

AT YOUR PACE
Curso de Inglés General
Textbook

Parte II

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Content map

UNIT	TITLE	FUNCTIONS	GRAMMAR
11	WHAT HAS HAPPENED?	<p>Asking for and giving information:</p> <ul style="list-style-type: none"> • about actions that started in the past and continue up to the present; • about actions that started in the past and finished in a recent past. 	<p>Present Perfect/Present Perfect Continuous</p> <p>Time expressions (For.../Since)</p> <p>Adverbs.</p>
12	WHAT HAD HAPPENED WHEN...?	<p>Asking for and giving information:</p> <ul style="list-style-type: none"> • about past experiences and actions which happened before another past experience or action. 	<p>Past Perfect/Past Perfect Continuous</p> <p>Connectives</p>
13	IT WAS BUILT IN	Emphasizing resulting events	Passive voice
14	THE ONE WHO IS WEARING...	Giving detailed descriptions	Relative clauses
15	IF IT RAINS...	Referring to probable, hypothetical or impossible conditions and their consequences.	<p>Conditional clauses</p> <p>Related connectives</p>
16	SHE TOLD ME THAT...	Referring to something that has previously been said	Reported speech

What has happened?

En esta unidad usted aprenderá a:

- Solicitar y brindar información sobre acciones o eventos pasados cuyos efectos se mantienen o repercuten en el presente.



Let's Listen!

Mini dialog 1

Angie is late to her date.

A: I'm sorry to be late. What time is it?

B: It's 7 sharp. I have been here since 5 o'clock.

A: Oh, gosh! You have been here for two hours!

I'm really, really sorry.

Note:

Oh gosh! = ¡Ay, caramba!



Activity 1

a) Look at the picture and read the introduction. Predict the topic of conversation.

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

c) Listen to Mini dialog 1 again and pay attention to the forms used when **asking for and giving information about an action that started in the past and continues up to the present time.**

Activity 2

- a) Look at the picture and read the introduction. Predict the topic of conversation.
- b) Listen to Mini dialog 2. How good was your prediction?
- c) Listen to Mini dialog 2 again and pay attention to the question and to the forms used when **asking for and giving information about actions that started in the past and ended in a recent past.**



Mini dialog 2

Two friends are talking about an upcoming event.

- A: Have you heard about the upcoming Latin Jazz Festival?
- B: Yes, I read about it yesterday. Musicians from all over the world have already confirmed their participation. Some have just arrived in Havana.

A: I'm excited. I have never been to a live concert with so many famous people.

Activity 3

- Look at the picture and read the introduction. Predict the topic of conversation.



Mini dialog 3

Ann arrived at the computer lab at 7:30 am. Elsa got there at 11:30 am.

Elsa: What have you been doing all morning?

Ann: I've been surfing the net for more than four hours, but I haven't found any relevant data yet.

Elsa: Nothing yet? After four hours?

Ann: Nothing at all. Since early this morning, I've been looking for a very specific information..., but nothing has come up yet.

Chart 1

<p>Asking for and giving information about actions or events that started in the past and continue up to the present</p>	<p>I have been here since 5 o'clock.</p> <p>I have never been to a live concert with so many famous people.</p> <p>I have been surfing the net for more than four hours.</p>	<p><i>Estoy aquí desde las cinco.</i></p> <p><i>Nunca he asistido a un concierto en vivo con tanta gente famosa.</i></p> <p><i>He estado navegando por Internet hace más de cuatro horas.</i></p>
<p>Asking for and giving information about actions or events that started in the past and finished in a recent past.</p>	<p>Musicians from all over the world have already confirmed their participation in the Festival.</p> <p>Some musicians have just arrived in Havana.</p>	<p><i>Músicos de todo el mundo ya han confirmado su participación en el Festival.</i></p> <p><i>Algunos músicos acaban de llegar a La Habana.</i></p>

Activity 4

- Read Chart 1 while listening to the tape. Pay attention to the verb tense used.
- Listen to the Mini dialogs and to Chart 1 again. Repeat.

Dialog 1

Ann and Elsa share information.



- Ann's term paper is about female participation in Cuban society
 - in the past four years.
 - in the past forty years.
- Ann has been working on Women's Studies
 - since second year.
 - for two years.
- Since 1959, women's participation has
 - hardly increased.
 - greatly increased.
- The percentage of Cuban female medical students is
 - higher than that of men.
 - as high as that of men.

Activity 5

- Look at the picture and read the introduction to Dialog 1. Write down in your notebook a possible topic of conversation between Elsa and Ann.
- Listen to Dialog 1. How good was your prediction?
- Listen to Dialog 1 again and complete the statements.
- Listen to Dialog 1 again and repeat.



Let's Focus on Grammar! (I)

- **The Present Perfect Tense** (*antepresente del indicativo*) se utiliza para expresar ideas que relacionan estrechamente el pasado con el presente. Consulte el Anexo 1 en su Cuaderno de Trabajo.
- Su estructura es **have + past participle (PP) of the main verb (V)**
haber + participio pasado del verbo principal (Vpp)

Ejemplos:

I have heard that song several times this week.

He escuchado esa canción varias veces esta semana.

Preste atención a que, en múltiples ocasiones, en nuestra variante cubana del español, utilizamos el presente y no el antepresente al traducir del inglés al español una oración que contenga el **present perfect**.

Ejemplos:

I have been sick for two weeks.

Hace dos semanas que estoy enferma. (Presente).

James has worked in this office since last year.

Desde el año pasado, James trabaja en esta oficina. (Presente).

- A diferencia de la idea de acción terminada en un momento o período determinado en el pasado que se expresa con el **simple past** (el pretérito), el mensaje que transmite el **present perfect** puede ser una acción o un evento que comenzó en el pasado, continúa en el presente y puede seguir extendiéndose.

Compare:

My friend Javier is 25 years old. He lived in Alamar until he was seventeen. He moved to Marianao four years ago. He has lived in Marianao for four years.

Mi amigo Javier tiene 25 años. Vivió en Alamar hasta los 17 años. Se mudó para Marianao hace cuatro años. Vive en Marianao desde hace cuatro años.

- Observe que la acción de “vivir en Alamar”, pertenece totalmente al pasado, y por ello se utiliza el pretérito.

My friend Javier lived in Alamar until he was seventeen.

Igualmente sucede con la acción de “mudarse para Marianao”, que también se realizó en un momento pasado.

He moved to Marianao four years ago.

Por su parte, la acción de “vivir en Marianao” no es una acción que pertenece al pasado solamente, porque Javier sigue viviendo allí. Para expresar esta continuación, esta vigencia de la acción en el presente, el idioma inglés utiliza el **present perfect**.

He has lived in Marianao for four years.

- Observe que los verbos regulares (**live, move, want, etc.**) no hacen diferencia entre su forma de pretérito y su participio pasado: (**live-lived-lived, move-moved-moved, want-wanted-wanted**).
- Por su parte, el verbo **be** y los verbos irregulares* (**go, see, eat, etc**) generalmente tienen una forma para el pretérito y otra para el participio pasado: **be-was/were-been, go-went-gone, see-saw-seen**.

**Consulte el Anexo 7 en el Cuaderno de Trabajo (Parte I) para conocer el participio pasado de verbos irregulares de uso frecuente y el Anexo 1 del Cuaderno de Trabajo (Parte II) para ampliar sus conocimientos sobre este tiempo verbal.*

- Las oraciones negativas se forman atendiendo a la siguiente fórmula Sujeto + **have +not+** pp del vp + complementos.

Susan has not (hasn't) come to school this week. She must be sick.

Susan no ha venido esta semana a la escuela. Tiene que estar enferma.

I know it's a good film, but I have not (haven't) seen it yet.

Sé que es una buena película, pero no la he visto todavía.

- Las oraciones interrogativas que buscan una respuesta de Sí/No se formulan con el siguiente patrón:

Have + sujeto + pp del vp + complementos?

Ejemplos:

A: Have you studied English for a long time?

¿Hace mucho/tiempo que estudia/s inglés?

B: Yes, I have.

A: Has Sam been in this university since he began his studies?

¿Sam ha estado en esta universidad desde que comenzó sus estudios?

B: No, he hasn't.

- Las oraciones interrogativas que indagan por una información específica, siguen la estructura siguiente:

Wh- + have + sujeto+ pp del vp + complementos?

Ejemplos:

A: Where have you lived since 2001?

¿Dónde ha/s vivido desde el 2001? ¿Dónde vive/s desde el 2001?

B: I've lived in Havana since 2001.

He vivido/Vivo en La Habana desde el 2001.

A: What have the students read for the seminar?

¿Qué han leído los estudiantes para el seminario?

B: They have read three articles about ALBA vs FTAA.

Han leído tres artículos sobre el ALBA frente al ALCA.

Nota: La Alternativa Bolivariana para las Américas utiliza las siglas ALBA, que es altamente significativa porque coincide con un vocablo en español que significa amanecer, comienzo. Sus siglas en español se mantienen al traducirse a otros idiomas. Por ejemplo, en inglés usted encontrará que se dice **The Bolivarian Alternative for Latin America and the Caribbean**, pero cuando se utilizan las siglas, verá que lo que se dice o escribe es ALBA y generalmente se hace la acotación **ALBA (Spanish acronym)**, es decir, según las siglas en español.

ALBA es la respuesta para combatir resueltamente el Área de Libre Comercio para las Américas (ALCA). El ALCA en inglés es **Free Trade Area of the Americas** y sus siglas son **FTAA**. Este proyecto imperialista ha encontrado gran rechazo por parte de los pueblos de nuestra región, por ser totalmente ajeno a nuestros intereses y legítimos derechos.



Let's Focus on Grammar! (II)

- Con este tiempo verbal se emplea frecuentemente la estructura **How long?** para preguntar cuánto tiempo hace que se viene realizando una acción o, se viene presentando un estado anímico, etc.
- Asimismo, es muy común la utilización de expresiones de tiempo introducidas por **for** y **since**.

For se emplea cuando se quiere expresar la duración del estado anímico o de una acción, por lo que va seguido de una expresión de tiempo referida a minutos, horas, días, meses, años o siglos. Generalmente la palabra **for** se omite por completo cuando se traduce del inglés al español.

Ejemplos:

How long have you been here?

¿Cuánto tiempo lleva/s aquí?/ ¿Cuánto tiempo ha/s estado aquí?

I have been here for two hours.

*He estado aquí dos horas/ Hace dos horas que estoy aquí./
Llevo dos horas aquí.*

Since introduce un momento en el tiempo que sirve de punto de partida o referencia para el inicio de la acción o estado.

Ejemplo:

Alice has been here since early this morning.

Alice está aquí/ ha estado aquí desde temprano en la mañana.

- Consulte el Anexo 1 en el Cuaderno de Trabajo para ver los adverbios más frecuentes utilizados con este tiempo verbal. Además estudie lo relacionado con el **Present Perfect Continuous**.

Example:

Thelma (has gone-went) to the Fine Arts Museum many times last year, but this year she (didn't go-hasn't gone) once.

