apartments, commercial centers and a swimming pool.

A



La Farola Viaduct

B



Albear Aqueduct

C



Havana's Sewer Tunnel

D



Focsa Building

E



Bay Tunnel

F



Bacunayagua Bridge

G



Central Road

**Example:**

The Albear Aqueduct was designed by Francisco de Albear. It was built in 1893 and it still supplies 20 % of the water consumed in Havana City.

### **Activity 5 (contd)**

b) Work in pairs. Talk about the Seven Wonders of Cuban civil engineering.

### Activity 6

Look at the map of Cuba and:

a) Say the name of the province colored in black.

(Hint: There's an illegal US Naval base and prison in this province).

b) From these landmarks and monuments, select those located in that province.

c) What do you know about them? Share your ideas.



Punta de Mais  
The Capitol  
The Morro Castle

Roncali lighthouse  
Viñales  
The Stone Zoo

Sauto Theater  
Yunque de Baracoa  
Iznaga's Tower

### Activity 7

Skim through the text and decide which of the three titles is the most appropriate.

- Baracoa, the first encounter with European civilization
- Baracoa, a window to Cuba's history
- Baracoa's traditions revisited

1.

*Nuestra Señora de la Asunción de Baracoa* was the first of seven towns founded in Cuba by Diego Velázquez in 1512. Baracoa is a colorful area with well-kept forests and clean rivers located in the northeastern coast of Guantánamo province. It is identified with a *sui generis* flat top mountain called *Yunque de Baracoa*.

2.

Baracoa's archeological and cultural wealth includes a solid system of colonial forts, like *Fort Matach n*, the towers of Joa and Caguase and the Castle of the town, among others. These fortresses were constructed to defend the city from the siege of pirates and corsairs. Now they are important cultural centers and resorts. The town church houses *La Cruz de la Parra*, the first Christian symbol to exist in Cuba. It was among the twenty-nine symbols scattered by Christopher Columbus during his history-making trip to America.

3.

This small town has been the scene of some outstanding events throughout Cuban history. In 1512 the first revolt in the eastern part of Cuba against the Spanish conquerors was led by a chief of the indigenous population, a *cacique* called Hatuey. He was arrested and later burned at the stake. In 1553, Guamá –one of his followers– was also killed. By the end of the 16<sup>th</sup> century, the indigenous population was almost exterminated by overwork in Cuban gold mines. As a consequence, African slaves were brought to work in sugar cane plantations. Attracted by Spanish ships loaded down with gold, pirates and corsairs boarded the vessels to steal their treasures. The bandits



then went to Baracoa in order to seek refuge and hide their loot. When they didn't succeed on the high seas, the town was plundered.

4.

Important reminders of the national War of Independence have been left in the region. For example, the Duaba obelisk was built to honor General Antonio Maceo Grajales in the place he disembarked on April 1, 1895.

5.

*Asunción de Baracoa*, as the town is also known, is rich in legends. One of them tells the story of a hermit who put a curse on the town and its inhabitants. The town's landmarks and ecosystem have a worldwide uniqueness such as *The Yunque de Baracoa*, an anvil that oversees the town, and the famous *polymitas*, which are only found in this region. The appearance of a town that has retained its pristine beauty over the centuries, the kindness of its people, and the customs that have been handed down from one generation to another are, undoubtedly, Baracoa's greatest gifts.

**Note:** to be burned at the stake = *ser quemado en la hoguera*.

overwork = excessive work

be loaded down with = *estar cargado de...*

loot = *botín*

*sui generis* = unique, peculiar

### Activity 7 (contd)

#### Paragraph 1

a) The name of the founder of Baracoa \_\_\_\_\_

#### Paragraph 2

a) A synonym for **riches**: \_\_\_\_\_

b) A word that means **asedio**: \_\_\_\_\_

c) A verb that means **albergar**: \_\_\_\_\_

d) An equivalent for **distribute**: \_\_\_\_\_

#### Paragraph 3

a) A word meaning **rebellion**: \_\_\_\_\_

b) An equivalent for **ships**: \_\_\_\_\_

c) The name of the mineral with symbol **Au**: \_\_\_\_\_

d) A verb phrase that means **era saqueada**: \_\_\_\_\_

#### Paragraph 5

a) A word that means **ermitaño**: \_\_\_\_\_

b) A word that means **maldición**: \_\_\_\_\_

### Activity 8

Scan through the text and find the information suggested in each paragraph.

**Activity 9**

Tick (✓) the information that does not appear in the text.

- a) \_\_\_\_\_ Diego Velázquez founded Baracoa in the first half of the 16<sup>th</sup> century.
- b) \_\_\_\_\_ Baracoa's archeological and cultural wealth is a live landmark of the Spanish colonization throughout the years.
- c) \_\_\_\_\_ The names of famous corsairs and pirates who plundered Baracoa.
- d) \_\_\_\_\_ The descendants of the indigenous communities are still in the region and they firmly keep some of their traditions.
- e) \_\_\_\_\_ Hatuey, a cacique from Santo Domingo, managed to escape exploitation in his country and came to live in Cuba.
- f) \_\_\_\_\_ Guamá, a native inhabitant, rebelled against the Spanish, following Hatuey's example.
- g) \_\_\_\_\_ Many Spanish galleons sank near the shore.
- h) \_\_\_\_\_ There is historical evidence of actions that took place during the first part of the national war of independence.
- i) \_\_\_\_\_ Baracoa's legends and traditions provide the town with a unique sense of identity.

**Activity 10**

- a) Complete the chart using information from the text and from what you know about your hometown/city.

	Baracoa	My hometown/city
Foundation (date, conquered by whom, first name given, etc).		
Landmarks (natural or historical, construction date, use, etc.)		
Cultural heritage* (customs, festivities, food traditions, etc.)		
Inhabitants' brave deeds. Facts		
Other interesting facts		

\*Cultural heritage=*patrimonio cultural*

- b) Write a paragraph in about 150 words describing your hometown/city using the point-by-point organization suggested.

You may start like this:

**Santa Clara, my hometown, was founded in...**

## The one who is wearing...



### Activity 1

- a) What kind of literature do you like to read? How often do you read a book? Share your comments with a partner.
- b) Listen to Dialog 1. What is Bob reading?

1. It is said that Antoine de Saint Exupery lived...
  - a) an interesting life.
  - b) a boring life.
2. Antoine de Saint Exupery became ...
  - a) a ship captain.
  - b) a pilot.
3. Antoine de Saint Exupery used to...
  - a) write poems about stars.
  - b) write stories about stars.

### Activity 2

Read the items carefully. Listen to Dialog 1 again and select the correct ending.

1. Has Roy read *The Little Prince*?
2. Why did Saint Exupery become a pilot?
3. What's the most important value in human beings according to Saint Exupery?

### Activity 3

Listen to Dialog 1 once more and answer the questions.

**Activity 4**

Work in pairs/teams.

You may use the words from the list to give details about different people: teachers, classmates, singers, neighbors, etc., and places: restaurants, neighborhoods, beaches, etc.

**Examples:**

**A: What does "being a good friend" mean to you?**

**B: A good friend is the one who is trustworthy...**

**A: What kind of restaurant do you like?**

**B: I like restaurants that offer traditional food.**

expensive	trustworthy	warm
active	communicative	romantic
competent	curious	impulsive
practical	creative	funny
reasonable	organized	messy
cooperative	friendly	traditional
tender	attentive	
serious	cheap	

**Activity 5**

a) Read this situation.

b) From the places listed, recommend some. Give as many details as you can about each of the places you recommend. Use the structure...It is a city/place/... that/ which...

You have met a tourist who is visiting Cuba for the first time. The tourist asks you about interesting places she/he could visit during her/his stay.

**Example:**

**A: I'm going to stay in Havana for a couple of days. What should I see?**

**B: Well, why don't you visit José Martí Memorial? It is a place that provides unique information about Cuban history.**

**Havana**

Colon Cemetery  
Museum of the Revolution  
The Capitol  
José Martí Memorial  
San Cristóbal Cathedral  
Bodeguita del Medio Restaurant  
Morro Castle  
China town  
Fine Arts Museum

**Pinar del Río**

Viñales Valley  
Soroa Orchid Garden  
Las Terrazas Community  
La Güira Park  
Mar a la Gorda Beach

**Matanzas**

Sauto Theater  
Varadero Beach  
Yumur Valley  
Playa Girón

**Cienfuegos**

Botanical Garden  
Escambray mountain range

**Santa Clara**

La Caridad Theater  
Che Guevara Memorial

**Sancti Spiritus**

Trinidad  
Serafín Sánchez Park  
Colonial Art Museum

**Ciego de Ávila**

Cayo Coco  
Museum of History

**Camagüey**

Agramonte Park  
Santa Lucía Beach

**Holguín**

San Isidro Cathedral  
Natural Sciences Museum  
Guardalavaca Beach

**Granma**

Bayamo City  
Las Coloradas Beach

**Santiago de Cuba**

Virgen del Cobre Sanctuary  
Céspedes Park  
Heredia Theater  
Diego Velázquez's House  
Baconao Park  
Granjita Siboney  
Bacard Museum

**Guantánamo**

Zoological Stone Park  
Baracoa city  
Toa River

1. What is a National Park?
2. Is there any National Park located in your province?
3. Have you visited any? Which one (s)?

#### National Parks

1. Amazonia
2. Tortuguero
3. Ixtacihuatl-Popocateptl
4. Manu
5. Iguazu
6. Canaima
7. Torres del Paine
8. Kaieteur
9. Sierra Maestra

#### Countries

- \_\_\_\_\_ Peru
- \_\_\_\_\_ Mexico
- \_\_\_\_\_ Cuba
- \_\_\_\_\_ Brazil
- \_\_\_\_\_ Guyana
- \_\_\_\_\_ Brazil/Argentina
- \_\_\_\_\_ Costa Rica
- \_\_\_\_\_ Venezuela
- \_\_\_\_\_ Chile

- Ecuador- endemic species
- Darwin- theory
- National Park- world famous islands

1.

The Galápagos Archipelago is a cluster of 13 volcanic islands and associated islets located just under the Equator, about 600 miles west of Ecuador in South America. The Galapagos Islands, which are considered to be one of the most active volcanic areas in the world, are Ecuador's first national park and are celebrated for their unique wildlife. The world famous islands were discovered by chance in 1535 by Father Tomas Berlanga, the Bishop of Panama, while he was sailing to Peru. In his account, Berlanga declared the desert-like condition of the islands and its population of giant tortoises, as well as the marine iguanas, the sea lions and the many types of birds he had found there.

2.

Charles Darwin was the first to make a scientific study of the islands in 1835. He happened to go on a long trip thanks to John Henslow, a famed botanist who recommended Darwin as the most qualified person who could be accepted on that trip. Darwin, whose radical ideas on the structure of the living world transformed biology with his theory of evolution by natural selection, carried out most of his research work on the islands. Darwin wrote to his close friend and colleague Sir Joseph Hooker that he was almost convinced that species were not immutable.

#### Activity 6

- a) Before you read the text, reflect on the questions and share your ideas about the topic.
- b) Read the information and match the National Parks with the countries they belong to.

#### Activity 7

- a) Read the text and determine what it is about. Select one of the three groups of hints to create the most appropriate title.



**Activity 7**  
**(contd)**

3.

About half the species found in the Galápagos are endemic to the islands. By means of his observations, Darwin concluded that each island had its own unique variety of tortoise, which differed from one another so greatly that anybody could immediately say which island they came from. He also discovered that there were thirteen different types of finches whose beaks were modified appropriately to different sub-environments on the islands. At present depredations have caused the extinction of several of the species and have placed some others on the endangered list.

4.