1. I (have never seen-never saw) a wax figure, because I (have never been-never went) to a wax museum. However, when I (have visited-visited) the Museum of the Revolution in Havana last summer, I (have seen-saw) two excellent replicas of Che and Camilo made of a wax-like material.
2. My sister (has graduated-graduated) from Law School in 1998. Until 2003 she (has been-was) a prosecuting attorney. Since then she (has been working-worked) as a legal consultant.
3. Sarah and Kate (have been registering-registered) in Microbiology five years ago. They (have already taken-are taking) their final examinations, but they (didn't defend-haven't defended) their diploma thesis yet.
4. Reading is my hobby. One of my favorite novelists is García Márquez. I (read-have read) *One Hundred Years of Solitude* when I was a junior student at the university. I (have read-was reading) *Love in the Time of Cholera* and *The General in his Labyrinth* several times, but I (didn't read-haven't read) his latest novel yet.

1. A: you Dr. Seldon yesterday? (meet)
B: No, I . Unfortunately, I him yet.
 (meet)
2. A: I went to La Gran Piedra last summer. you ever
 there? (be)
B: Yes, I there several times. In fact I
 there last summer too. (go)
3. A: Sylvia (know) Peter since they graduated
 from high school. They (date) for more than
 twenty years, and they (not settle) a date
 for the wedding yet!
B: So what? I (know) George for more than
 ten years. We (live) together since last
 winter, and we (decide) to leave things the
 way they are.
4. A: What happens? Why are you so upset?
B: I (not be) able to take a nap. My neighbor
 (play) the violin since noon. I can't stand
 the noise!

Activity 6

a) Select the correct verb tense in parentheses. Follow the example.

Activity 7

Complete the Mini dialogs. Use the verbs in parentheses in the simple past, the present perfect or the present perfect continuous tense.

**Activity 7
(contd)**

5. A: _____ you _____ (finish) your term paper yet?
I _____ mine last night. (finish).
B: Lucky you. I _____ (not find) all the information
yet, although _____
I _____ already _____ (collect) interesting data.
I hope to finish it in a couple of days.



Let's Speak!

Activity 8

Work in pairs. Student A asks three questions (items b-d) to find out information about Student B. Student B replies. Then shift roles. Student B asks three questions (items e-g) to Student A. Student A replies. Follow the example.

Example:

a) live/ in your province/ for the past five years or more

Student A: Have you lived here in Havana/Matanzas/Camagüey, etc. for the past five years or more?

Student B: Yes, I've lived here since 1999. Have you...?

- b) ever/ write/ a poem
- c) ever/speak in public/ since you began your university studies
- d) be in love with the same person/ for more than five years
- e) learn/ many new words/ since you began the English course
- f) ever/ participate/ in sports competitions/ defending the colors of your school
- g) ever/ compose/ a love song/ for someone special

Activity 9

a) Look at the picture. First, tick what Allan has already done according to what you see.

- sweep the floor
- make the bed
- arrange books on shelves and bookcases
- hang the clothes in the closet
- set up the desk
- empty the paper basket
- repair the lamp
- clean the windows



b) Then, in pairs, take turns to ask and answer questions about what he has done and what he hasn't done yet. Follow the example.

Example:

1. A: Did Allan sweep the floor?

B: No, he hasn't swept the floor yet.

2. B: Has he hung the clothes yet?

A: Sure. He has just done it.

Here are some possible topics of conversation:

- subjects you have been studying
- authors you have been reading
- sports you have been practicing
- someone you have been dating
- tests you have already taken
- mass rallies you have attended
- important decisions you have made

For your discussion select at least three topics:

- culture (festivals, exhibitions, concerts, restoration of monuments, etc.)
- education (remodeling of schools, new courses, new undergraduate programs, municipal university sites/campuses, opportunities for graduate education, TV educational courses)
- health (remodelling of hospitals, new med schools, internationalist medical missions, mass-scale training of nurses)
- sports (position attained by local teams in national championships, participation of local athletes in international contests and competitions, remodelling of sports facilities)
- political activities (mass rallies convened, role played by local youth in high-impact community tasks)

Example: culture

A: Let's talk about *La Bienal del Humor*. It's been taking place since 1977.

B: Right. I'm not from San Antonio de los Baños but I think it's the best festival in Havana.

C: I think so too. I've never missed it.

D: Well... I've been there twice and it is not better than *Aquelarre* ...

I believe that...
I think...
I think so (too).
That's a good point.
On the contrary...

Activity 10

Work in pairs. Take turns in asking and giving information about important things that you have been doing/have done in the past five years.

Activity 11

Discuss in groups the most outstanding events that have taken place in your province, town, or community since the beginning of the year 2001. Use some of the expressions in the box.



Let's Read!

Activity 12

- a) Before reading the text, reflect on the questions.
 - b) Skim through the text and decide which of the ideas most clearly represents what the text is about.
1. What is women's position in our present society?
 2. How does it compare to the period before 1959?
 - Work done in Cuba towards achieving gender equality
 - The increasing leading role of women in the Cuban society
 - Female enrollment in Cuban universities
1. Since the triumph of the Revolution in 1959, there has been significant progress in addressing gender disparities in Cuba. Working towards achieving women equality and women empowerment in all spheres of Cuban society has been one of the most important goals for more than four decades. Enrollment in higher education is a clear example of progress in gender equality. Cuban women represented 37% of all university graduates in the academic year 1976-1977; by 1996-1997 it was 57%, and in some fields it was over 60%.
 2. Studies show that this trend of "feminization" of enrollment in Cuban universities has not decreased and that it is likely to increase in the coming years. More and more women have been registering in programs generally chosen by men before. Just to give an example, let's review what has happened in the field of engineering. For many years, engineering was the domain of men. Women graduates represented only 24% of all graduates in technical sciences in Cuban universities in 2002. The present decade seems to be the decade of women engineers, at least in Information Engineering. In the academic year 2002-2003 female enrollment represented 45.9% of national enrollment in this undergraduate program. In five years from now, women may very well represent more than 50% of all graduates in this field.
 3. In the total number of graduates in the academic year 2003-2004 there was an increase in the presence of women. They represented 63.8% of all graduates. Cuban women are likewise increasing their numbers in leading positions in research work and community leadership. On the other hand, gender equality is far from becoming a reality in many corners of the world. It may surprise you to know that in many countries there is no gender equity concerning equal pay for equal work. According to a study released in 1998, women full-professors in US universities in 1997 earned 88% of the salary earned by their male counterparts. Around the world, millions of women –particularly rural women–, still show high rates of illiteracy

and great disparities concerning job opportunities, political participation and social security. Compared to other countries, including highly developed countries, Cuba definitely shows impressive results in the respect and promotion of the rights of women.

Paragraph 1

1. a noun meaning **the act of promoting the self-actualization or influence of**
2. an equivalent for **objective, purpose**

Paragraph 2

1. an antonym for **increase**
2. an equivalent for **probable**
3. a verb meaning **giving the impression of being**
4. a phrase meaning *por lo menos*

Paragraph 3

1. an adverb meaning **in the same way**
2. a verb meaning **made available to the public**
3. a verb meaning **to receive money as return for effort and especially for work done**

1. With regard to gender equality, there has been little advance in Cuba for more than forty years.
2. The growing number of women enrolled in higher education shows the interest of the Cuban government in improving women's social status.
3. Experts believe that the number of women graduates in Information Engineering will exceed that of men in the coming five-year period.
4. There are more women than men studying Social Sciences at present.
5. In contrast to other countries, Cuba has a high esteem of women's role in all fields of society.

Activity 12 (contd)

c) Scan the text and find.

d) Read the text again. Write (T) if the statement is true, (F) if it is false and (X) if it doesn't say. Correct the false statements.



In Black and White

Activity 13

Write a paragraph in about 110 words taking into account the questions. Use the words in parentheses accordingly.

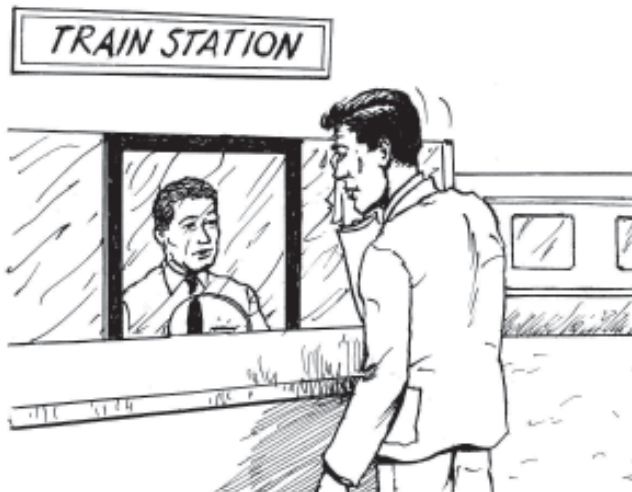
1. What has been one of the main priorities of the Cuban society over the past forty years?
2. (Therefore...) What offers evidence of the work done to achieve gender equality? (...since...)
3. Has women's presence in Cuban universities been gradually increasing?
4. (Moreover...) Has the number of women increased in the field of engineering?
5. What can happen in the next five-year period?
6. In which other spheres have women played important roles?
7. (Unfortunately ...) what is the situation of women in other parts of the world?

What had happened when...?

En esta unidad usted aprenderá a:
– Solicitar y brindar información sobre eventos y acciones pasadas que sucedieron anterior a otro evento o acción en el pasado.



Let's Listen!



Mini dialog 1

- May I help you, sir?
- Sure, I was late for my train. By the time I arrived, it had already left. When is the next train to Santiago, please?
- Tomorrow at the same time, sir.
- Tomorrow? !!

Activity 1

- a) Look at the pictures accompanying mini dialog 1 and mini dialog 2. Where are the characters?
- b) Listen to Mini dialogs 1 and 2. How good was your prediction?
- c) Listen to mini dialogs 1 and 2 again. Pay attention to the forms used for asking and giving information about past experiences and actions which happened before another past experience or action.

Activity 1
(contd)

Mini dialog 2

- Why was Sheila so upset last Friday?
 - She was very upset because she had lost her suitcase on the evening train.
- Did she go to *Lost & Found*?
 - Yes, but by the time she got there they had already closed the department.



Activity 2

- a) Read Chart 1 while listening to the tape. Pay attention to the verb tense used.

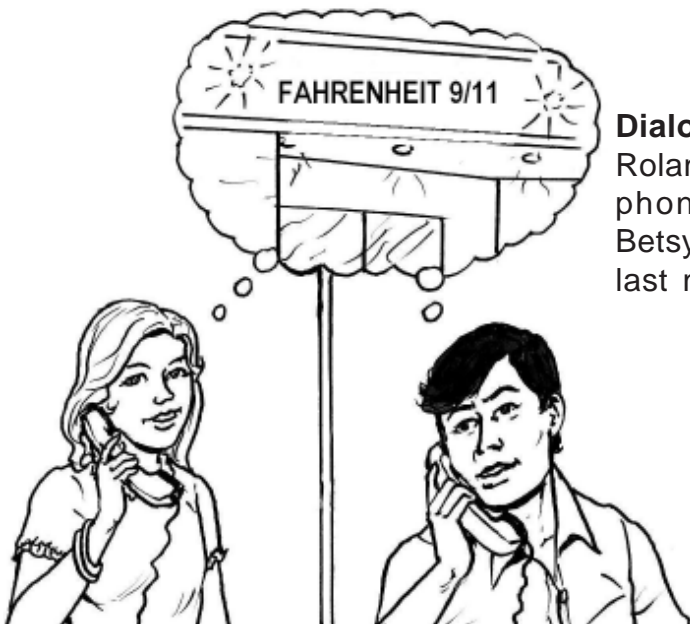
Chart 1. ASKING FOR AND GIVING INFORMATION ABOUT PAST EXPERIENCES AND ACTIONS WHICH HAPPENED BEFORE ANOTHER PAST EXPERIENCE OR ACTION

<p>A: Did you miss the train? B: Yes, when I arrived it had already left.</p>	<p>– <i>¿Perdiste el tren?</i> – <i>Sí, cuando llegué ya se había ido.</i></p>
<p>A: Did you meet him last year? B: No, I had never seen him until he visited our class yesterday.</p>	<p>– <i>¿Lo conociste el año pasado?</i> – <i>No, nunca lo había visto hasta ayer que visitó nuestro grupo.</i></p>
<p>A: Why was Sheila so upset when you talked to her? B: Because she had left her suitcase on the evening train. By the time she got to the <i>Lost & Found</i> they had already closed the department.</p>	<p>– <i>¿Por qué Sheila estaba tan disgustada cuando hablaste con ella?</i> – <i>Porque había perdido su maleta en el tren nocturno. Cuando llegó al Departamento de Objetos Perdidos ya lo habían cerrado.</i></p>

Nota: Cuando vea escrito el símbolo **&**, léalo como **and**, que es lo que realmente significa.

Lost & Found = Departamento de objetos perdidos.

- b) Listen to the Mini dialogs and to Chart 1 again. Repeat.



Dialog 1

Roland is talking on the phone with his friend Betsy about what he did last night.

1. Last night Roland got home early.
2. Betsy had heard about the film *Fahrenheit 9/11* before she talked to Roland.
3. Betsy was watching a movie when Roland called her.
4. Betsy is planning to go to the movies tomorrow.
5. Betsy is not certain yet about going to the library tomorrow.

1. What has Betsy heard about the film *Fahrenheit 9/11*?
2. When did the film become famous?

You may ask:

- Who has seen the film *Fahrenheit 9/11*? Who has not seen it?
- What's your opinion about it?
- What do you know about the director?

Activity 3

- a) Work in pairs. Comment shortly on the films. Talk about the plot, the characters, the actors and actresses, the genre, etc.
- b) Look at the picture and read the introduction to Dialog 1. What are they talking about?
- c) Listen to Dialog 1. How good was your prediction?
- d) Listen to the dialog again and say what film Roland saw.

Activity 4

- Listen to the dialog once more and write (T) if the statement is true, (F) if it is false
1. Roland called Betsy at home.
 2. Betsy was watching a movie when Roland called her.
 3. Betsy is planning to go to the movies tomorrow.
 4. Betsy is not certain yet about going to the library tomorrow.

Activity 5

- Listen to Dialog 1. Answer the questions in written form.

Activity 6

- Work in groups of four. Exchange ideas about the film. Talk about the characters, the director, the plot...



Let's Focus on Grammar!

The Past Perfect Tense (*el antecopretérito*) se utiliza para referir estados, acciones o eventos ocurridos en el pasado antes de otras acciones o eventos también pasados. Su estructura es:

Had + Past Participle of the verb (PP)

había/s/n/mos + participio pasado del verbo

Ejemplo:

When Ron and Martin entered college they had already studied French for two years.

Cuando Ron y Martin comenzaron la universidad, ya habían estudiado francés durante dos años.

- La estructura **HAD + PP** se mantiene con todas las personas.
- Con este tiempo verbal se enfatiza el orden de ocurrencia de un suceso con respecto a otro, ambos realizados en un tiempo anterior al momento del habla. La acción expresada en pasado perfecto es la que ha acontecido primero. Para relacionar mejor la "cronología" de los acontecimientos se utilizan las palabras relacionantes **when, before, after** y expresiones de tiempo como **by the time**.

I / She / He / It	HAD + PP
You / We / They	HAD + PP

Lea la siguiente secuencia de eventos:

9:00 am Glenda left the dorms.

9:05 am Lester arrived at the dorm looking for Glenda.

9:15 am Glenda started her drama lesson in Room 15-A.

9:20 am Lester finally found Room 15-A. Sign on door: Do not enter.

Observe ahora la relación entre los eventos ocurridos:

1. Glenda had left the dorm when Lester arrived.

Glenda se había marchado /ido de la residencia estudiantil cuando Lester llegó.

2. By the time Lester found Room 15-A, classes had started so he couldn't see Glenda.

Cuando Lester (finalmente) encontró/dió con el aula 15-A, ya las clases habían comenzado, por lo que no pudo ver a Glenda.

- Sin embargo la utilización del **past perfect** es a menudo innecesaria cuando se introducen las palabras relacionantes **before** o **after**. En esta situación se utiliza generalmente el pretérito.

Ejemplo:

Gretel had already left when we got there.

Gretel ya se había ido cuando llegamos allí.

Gretel left before we got there.

Gretel se fue/se había ido antes de que llegáramos allí.

- La estructura para formar oraciones negativas con este tiempo verbal es la siguiente:

Sujeto + had +not + PP + Complementos

Ejemplo:

Glenda had not (hadn't) seen Lester since she was 10.

Glenda no había visto a Lester desde que ella tenía 10 años.

The Past Perfect Continuous (el pasado perfecto continuo) enfatiza la duración de la acción o evento en el pasado con relación a otro suceso también ocurrido en el pasado. Su estructura es la siguiente:

Had + been + VP terminado en -ing

había/s/n/mos + estado+ verbo principal terminado en -ando / -iendo

Ejemplo:

7:00 am Hilary arrived at the train station.

9:15 am The train arrived.

When the train arrived, Hilary had been waiting for more than two hours.

Cuando llegó el tren, Hilary había estado esperando durante dos horas.

- Las oraciones negativas se forman siguiendo esta estructura:

Had +not+ been+ verbo principal en -ing + complementos

no había/s/n/mos + estado+ verbo principal terminado en -ando/-iendo.

Ejemplo:

She had not (hadn't) been waiting just for a couple of minutes. She had been waiting for more than two hours, when the train arrived.

(Ella) no había estado esperando solo unos minutos; ella había estado esperando más de dos horas cuando el tren llegó.

Activity 7

Read the information about the history of movie making before 1920. Select the correct verb tense in parentheses (simple past, present perfect, past perfect or past perfect continuous).

1. Motion pictures (emerged-have emerged-had emerged) in the late 1890s for various reasons. Dickson, the assistant of the famous inventor Thomas Edison, (devised-has devised-had devised) the kinetograph (camera) and the kinetoscope (projector) sometime in the early 90s.
2. Moreover, by that time the Lumière brothers (also created-had also created-had been also creating) a machine, called the Lumiere camera, for both film projection and development, smaller and much lighter than Dickson's invention.
3. In 1895, the Lumiere brothers (made-have made-had been making) the world's first film screening, and by 1898, the Lumiere's company (produced-has produced-had produced) a short film catalog with over 1 000 titles.

Activity 8

Read about five well-known African-American (Afro-American) social and political leaders and artists. To complete the ideas, select the appropriate verbs from the box and use them in the verb tense required in each case.

win-sell-be-write-attain-work-earn-refuse-graduate-try-publish-change-sing-receive-turn

1. Langston Hughes already from high school when he his poem "The Negro Speaks of Rivers".
2. By the time Hughes died he a great collection of poetry, short stories and an autobiography of his life.
3. By the late 1930s, when the singing of gospel songs started, Paul Robeson spirituals at church, on stage and in movies. Paul Robeson a scholarship to college because he excellent results in both academic subjects and sports.
4. When Rosa Parks to give up her bus seat to a white man in 1955, she a victim of racial discrimination for many years. Her act of courage the wheels of the civil rights movement in the USA. By then, she as secretary of the NAACP* and to register to vote on several occasions.
5. Malcom X was named Malcolm Little at birth. By 1952, he his named to Malcolm X because he considered "Little" a slave name and chose the "X" to signify his lost tribal name.
6. Ella Fitzgerald (negative) formal vocal training when she began her career. She achieved legendary success and by the time she died, she thousands of recordings

and countless awards including Kennedy Center Award for her contributions to the performing arts, honorary doctorate degrees from Dartmouth and Yale, and thirteen Grammy Awards.

Notes:

LANGSTON HUGHES	writer/poet (1902-1967)
PAUL ROBESON	singer (1898-1976)
ROSA PARKS	civil rights activist (1913- 2005)
MALCOM X	civil rights activist (1925-1965)
ELLA FITZGERALD	singer (1918 -1996)

***NAACP**= National Association for the Advancement of Colored People.

**Activity 8
(contd)**

Let's Speak!

- go to the dentist for the first time
- be 10 years old
- finish senior high school
- take your first English test

Example:

My front teeth had fallen when I went to the dentist for the first time.

- traveled to other provinces
- talked to a native English speaker
- been to a live concert
- surfed the Internet
- met students from other countries

Example:

I had already visited other provinces when I entered the university, but I had not...



Activity 9

Work in pairs. Take turns in talking about something (interesting/ surprising/ terrible/ terrific) that happened before another event in the past.

Activity 10

What had I done?

Act out a monolog. Make an account of things you had done (or hadn't done) before you began university studies.



Activity 11

Look at the picture and answer these questions orally.

Let's Read!

1. What have you heard about him?
2. Where was he born?
3. Is he still alive?



Martin Luther King Jr.

Activity 12

Skim through the text and answer the questions in your notebook.

1. What is the text about?
2. What was this man famous for?
 1. Michael King, later Martin Luther King Jr., was born on 15 January 1929, in Atlanta, Georgia, USA. He was the grandson of Reverend A. D. Williams, a founder of the National Association for the Advancement of Colored People (NAACP) in Atlanta, and the son of Luther King Sr., a pastor of Ebenezer Baptist Church.
 2. Young Martin Luther King started his undergraduate education at Morehouse College in 1944. He studied and worked at the same time. In 1946 he quit his job as a worker at the Atlanta Railway Express Company because a white foreman had called him "nigger". One year later, the Morehouse student paper published his article "The Purpose of Education" after he had sent a letter to the editor of the *Atlanta Constitution* stating that black people "are entitled to the basic rights and opportunities of American citizens". In 1948, King received a Bachelor of Arts degree in sociology from Morehouse College and he became assistant pastor at Ebenezer Baptist Church. In addition he began his studies at Crozer Theological Seminary in Chester, Pennsylvania from which he graduated in 1951. He initiated his pastorate at Dexter Avenue Baptist Church in Montgomery in 1954. He received a Ph.D. in systematic theology from Boston University in 1955
 3. Martin Luther King, Jr. was an active civil right defender all his life. He delivered his first national address, at the Prayer Pilgrimage for Freedom at the Lincoln Memorial in Washington, D.C. in 1957. He had led peaceful marches, campaigns and had

struggled for freedom with his people nationwide before he became the recipient of the Nobel Peace Prize in 1964.