The Galápagos Islands, whose climate is influenced by ocean currents, are hot and rainy between January and April. Nevertheless, because of its fauna, the archipelago is an attraction for tourists, nature-lovers and ecologists. Ecuador and the regions it includes are said to be a "megadiversity hot spot". Therefore, the Galápagos Archipelago, one of the cherished protected areas of civilization, keeps scientists at work.

**Activity 8**

Read the items. Then choose the correct word(s) from the box to fill in the gaps. Use the information in parentheses as hints for your selection.

astonishing - immutable - differ - endangered - famed - cherished

1. The earth has an enormous variety of living things –more than 10 million species which range in size from microscopic bacteria to the \_\_\_\_\_ (threatened with extinction) gigantic blue whales and the towering sequoia trees.
2. Living things \_\_\_\_\_ (vary) widely in their behavior and food requirements.
3. Biological energy comes chiefly from the highly \_\_\_\_\_ (appreciated) sunlight. The energy is trapped by plants during the process of photosynthesis and stored in chemical compounds.
4. The \_\_\_\_\_ (known widely and well) chemist Louis Pasteur demonstrated that even the smallest bacteria do not develop spontaneously.
5. The \_\_\_\_\_ (surprising) increase of inhabitants in the world in the 20<sup>th</sup> century, as well as the decaying conditions of resources, has urged scientists to find new solutions in order to feed greater populations with less cultivating areas and water supplies.

1. Darwin went on his trip to the Galapagos...
  - a) \_\_\_\_ because his friend Joseph Hooker told the captain of the expedition that Darwin could be appointed to do research on the islands.
  - b) \_\_\_\_ because Tomás Berlanga, after his discovery, decided to make an expedition to study the rare species he had found there.
  - c) \_\_\_\_ because a famous scientist, John Henslow, selected Darwin as the person most suitable for the expedition.
2. Darwin's studies ...
  - a) \_\_\_\_ revolutionized previous research works about the evolution of species by natural selection.
  - b) \_\_\_\_ favored the creation of new theories about the origin and evolution of species by other scientists.
  - c) \_\_\_\_ limited biology when he concluded that species weren't immutable.
3. The Archipelago is a favorite place to be visited since...
  - a) \_\_\_\_ the features of its flora and fauna capture the interest of tourists and scientists.
  - b) \_\_\_\_ its constantly changing climatic conditions show a land of contrasts, like no other, in a region so near the Equator.
  - c) \_\_\_\_ people want to see the place where the great scientist made his greatest discoveries and wrote his book *The Origin of Species*.

### Activity 9

Choose the correct ending to complete the information according to the ideas explained in the text.

- The Galapagos Archipelago's main features.
  - Location: a cluster of .... Equator- Ecuador
  - Discovery: by chance by .... in 1535
  - Climate: hot and ...
  - Flora: desert-like conditions
  - Fauna: giant tortoises, ...
    - half of the species are...
    - wildlife is...
  - one of the most active ...
  - Ecuador's first ...
- Relationship between The Galapagos islands and scientific work
  - ... the first to make a scientific study...in 1835.
  - ... most of his research work ...
  - The Archipelago keeps scientists at work...

### Activity 10

Read the text again and complete the outline.

### Activity 11

Choose one of the ideas in Activity 10 and write a paragraph in 50-70 words . Use connectives.

#### JOKE

Two students decided to go to play baseball so, after lunch they were late for school. They told their teacher that their bikes had a flat tire. To their relief, the teacher just smiled and said that they had only missed a little quiz. Next, the teacher ordered them to take seats apart from one another and take out their pencils and paper. When they were seated at their desks, the teacher said that each of them was to write a composition on **which** tire was flat and **how** they fixed it.

#### RIDDLES

1. What is the only thing you can break when you say its name?
2. What word, by changing the position of one letter, turns into its opposite?
3. Where can everyone always find a treasure when they look for it?

1. silence  
2. united-untied  
3. in a dictionary

# If it rains...



## Dialog 1

Tim has been overusing the computer.



## Activity 1

a) Look at the picture, read the introduction to Dialog 1 and predict what happens to Tim and why.

b) Listen to Dialog 1. How good was your prediction?

1. Tim has been sitting in front of the computer for \_\_\_\_\_ a few minutes.

\_\_\_\_\_ a few hours.

\_\_\_\_\_ a long time.

2. He is busy preparing himself for \_\_\_\_\_ a test.

\_\_\_\_\_ a seminar.

\_\_\_\_\_ a conference.

3. Chris thinks using computers for hours can cause \_\_\_\_\_ side-effects.

\_\_\_\_\_ lot of pleasure.

\_\_\_\_\_ anxiousness.

4. Apart from computers, Chris and Helen also use \_\_\_\_\_ the library.

\_\_\_\_\_ teleconferences.

\_\_\_\_\_ TV.

## Activity 2

Read the information. Then, match the columns while listening to Dialog 1.

### Activity 3

Learn about first-aid techniques. Organize the ideas using the appropriate connective to express the conditions and consequences. Add commas where needed.

First-aid is the immediate care that is given to a victim of an accident, sudden illness, or other medical emergency.

**Example:**

**Analyze the situation quickly. Don't lose time! (begin at once-you decide to treat the victim)**

**Analyze the situation quickly. Don't lose time! If you decide to treat the victim, begin at once.**

1. (attempt [negative] to give treatment-be [negative] sure what to do) (the victim has trouble breathing-give him/her artificial respiration).
2. (you suspect that the victim has suffered a back or neck injury-move [negative] the person until expert help arrives). In many cases, some lives could have been saved, (the injured-been removed [negative]).
3. (flush both eyes with abundant water) -(acids or alkalis have been splashed into the victim's eyes).

### Activity 4

a) Work in pairs.  
Student A selects a proverb from column A and reads it aloud.  
Student B finds the corresponding meaning in column B and reads it aloud.

**Example:**

1. Student A: **Necessity is the mother of invention**

Student B: This proverb means that **if the need is great enough, a solution will be found.**

#### A

1. Necessity is the mother of invention.
2. Where there is a will, there is a way.
3. The early bird catches the worm.
4. There are none so deaf as those who won't hear.
5. In the country of the blind, the one-eyed man is king.
6. Forewarned is forearmed.
7. People who live in glass houses should not throw stones.

#### B

- \_\_\_\_\_ If a person wants to do something badly enough, she/he will find a way to do it.
- \_\_\_\_\_ If the need is great enough, a solution will be found.
- \_\_\_\_\_ If you arrive early, you will have the best opportunity.
- \_\_\_\_\_ The person who knows just a little is listened if those around her/ him are completely ignorant.
- \_\_\_\_\_ If you have a fault or defect, don't criticize someone else who has the same or similar fault or defect.
- \_\_\_\_\_ If you know about the difficulty ahead of time, you will be able to prepare yourself.
- \_\_\_\_\_ If you don't want to listen, you will hear nothing.

**Example:**

*La necesidad hace parir....*

**Respuesta:**

*La necesidad hace parir hijos machos*

a) *Quien tiene tejado de vidrio....*

b) *A quien madruga....*

c) *Querer es...*

d) *No hay peor...*

e) *Guerra avisada...*

f) *En el pa s de los...*

Suppose you are preparing a big party for tonight. There are still many things to get from the store when suddenly you are cut off at home by a storm.

**Begin with:**

**If I were cut off at home by a storm while preparing a party, I would/would not...**

A

1. POVERTY

2. DRUG

3. HUNGER

4. TSUNAMI

B

a) \_\_\_ an uneasy sensation caused by the lack of food

b) \_\_\_ a great sea wave produced by volcanic eruption

c) \_\_\_ the state of one who lacks a socially acceptable amount of money or material possessions

d) \_\_\_ a substance that affects the structure and function of the body

- world hunger
- measures
- causes

1.

All over the world, disparities between rich and poor people are increasing, even in the wealthiest nations. Fewer people are growing rich and a disproportionately larger number are becoming poor. People are hungry not so much because food is unavailable as because they are too poor to afford the food. Ending hunger requires doing away with poverty.

2.

If more food is produced while the underlying causes of world poverty are not addressed, hunger will still continue because people will not be able to purchase food. Wealthier countries have the power to enforce unfair trade agreements that favor their interests to the detriment of the poorer countries. Addressing world hunger, therefore, implies addressing world poverty as well.

#### **Activity 4 (contd)**

b) All the mentioned proverbs and sayings have an equivalent in the Spanish language. Complete the sayings in Spanish and write next to them the corresponding number of their English equivalent.

#### **Activity 5**

a) Read this.

b) Work in pairs. Tell your partner some of the things you would or would not do in such situation.

#### **Activity 6**

a) Here are some scourges of humanity listed under column A. Their features are in column B. Match the columns.

#### **Activity 7**

Skim through the text and determine what it is about. Select one of the hints to create the most appropriate title.

**Activity 7  
(contd)**

3.

The world could feed itself if food policies were based on facts and not on false notions as they are at present. World hunger is extensive in spite of the existence of sufficient global food resources. In many cases, international politics has led to a diversion of available resources to western markets. Historically, the political elites have increased poverty and dependency. Poverty is, therefore, not just an economic issue; it is also an issue of political economics. Consequently, measures solving the poverty problem are required to solve the world hunger problem.

Note: diversion (n) = *Sp. desv o*

**Activity 8**

The words given in column A appear in the text. Match the words in column A with their synonym in column B.

**A**

1. address (vb)
2. do away with (vb)
3. wealthy (adj)
4. issue (n)
5. afford (vb)
6. unfair (adj)
7. underlying (adj)

**B**

- \_\_\_\_\_ opulent, prosperous
- \_\_\_\_\_ concern, problem
- \_\_\_\_\_ basic, fundamental
- \_\_\_\_\_ marked by injustice or partiality
- \_\_\_\_\_ deal with, treat
- \_\_\_\_\_ be able to bear the cost of
- \_\_\_\_\_ put an end to, abolish

**Activity 9**

Read and answer.

**Paragraph 1**

Find two reasons why poor people are hungry.

- a) \_\_\_\_\_
- b) \_\_\_\_\_

**Paragraph 2**

1. Copy a connective relating two actions that are taking place at the same time.  
\_\_\_\_\_
2. Copy the two related ideas.  
\_\_\_\_\_
3. How do wealthy countries cause harm to poor countries?  
\_\_\_\_\_

**Paragraph 3**

1. On what condition could the world feed itself?

If \_\_\_\_\_

2. What are the effects of politics on world poverty?  
\_\_\_\_\_  
\_\_\_\_\_

3. Copy a connective expressing **contradiction**.  
\_\_\_\_\_

The opposite ideas are:  
\_\_\_\_\_

- a) All over the world we are experiencing a growing gap between the poor and the rich.
- 
- b) Hunger can be eliminated unless we attack the root causes of poverty.
- 
- c) Poverty is considered both an economic and political issue.
- 
- d) Although there are sufficient food resources in the world, hunger remains.
- 
- e) If measures to solve world poverty were taken, the hunger problem would not disappear.
- 

### Activity 10

Read the text carefully and correct the statements that are wrong.

### IF - NOT ONLY... BUT ALSO - THEN - SINCE

Gap between rich and poor people

- world poverty
- inequality

Hunger exists

- lack of food
- people cannot purchase food

We address poverty

- people will be able to purchase food
- hunger will be eliminated

The poor nations

- are given sufficient resources to produce their food
- are allowed to use their available means



poverty and dependency ... eradicated

Global hunger could be solved

- people had enough money to buy food

### Activity 11

Here are some notes jotted down after reading the previous article. Use these notes to write a text about poverty in 120-150 words. Use the connectives in the box to express your ideas.



## She told me that...

### Activity 1

- a) Look at the picture, read the introduction to Dialog 1 (Part 1) and say who they are talking about.  
b) Listen to Dialog 1 (Part 1). How good was your prediction?



### Dialog 1 (Part 1)

Rick is talking on the phone.



### Activity 2

Read the statements. Then write True (T), False (F) or does not say (X), according to what you hear in Dialog 1 (Part 1).

1. ☐ Mrs. Clark is Ann's mother.
2. ☐ Ann was at home when Rick called.
3. ☐ Ann will be late.
4. ☐ Rick decided to call Ann later.

### Activity 3

- a) Look at the picture, read the introduction to Dialog 1 (Part 2) and predict if he finally talked to Ann.  
b) Listen to Dialog 1 (Part 2). How good was your prediction?



### Dialog 1 (Part 2)

Rick calls back two hours later.

1. Where did Rick invite Ann to eat out?
2. What had Ann's sister told her about the place?
3. What was Pablo's impression concerning the new veggie restaurant?
4. What was Ann's reaction to Rick's invitation?
5. At what time did Rick and Ann agree to meet?

#### Activity 4

Listen to Dialog 1 (Part 2) again and answer the questions about the conversation.

#### Example: Drugs

Student 1: I think drugs are dangerous.

Student 2: He said he thought that drugs were dangerous.

Student 3: AIDS. I think AIDS is...

Student 1: He said that...

- drugs
- friendship
- AIDS
- smoking
- vegetarianism
- pollution
- marriage
- motherhood
- rock music
- UFOs

Note: UFO (Unidentified Flying Objects) = OVNI (*Objeto Volante No Identificado*)

#### Activity 5

Work in trios.

Student 1 makes a statement about one of the topics.

Student 2 tells

Student 3 what

Student 1 said. Then

Student 3 starts a

new topic. Student 1

tells Student 2 what

Student 3 said. Then

Student 2 begins

another topic....

Imagine you are a journalist. You have just interviewed a great personality of the world of arts.

#### Activity 6

a) Read this situation.

b) Prepare a brief oral report for your radio station with what she/ he told you about her/his professional plans, state-of-the-art of music, painting, theatre, film-making, etc. in Cuba and/or in another Latin American country. Remember to use reported speech.

**Activity 7**

Answer these questions before you read the text.

- Is blindness a global health problem?
- How are rich and poor countries coping with blindness?

**Activity 8**

Skim through the text and determine what it is about. Select one of the hints to create the most appropriate title.

- education-assistance
- hope-blind
- travelling-abroad

1.

Across the world, 36 million people are needlessly blind. Restoring sight to people is a gratifying experience to all those that are engaged in projects with this lofty goal. *Orbis International* is a humanitarian, non-profit organization, dedicated to eliminating avoidable blindness around the world. *Orbis*, the world's only flying eye hospital, has spent more than 20 years traveling the globe. Its medical crew volunteer their time for free and spend around three weeks in a host country.

Unfortunately, this humane and professional endeavour does not meet the demands of all in need in a given country. In a press conference one of the members of the medical crew once said: "The Orbis project selects patients to be treated from hundreds of prospective cases in each country. These patients are chosen partly to meet their needs and partly to provide the best teaching cases for local medical professionals to learn from".

2.

Cuba and Venezuela have an impressive project to heal eye-related diseases. This comprehensive and year-round project is jointly conducted by the Cuban and Venezuelan governments under the name *Mission Miracle*. It started to assist Venezuelans suffering from cataracts, trachoma infection, corneal scarring and other eye diseases. Cuban and Venezuelan eye doctors in collaboration with Venezuelan social workers screen prospective patients of all ages throughout the entire Venezuela, particularly including the most remote places and humble villages. Most patients come primarily from very low-income families, those who have never had an opportunity to receive eye treatment. Once patients are detected, they receive medical treatment, which includes surgery in most cases. At the beginning of the project, all patients were treated in Cuban hospitals. More recently they are also treated in newly created Venezuelan hospitals with the assistance of Cuban doctors. Hundreds of thousands of Venezuelan patients have already been treated.

3.

The Cuban and Venezuelan governments have covered the entire expenses of this project, which has been made possible as a result of an effective South-South collaboration as advocated by the Bolivarian Alternative for the Americas (ALBA). Many more Venezuelan eye patients will be receiving treatment as well as thousands of patients from other Latin American and Caribbean countries. Thanks to this Bolivarian project, all these people with their restored eye sight will also find the light of hope.

### Activity 8 (contd)

- a) restore - renovate - recommend - renew
- b) set - team - crew - working party
- c) partnership - participation - cooperation - condition
- d) enable - transmit - allow - permit
- e) respective - prospective - possible - expected
- f) gratifying - pleasing - amazing - satisfying

### Activity 9

Underline the odd word.

a) Orbis has spent more than 20 years traveling the globe to restore sight to the needlessly blind.

- Twenty years ago Orbis traveled through the world to give sight back to blind people.
- Over a twenty-year period Orbis has been going from place to place returning sight to blind people.
- In not less than 20 years Orbis has traveled around the globe to bring sight back to blind people.

### Activity 10

Read each statement and the three choices given for each. Circle the idea that best expresses the meaning conveyed by the initial statement.

b) Cuban and Venezuelan eye doctors in collaboration with Venezuelan social workers screen prospective patients of all ages throughout the entire Venezuela, particularly including the most remote places and humble villages.

- Venezuelan social workers are given the task to choose the patients who will be treated in Cuban hospitals.
- In a joint medical Cuban-Venezuelan effort, with Venezuelan social workers included, the selection of prospective patients is carried out to the utmost ends of Venezuela.
- Prospective patients are chosen at random by the Venezuelan medical team.

**Activity 11**

Collect more information about *Mission Miracle* from newspapers, magazines, radio and TV programs. In about 100 words write a report of your findings which may include:

- Starting date of the project
- Approximate number of Venezuelan patients treated in Cuban hospitals
- Approximate number of patients between 10-15 years of age.
- Approximate number of elderly patients who for the first time in their lives have sight as a result of *Mission Miracle*.
- Number of newly created eye hospitals in Venezuela
- Countries of origin of patients

# Answer Key

## Unit 11

### Activity 2

1. Dr. Thompson is a participant in a conference.
2. His trip by plane took more than 10 hours.
3. Jorge has been studying English for years.

### Activity 3

1. Jorge Mejias is a member of the Organizing Committee.
2. He is in Cuba to participate in an international conference on Comparative Education.
3. 14 hours.
4. Dr. Thompson thinks (that) Jorge's English is very good.

### Activity 5

1. T
2. F (Peter was late again.)
3. X
4. T
5. F (Peter is wearing his blue tie because he finally found it).

### Activity 6

1. They were lost.
2. He put them in his wallet.
3. She suggested that he should take a vacation.

### Activity 7

1. Yes, she did.
2. That he is a great musician and composer.
3. A Grammy (award).

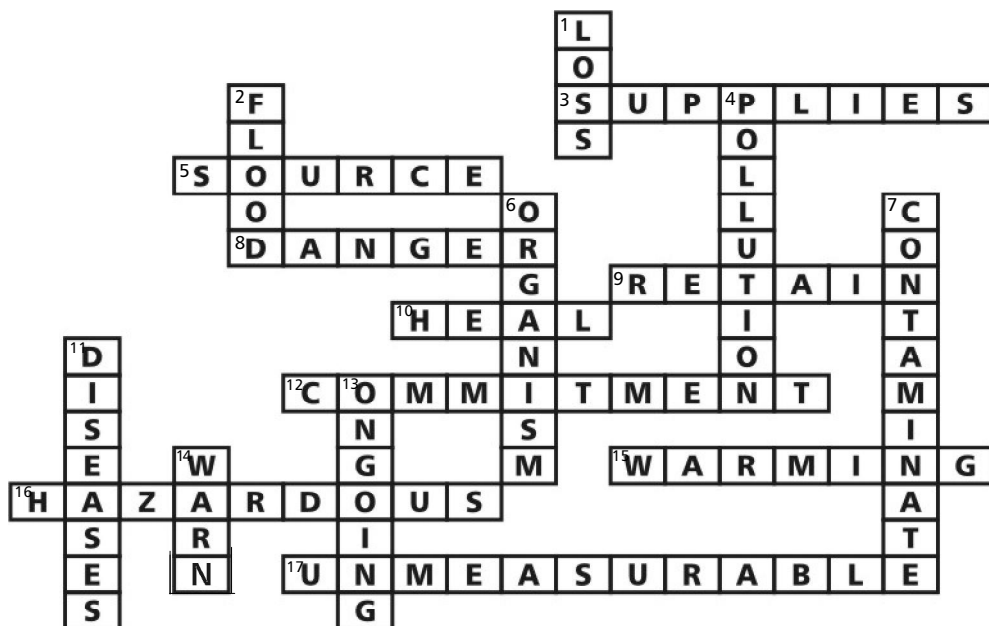
### Activity 8

- a) 2

### Activity 9

Effects of environmental pollution

### Activity 10



### Activity 11

1. There is new and stronger evidence as to the impact on human activities on climate change.
2. The fact that many organisms and species are in danger of extinction has been a source of constant concern.
3. Many factories have had a negative impact on the preservation of the environment.
4. Research has shown that the environmental conditions have declined quickly.

### Activity 12

Human activities have continually polluted the environment to the extent of being able to affect our own existence. Besides, the fact that many organisms and species are in danger of disappearing has been a permanent object of concern. Water pollution problems have appeared because people waste water and manage it poorly. Moreover, contamination of drinking water supplies can induce the risk of spreading infectious diseases.

On the other hand, there are chemicals which cause harmful effects to life on earth. They cause cancer as well as neurological, respiratory and reproductive disorders. Since growing pollution can bring about new and unexpected changes of immeasurable/unmeasurable effects we should stop the degradation of the environment and heal the world.

### Activity 13

Have you heard the latest news about robots?

Scientists have predicted that there will be many robots and they will certainly do more incredible tasks. They have also said that computers give robots an intelligence superior to that of humans. On the other hand, other experts believe that the evolution of robotics hasn't been enough to challenge human intelligence yet.

## Unit 12

### Activity 2

a), c), e)

### Activity 3

1.   F   (They think the film is very good.)
2.   T
3.   F   (They can freely buy weapons.)
4.   T
5.   F   (He agrees with John.)

### Activity 9

Two hurricanes approaching in a month

### Activity 10

#### Paragraph 1

a) pound

#### Paragraph 2

- a) approach
- b) Isidore
- c) downgrade
- d) of great intensity

#### Paragraph 3

- a) not far (from)
- b) path

#### Paragraph 4

- a) despite
- b) to determine the importance, size, or value of

### Actividad 11

1. par. 2
2. par. 1
3. par. 4
4. par. 3
5. par. 4
6. par. 1

### Activity 12

1. In a short period of time, having the same course, two hurricanes hit the most western part of Cuba.

2. Isidore had reached category 2 in a few hours.
3. Just a week after Isidore a new hurricane formed near Barbados.
4. Lily passed over Pinar del Río as a category 2 hurricane.
5. While passing over the region Lily reduced its speed.
6. The Civil Defense took thousands of people to safe places.

## Unit 13

### Activity 2

1. F (They are celebrating Jennifer's birthday at a restaurant).
2. X
3. T
4. T
5. T

### Activity 3

- a) Two American sisters in Kentucky in the 19<sup>th</sup> century.
- b) No, it isn't. It is sung practically everywhere because it has been translated into Spanish and French.