**Activity 12
(contd)**

4. Although he had been himself victim of extreme violence, King always preached non-violence and direct action as methods of social change. In one of his most moving speeches "I Have a Dream" at the march on Washington in 1963, he said: "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character". On April 4 1968, King was assassinated while standing on the balcony of the Lorraine Motel in Memphis. Just one day before he had delivered what became his last speech, in which he once more shared with his audience his beloved dream.

Notes:

nigger: *Es tal vez el calificativo más ofensivo y humillante que existe en idioma inglés para dirigirse o referirse a una persona de la raza negra. Es una palabra llena de odio racial y de prejuicios.*

to be entitled to something = *tener derecho a ...*

Bachelor of Arts (BA) degree= *Licenciado de una carrera de 4 años.*

Doctor of Philosophy (Ph.D) degree = *Grado científico de Doctor en Ciencias*

Paragraph 1

- a) A person who founds, who creates something is a .
- b) the opposite of **senior** .

Activity 13

Scan through the text to fill in the blanks.

Paragraph 2

- a) three English verbs which can be translated as *comenzó*: .
- b) the English equivalent for *capataz, supervisor* .
- c) In this context, the noun **paper** refers to: .

papel
periódico/
diario
ponencia.

Therefore, **student paper** is translated into Spanish as .

Paragraph 3

- a) A verb phrase which means **gave a speech** .
- b) A synonym for **non-violent** .
- c) A word that means *a escala nacional* .

Activity 13
(contd)

Paragraph 4

- a) A verb meaning **to plead, support in favor of** .
- b) An adjective which means *conmovedor, emotivo* .
- c) A noun that means **a group of listeners** .

Activity 14

Organize these events in chronological order. Go back to the text if necessary.

1. King delivered his first national address, at the Prayer Pilgrimage for Freedom at the Lincoln Memorial in Washington, D.C.
2. Martin Luther King Jr. received the Nobel Peace Prize.
3. The Morehouse student paper published King's article "The Purpose of Education".
4. He received a Ph.D. in systematic theology from Boston University.
5. He made his famous speech "I Have a Dream".



In Black and White

Activity 15

Write in about 100 words a paragraph related to the biography of an outstanding personality in history/science. Use the questions to guide your writing.

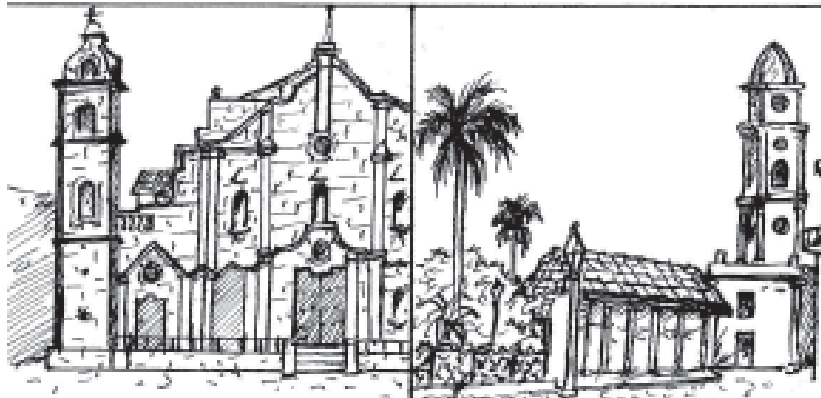
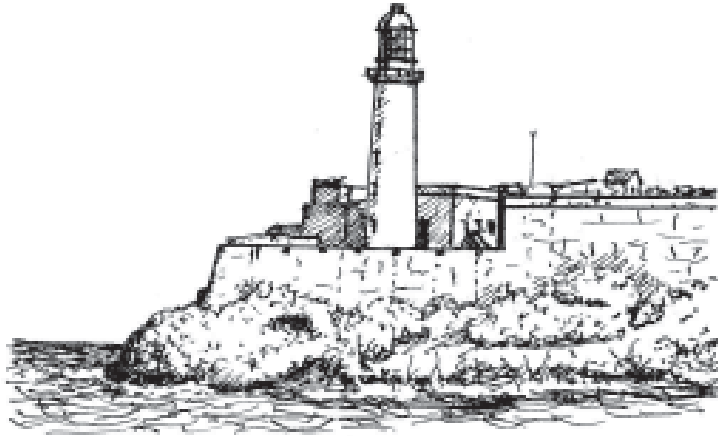
1. When and where was this person born?
2. What had this person done before he/she became famous?
3. Why did this person become a celebrity?

JOKES

- At a jeweler's shop a young man had selected a ring for his sweetheart, before the clerk told him the price of the ring. After listening to the price, the young man gave a long whistle. "And how much is that other one? he asked, pointing to another ring". "That one, sir, is two whistles".
- An absent-minded professor thought he had left his watch at home, so he took it out of his pocket to see if he had time to go back and get it.

It was built in...

En esta unidad usted aprenderá a:
– Referir acontecimientos y actividades del quehacer humano, haciendo mayor énfasis en lo que aconteció que en los responsables o agentes de las acciones.



Let's Listen!



Mini dialog 1

- Paul, I was asked to write about the Internet. Can you help me?
 - I'll try.
- Oh good. When was the Internet invented?
 - Well, it was created in 1968, but at the time, it was only used by scientists.
- No kidding! I thought it was created in the early 90s!



Activity 1

- Look at the pictures accompanying Mini dialogs 1 and 2. What do they want to know?
- Listen to the mini dialogs. How good was your prediction?
- Listen to the mini dialogs again. Pay attention to the verb forms used.

**Activity 1
(contd)**

Mini dialog 2

- Say Tony... Do you know when the Pan-American Games are held?
- Every four years, I think. The 11th Pan-American Games were held in Havana in 1991.
- Let's see. They take place every four years and they were held in Havana in 1991. That means the next Games will be held in ...



Activity 2

- a) Read Chart 1 while listening to the tape. Pay attention to verb forms used.
- b) Listen to the mini dialogs and to Chart 1 once more. Repeat.

Chart 1. EMPHASIZING EVENTS

The Pan-American Games are held every four years.	<i>Los Juegos Panamericanos se celebran cada cuatro años.</i>
The internet was created in 1968.	<i>Internet se creó/fue creada en el año 1968.</i>
The next Panamerican Games will be held in...	<i>Los próximos Juegos Panamericanos se celebrarán / serán celebrados en ...</i>

Activity 3

- a) Look at the picture and read the introduction to Dialog 1. Then, try to identify the place these two young people are visiting. Have you ever visited this place? Do you know anything about it?
- b) Listen to the conversation and confirm your predictions about the place.



Dialog 1

Ray and Kate are enjoying the walk.

Activity 4

- a) Read the items, then listen to Dialog 1 again and tick the correct ending.

1. Kate thinks the place is

boring.
interesting.

2. *La Cabaña* was built

in 17th century.
in 18th century.

3. For years, the fortress has been used for different purposes.
only as a prison.

4. Kate and Ray have to hurry to get to the cannon ceremony
on time.
to begin firing the cannon.

Activity 4 (contd)

1. Has Kate ever been to *La Cabaña* Fortress?
2. When was the fortress built?
3. Why is Che Guevara linked to this national monument?
4. Why is *La Cabaña* a tourist attraction in Havana?

Activity 5
Answer the questions
about the
conversation:

Let's Focus on Grammar!



The Passive Voice (*La voz pasiva*)

- Tanto el idioma inglés como el idioma español tienen la posibilidad de expresar las acciones de los verbos transitivos en dos voces diferentes: en voz activa y en voz pasiva. En ambos idiomas la principal función de la voz pasiva es darle relevancia al resultado de la acción del verbo, y con ello, generalmente restarle protagonismo al agente de dicha acción.
- Para ello, el resultado de la acción –o sobre lo que recae el peso de la acción– pasa a ocupar posición inicial en la oración en voz pasiva. El agente puede entonces omitirse totalmente. Compare:

Voz activa: **The Organizing Committee made the decision last night.**

El Comité Organizador tomó la decisión anoche.

Voz pasiva: **The decision was made last night.**

La decisión fue tomada anoche./ Anoche se tomó la decisión.

- Es importante señalar que cada voz se utiliza con una intención definida. En los ejemplos anteriores, observe que en la oración en voz activa, se resalta al Comité Organizador como agente, como protagonista de la acción. Sin embargo, en la oración en voz pasiva, no interesa tanto señalar quién tomó la decisión, sino el hecho de que la decisión fue tomada (o se tomó) anoche.
- La voz pasiva también permite mencionar al agente, pero en un segundo plano, en cuyo caso el agente se presenta en una frase introducida por la preposición *por* = **by**.

Ejemplo:

The decision was made last night by the Organizing Committee.

La decisión fue tomada anoche por el Comité Organizador.

- La omisión del agente puede responder a varias causas: porque sencillamente se desconozca, porque es innecesario señalarlo ya que es evidente o conocido, o porque intencionalmente no quiera mencionarse.
- El uso de la voz pasiva es mucho más frecuente en inglés que en español. Si bien al traducir del inglés al español pueden hacerse traducciones casi literales en cuanto a estructura, en nuestra lengua resulta mucho más natural y común la llamada pasiva con “se” o sencillamente utilizar la voz activa.

Ejemplo:

Prizes are awarded at the end of the film festival.

Los premios son otorgados al final del festival.

Los premios se otorgan al final del festival.

English is spoken in this restaurant.

Se habla inglés en este restaurante.

Hablamos inglés en este restaurante.

- La voz pasiva en inglés se forma con el verbo **be** + el **PP** del verbo principal, y se utiliza con casi todos los tiempos verbales. El verbo **be** es el portador del tiempo verbal y concuerda en número con el sujeto gramatical de la voz pasiva que puede ser persona o cosa.