### Activity 5

- 1- B
- 2- C
- 3- G
- 4- E
- 5- A
- 6- F
- 7- D

### Activity 6

- a) Guantánamo
- b) Yunque de Baracoa, Punta de Mais , The Stone Zoo

### Activity 7

Baracoa, a window to Cuba's history

### Activity 8

#### Paragraph 1

- a) Diego Velázquez

#### Paragraph 2

- a) wealth
- b) siege
- c) house
- d) scatter

#### Paragraph 3

- a) revolt
- b) vessels
- c) gold
- d) was plundered

#### Paragraph 5

- a) hermit
- b) curse

### Activity 9

- c), e), g)



## Activity 10

a)

	Baracoa	My hometown/city
Foundation (date, conquered by who, name given, etc.)	<ul style="list-style-type: none"> <li>in 1512</li> <li>Diego Velázquez <i>Nuestra Señora de la Asunción de Baracoa</i></li> <li>located in the northeastern coast of Guantánamo province</li> <li>the first town in Cuba</li> </ul>	
Landmarks (natural or historical construction date, use, etc.)	<ul style="list-style-type: none"> <li>flat top mountain <i>Yunque de Baracoa</i></li> <li>a system of colonial forts: <i>Fort Matach n</i>, the towers of Joa and Caguase and the Castle of the town</li> <li>church treasures <i>La Cruz de la Parra</i>, the first Christian symbol in Cuba</li> <li>Duaba Obelisk</li> </ul>	
Cultural heritage (customs, festivities, food traditions, etc.)	<ul style="list-style-type: none"> <li>a myth around the event that a man had put a curse on the inhabitants and the town for life</li> </ul>	
Inhabitants' brave deeds. Facts.	<ul style="list-style-type: none"> <li>Hatuey led the first revolt in the eastern part of Cuba.</li> <li>Extermination of indigenous population</li> <li>African slaves brought to the area</li> </ul>	
Other interesting facts	<ul style="list-style-type: none"> <li>unique landmarks worldwide; an anvil watches the town, famous polymitas only found in the region</li> </ul>	

# Unit 14

## Activity 1

b) *The Little Prince*

## Activity 2

1. a
2. b
3. b

## Activity 3

1. Yes, he has.
2. Because when he was a child he dreamed of flying to the stars.
3. Feelings.

## Activity 6

b)

4	Peru
3	Mexico
9	Cuba
1	Brazil
8	Guyana
5	Brazil/Argentina
2	Costa Rica
6	Venezuela
7	Chile

## Activity 8

1. endangered
2. differ
3. cherished
4. famed
5. astonishing

## Activity 9

1-c, 2-a, 3-a

## Activity 10

- The Galapagos Archipelago. Main features.
  - Location: A cluster of 13 volcanic islands under the Equator/west of Ecuador.
  - Discovery: by chance by Father Tomás Berlanga in 1535.
  - Climate: hot and rainy.
  - Flora: desert-like conditions.
  - Fauna: giant tortoises, marine iguanas, sea lions, birds  
half of the species endemic  
unique wildlife.
  - one of the most active volcanic areas in the world.
  - Ecuador's first national park.
- Relationship between The Galapagos islands and scientific work.
  - Darwin was the first to make a scientific study of the islands in 1835.
  - He carried out most of his research work on the islands.
  - The Archipelago keeps scientists at work because it is considered a megadiversity hotspot.

# Unit 15

## Activity 2

1. a long time
2. a seminar
3. side-effects
4. the library

## Activity 3

1. Do not attempt to give treatment if you're not sure what to do. If the victim has trouble breathing, give him/her artificial respiration.
2. If you suspect that the victim has suffered a back or neck injury, do not move the person until expert help arrives. In many cases, some lives could have been saved, if the injured had not been removed.
3. Flush both eyes with abundant water, if acids or alkalis have been splashed into the victim's eyes.

## Activity 4a)

1. Necessity is the mother of invention.
2. Where there is a will, there is a way.
3. The early bird catches the worm.
4. There are none so deaf as those who won't hear.
5. In the country of the blind, the one-eyed man is king.
6. Forewarned is forearmed.
7. People who live in glass houses should not throw stones.

- |   |  |
|---|--|
| 2 | If a person wants to do something well enough, he will find a way to do it.                                |
| 1 | if the need is great enough, a solution will be found.   |
| 3 | if you arrive early, you will have the best opportunity.   |
| 5 | the person who knows just a little is important if those around him /her are completely ignorant.          |
| 7 | if you have a fault or a defect, don't criticize someone else who has the same or similar fault or defect. |
| 6 | if you know about the difficulty ahead of time, you will be able to prepare yourself                       |
| 4 | if you don't want to listen, you will hear nothing.  |

## Activity 4b)

- a) *Quien tiene tejado de vidrio no debe tirar piedras al tejado del vecino. (7)*
- b) *A quien madruga Dios lo ayuda. (3)*
- c) *Querer es poder. (2)*
- d) *No hay peor ciego que quien no quiere ver. (4)*
- e) *Guerra avisada no mata soldado. (6)*
- f) *En el pa s de los ciegos el tuerto es rey. (5)*

**Note:** Observe en d) que en inglés no se usan las palabras **blind** (ciego) ni **see** (ver) sino que utiliza **deaf** (sordo) y **hear** (oir). Sin embargo a pesar de estas diferencias el significado metafórico en ambos idiomas es el mismo.

### Activity 6

- a) 1-c
- 2-d
- 3-a
- 4-b

### Activity 8

- 1. address (vb)
- 2. do away with (vb)
- 3. wealthy (adj)
- 4. issue (n)
- 5. afford (vb)
- 6. unfair (adj)
- 7. underlying (adj)

3	opulent, prosperous
4	concern, problem
7	basic, fundamental
6	marked by injustice or partiality
1	deal with, treat
5	be able to bear the cost of
2	put an end to, abolish

### Activity 9

#### Paragraph 1

- a. Food is unavailable.
- b. They are too poor to afford the food.

#### Paragraph 2

- 1. while
- 2. More food is produced and provided... the underlying causes of world poverty are not addressed.
- 3. They enforce / By enforcing unfair trade agreements that favor their interests.

#### Paragraph 3

- 1. If food policies were based on facts and not on false notions.

### Activity 7

Causes of world poverty

- 2. Politics has led to a diversion of available resources to western markets. The political elites have increased poverty and dependency.
- 3. in spite of
- 4. world hunger is extensive the existence of sufficient global food resources

### Activity 10

- b) Hunger cannot be eliminated unless we attack the root causes of poverty.
- e) If measures to solve world poverty were taken, the hunger problem would disappear.

## Unit 16

### Activity 2

- 1. X
- 2. F (She was at the office).
- 3. T
- 4. T

### Activity 4

- 1. He invited her to go to a new veggie restaurant.
- 2. That it was a very good restaurant.
- 3. Pablo thinks that the meal was delicious.

- 4. She accepted the invitation.
- 5. At 8:30 p.m.

### Activity 8

Restoring sight on a mass scale

### Activity 9

- a) recommend
- b) set
- c) condition
- d) transmit
- e) respective
- f) amazing

## Activity 10

- a) Over a twenty-year period Orbis has been going from place to place returning sight to blind people.
- b) In a joint medical Cuban-Venezuelan effort, with Venezuelan social workers included, the selection of prospective patients is carried out to the utmost ends of Venezuela.

# Glossary

## A

abruptly (adv)	<i>repentinamente, súbitamente</i>
absent-minded (adj)	<i>despistado, distraído</i>
accomplish (vb)	<i>llevar a cabo, realizar</i>
account (n)	<i>explicación; versión; informe</i>
ache (vb)	<i>doler</i>
achieve (vb)	<i>lograr, conseguir, alcanzar</i>
address (n)	<i>dirección, discurso</i>
address (vb)	<i>tratar; dirigirse a</i>
advice (n)	<i>consejo</i>
advise (v)	<i>aconsejar, recomendar</i>
affectionate (adj)	<i>cariñoso/a, afectuoso/a</i>
afford (vb)	<i>tener al alcance, poder adquirir</i>
again (adv)	<i>otra vez, de nuevo</i>
age (n)	<i>período, época</i>
agree (vb)	<i>estar de acuerdo</i>
agreement (n)	<i>acuerdo</i>
aisle (n)	<i>pasillo</i>
allow (vb)	<i>permitir</i>
altogether (adv)	<i>totalmente</i>
amazing (adj)	<i>increíble, asombroso/a</i>
ancient history (n)	<i>historia antigua</i>
anvil (n)	<i>yunque</i>
appealing (adj)	<i>atractivo/a, atrayente</i>
approach (vb)	<i>aproximarse, acercarse</i>
arise (vb)	<i>surgir, presentarse</i>
arrive (vb)	<i>llegar</i>
art gallery (n)	<i>galería de arte</i>
ask (vb)	<i>preguntar; pedir</i>
assertion (n)	<i>aseveración, afirmación</i>
assess (vb)	<i>calcular; evaluar</i>
assist (vb)	<i>ayudar</i>
assistant (n)	<i>ayudante</i>
assumption (n)	<i>suposición</i>
astounding (adj)	<i>asombroso</i>
at least (adv phrase)	<i>por lo menos, como mínimo</i>
attain (vb)	<i>alcanzar, lograr, conseguir</i>
award (n)	<i>galardón, premio, condecoración</i>
award (vb)	<i>conceder, otorgar, conferir</i>
awful (adj)	<i>horrible, atroz</i>

## B

bank (n)	<i>orilla, ribera (de un río)</i>
bare (adj)	<i>desnudo/a</i>

be dying for (phr)	<i>morirse por</i>
be entitled to sth. (phr)	<i>tener derecho a</i>
be fond of sth (vb)	<i>gustarle algo, ser aficionado/a a algo</i>
be readily available (phr)	<i>ser fácil de conseguir</i>
be short of (phr)	<i>estar corto/escaso de</i>
beach (n)	<i>playa</i>
beak (n)	<i>pico (ave)</i>
beat up (vb)	<i>pegarle a, darle una paliza a</i>
belief (n)	<i>creencia</i>
below (prep)	<i>por debajo de</i>
between (prep)	<i>entre</i>
bind (vb)	<i>ligarse, unirse</i>
biotic (adj)	<i>biótico/a</i>
bishop (n)	<i>obispo (relig.)</i>
bite (vb)	<i>morder</i>
blind (adj)	<i>ciego/a</i>
blockade (vb)	<i>bloquear</i>
blockade (n)	<i>bloqueo</i>
blood (n)	<i>sangre</i>
board (vb)	<i>embarcarse, subir a bordo</i>
boil (vb)	<i>hervir</i>
book (vb)	<i>reservar</i>
book fair (n)	<i>feria del libro</i>
boring (adj)	<i>aburrido</i>
borrow (vb)	<i>pedir prestado</i>
borrowing (n)	<i>préstamo</i>
boundary (n)	<i>límite, frontera</i>
bracelet (n)	<i>pulsera</i>
break (vb)	<i>romper</i>
breathe (vb)	<i>respirar</i>
bridge (n)	<i>punto</i>
bring (vb)	<i>traer</i>
buy (vb)	<i>comprar</i>

## C

cannon (n)	<i>cañón</i>
carry out (vb)	<i>llevar a cabo, realizar</i>
carve (vb)	<i>tallar, esculpir</i>
carving (n)	<i>talla, escultura</i>
catch (vb)	<i>tomar, coger, alcanzar</i>
cave painting (n)	<i>pintura rupestre</i>

chain (n)	<i>cadena</i>
character (n)	<i>personaje</i>
charity (n)	<i>obra benéfica</i>
chart (n)	<i>gráfico, tabla</i>
chemical (adj)	<i>químico/a</i>
choose (vb)	<i>elegir, escoger</i>
church (n)	<i>iglesia</i>
civil rights (n)	<i>derechos civiles</i>
claim (vb)	<i>reclamar; solicitar</i>
clever (adj)	<i>inteligente</i>
close (vb)	<i>cerrar</i>
cloud (n)	<i>nube</i>
clue (n)	<i>clave; pista</i>
cluster (n)	<i>grupo</i>
code (n)	<i>código</i>
coffee shop (n)	<i>cafetería</i>
collide (vb)	<i>chocar</i>
colorful (adj)	<i>lleno/a de colorido</i>
come along (vb)	<i>acompañar</i>
come up (vb)	<i>surgir, aparecer</i>
commit (vb)	<i>comprometer</i>
concern (n)	<i>preocupación, inquietud</i>
concerning (prep)	<i>sobre, acerca de, con respecto a</i>
confident (adj)	<i>seguro/a de sí mismo</i>
contest (n)	<i>concurso, competencia</i>
contradicting (adj)	<i>que contradice</i>
convene (vb)	<i>convocar</i>
counterpart (n)	<i>homólogo/a</i>
courage (n)	<i>valor, coraje</i>
courageous (adj)	<i>valiente</i>
crew (n)	<i>tripulación</i>
crop (n)	<i>cosecha</i>
crossword puzzle (n)	<i>crucigrama</i>
crown (vb)	<i>coronar</i>
cultural heritage (n)	<i>patrimonio cultural</i>
current (n)	<i>corriente</i>
curse (n)	<i>maldición</i>
custom (n)	<i>costumbre</i>

## D

damage (n)	<i>daño, perjuicio</i>
danger (n)	<i>peligro</i>
data (n)	
(pl. of <i>datum</i> )	<i>datos, información</i>
date (n)	<i>cita; fecha</i>
date (vb)	<i>salir con</i>

deaf (adj)	<i>sordo/a</i>
deal with (vb)	<i>ocuparse, resolver; tratar</i>
decrease (vb)	<i>disminuir, decrecer, bajar</i>
deity (n)	<i>deidad</i>
deliver an address (vb)	<i>pronunciar un discurso</i>
depict (vb)	<i>representar</i>
development (n)	<i>desarrollo; fomento, promoción</i>
device (n)	<i>dispositivo, mecanismo</i>
devise (vb)	<i>idear, crear, concebir</i>
devote (vb)	<i>dedicar</i>
differ (vb)	<i>diferir, discrepar</i>
disagree (vb)	<i>no estar de acuerdo, disentir, discrepar</i>
disappointing (adj)	<i>decepcionante</i>
disease (n)	<i>enfermedad, dolencia</i>
disparity (n)	<i>disparidad</i>
diversion (n)	<i>diversión</i>
do research (vb)	<i>investigar</i>
dorm (n)	<i>dormitorio</i>
downgrade (vb)	<i>bajar de categoría</i>
driving test (n)	<i>examen de conducción</i>
drug (n)	<i>droga</i>
drum (n)	<i>tambor</i>
due to (prep)	<i>debido a</i>
dust (n)	<i>polvo</i>

## E

early (adj)	<i>antes del momento esperado, anticipado/a</i>
early (adv)	<i>temprano, pronto</i>
earn (vb)	<i>ganar, devengar</i>
earthquake (n)	<i>terremoto, sismo</i>
eastern (adj)	<i>oriental, este</i>
embarrassing (adj)	<i>penoso/a, lamentable</i>
emerge (vb)	<i>surgir, aparecer</i>
empowerment (n)	<i>empoderamiento</i>
enable (vb)	<i>posibilitar, permitir</i>
endangered (adj)	<i>en peligro de extinción</i>
endeavor (n)	<i>esfuerzo, empeño</i>
endlessly (adv)	<i>interminablemente</i>
engagement (n)	<i>compromiso, noviazgo</i>
engine (n)	<i>motor</i>
enhance (vb)	<i>aumentar</i>
enjoy (vb)	<i>disfrutar de</i>

enough (adj)	<i>bastante, suficiente</i>
enrollment (n)	<i>inscripción, matrícula</i>
ensure (vb)	<i>asegurar, garantizar</i>
enter (vb)	<i>comenzar, iniciar; incorporarse a</i>
environment (n)	<i>medio ambiente</i>
environmental (adj)	<i>ambiental, medioambiental</i>
equitable (adj)	<i>equitativo</i>
equity (n)	<i>equidad</i>
erase (vb)	<i>borrar</i>
evenly (adv)	<i>equitativamente, en partes iguales</i>
event (n)	<i>acontecimiento, evento</i>
evil (adj)	<i>malvado/a, maligno/a</i>
evolve (vb)	<i>desarrollar</i>
evolving (adj)	<i>que se desarrolla, en evolución</i>
executive (n)	<i>ejecutivo/a</i>
expertise (n)	<i>pericia</i>

## F

face (n)	<i>cara</i>
face (vb)	<i>enfrentarse</i>
facility (n)	<i>instalación</i>
fact (n)	<i>hecho, realidad</i>
fail (vb)	<i>fallar, fracasar</i>
fall (n)	<i>otoño</i>
fall (vb)	<i>caer(se)</i>
famine (n)	<i>hambruna, hambre</i>
far-reaching (adj)	<i>transcendental, de gran alcance</i>
fast (adv)	<i>rápidamente, de prisa</i>
feature (n)	<i>característica, rasgo distintivo</i>
feed (vb)	<i>alimentar</i>
feel (vb)	<i>sentirse, encontrarse</i>
female (adj)	<i>del sexo femenino</i>
field (n)	<i>campo de estudio o trabajo, esfera de actividades</i>
fiery (adj)	<i>exaltado/a</i>
fight (vb)	<i>luchar, combatir contra</i>
finch (n)	<i>pinzón (ave)</i>
finger (n)	<i>dedo de las manos</i>
first aid (n)	<i>primeros auxilios</i>
fit out (vb)	<i>equipar</i>
flash flood (n)	<i>inundación abundante de corta duración</i>
flat (adj)	<i>plano/a</i>
flood (n)	<i>inundación</i>
flourish (vb)	<i>florecer, prosperar</i>

flush (vb)	<i>enjuagar</i>
food (n)	<i>comida</i>
foreman (n)	<i>capataz</i>
forewarned (adj)	<i>advertido/a</i>
fort (n)	<i>fuerte, fort n</i>
fortress (n)	<i>fortaleza</i>
found (vb)	<i>fundar</i>
freeze (vb)	<i>helar(se), congelar(se)</i>
friendly (adj)	<i>amistoso/a</i>
friendship (n)	<i>amistad</i>
full (adj)	<i>lleno/a</i>
funny (adj)	<i>gracioso/a, cómico/a, divertido/a</i>

## G

game (n)	<i>juego</i>
garbage (n)	<i>basura</i>
gee (interj)	<i>¡no me digas!</i>
gently (adj)	<i>suavemente</i>
get together (vb)	<i>reunirse</i>
gift (n)	<i>don, regalo</i>
gifted (adj)	<i>dotado/a, talentoso/a</i>
give up (vb)	<i>dejar, renunciar</i>
glass (n)	<i>vidrio, cristal</i>
global warming (n)	<i>calentamiento global del planeta</i>
go along with (vb)	<i>estar en concordancia con</i>
goal (n)	<i>meta, objetivo</i>
god (n)	<i>dios</i>
goddess (n)	<i>diosa</i>
gold (n)	<i>oro</i>
gosh (interj.)	<i>¡caramba!</i>
gospel (n) (música)	<i>canto religioso de carácter popular de la comunidad negra de Estados Unidos</i>
graduate (n)	<i>persona con título universitario</i>
grant (vb)	<i>otorgar, conceder</i>
grasp (vb)	<i>captar</i>
grow (vb)	<i>cultivar; crecer</i>
grow up (vb)	<i>hacerse adulto</i>
growing (adj)	<i>en aumento, creciente</i>
guess (vb)	<i>adivinar; suponer</i>
guy (n)	<i>tipo, gente</i>

## H

halve (vb)	<i>reducir la mitad</i>
hand down (vb)	<i>transmitir</i>
hand in (vb)	<i>entregar</i>



handle (vb)	<i>manejar; tratar</i>
harbor (n)	<i>puerto</i>
hard (adj)	<i>difícil</i>
hard (adv)	<i>duramente; mucho</i>
hard disk (n)	<i>disco duro</i>
hardly (adv)	<i>apenas</i>
harmful (adj)	<i>nocivo/a; perjudicial</i>
harsh (adj)	<i>duro/a, severo/a</i>
hazardous (adj)	<i>peligroso/a, arriesgado/a</i>
headache (n)	<i>dolor de cabeza</i>
heading (n)	<i>encabezamiento, título</i>
headmaster (n)	<i>director (de colegio)</i>
health (n)	<i>salud</i>
hear (vb)	<i>oír</i>
heat (vb)	<i>calentar</i>
heavily (adv)	<i>en exceso; fuertemente</i>
heavy smoker (n)	<i>fumador empedernido</i>
height (n)	<i>altura</i>
hide (vb)	<i>esconder</i>
highlands (n)	<i>tierras altas, altiplanicie</i>
hinder (vb)	<i>dificultar</i>
hit (vb)	<i>golpear</i>
hold (vb)	<i>celebrar, llevar a cabo; sostener, aguantar</i>
hold up (vb)	<i>levantar, sostener erguido/a</i>
homeland (n)	<i>patria, tierra natal</i>
hometown (n)	<i>ciudad/pueblo natal</i>
honorary degree (n)	<i>título honorífico</i>
hooked (adj)	<i>adicto, enviciado</i>
hope(n)	<i>esperanza</i>
host (n)	<i>anfitrión/a</i>
host (vb)	<i>ser la sede de un evento</i>
hot (adj)	<i>caliente</i>
house (vb)	<i>albergar, contener</i>
huge (adj)	<i>enorme, gigantesco/a</i>
humankind (n)	<i>el género humano</i>
humble (adj)	<i>humilde, modesto/a</i>
hunger (n)	<i>hambre</i>
hurricane (n)	<i>huracán</i>
hurry (vb)	<i>darse prisa, apurarse</i>
hurt (vb)	<i>hacer daño, perjudicar</i>

## I

illiteracy (n)	<i>analfabetismo</i>
illness (n)	<i>enfermedad</i>
imposing (adj)	<i>imponente, impresionante</i>
impressive (adj)	<i>imponente, impresionante</i>
improve (vb)	<i>aumentar; mejorar</i>

in due time (adv phrase)	<i>a su debido tiempo</i>
increase (vb)	<i>aumentar</i>
ineffective (adj)	<i>ineficaz</i>
inhale (vb)	<i>inhalar</i>
injury (n)	<i>herida</i>
insight (n)	<i>perspicacia</i>
interview (n)	<i>entrevista</i>
interviewee (n)	<i>entrevistado/a</i>
isolated (adj)	<i>aislado/a</i>
issue (n)	<i>tema, cuestión, asunto</i>

## J

jeopardize (vb)	<i>poner en peligro, hacer peligrar</i>
jeopardy (n)	<i>peligro</i>
jeweler's shop (n)	<i>joyería</i>
jot down (vb)	<i>anotar, apuntar</i>

## K

kindness (n)	<i>amabilidad</i>
king (n)	<i>rey</i>
knight (n)	<i>caballero</i>
knowledge (n)	<i>conocimiento</i>
knowledgeable (adj)	<i>informado/a, entendido/a</i>

## L

lack (n)	<i>falta, carencia</i>
land (n)	<i>tierra</i>
land (vb)	<i>aterrizar</i>
large (adj)	<i>grande</i>
large-scale (adj)	<i>a/en gran escala</i>
launch (vb)	<i>lanzar</i>
lead (vb)	<i>encabezar, ir al frente de</i>
leadership (n)	<i>liderazgo, dirección, jefatura</i>
leading (adj)	<i>destacado/a, importante</i>
learn (vb)	<i>aprender</i>
leather strap (n)	<i>manilla de cuero</i>
leave (vb)	<i>irse, marcharse; dejar</i>
lecturer (n)	<i>conferencista</i>
lend (vb)	<i>prestar</i>
lessen (vb)	<i>disminuir</i>
level (n)	<i>nivel</i>
library (n)	<i>biblioteca</i>
lie (vb)	<i>encontrarse, estar situado/a</i>
lie down (vb)	<i>acostarse, tumbarse</i>
lighthouse (n)	<i>faro</i>
lighting (n)	<i>iluminación, alumbrado</i>

lightning (n)	<i>rayo</i>
likely (adj)	<i>probable, posible</i>
like-minded (adj)	<i>de ideas afines</i>
likewise (adv)	<i>asimismo, de la misma manera</i>
link (n)	<i>vinculo, conexión</i>
link (vb)	<i>unir, conectar</i>
live (adj)	<i>vivo, en directo</i>
live on (vb)	<i>continuar, perdurar</i>
living (adj)	<i>vivo/a</i>
load down (vb)	<i>cargar</i>
lofty (adj)	<i>noble</i>
look (n)	<i>aire, apariencia</i>
look (vb)	<i>mirar; parecer</i>
look for (vb)	<i>buscar</i>
look up (vb)	<i>buscar (info específica)</i>
loot (n)	<i>botín</i>
looting (n)	<i>saqueo, pillaje</i>
lose (vb)	<i>perder</i>
loss (n)	<i>pérdida</i>
loud (adj)	<i>fuerte</i>
lyre (n)	<i>lira (música)</i>