TENSE	ACTIVE VOICE	PASSIVE VOICE
PRESENT	<p>The Cuban Institute of Art and Film Industry (ICAIC) convenes the Latin American Film Festival every year. <i>El Instituto Cubano de Arte e Industria Cinematográficos (ICAIC) convoca al Festival de Cine Latinoamericano todos los años.</i></p>	<p>The Latin American Film Festival is convened (by ICAIC) every year. <i>El Festival de Cine Latinoamericano se convoca/es convocado (por el ICAIC) todos los años.</i></p>
	<p>The Cuban government grants many scholarships to third world students every year. <i>El gobierno cubano otorga muchas becas a estudiantes del Tercer Mundo todos los años.</i></p>	<p>Many scholarships are granted by the Cuban government to third world students every year. <i>Todos los años, muchas becas son otorgadas por el gobierno cubano a estudiantes del Tercer Mundo.</i></p> <p>*Third World students are granted many scholarships every year by the Cuban government. <i>Todos los años a estudiantes del Tercer Mundo se les otorgan muchas becas por el gobierno cubano.</i></p>
PAST	<p>Capablanca won the World Chess Championship in 1921. <i>Capablanca ganó el Campeonato Mundial de Ajedrez en 1921.</i></p> <p>Havana hosted the 11th Pan American Games in 1991. <i>La Habana fue sede de los XI Juegos Panamericanos en 1991.</i></p>	<p>The World Chess Championship was won by Capablanca in 1921. <i>El Campeonato Mundial de Ajedrez fue ganado por Capablanca en 1921.</i></p> <p>The 11th Pan American Games were hosted by Havana in 1991. <i>Los XI Juegos Panamericanos se celebraron/fueron celebrados en La Habana en 1991.</i></p>
	<p>The students will write their term papers in due time. <i>Los estudiantes escribirán sus trabajos de curso en el tiempo establecido.</i></p>	<p>The term papers will be written in due time (by the students). <i>Los trabajos de curso serán escritos (por los estudiantes) en el tiempo establecido.</i></p>
PRESENT PERFECT	<p>Successive US administrations have blockaded Cuba for more than forty-five years. <i>Sucesivos gobiernos de los Estados Unidos de América han bloqueado a Cuba por más de 45 años.</i></p>	<p>Cuba has been blockaded for more than forty-five years by successive US administrations. <i>Cuba ha sido bloqueada por sucesivos gobiernos de los Estados Unidos de América por más de 45 años.</i></p>
PAST PERFECT	<p>By the end of 1961, the National Literacy Campaign had eradicated illiteracy in Cuba. <i>Para finales de 1961, la Campaña Nacional de Alfabetización había erradicado el analfabetismo en Cuba.</i></p>	<p>By the end of 1961, illiteracy had been eradicated in Cuba. <i>Para finales de 1961, el analfabetismo ya había sido erradicado en Cuba.</i></p>

* Con este ejemplo se ilustra que el sujeto de la oración en voz pasiva puede ser también la(s) persona(s) que recibe(n) el resultado de la acción (complemento indirecto en la voz activa).

- Hay una construcción pasiva impersonal que es muy utilizada, sobre todo en la variante escrita, particularmente en la literatura científica. Su fórmula es **it + be + PP** del verbo principal
Ejemplos:

It is said that... *Se dice que...*

It is estimated that... *Se estima/calcula que...*

It was shown... *Se demostró que...*

It was believed that... *Se creía que...*

Activity 6

Choose the passive construction in the appropriate verb tense in each case.

1. *Braille* is a code which enables the sightless to read and write. It (has been invented-was invented-is invented) by a blind Frenchman, Louis Braille, in 1829. This code (is read-was read-has been read) with the fingers.
2. *Internet based e-mail* (was invented-has been invented-will be invented) by Ray Tomlinson in 1971. The @ symbol of e-mail addresses (was chosen- is chosen-were chosen) by Tomlinson to tell which user was "at" what computer.
3. The book *Twenty Love Poems and One Song of Despair* (were written- was written-has been written) by Pablo Neruda in 1924.
4. The first electric arc lighting (had been used-is used-has been used) commercially for over a decade before Thomas Edison began his work in the fall of 1878.
5. Florence Nightingale (1820-1910) was the founder of modern nursing. After her death, the Crimean Monument, (was erected-had been erected-has been erected) in her honor, in London in 1915, and the Florence Nightingale International Foundation (was inaugurated-had been inaugurated-were inaugurated) in 1934.
6. José Raul Capablanca (had been crowned-was crowned-will be crowned) World Chess Champion in 1921. He was world champion until 1927. Capablanca (is still considered-was considered-will be considered) the most talented natural chess player of all time.
7. The mode of propagation of yellow fever (has been discovered-was discovered-is discovered) by the Cuban scientist and medical doctor Carlos J. Finlay in the late 19th century.
8. There is hope that vaccines against cancer (have been produced-will be produced-were produced) in the coming years.
9. The famous song *Siboney* (had been composed-was composed-is composed) by Ernesto Lecuona in 1929. It (has been sung-was sung-is sung) worldwide since then.

Note:

the sightless= *invidentes*

worldwide= *mundialmente, en todo el mundo*

hold-convene-visit-found-launch-build-
 celebrate-locate-choose-take-include-abolish-organize-
 replace-add-shoot-restore-award-construct-
 contaminate-rush-run-revive

1. Macchu Picchu (which means “manly peak”) was most likely a religious retreat. It _____ between 1460 and 1470 AD by Pachacuti Inca Yupanqui, an Incan ruler.
2. Marie Curie _____ two Nobel Prizes: one in physics (1903) and one in chemistry (1911).
3. Yuri Gagarin _____ into outer space in the first manned spacecraft in 1961.
4. In 1980, John Lennon, singer, songwriter and co-founder of the band The Beatles _____ five times with a 38 revolver by a crazy fan. Lennon _____ to the hospital but died on arrival from a massive loss of blood.
5. The 16th World Festival of Youth and Students _____, in Caracas in 2005.
6. In ten years from now, miles of beaches _____ by the irresponsible action of humans.
7. The first Olympic Games _____ in Greece, in 776 B.C. At first, only one race (the sprint) _____. Later, the discus and javelin throw, and wrestling _____. Unfortunately, these games _____ by the Byzantine Emperor Theodosius in 394 A.D. It was not until 1896 that the Olympic Games _____ to promote understanding and friendship among nations. At present, the Games _____ every four years by the International Olympic Committee (IOC).
8. The Eiffel Tower _____ for the International Exhibition of Paris in 1889, as part of the celebrations for the centennial of the French Revolution. There were more than 700 proposals in competition, but Gustave Eiffel’s proposal _____ unanimously _____.
9. Baracoa _____ in Guantánamo, the most eastern province of Cuba. It _____ in 1512, so it is the first Spanish permanent settlement in Cuba.
10. The Che Guevara Memorial, in Santa Clara City _____ by _____ thousands of visitors and tourists every year.
11. Personally, I don’t think that printed books _____ by _____ their electronic formats in the future.

Notes:

retreat= *retiro/refugio*

spacecraft= *nave espacial*

sprint= *carrera corta de velocidad*

wrestling= *lucha*

Activity 7

What are you good at? ... Matching dates and events? ... Identifying names with discoveries? ... Locating historical and famous sites? Test your knowledge. Complete the sentences by selecting the appropriate verbs from the box. All verb forms should be in the passive voice.



Let's Speak!

Activity 8

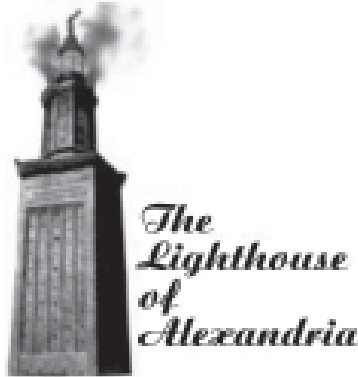
- a) Work in teams. Take turns in asking and answering questions about the Seven Wonders of the Ancient World. Use the information in the boxes.
- b) In the previous item only 6 wonders were mentioned. Find information about the seventh wonder (**The Colossus of Rhodes**) and share it with a partner

Example:

A: When was The Lighthouse of Alexandria built?

B: It was built about 270 B.C.

C: Where was the lighthouse located?



Construction date: About 270 B.C.
Location: On ancient island of Pharos in harbor of Alexandria, Egypt.
Height: about 400 feet
Designer: Greek architect Sostratus

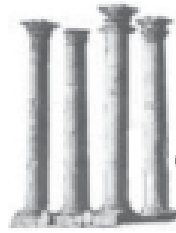


Construction date: From about 2700 to 2500 B.C.
Location: Giza, Egypt, on west bank of Nile River near Cairo.
Height: about 450 feet



Construction date: It is said... About 600 B.C.
Location: In Babylon near modern-day Baghdad, Iraq
Height: It is said... (400 square feet and 75 feet above the ground.)

Construction date: About 550 B.C.
Location: In Greek city of Ephesus, on west coast of modern Turkey
Height: 40 to 60 feet
Cause of destruction: severe fire



The Temple of Artemis

Construction date: About 353 B.C.
Location: In what is now southwestern Turkey
Designer: Greek architects Satyrus and Pythius
Height: 135 feet
Cause of destruction: earthquake



The Mausoleum of Halicarnassus

Construction date: About 457 B.C.
Location: Ancient Greek city of Olympia
Height: 40 feet
Cause of destruction: severe fire



The Statue of Zeus

Construction date: Its construction took 12 years-finished in 282 B.C.
Location: At the entrance of the harbor of the Mediterranean island of Rhodes in Greece.
Height: about 33m (110 ft) high.
Designer: Rhodian sculptor Chares of Lindos.
Cause of destruction: strong earthquake about 226 B.C.

The Colossus of Rhodes



Activity 9

Work in pairs. Read the information in the box. Discuss what piece of information refers to each of these well-known Cuban personalities. Then make an oral presentation about them. (You may add information of your own). Use passive constructions where appropriate.



Nicolás Guillén



Wifredo Lam



Benny Moré

- *La Jungla, La Silla, El Tercer Mundo*
- 1919, Santa Isabel de las Lajas-1963, Havana
- *Vida, Olvido, Cienfuegos, Varadero*
- 1902, Sagua la Grande-1982, Paris
- works exhibited in art galleries around the world
- poems translated into more than thirty languages
- outstanding painter
- *Motivos de Son, Sóngoro Cosongo, Tengo*
- 1902, Camagüey-1989, Havana
- most important popular singer and composer in the 50s
- Cuba's National Poet
- several generations of Latin Americans have enjoyed his music

Activity 10

Work in pairs. Take turns in asking for and giving information about the city, municipality, neighborhood where you/your partner live/s.

- foundation or construction date
- level of pollution (reasons: garbage, noise, traffic, etc.)
- development (hospitals, schools, museums, resorts, parks, research institutes and projects, local radio stations and TV networks, prizes and awards)

Example:

A: When was your town founded?

B: It was founded in 1902. What about yours?



Activity 11

Translate 1, 3 and 5 into Spanish.

Let's Read!

Did you know that...?

1. Welsh is one of the oldest living languages in Europe. The largest group of Welsh speakers outside Wales is found in the Argentine region of Patagonia.
2. Many legends were told in both Europe and America about the *Fountain of Youth*, an imaginary spring. According to a popular fable, Ponce de Leon went to Florida in the 16th century to find this spring. Old stories said that the waters of the spring were supposed to restore youth and cure sickness.

3. Diego Velázquez, the first Spanish governor of Cuba, founded Havana on the island's south coast in 1515. But the city failed to flourish, probably because of pirate attacks, and was rebuilt on its present site in 1519.
4. Baseball was introduced in Cuba in the late 1800s. It arrived from the United States and quickly became the island's national pastime.
5. Cuba is worldwide recognized for having the most extensive network of schools in Latin America, from preschool facilities to graduate and professional programs.

Activity 11
(contd)

- | | |
|----------------|--------------------|
| The Great Wall | Stonehenge |
| Palenque | Macchu Picchu |
| Teotihuacán | Chan Chán |
| The Taj Mahal | The Parthenon |
| Abu-Simbel | Big Ben |
| The Sphinx | The Sistine Chapel |

Activity 12

- a) Select from the list the landmarks that belong to Pre-Columbian cultures.
- b) Where are they located?
- c) Which one is the most interesting for you? Why?