## M

make landfall (vb)	<i>divisar tierra</i>
make up (vb)	<i>formar, integrar</i>
management (n)	<i>administración, manejo</i>
manager (n)	<i>gerente</i>
marriage (n)	<i>casamiento, matrimonio</i>
mass rally (n)	<i>mitin, concentración</i>
mastery (n)	<i>maestría, dominio</i>
match (vb)	<i>ajustarse a; corresponder a</i>
meal (n)	<i>comida</i>
meaning (n)	<i>significado</i>
means (n)	<i>medio</i>
measure (n)	<i>medida</i>
mess (n)	<i>desorden, revoltijo</i>
mimicry (n)	<i>imitación</i>
mirror (n)	<i>espejo</i>
miserable (adj)	<i>deprimido/a, abatido/a</i>
miss (vb)	<i>perder; echar de menos, extrañar</i>
missing (adj)	<i>que falta</i>
motherhood (n)	<i>maternidad</i>
motion picture (n)	<i>película</i>
mountain range (n)	<i>cordillera</i>
moving (adj)	<i>emotivo, conmovedor</i>
mudslide (n)	<i>deslizamiento de lodo</i>

municipal	<i>Sede Universitaria Municipal</i>
university site (n)	<i>(SUM)</i>
myth (n)	<i>mito</i>

## N

nationwide (adv)	<i>a escala nacional</i>
needlessly (adv)	<i>innecesariamente</i>
neglect (vb)	<i>desatender</i>
network (n)	<i>cadena (rad, TV)</i>
nigger (n)	<i>negro/a (ofensivo)</i>
no kidding! (exp)	<i>¡No me digas!, ¡No bromees!</i>
northeastern (adj)	<i>nordeste, del nordeste, nororiental</i>
nuisance (n)	<i>fastidio, lata</i>
nursing (n)	<i>enfermería</i>

## O

offering (n)	<i>ofrenda</i>
omelette (n)	<i>tortilla</i>
one-eyed (adj)	<i>tuerto</i>
orchid garden (n)	<i>orquideario</i>
outer space (n)	<i>espacio sideral</i>
outmost (adj)	<i>más remoto/a</i>
outside (prep)	<i>fuera de (un lugar)</i>
outstanding (adj)	<i>extraordinario/a, excepcional</i>
outstretched (adj)	<i>extendido/a</i>
overall (adj)	<i>total</i>

## P

parade (n)	<i>desfile, parada</i>
pass (vb)	<i>aprobar</i>
pastime (n)	<i>pasatiempo</i>
pastorate (n) (relig.)	<i>el estado, jurisdicción o ejercicio de un pastor</i>
path (n)	<i>trayectoria, sendero, camino</i>
peak (n)	<i>cima, cúspide</i>
peel (n)	<i>piel, cáscara</i>
pill (n)	<i>pastilla, píldora</i>
plead (vb)	<i>alegar, defender</i>
plot (n)	<i>argumento, trama</i>
plunder (vb)	<i>saquear, robar</i>
pocket (n)	<i>bolsillo</i>
poetry (n)	<i>poesía</i>
point (vb)	<i>indicar, señalar</i>
poison (n)	<i>veneno</i>
pollutant (n)	<i>contaminante (agente)</i>
pollute (vb)	<i>contaminar</i>
pollution (n)	<i>contaminación</i>

poorly (adv)	<i>mal</i>
post (n)	<i>puesto, empleo</i>
pound (vb)	<i>azotar, golpear</i>
preach (vb)	<i>predicar, preconizar</i>
preside over (vb)	<i>presidir</i>
pretty (adv) (emphatic)	<i>bien, muy</i>
principal (n)	<i>director/a de escuela</i>
print (n)	<i>grabado</i>
prize (n)	<i>premio</i>
profitable (adj)	<i>provechoso/a, fructífero/a</i>
prosecuting attorney (n)	<i>fiscal</i>
prove (vb)	<i>resultar</i>
provide (vb)	<i>proveer, suministrar</i>
provided that (conj)	<i>siempre que, siempre y cuando</i>
purchase (vb)	<i>adquirir, comprar</i>
puzzle (n)	<i>misterio, enigma</i>

## Q

quarry (n)	<i>cantera</i>
quick (adj)	<i>rápido/a</i>
quit (vb)	<i>dejar, abandonar</i>

## R

race (n)	<i>carrera</i>
rain (n)	<i>lluvia</i>
range (n)	<i>variedad</i>
rash (adj)	<i>precipitado, impetuoso</i>
rate (n)	<i>tarifa, tasa</i>
reach (vb)	<i>alcanzar, llegar a</i>
recall (vb)	<i>recordar</i>
recording (n)	<i>grabación</i>
refuse (vb)	<i>rechazar, rehusar</i>
regard (vb)	<i>considerar, tener en cuenta</i>
register (vb)	<i>inscribir, registrar, matricular</i>
relationship (n)	<i>relación</i>
release (vb)	<i>hacer público, dar a conocer; poner en libertad, liberar</i>
remains (n)	<i>restos</i>
remarkable (adj)	<i>sorprendente, extraordinario/a</i>
remove (vb)	<i>quitar</i>
report (n)	<i>informe, reporte</i>
research (n)	<i>investigación</i>
research work (n)	<i>trabajo de investigación</i>
resort (n)	<i>centro turístico o vacacional</i>

resource (n)	<i>recurso</i>
retreat (n)	<i>retiro, retirada, repliegue</i>
revolt (n)	<i>levantamiento, sublevación</i>
reward (vb)	<i>recompensar, gratificar</i>
rewarding (adj)	<i>gratificante</i>
right away (adv)	<i>enseguida</i>
ring (n)	<i>anillo</i>
rise (vb)	<i>subir, aumentar</i>
risk (n)	<i>riesgo</i>
risky (adj)	<i>arriesgado/a, riesgoso/a</i>
road (n)	<i>carretera, camino</i>
row (n)	<i>hileras, fila</i>
ruler (n)	<i>gobernante, soberano/a</i>
run (vb)	<i>correr; llevar a cabo, realizar</i>
run away (vb)	<i>salir corriendo, huir</i>
run into (vb)	<i>encontrarse con</i>
run over (vb)	<i>atropellar</i>
rush (vb)	<i>estar de prisa, apurarse</i>

## S

safe (adj)	<i>seguro, sin riesgo</i>
sail (vb)	<i>navegar</i>
save (vb)	<i>salvar; ahorrar</i>
scatter (vb)	<i>esparcir; dispersar</i>
scholar (n)	<i>erudito</i>
scholarship (n)	<i>beca</i>
scourge (n)	<i>azote</i>
scratch (vb)	<i>arañar</i>
screen (n)	<i>pantalla</i>
screen (vb)	<i>examinar, buscar</i>
screening (n)	<i>proyección cinematográfica</i>
scriptwriter (n)	<i>guionista</i>
search (n)	<i>búsqueda</i>
seek (vb)	<i>buscar</i>
seem (vb)	<i>parecer</i>
self-portrait (n)	<i>autorretrato</i>
senior high school (n)	<i>preuniversitario</i>
set up (vb)	<i>montar, armar</i>
settle (vb)	<i>fijar, establecer, solucionar</i>
settlement (n)	<i>establecimiento, asentamiento</i>
settler (n)	<i>poblador/a</i>
share (vb)	<i>compartir; intercambiar</i>
sharp (adv)	<i>exactamente, en punto</i>
sheet of steel (n)	<i>plancha de acero</i>
shelf (n) (pl. shelves)	<i>estante/s</i>
shelter (n)	<i>refugio</i>
shift (vb)	<i>cambiar de posición/lugar</i>
ship (n)	<i>buque, embarcación</i>

shipwreck (n)	<i>naufragio</i>	still (adv)	<i>todavía, aún</i>
shortly (adv)	<i>brevemente, en pocas palabras</i>	stimulating (adj)	<i>estimulante</i>
showcase (n)	<i>vitrina</i>	stone (n)	<i>piedra</i>
shy (adj)	<i>tímido</i>	store (vb)	<i>guardar; almacenar</i>
sickness (n)	<i>enfermedad</i>	straight (adj)	<i>derecho/a, recto/a</i>
side effect (n)	<i>efecto secundario</i>	straw hat (n)	<i>sombrero de paja</i>
sidewalk (n)	<i>acera</i>	strength (n)	<i>fuerza, fortaleza</i>
siege (n)	<i>asedio</i>	strengthen (vb)	<i>fortalecer</i>
sight (n)	<i>vista</i>	stronghold (n)	<i>bastión, baluarte</i>
sightless (adj)	<i>invidente</i>	struggle (n)	<i>lucha</i>
signpost (n)	<i>poste, indicador, señal</i>	subject (n)	<i>asignatura, materia</i>
skill (n)	<i>habilidad, destreza</i>	subtlety (n)	<i>sutileza</i>
skilled (adj)	<i>calificado, especializado</i>	success (n)	<i>éxito</i>
skin (n)	<i>piel</i>	suggest (vb)	<i>sugerir, proponer</i>
slave (n)	<i>esclavo/a</i>	suitcase (n)	<i>maleta, valija</i>
slip (vb)	<i>resbalar(se)</i>	sunglasses (n)	<i>gafas de sol</i>
smash (vb)	<i>romper, destrozar</i>	superb (adj)	<i>magnífico/a, espléndido/a</i>
smoking (n)	<i>el fumar</i>	supply (n)	<i>provisión, suministro</i>
solve (vb)	<i>resolver, solucionar</i>	supply (vb)	<i>suministrar, abastecer, proveer de</i>
source (n)	<i>fuelle</i>	support (vb)	<i>apoyar, ayudar</i>
southern (adj)	<i>del sur, meridional</i>	surf the net (phr)	<i>navegar en Internet</i>
spacecraft (n)	<i>nave espacial</i>	surgeon (n)	<i>cirujano/a</i>
speed (n)	<i>velocidad</i>	surgery (n)	<i>cirugía</i>
speed up (vb)	<i>acelerar</i>	survival (n)	<i>sobrevivencia, supervivencia</i>
spend (vb)	<i>pasar, gastar</i>	sustainable development (n)	<i>desarrollo sostenible</i>
spicy (adj)	<i>muy condimentado/a; picante</i>	swap (vb)	<i>intercambiar</i>
spiritual (n)	<i>espiritual (música) género de canción folclórica estadounidense sobre temas religiosos</i>	sweep (vb)	<i>barrer</i>
		sweet (adj)	<i>dulce</i>
splash (vb)	<i>salpicar</i>	<b>T</b>	
spray (vb)	<i>aplicar con atomizador</i>	take (vb)	<i>llevar</i>
spread (vb)	<i>propagar, esparcir</i>	take a stand (on) (vb)	<i>adoptar una postura o posición</i>
spring (n)	<i>manantial, fuente</i>	target (n)	<i>blanco, objetivo</i>
sprint (n)	<i>carrera corta de velocidad</i>	taste (vb)	<i>probar, degustar</i>
square (adj)	<i>cuadrado/a</i>	tax (n)	<i>impuesto</i>
square (n)	<i>plaza</i>	tear out (vb)	<i>arrancar</i>
stage (n)	<i>escenario (teatro); fase, etapa</i>	teeth (n)	<i>dientes</i>
stand (n)	<i>caseta, stand</i>	tender (adj)	<i>tierno/a</i>
stand (vb)	<i>estar de pie, ponerse de pie; aguantar, soportar</i>	term paper (n)	<i>trabajo de curso</i>
stand for (vb)	<i>significar</i>	terrific (adj)	<i>estupendo/a, fantástico/a</i>
star (n)	<i>estrella</i>	think (vb)	<i>pensar, considerar</i>
star (vb)	<i>protagonizar (cine, teatro, TV)</i>	thought (n)	<i>pensamiento</i>
state (vb)	<i>plantear, exponer</i>	threaten (vb)	<i>amenazar</i>
statement (n)	<i>declaración, afirmación</i>	throw (vb)	<i>tirar</i>
stay (n)	<i>estancia</i>	thunder (n)	<i>trueno</i>
steal (vb)	<i>robar, hurtar</i>		

ticket booth (n)	<i>taquilla</i>
time (n)	<i>época, tiempo</i>
tiny (adj)	<i>minúsculo/a, diminuto/a</i>
to the extent of (phr)	<i>hasta tal punto/hasta el punto que</i>
toast (n)	<i>brindis</i>
tool (n)	<i>herramienta</i>
topic (n)	<i>tema</i>
tower (n)	<i>torre</i>
tower above (vb)	<i>ser mucho más alto/a que, descollar sobre</i>
town (n)	<i>ciudad, pueblo</i>
trace (n)	<i>señal, indicio, rastro</i>
trade (n)	<i>comercio</i>
train (n)	<i>tren</i>
transfer (n)	<i>transferencia, transmisión</i>
trap (vb)	<i>atrapar</i>
travel (vb)	<i>viajar</i>
treasure (n)	<i>tesoro</i>
treat (vb)	<i>tratar</i>
trip (n)	<i>viaje</i>
tropical wave (n)	<i>onda tropical</i>
trouble (n)	<i>problema/s</i>
truck (n)	<i>camión</i>
trustworthy (adj)	<i>digno de confianza</i>
turn (n)	<i>vuelta, giro</i>
turn (vb)	<i>doblar</i>
turn on (vb)	<i>encender</i>
twice (adv)	<i>dos veces</i>

## U

UFO (acronym)	<i>OVNI: (Objeto Volante</i>
Unidentified	<i>No Identificado)</i>
Flying Object	
undergraduate (n)	<i>estudiante universitario/a</i>
underground (adj)	<i>subterráneo/a</i>
underlying (adj)	<i>subyacente</i>
undernourished (adj)	<i>desnutrido/a</i>
understanding (n)	<i>comprensión</i>
uneasy (adj)	<i>agitado/a, intranquilo/a</i>
unknown (adj)	<i>desconocido/a</i>
unless (conj)	<i>a no ser que, a menos que</i>
unlikely (adj)	<i>inveros mil, incre ble</i>
unpredictable (adj)	<i>imprevisible, impredecible</i>
upcoming (adj)	<i>próximo/a, que se acerca</i>
upset (adj)	<i>disgustado/a, ofendido/a</i>

utmost (adj)	<i>mayor, sumo, extremo</i>
<b>V</b>	
vaccine (n)	<i>vacuna</i>
vase (n)	<i>florero, jarrón</i>
veer (vb)	<i>cambiar de dirección</i>
vessel (n)	<i>nav o, nave</i>
village (n)	<i>pueblo, aldea</i>

## W

wait (vb)	<i>esperar</i>
walk (vb)	<i>caminar</i>
warfare (n)	<i>guerra</i>
warn (vb)	<i>avisar, advertir</i>
wash away (vb)	<i>llevarse, arrasar con</i>
waste (n)	<i>residuos, desechos</i>
watch (n)	<i>reloj de pulsera</i>
wax (n)	<i>cera</i>
wax-like (adj)	<i>parecido a la cera</i>
wealth (n)	<i>riqueza</i>
weapon (n)	<i>arma</i>
wear (vb)	<i>usar sobre el cuerpo (ropa, adorno)</i>
weather (n)	<i>tiempo (meteorolog a)</i>
well (n)	<i>pozo</i>
well-kept (adj)	<i>bien cuidado/a</i>
well-known (adj)	<i>conocido/a, famoso/a</i>
whale (n)	<i>ballena</i>
whistle (n)	<i>silbido</i>
wide (adj)	<i>amplio/a, extenso/a</i>
wildlife (n)	<i>fauna y flora</i>
will (n)	<i>voluntad</i>
win (vb)	<i>ganar</i>
wireless (adj)	<i>inalámbrico/a</i>
wisdom (n)	<i>sabidur a</i>
witch (n)	<i>bruja</i>
witness (vb)	<i>ser testigo de, atestiguar</i>
wolf (n)	<i>lobo</i>
wonder (n)	<i>maravilla</i>
worm (n)	<i>gusano</i>
Wow ! (interj)	<i>¡Ah!</i>
wrestling (n)	<i>lucha (deporte)</i>
write down (vb)	<i>anotar, apuntar</i>

# Appendix 1

## Verb Tenses

### *Los tiempos verbales*

#### The Present Perfect Tense

##### *El antepresente*

La estructura del Present Perfect es la siguiente:

HAVE + Verbo principal en participio pasado.

I/you/we/they	HAVE waited for two days/HAVE driven for three hours.
She/he	HAS played that song twice this morning/HAS seen that film several times.

#### Affirmative

I/You/We/They have read that novel twice.	<i>Yo he/Tú has/ Usted ha/ Nosotros/as hemos/Ustedes han le do esa novela dos veces.</i>
She/He has read that novel many times.	<i>Él/Ella ha le do esa novela muchas veces.</i>

#### Negative

I/You/We/They have not (haven't) seen any movies lately.	<i>No he/ha/has/hemos/han visto ninguna pel cula últimamente/recientemente.</i>
She /He has not (hasn't) been to the theater for years.	<i>Hace años que (él/ella) no va al teatro.</i>

#### Interrogative

Have you visited <i>La Cabaña</i> ? Yes, I have.	<i>¿Has/Ha/Han visitado La Cabaña? S .</i>
Has she /he practiced sports? No, she hasn't.	<i>¿(Ella/él)Ha practicado deportes? No.</i>
Who has done this?	<i>¿Quién ha hecho esto?</i>
What have you learned today?	<i>¿Qué has/ha/han aprendido hoy?</i>
Where has she been?	<i>¿Dónde ha estado ella?</i>
Why have we taken this bus?	<i>¿Por qué hemos tomado este ómnibus?</i>

#### The Present Perfect Continuous Tense

##### *El antepresente continuo*

- Con frecuencia se utiliza el **Present Perfect Continuous** para enfatizar la duración de una acción iniciada en el pasado, que se extiende al presente, casi siempre de manera ininterrumpida.

**A: How long have you been waiting?**

*¿Qué tiempo lleva/s/an esperando? / ¿Desde cuándo está/s/an esperando?*

**B: I have been waiting all day.**

*Llevo esperando todo el día. / He estado esperando todo el día.*

- La estructura del **Present Perfect Continuous** es la siguiente:

**HAVE + BEEN+ Verbo principal en -ING**

I/you/we/they	HAVE been waiting all day.
She/he	HAS been waiting all day.

- En oraciones negativas la estructura es la siguiente:

**HAVE + NOT + BEEN + Verbo principal en -ING**

I/you/we/they	HAVE not been resting. HAVE been working all day.
She/he	HAS not been working in groups. HAS been working alone all morning.

Observe los adverbios más comunes empleados con el antepresente de indicativo

<b>already</b>	Enfatiza la realización de la acción terminada. Oraciones afirmativas. Su posición dentro de la oración varía y su equivalente en español es <b>ya</b> .	<b>I have already visited the Museum of the Revolution.</b> <i>Ya he visitado el Museo de la Revolución.</i> <b>Greg has left already.</b> <i>Greg ya se fue.</i>
<b>yet</b>	Enfatiza la realización de la acción terminada cuando se emplea en la oración interrogativa y su equivalente en español es <b>ya</b> . Sin embargo, cuando se emplea en la oración negativa, <b>yet</b> enfatiza que aún no se ha realizado la acción y su equivalente en español es <b>todavía, aún</b> .	<b>Have you found any interesting data yet?</b> <i>¿Ya ha/s encontrado / encontraste alguna información interesante?</i> <b>No, I haven't found anything yet.</b> <i>No, no he encontrado nada todavía.</i>
<b>just</b>	Enfatiza la idea de pasado reciente y su equivalente es <b>acabar de</b> .	<b>I have just found it</b> <i>Lo acabo de encontrar.</i>
<b>ever</b>	Se usa en oraciones interrogativas con la acepción de <b>alguna vez</b> .	<b>Have you ever been to Viñales?</b> <i>¿Ha/s/an estado alguna vez en Viñales?</i>
<b>once, twice, several/many times</b>	Se emplean para referir las veces que algo ha sucedido. A partir de la tercera vez, hay que utilizar un número ( <b>three/four ... times</b> )	<b>I have been once to El Cobre, twice to Varadero, three times to Playa Girón, and several times to Guanabo.</b> <i>He estado una vez en El Cobre, dos veces en Varadero, tres veces en Playa Girón y varias veces en Guanabo.</i>

never	Se utiliza en oraciones con un mensaje negativo con respecto a la acción o estado y la acepción en español de <i>nunca</i> .	<b>I have never been to Baconao.</b> <i>Nunca he estado en Baconao.</i>
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## The Past Perfect Tense *El antecopretérito*

La estructura del Past Perfect es la siguiente:

**HAD + Verbo principal en participio pasado.**

I/you/we/they/ she/he	<b>HAD waited</b> for two days when the news arrived. <b>HAD driven</b> for three hours by the time the car went out of gas.
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### Affirmative sentences

I You HeShe We They You	{	<b>I left at 5 pm. Susan arrived at 7 pm.</b> <i>Me fui a las 5. Susan llegó a las 7.</i> <b>I had (already) left when Susan arrived.</b> <i>(Ya) me hab a ido cuando Susan llegó.</i>
		<b>had closed all the windows when it began to rain.</b> <i>hab a/s/mos/an cerrado todas las ventanas cuando comenzó a llover.</i>

### Negative sentences

I You HeShe We You They	{	<b>It began to rain at 3 pm. Brenda took the bus at 3:30 pm.</b> <i>Comenzó a llover a las 3. Brenda tomó el ómnibus a las 3:30.</i> <b>Brenda had not taken the bus when it began to rain.</b> <i>Brenda no hab a tomado el ómnibus cuando comenzó a llover.</i>
		<b>had not (hadn't) finished all the exercises by the time the bell rang.</b> <i>no hab a/s/mos/an terminado todos los ejercicios cuando sonó el timbre.</i>

Adverbios y expresiones más comunes empleadas con el **Past Perfect**:

**by the time, when, before, after**



## The Past Perfect Continuous Tense

### *El antecopretérito continuo*

- La estructura del Past Perfect Continuous es la siguiente:

**HAD + BEEN + Verbo principal en -ING**

I/You/We/They/She/He	HAD been waiting all day.
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- El **Past Perfect Continuous** se utiliza para expresar una acción que tuvo una cierta duración en el pasado y cuyo resultado se hizo evidente en ese pasado.

**Examples:**

**By the time she went to bed late at night, she looked tired because she had been studying all day.**

*Cuando se fue a dormir tarde en la noche, (ella) se ve a cansada porque hab a estado estudiando todo el d a.*

## Appendix 2

### The Passive Voice

### *La voz pasiva*

La voz pasiva se forma con el verbo **be** y el verbo principal en participio pasado (Vpp).