- Origin and development of Chichen Itza
- The different monuments constituting Chichen Itza
- What makes Chichen Itza different from the rest of Mayan constructions

Activity 13

Read the phrases. Then, skim through the text and select the one that best expresses its general idea.

1. Chichen Itza contains the most impressive and intact remains of the Mayan civilization. The city was founded at the beginning of the 6th century and is located on the Yucatán peninsula in Mexico. Chichen Itza has been widely studied, excavated and restored, more so than any other Mayan cities. Yet, its history is still clouded in mystery and there are many contradicting theories and legends surrounding it.
2. Like most Mayan centers, Chichen Itza was primarily a spiritual, ceremonial site rather than a commercial area. Its name is a Mayan word: CHI (**mouth**), CHEN (**well**), and ITZA (**of the witch water**). It is said that people were often thrown into the nearby cenote, along with offerings of treasure, as sacrifices, and those who survived were believed to be prophets.
3. Chichen Itza's architecture is seen to have two distinctive styles; traditional Mayan architecture, and more recent Toltec architecture. It is clear that a large Mayan community flourished there between around 700 AD and 900AD, and that most of the structures were built in the southern area. About 900 AD the

Itza migrated to the city. However, the main buildings in the central area, including the Pyramid of Kukulkan, the Temple of the Warriors and the Ball Court, are Toltec in design and influence.

4. The Toltecs originated in central Mexico. One respected theory suggests that about 1200 AD, Chichen Itza was conquered by the Toltecs and they imposed their architectural style on new constructions. Alternatively, it is known that the Mayas traded extensively and it is possible that they were influenced by the Toltecs in their own architecture. Another more recent theory claims that Tula, capital of the Toltecs, was actually under the domination of the Mayas, resulting in a transfer of style from one city to another. There are fragments of evidence to support each line of thought, but no conclusive evidence for any single theory.

5. The Mayan culture has influenced many areas of architecture, art and astronomy and these influences live on. As the most famous of the Mayan pyramids in the country, Chichen Itza has been studied and written about extensively.

Note:

cenote = a deep natural hole found in limestone, especially in Yucatan, Mexico.

Cenotes were holy for the Maya, who used them as places of sacrifice.

Toltec = a member of a people that dominated central and southern Mexico prior to the Aztecs.

Itza = a tribe of Mayan peoples who lived in what is now known as the Yucatan Peninsula in Mexico.

Activity 14

Scan through the text and decide in which paragraph the information is found.

- a) Important buildings that are of Toltec origin
- b) Definition of the word Chichen Itza
- c) Chichen Itza in comparison with other Mayan cities
- d) Theories that shed light on the Toltec's influence on Chichen Itza's constructions
- e) When the city was founded
- f) Reason why the city was named Chichen Itza

Activity 15

Find in the text.

Paragraph 1

- a) a synonym for **extensively**:
- b) a connective equivalent to **nevertheless**:
- c) a verbal phrase meaning **cannot be fully understood**:

Paragraph 2

- a) a sentence with passive voice construction:
- b) a synonym for **instead of**: _____
- c) the English word for *personas que anuncian un acontecimiento futuro*. _____

Paragraph 3

- a) a verb meaning **reach a height of development:**
- b) the abbreviation for **anno Domini:**
- c) an equivalent for **chief, principal:**

Paragraph 4

- a) a verb meaning **engage in the exchange, purchase, or sale of goods:**
- b) a verb meaning **defend as valid or real:**
- c) a noun phrase meaning **way of thinking:**

Paragraph 5

- a) a phrasal verb meaning **continue in existence:**

1. What makes Chichen Itza an important world monument?
2. How does it compare to the rest of the Mayan cities?
3. What characterizes Chichen Itza's architecture?
4. What assumptions concerning the influence of the Toltec culture on the ancient city of Chichen Itza are presented in the text?

Activity 15 (contd)

Activity 16

Read the whole text again and find answers to the questions.

In Black and White

Example:

early this morning-wallet-lose-but-under his bed-Dad-find-yesterday.

Dad lost his wallet yesterday, but it (the wallet) was found under his bed early this morning.

1. when she was in her teens-love poems-**Rachel**-until-but-write-not publish-until she was 40
2. at the end of the 16th century-but-paint-**the Flemish artist**-his self portrait-not exhibit-until 1715
3. **architects**-the museum-in 1999-not open to the public- remodel-until 2003-but



Activity 17

Organize the hints given to report some events. Make the necessary changes. Follow the example.

Activity 17
(contd)

4. plenty of evidence-**the district attorney**-by the end of the trial-
the defendant-so-have-find guilty
5. rescue-float on their backs-**the survivors of the shipwreck**-for
two hours-until-they

Notes:

in her teens = *en su adolescencia*
selfportrait = *autorretrato*
district attorney= *fiscal*
plenty of evidence= *abundantes pruebas*
trial= *juicio*
defendant= *acusado*
guilty= *culpable*
shipwreck = *nafragio*
survivors=*sobrevivientes*

Activity 18

Look at the pictures and read the information given in the charts. Then, write a paragraph in about 100-150 words describing the similarities and differences between the two monuments.



Statue of Christ the Redeemer

Location: Rio de Janeiro, on top of Corcovado Mountain, 234 feet high
Reached: by road or by a funicular railway
Description: The statue of Christ stands 100 feet high set on a pedestal 20 feet high, with out stretched, welcoming arms
Sculptor: Paul Landowski (1921-1931)
Material: Granite
Used as: Symbol of the city, tourist attraction
What you can do: Admire a superb view of downtown Rio de Janeiro, enjoy other landmarks surrounding the area (the bay, Sugarloaf Mountain, Copacabana and Ipanema beaches)



Havana's Christ

Location: At the left of Havana's harbor entrance between La Cabaña Fortress and Casablanca
Reached: By road and by boat
Description: The statue is 20 meters high on a 3 meters high base. It weighs 320 t. Jesus is on his feet with a hand near his chest and the other raised as if he were blessing
Sculptor: Gilma Madero
Material: White Carrara marble
Used as: Tourist attraction since its inauguration in 1958
What you can do: Admire a superb view of Havana, the Sea Wall and many emblematic buildings and areas in Havana City

SCORE

Add 2 points for each word written correctly.
Subtract 1 point for each misspelled word.
Subtract 1 point for each mistake in punctuation.

64 points — 58 points —> You are doing very well!
57 points — 44 points —> Good work.
43 points — 38 points —> You need more concentration.
37 points or less —> You really need more practice.
Try again.

Activity 19 Dictation.

Before listening to the tape, review the steps suggested in Unit 11 of your Workbook.

Activity 20

- a) Listen to the recording (dictation) again while reading the text. Focus your attention on the pronunciation of the written word.
- b) Read the text out loud to improve your pronunciation.

JOKE

As a beautiful young lady walked down the crowded aisle of a bus, a young man who had been sitting started to get up from his seat. She gently pushed him back and said that she preferred to stand.

He tried again and once more he was stopped.

“What’s the idea?” he shouted, “You made me miss my stop.”

The one who is wearing...

En esta unidad usted aprenderá a:

– Describir e identificar con mayor detalle personas o cosas.



Let's Listen!

Activity 1

- Look at the pictures accompanying Mini dialogs 1 and 2
- Listen to Mini dialogs 1 and 2. Pay attention to the forms used to give detailed descriptions.

Mini dialog 1

- I'm positive, Joanna. That face looks familiar.
- Who are you talking about?
- I 'm talking about that lady over there. The one with the strange appearance.
- You mean, the woman who is wearing big sunglasses, a straw hat and many bracelets?
- Yes, exactly. Do you know her?
- Of course I do. That's Prof. Sanders, the drama teacher.
- Wow! She's introducing us to a new look!



Mini dialog 2

- May I help you, sir?
- Yes, I'd like to buy one of the watches in the window.
- They are all excellent watches, sir. How about this one?
- No, not that one. Show me the one in the corner on the right. The one which has a leather strap and a square face.



Activity 1 (contd)

Chart 1. FORMS USED TO GIVE DETAILED DESCRIPTIONS

<p>I'm talking about that lady over there, the one with the strange appearance.</p>	<p><i>Me refiero a aquella mujer, la que tiene una apariencia extravagante.</i></p>
<p>The woman who is wearing big sunglasses and a straw hat is our drama teacher.</p>	<p><i>La mujer que tiene puestas unas gafas de sol grandes y un sombrero de paja es nuestra profesora de arte dramático.</i></p>
<p>I'd like to buy one of the watches in the window.</p>	<p><i>Quisiera comprar un reloj de los que están en la vidriera.</i></p>
<p>The one which has a leather strap and a square face.</p>	<p><i>El (reloj) que tiene una manilla de cuero y la esfera cuadrada.</i></p>

Activity 2

- a) Read Chart 1 while listening to the tape. Pay attention to the forms used.
- b) Listen to Chart 1 and to the Mini dialogs again. Repeat.



Dialog 1

Vivian runs into Joe at a very crowded place.

Activity 3

- a) Look at the picture, read the introduction to Dialog 1 and try to identify the event these people are participating in. Have you ever participated in it? What do you know about this important event?
- b) Listen to the conversation and confirm your predictions about the event.

Activity 4

Listen to Dialog 1 again and write T for True, F for False or X for it doesn't say next to each statement.

1. Joe and Vivian haven't seen each other for a while.
2. Vivian and Joe always meet at the book fair.
3. Vivian asked Joe to suggest a book.
4. Joe knows a lot about Greek mythology.
5. Thalia is the Muse of comedy.
6. Joe will buy many books.

Activity 5

Answer the questions about the conversation.

1. Why did Vivian say that the fair this year is very good?
2. Was she planning to buy a specific book?
3. Does Joe have much information about the muses?
4. Why did Joe abruptly interrupt Vivian?



Let's Focus on Grammar!

Observe que:

- Para distinguir personas o cosas, con frecuencia se utilizan frases u oraciones subordinadas cuya función es precisamente identificarlas mediante la mención de rasgos o características específicas que permiten su identificación. Muchas funcionan como adjetivos, porque califican y describen al sustantivo o pronombre que le precede.
- En todos los ejemplos siguientes estas frases permiten precisar e identificar mejor la persona o la cosa a la que nos estamos refiriendo. Se colocan detrás del sustantivo que modifican y comienzan con una preposición:

a **woman** with a hat

una mujer con sombrero



the **watches** in the window

los relojes que están en la vidriera



the **watch** in the right corner

el reloj que está en la esquina derecha



- Por su parte, las oraciones subordinadas relativas adjetivas brindan información más detallada sobre el sustantivo o pronombre que modifican. Dichas oraciones comienzan con un pronombre relativo **who** (para personas) **which** (para cosas y animales) y **that** (que puede utilizarse para personas o cosas, aunque para personas casi siempre es más usual utilizar **who**).

- La equivalencia en español para **who, which** y **that** en esta función de pronombres relativos es *que*.

Ejemplos:

Marie Curie was the first woman who received a Nobel Prize.



Marie Curie fue la primera mujer que recibió un Premio Nobel.

Susan is the student who/that was chosen for the contest.



Susan es la estudiante que fue seleccionada para el concurso.

This is the book that I borrowed from the library.



Este es el libro que saqué (en préstamo) de la biblioteca.