**to be + past participle of  
the main verb (Vpp)**

TENSE	STRUCTURE	PASSIVE VOICE
PRESENT	be ( am / are / is ) + past participle of the main verb (Vpp)	The Film Festival is held every year in Havana. <i>El Festival de Cine se celebra todos los años en La Habana.</i> Many famous film makers are invited to the Festival. <i>Muchos directores (de cine) famosos son invitados/ se invitan al Festival.</i>
PAST	be ( was / were ) + Vpp	The 16 <sup>th</sup> World Festival of Youth and Students was held with great success in Caracas. <i>El XVI Festival Mundial de la Juventud y los estudiantes se celebró con gran éxito en Caracas.</i> The tourists were greeted by the travel agent. <i>Los turistas fueron recibidos por el turoperador.</i>

TENSE	STRUCTURE	PASSIVE VOICE
FUTURE	will + be + Vpp	Their diplomas will be signed by the rector. <i>Sus diplomas serán firmados por el rector.</i>
PRESENT PERFECT	have + been + Vpp	The city has been recently devastated by two tornados. <i>La ciudad ha sido recientemente devastada por dos tornados.</i>
PAST PERFECT	had + been + Vpp	By the last day of the Conference, more than 200 papers had been presented. <i>Al llegar el último día de la Conferencia, ya se habían presentado más de 200 ponencias.</i>

### Appendix 3

## Reported Speech

### *El estilo indirecto*

Direct speech	Indirect speech
"I want to help," he said. <i>"(Yo) Quiero ayudar," dijo él.</i>	He said (that) he wanted to help. <i>(Él) Dijo que quería ayudar.</i>
"When did she finish the book?" he asked. <i>"¿Cuándo ella terminó el libro?", preguntó (él) .</i>	He asked when she had finished the book. <i>Preguntó cuando (ella) había terminado el libro.</i>
"Do you have children?", she asked me. <i>"¿Tiene/s niños?", ella me preguntó.</i>	She asked me if I had children. <i>(Ella) Me preguntó si tenía niños.</i>
"Go straight to bed!", our Mom told us. <i>"Vayan derecho a la cama!", nos dijo mamá.</i>	Our Mom told us to go straight to bed. <i>Mamá nos dijo que fuéramos derecho a la cama.</i>
"Don't close the window", Grandma told me very gently. <i>"No cierres la ventana", me dijo mi abuela con mucha delicadeza.</i>	Grandma told me very gently not to close the window. <i>Mi abuela me dijo con mucha delicadeza que no cerrara la ventana.</i>

## Uso de SAY/TELL

**SAY** se utiliza en el discurso directo sin referencia a la persona a quien ha sido dirigido el parlamento o con referencia explícita a ella. En este último caso, la persona va precedida por **to**.

- Cuando se utiliza en el discurso directo, la oración con **say** puede colocarse al inicio o al final.

**Ejemplos:**

**Directo:**

**Bill said, "I want to help".**

**"I want to help", Bill said.**

**"I want to help.", Bill said to me/ to Mr. Barkely/ to the director, etc.**

- Cuando se utiliza el discurso indirecto, **say (to)** se coloca normalmente al principio de la oración, aunque **say to** no se utiliza mucho en el estilo indirecto. Lo que más se utiliza en ese caso es el verbo **tell**.

**Indirecto:**

**Bill said that he wanted to help.**

**Bill said to me (told me) that he wanted to help.**

**TELL** siempre va seguido de la persona a quien va dirigida el parlamento. A diferencia de **say**, **tell** nunca va seguido de **to**.

- Cuando se utiliza con el discurso directo, la oración con **tell** se coloca al final.

**Ejemplo:**

**Directo:**

**"Sandra hasn't arrived yet", her mother told me.**

- Su uso principal es en el discurso indirecto y se coloca al inicio.

**Ejemplo:**

**Indirecto:**

**Her mother told me that Sandra hadn't arrived.**

- También se utiliza con instrucciones y órdenes.

**Ejemplo:**

**The nurse told us to sit down and keep quiet.**

# Tapescripts

## Unit 11 What has happened?

### Activity 1

#### Dialog 1

Dr. Thompson from Edinburgh University has just arrived in Cuba. Prof. Jorge Mej as meets him at José Mart International Airport in Havana.

J: Welcome to Cuba, sir. We are really happy to have you with us.

T: Thank you very much. Are you....?

J: My name's Jorge Mej as. I'm from the Organizing Committee of the 11<sup>th</sup> International Conference on Comparative Education.

T: Nice to meet you Mr. Mej as.

J: It's a pleasure. How was your trip, Dr Thompson?

T: It was good but it was a very long trip. I have been sitting 14 hours.

J: 14 hours? It was really a long trip.

T: I see your English is very good. Where did you learn it?

J: Actually, I am still studying it. I have been studying it for more than 5 years, but I feel I need more practice.

T: I think you are very fluent. You have probably studied it very hard.

J: Yes, indeed.

T: How long have you been waiting for my arrival?

J: Well, nearly an hour. But never mind, I was busy reading a book...Let's go. I'll take you to the hotel. This way, please.

T: Thank you.

### Activity 5

#### Dialog 2 (Part 1)

Peter invited Mary to a jazz concert. She is waiting for him at the entrance.

Peter: I 'm awfully sorry, honey. Have you been waiting for a long time?

Mary: You are late again, Peter. The concert begins in 5 minutes. Where have you been?

Peter: You won't believe it. I couldn't find my favorite blue tie. It took me more than 20 minutes to find it. But everything is OK now, I'm here... with my blue tie... and the concert hasn't started yet.

Mary: Are you telling me that you're late because you were looking for a particular tie? Unbelievable!

## Activity 6

### Dialog 2 (Part 2)

Doorman: Your tickets, please.

Mary: Peter please, the tickets.

Peter: The tickets? Oh!!!

Mary: What's wrong now?

Peter: I don't have the tickets. I think I left them in my office.

Mary: Peter, please, check in your pockets.

Peter: Hold on..., now I remember. I put them in my wallet. Here they are.

Mary: Peter, I think you have been working without a break this week. You need to take a rest!

Peter: Good idea! I haven't been on vacation in years.

## Activity 7

### Dialog 2 (Part 3)

Peter: Wow! What a concert! Did you enjoy it?

Mary: Yes, I really did. Chucho Valdés is a great musician.

Peter: I agree with you. He has become famous all around the world because of his excellent performances. He is a great composer too.

Mary: I know. He has won several Grammy awards.

Peter: Oh, yes. He recently got another Latin Grammy because of the great contribution he has made to Latino jazz.

## Activity 13

Have you heard the latest news about robots?

Scientists have predicted that there will be many robots and they will certainly do more incredible tasks. They have also said that computers give robots an intelligence superior to that of humans. On the other hand, other experts believe that the evolution of robotics hasn't been enough to challenge human intelligence yet.

# Unit 12

## What had happened when...?

## Activity 1

### Dialog 1

John runs into Albert at the movies.

John: How did you like it?

Albert: I think it's a great movie. Michael Moore is an excellent movie director.

John: You know, I think the great value of the film is the way Moore presents the facts.

Albert: I read in a magazine that the National Rifle Association had criticized him even before he finished the film.

John: Yes, and the point is that due to the unrestricted weapon sale in the States, things like this happen frequently there.

Albert: I agree and it's a pity.

John: When I saw the film for the first time, I never imagined there was so much violence in American schools.

Albert: Oh, that's exactly what I mean; the film clearly reflects the existing violence in American schools.

John: That's true!

## Unit 13

### It was built in...

#### Activity 1

##### Dialog 1

Carlos, Eduardo, Janet and Jennifer are celebrating.

Eduardo: Please, all raise your glasses. I'd like to propose a toast to Jenny.

Janet: No, no... wait a minute! Let's sing *Happy Birthday* first!

Jenny: Oh, no. We are not celebrating at home. I'm too old for that.

Eduardo: Come on Jenny. People practically everywhere sing this song at all birthday parties.

Carlos: That's true. It is sung in many countries. It was originally composed in English by two American sisters in Kentucky, back in the 19<sup>th</sup> century.

Janet: And then it was translated into Spanish and French...And perhaps into other languages as well.

Eduardo: So... We all agree, Jenny. One, two, three....

Choir: (singing) Happy birthday to you, happy birthday to you, happy birthday dear Jenny, happy birthday to you.

## Unit 14

### The one who is wearing...

#### Activity 1

##### Dialog 1

Roy meets Bob at the public library.

Roy: What are you reading?

Bob: *The Little Prince*.

Roy: Oh! It's a book that I've read several times and I've always enjoyed it. By the way Bob, did you know that Antoine de Saint Exupery lived a very interesting life.

Bob: An interesting life? Why?

Roy: He was a child who dreamed of flying to the stars. That's why when he grew up he became a pilot. It is said that after every flight he used to write stories about stars and other planets.

Bob: An interesting life indeed!

Roy: There is a lovely conversation with a fox that tells him about its secret: that what is essential is invisible to the eye.

Bob: Hum...There is a lot of sense in those words.

Roy: I think Antoine de Saint Exupery was right when he wrote that there's nothing more important in human beings than feelings.

Bob: You are right. It's mostly a matter of values.

## **Unit 15**

### **If it rains...**

#### **Activity 1**

##### **Dialog 1**

Tim has been overusing the computer.

Helen: I can't believe you've been sitting here for hours...!

Tim: That's true, but if I leave I won't finish this work on time.

Chris: But...what are you doing?

T: I'm preparing for the seminar tomorrow.

H: If I were you I would slow down. Overwork can be harmful.

T: You're probably right, but using the computer is the fastest way to do this.

C: But consider the consequences. If you spend endless hours in front of the screen you will suffer side effects such as eye strain and headaches.

T: Yes, you're right. I've been having migraines lately. If I worked less I would feel better.

C: I think you're becoming obsessive about computers, especially the Internet.

T: That might be true but what can I do about it? Internet is a powerful tool.

C: I think you should look for other ways of getting information -the library, for instance.

H: Yes, that's a good idea. If I were you, Tim, I'd spend more time in the library.

T: You're right again. If I work there I'll feel more relaxed. I guess I'll turn off the computer.

# Unit 16

## She told me that...

### Activity 1

#### Dialog 1 (Part 1)

Rick is talking on the phone.

(phone rings)

- Hello, Mrs. Clark?
- Yes, who's this?
- It's me Rick. Is Ann there?
- No, this morning she told me she would be here at 4. Later she phoned and said she would be here at five.
- Is she at the office now?
- Yes, I think so. She said she had to work a little longer.
- Would you please tell her that I phoned?
- Shall I ask her to call you?
- No, I'll call back in two hours. Thanks, Mrs. Clark.
- Bye, bye Rick.

### Activity 3

#### Dialog 1 (Part 2)

Rick calls back two hours later.

(phone rings)

- Hello?
- Hi, Ann. It's me, Rick. Listen, um. Would you like to have dinner with me tonight at the new vegetarian restaurant?
- Oh Rick, that sounds nice. My sister Laura told me it's very good.
- Yes. My friend Pablo said the food was delicious.
- What else did he say?
- He told me that it was the best meal he had had in a long time. Can I pick you up at 8:30?
- OK. I'll be ready.
- See you then.
- Bye.



# Contents

<b>Unit 11.</b>	What has happened? / 3
<b>Unit 12.</b>	What had happened when...? / 8
<b>Unit 13.</b>	It was built in... / 13
<b>Unit 14.</b>	The one who is wearing... / 19
<b>Unit 15.</b>	If it rains... / 25
<b>Unit 16.</b>	She told me that... / 30
<b>Answer Key</b>	/ 35
<b>Glossary</b>	/ 43
<b>Appendix 1</b>	/ 51
<b>Appendix 2</b>	/ 54
<b>Appendix 3</b>	/ 55
<b>Tapescripts</b>	/ 57