This year you can find many books that you would like to buy.



Este año puedes encontrar muchos libros que te gustaría comprar.

A dog that/which barks all night is a nuisance.



Un perro que ladra toda la noche es un fastidio.

- Las oraciones subordinadas relativas adjetivas también pueden comenzar con **whose**, que equivale a *cuyo/a, cuyos/as* en español.

This is the writer whose name was included in the anthology.



Este es el escritor cuyo nombre fue incluido en la antología.

- Observe que en ocasiones se puede omitir el pronombre relativo (**who/which that**). Ello puede hacerse cuando el pronombre relativo NO es el sujeto de la oración subordinada relativa adjetiva.

Ejemplo 1:

The man who I met this morning is the headmaster. = The man I met this morning is the headmaster.

El hombre que conocí esta mañana es el director.

La oración subordinada adjetiva es **who I met this morning**.

Who es el pronombre relativo que se refiere a **the man**.

El sujeto de esta oración subordinada no es **the man**. El sujeto de esta oración es **I**, por lo tanto, **who** puede omitirse.

Ejemplo 2:

I gave Dad a book that I bought at the book fair. = I gave Dad a book I bought at the book fair.

Le regalé a papá un libro que compré en la feria (del libro).

La oración subordinada adjetiva es **that I bought at the book fair.**

That es el pronombre relativo que se refiere a **a book.**

El sujeto de esta oración subordinada no es **a book.** El sujeto de esta oración es **I,** por lo tanto, **that** puede omitirse.

- Cuando el pronombre relativo es el sujeto de la oración subordinada relativa adjetiva, entonces el pronombre relativo (**who, that, which**) NO se puede omitir.

Mr. Clark is the one who taught me how to swim.

El señor Clark es quien me enseñó a nadar.

La oración subordinada adjetiva es **who taught me how to swim.**

Who es el pronombre relativo que se refiere a **the one**

El sujeto de esta oración subordinada es **who,** por lo tanto, **who** NO puede omitirse.

- Hay otras oraciones subordinadas relativas que comienzan también con **who** o **which** que realmente no modifican ni especifican al sustantivo o pronombre que les anteceden, sino sencillamente añaden información sobre ellos. En este caso no funcionan como adjetivos. Se utilizan para brindar una información adicional y siempre se escriben entre comas. Esta utilización de las comas le indica que dicha información podría omitirse, y aún así la persona o la cosa de la que se habla seguiría bien identificada.
- **Who** y **which** en este uso se traduce al español como *que/quien* para personas y *que* para cosas o animales.
- **That** nunca se utiliza para iniciar este tipo de oración subordinada relativa.

Ejemplos:

Charles Darwin, who is considered the father of the concept of natural selection, was born in England in 1809.

Charles Darwin, que/quien es considerado el padre del concepto de la selección natural, nació en Inglaterra en 1809.

The Great Sphinx of Giza, which symbolizes strength and wisdom, has the body of a lion with the head of a king or god.

La Gran Esfinge de Giza, que simboliza fortaleza y sabiduría, tiene cuerpo de león y cabeza de rey o dios.

1. A myth is a traditional story _____ .
2. María Lionza _____, is one of the central figures in religious cities in Venezuela, particularly in Yaracuy _____ .
3. Calliope, _____, is one of the nine muses of ancient Greece.
4. Erato, _____, is the muse of lyric poetry, particularly love and erotic poetry, and mimicry.
5. Hercules is a Greek hero _____ .
6. Atlas was the Titan _____ .
7. Yorubá deities, _____, total fifteen. Perhaps the most known of them are Shango, Obatala, Oshun and Yemaja.
8. The mythology _____ is known as Norse or Viking mythology.

Activity 6

How much do you know about mythology?

Complete the information by selecting from the box the corresponding clause used to define, identify or give additional information about the underlined word.

which are called Orishas
 which is one of the states in Northeast Venezuela
 whose author is unknown.
 who is usually depicted with a lyre
 who became a god after his death
 which refers to beliefs and legends of the Scandinavian people
 who was made to hold up the world on his back
 whose name means **beautiful voice**
 who was revered as a goddess of nature, love peace and harmony.

Activity 7

Learn about mythical places. Select the appropriate clause to fill in each blank space so as to complete the information.

- Mount Olympus**, where mythical Greek gods lived, is the highest point in Greece. In Greek mythology, the peak of Mount Olympus was the site of the magnificent palace of Zeus, _____ . Zeus had many daughters, but the nine _____ were called the Muses.
 - which was called Greece
 - who were sources of inspiration of song and poetry, of the arts and sciences
 - who was the king of the gods and also the god of thunder, lightning, and rain
 - who were his favorites
- Atlantis** is a legendary ancient island _____ and _____. The first mention of this island is from Plato, the classical Greek philosopher _____.
 - who has never been found
 - who said that this island was destroyed by a natural disaster about 9000 years before his own time
 - that sank into the Atlantic Ocean thousands of years ago
 - whose existence and location have never been confirmed.
- El Dorado** is said to be a mythical country where wealth could be rapidly acquired. The name of **El Dorado** came to be used metaphorically of any place _____. **El Dorado**, _____, was originally the name of a legendary South American king _____ .
 - whose body was said to be regularly covered with gold dust
 - in which gold and precious stones were found in fabulous abundance
 - that was a good ruler
- Camelot** is the name of the stronghold of the legendary King Arthur. According to storytellers, this was the place _____. King Arthur, _____, has been the main character in many films and novels.
 - whose name is always related to the Knights of the Round Table
 - that housed mythical Celtic gods and goddesses
 - that witnessed many of his battles
 - which symbolizes strength

Let's Speak!



The activity may begin like this:

- Have you read...?
- Have you heard about...?
- Have you seen...?
- Have you visited...?

Example

Topic: Nazca lines, in the Pampa region of Perú

Information: an enigma-has inspired fantastic explanations-300 figures of straight lines, geometric shapes-most clearly visible from the air-with its

Dialog

A: Have you heard about Nazca lines in the Pampa region of Perú?

B: Yes, of course. The Nazca lines are an enigma which has inspired fantastic explanations, with its 300 figures of straight lines and geometric shapes that are most clearly visible from the air.

1. **Carnosaur**-science fiction book by Adam Knight about-a young journalist-discovers-a wildlife collector-used genetic engineering to turn chickens into dinosaurs -It's
2. **Air Supply**-Australian musical band
It's-was famous in the 80s-a band-came to Cuba in 2005
3. **Beautiful Mind**-movie starring Rossell Crow about-Maximus Nash-It's-brilliant mathematician-hears voices telling him to be rude and beat people up
4. **Aquarium**-of Old Havana
first ecological center in the historical heart of Havana-It's 70 species of fresh water, aquatic plants, molluscs and crustaceous-holds
5. **Trafalgar Square**-in Central London
one of the city's most popular sites-It's-was named after Admiral Horatio Nelson-won the famous naval battle in Trafalgar in 1805

Activity 8

Work in pairs to produce a dialog. Here are five topics with the corresponding information. Student A will ask questions about topic 1 and Student B will reply. Then, Student B will ask questions about topic 2 and Student A will reply and so on.

Activity 9
Translate into English.

1. *Tengo tres hermanas. La que vive en Matanzas tiene 19 años; la que vive en Santa Clara tiene 26 años, y la más joven –que tiene 15 años– vive conmigo en La Habana.*
2. *Debes seleccionar uno de los dos cursos que se ofrecen este año académico. Hay uno que es sobre la protección del medio ambiente y el otro es sobre el agujero en la capa de ozono. Debes seleccionar el que sea más útil para tus estudios.*

Notes:

medio ambiente=environment

el agujero en la capa de ozono= the hole in the ozone layer



Activity 10

Look at the picture, read the question and select the correct answer.

Let's Read!

- What's its name? Stonehenge-Easter Island-Machu Picchu
- Where is it located? South America-Middle East-Western Europe
- What is it famous for? temples-ancient buildings-stone statues



Activity 11

Skim through the text and choose (✓) the most suitable title.

- An Island Veiled in Mystery
- The Original Settlers of a Mystical Island
- Easter Island, an Amazing Geography

Located 3 700 km (2 300 miles) off the west coast of Chile, Easter Island is the world's most isolated inhabited island. It's a tiny land area (only 117 km²) whose remarkable isolation made its discovery and settlement an event that appears unlikely and mysterious. Although there is substantial evidence that a South American people

settled on the island at an early date, most historians agree that the original settlers seem to have been Polynesian. In fact, *Rapa Nui*, which is the island's native name, is Polynesian.

Isolated for centuries from the outside world, the people of Rapa Nui developed their own distinctive culture, a culture perhaps best known by the **moai**, which are huge figures carved of volcanic rock. Some of these statues can be found in imposing rows, almost intact. Others, however, are broken, perhaps torn out by violence.

The first Europeans who arrived in the island were the Dutch. They made landfall on *Rapa Nui* on Easter Day of 1722, thus providing the island with its modern name. The majority of Easter Island's population is still made up of descendants of its original inhabitants.

All the residents of Easter Island live in the village of *Hanga Roa*, from which it is easy to drive around the island in search of **moai** and **ahu** (the rectangular stone platforms that **moai** are mounted on). One of the most famous sites on the island is *Rano Raraku*, where 70 **moai** seem to rise from the earth. It is still unclear how the *moai* were moved from these rock quarries to other parts of the island.

Rocks found in the village contain 150 carvings showing figures with a man's body and a bird's head. Anthropologists believe that they were part of a religious cult, but the details on the "Bird Man" are still obscure. Scholars have been able to reconstruct some of the tragic history that lies behind the disintegration of *Rapa Nui* culture, but many important parts of the puzzle –including how and why the *moai* were built– remain uncertain.

Note:

Easter Island = *Isla de Pascua*

1. Easter Island is the world's most isolated inhabited island.
 - a) infrequent
 - b) solitary
 - c) protected
2. Easter Island is a tiny land area (only 117 km²), whose remarkable isolation made its discovery and settlement an event that appears unlikely and mysterious

Activity 11
(contd)

Activity 12
Read these sentences from the text. Choose the correct meaning of the underlined words.

Activity 12
(contd)

- a) a small town, village
 - b) establishment of people in a new region
 - c) termination of a business operation
3. Although there is substantial evidence that a South American people settled on the island at an early date, most historians agree that the original settlers seem to have been Polynesian.
- a) human beings, persons
 - b) the mass of ordinary persons
 - c) a body of persons sharing a culture
4. The Dutch made landfall on *Rapa Nui* on Easter Day of 1722, thus providing Easter Island with its modern name.
- a) contributing
 - b) giving
 - c) presenting
5. It is still unclear how the *moai* were moved from these rock quarries to other parts of the island.
- a) open excavations for extracting stone
 - b) hunted animals; prey
 - c) rich or productive sources



In Black and White

Activity 13
Write the endings to the items with information from the text.

1. What makes Easter Island so fascinating is...
2. In spite of the fact that the island's inhabitants appear to be of Polynesian origin, some scholars claim that...
3. Its modern name, Easter Island, was given by... when...
4. *Ranu Raraku* is one of the most notable places on the island because...

Activity 14
a) Read this information.

An outline is an efficient way for summarizing important ideas from a text. It identifies main ideas and includes supporting ideas and/or details that help you to reconstruct the text in a quick and organized form.

b) Read the text about Easter Island again and complete the outline.

- Geographic features
 - Located 3 700 km (2 300 miles) off the west coast of Chile
 - Area
- Settlers and Population
 -
 -
 - The Dutch

➤ Names

- native:
- modern: Easter Island

➤ Distinctive stone objects

- : huge figures carved of volcanic rock
- **ahu:**

➤ Unsolved mysteries

-
-

- What are the geographical features of the island? Who were the first settlers?
- When was it discovered? Who discovered it?
- Why is this tiny island so important in Cuban history?
- Why was it so attractive to US interests?
- Why and when was the original name changed?
- What distinctive cultural features are found in the *Isle of Youth*?

a) **All that glitters is not gold.**

b) **People who live in glass houses should not throw stones.**

Activity 14
(contd)

Activity 15

- a) Collect information about the *Isle of Youth*. Write an outline using the answers to these questions as a guide.
- b) Following the outline, write your own text about the Isle of Youth in not more than 200 words.

Activity 16

Read these popular sayings in English. Write down their equivalent saying in Spanish.

If it rains...

En esta unidad usted aprenderá a:

– Relacionar condiciones reales, probables, improbables con sus correspondientes resultados o consecuencias.



Let's Listen!

Activity 1

- Look at the picture accompanying Mini dialog 1 and predict what these people are talking about.
- Listen to Mini dialog 1. How good was your prediction?
- Listen to Mini dialog 1 again and pay attention to the forms used to relate a probable condition to its results.



Mini dialog 1

- What will you do this weekend, Sarah?
 - If it rains, I'll stay home.
 - And if the sun shines?
 - If the sun shines, I'll go to the beach. Want to come along?
- You can count on me! Let's cross our fingers. The weather is awful these days.

Activity 2

- Look at the picture accompanying Mini dialog 2. What happened to the old man?
- Listen to Mini dialog 2. How good was your prediction?
- Listen to Mini dialog 2 again and pay attention to the form used to refer to a condition without which something else cannot happen.



Mini dialog 2

- What's wrong with you, Bob? You look terrible.
 - I fell down on the way to work.
 - If you take an aspirin, you'll feel better.
 - I don't think so. I won't feel better unless I lie down for a while.



Mini dialog 3

- How about going with me to Camagüey in August?
- Why not June? If we go there between June 24 to June 29 we'll see the big celebrations in honor of Saint John and Saint Peter. If we went in August, we would miss street parades and open air concerts.
- Good information, but too late! I've already made reservations for August. If you had told me about the street parades, I would have made reservations for June!

Activity 3

- Look at the picture and predict where they'll go.
- Listen to Mini dialog 3. How good was your prediction?
- Listen to Mini dialog 3 again. Pay attention to the forms related to hypothetical condition.

Chart 1. RELATING CONDITIONS TO RESULTS OR CONSEQUENCES

Referring to a real/probable condition, its results or consequences	If it rains, I'll stay home.	<i>Si llueve, me quedaré en casa.</i>
	If you take an aspirin, you'll feel better.	<i>Te sentirás mejor, si te tomas una aspirina.</i>
	I won't feel better, unless I lie down for a while.	<i>No me sentiré mejor, a menos que /a no ser que/ me recueste un rato.</i>
Referring to a hypothetical condition, its results or consequences	If we went to Camagüey in August, we would miss street parades and concerts.	<i>Si fuéramos/fuésemos a Camagüey en agosto, nos perderíamos los desfiles y los conciertos al aire libre.</i>
Referring to a hypothetical condition in the past, its results or consequences	If you had told me about the street parades, I would have made reservations for June.	<i>Si me hubieses/hubieras hablado sobre los desfiles, (yo) habría/hubiese reservado para junio.</i>

Activity 4

- Read Chart 1 while listening to the tape. Pay attention to the conditions and to the results.
- Listen to Chart 1 and to the Mini dialogs 1, 2 and 3. Repeat.

Activity 5

Look at the picture and say what bad habit the characters are referring to.



Activity 6

Listen to Dialog 1 and say whether the statement is True (T), False (F) or Does not say (X).

1. Harry offers Liz a cigarette.
2. Liz used to smoke.
3. Harry is really hooked on alcohol too.
4. Harry thinks he needs to smoke.
5. Harry has never tried to quit smoking.
6. Liz wants to help Harry to get rid of his addiction.
7. Liz went to group therapy to quit smoking.

Activity 7

Listen to Dialog 1 again and find answers to the questions:

1. Why is Liz worried about Harry?
2. What reasons does Harry give to justify his smoking?
3. What did Liz recommend?
4. What does Harry think about her suggestion?

Let's Focus on Grammar!



- **Conditional sentences.** (Las oraciones condicionales)
Estas oraciones, al igual que en español, constan de dos partes. Una de las partes es la *condición* y la otra es la *oración principal*, que depende de dicha condición, y de hecho se convierte en su *resultado* o *consecuencia*.

Ejemplo:

CONDICIÓN RESULTADO (oración principal)

If the sun shines tomorrow, I'll go to the beach.

Si mañana brilla el sol, iré a la playa.

Se introducen con palabras relacionantes que expresan condición (Anexo 14 del Libro de Texto, Parte I). La palabra **if** (*Si* condicional en español) es la de uso más frecuente, conjuntamente con **unless = If not** (*a no ser que/ a menos que/ si no...*).

- Existen tres tipos de relaciones de condicionalidad. El primer tipo se utiliza para expresar ideas en una situación real, posible de efectuarse en el presente y o en el futuro. Incluye las generalizaciones, es decir, se utiliza para enfatizar que "siempre que sucede lo mismo, pasa igual".

Ejemplo:

If you heat water to 100°C, it boils.

Si calientas el agua a 100°C, hervirá/hierve.

If you have a health problem, a doctor is the best person to see.

Si tienes un problema de salud, la persona más indicada que debes ver es el médico.

- Observe que para las generalizaciones, la estructura es presente-presente, es decir, tanto el verbo de la oración condicional como el de la oración principal utilizan el tiempo presente.

Ejemplo:

If you heat water to 100°C, it boils.

presente

presente

El agua hierve si la calientas a 100°C.

- En este primer tipo se incluyen las declaraciones que se hacen acerca de una condición y su resultado más seguro. En la opinión del emisor (hablante o escritor) la condición que se ofrece es muy posible que ocurra y, por lo tanto, el resultado es el esperado.

Ejemplo:

If Andrew comes, I'll give him your message.

Si Andrew viene, le daré tu mensaje.

(En opinión del emisor es muy posible que Andrew venga, y si lo hace, el mensaje se le dará con seguridad).

- Observe que esta correlación condición-resultado puede darse también en negativo.

Ejemplo:

Unless the weather is good tomorrow, I won't go to the beach.

A no ser que mañana haga/haya buen tiempo, no iré a la playa.

- El orden de las oraciones puede invertirse y no se pierde el sentido de lo que se dice. Sin embargo, observe que cuando la condición pasa al final de la oración, hay una diferencia de puntuación. En dicho caso, la coma se elimina.

Ejemplo:

If the weather is good tomorrow, I will go to the beach.

Si mañana hace/hay buen tiempo, iré a la playa.

I will go to the beach if the weather is good tomorrow.

Iré a la playa si hay/hace buen tiempo mañana.

- La estructura del primer tipo en este caso es presente-futuro, es decir, la oración condicional con **if** en el presente y la oración principal en el futuro .

CONDICIÓN

RESULTADO (oración principal)

If the sun shines tomorrow, I will go to the beach.

present

future

Si mañana brilla el sol, iré a la playa.

- El segundo tipo se utiliza para hacer conjeturas, especulaciones generalmente de algo que en opinión del hablante o escritor tiene un maticiz más hipotético. En cierto sentido, la probabilidad de ocurrencia es menor y en muchos casos es contraria a la realidad.

Ejemplos:

I don't speak German. If I spoke German, I would talk to the new Austrian student.

(Yo) No hablo alemán. Si (yo) hablara alemán, conversaría con el nuevo estudiante austríaco.

I don't think Sally will call today. If she called, I would give her your message.

No creo que Sally llame hoy. Si ella llamara/llamase, yo le daría tu mensaje.

If rain fell evenly, all the land would receive 34 inches (86cm) a year.

Si lloviese equitativamente, toda la tierra recibiría 34 pulgadas (86 cm) de lluvia al año.

- La estructura en el segundo tipo es: el verbo en su forma de pretérito (pasado) en la oración condicional, y el verbo con la fórmula **would** + infinitivo sin “**to**” en la oración principal. En español ello se expresa con el subjuntivo.

If....called, *(Si llamara/llamase,...)* ... **would give...** *(daría...)*

If...rain fell, *(Si lloviera/lloviese...)* ...**would receive...** *(recibiría...)*
past would+ infinitive without to

- Fíjese en la utilización del verbo **be** en el segundo tipo de condicional. La forma **were** se utiliza con todas las personas gramaticales.

Ejemplos:

If I were you, I wouldn't miss that chance.

Si yo fuera tú/usted, no perdería esa oportunidad.

If I/you/he/she/we/they were in Miss Clark's position, ...

Si yo, tú,usted, ustedes, él,ella, nosotros estuviera/estuvieras/estuviéramos/estuvieran en la posición de Miss Clark...)

- El tercer tipo se utiliza para hacer conjeturas sobre el pasado, es decir, refiere lo que habría o no habría sucedido, si algo hubiese o no hubiese ocurrido.

Ejemplos:

Bruce didn't come. If he had come, I could have given him the message.

Bruce no vino. Si (él) hubiera/hubiese venido, yo podría haberle dado el mensaje.

(Observe que no se le pudo dar el mensaje porque él no vino. Ya nada tiene remedio al respecto.)

Sam made a quick turn. If Sam hadn't made that quick turn, he would have collided with the truck.

Sam hizo un giro rápido. Si Sam no hubiese hecho aquel giro rápido, habría chocado con el camión.

- La estructura en el tercer tipo de condicional utiliza el **Past Perfect** (ante copretérito) en la oración condicional con **if**, y en la oración principal se utiliza un verbo modal (**would/ could/ should/ might**) + **have** + participio pasado del verbo.

If he had come,
Past Perfect

I could have given ...
(could+have+ V past participle)

If Sam hadn't made,...
Past Perfect

he would have collided
(would+ have+ V past participle)

Activity 8

Match Column A with the corresponding ending in Column B, so as to link a condition with a result or consequence.

A

1. If I were a good dancer...
2. If Sylvia graduates with high marks...
3. If we get to the theater before noon....
4. If I had time.....
5. If you tell me a lie.....
6. If you aren't careful with that mirror...
7. If we had known....
8. If I have time.....

B

- a) I'll surf the net today.
- b) we would have told you.
- c) it will break.
- d) I would take part in the salsa contest.
- e) she will get a good job.
- f) I would learn to play the guitar.
- g) we'll have time to buy the tickets.
- h) it will hurt me.

Activity 9

Read and reflect on the dangers of chemical and biological weapons. Select the appropriate condition in the box to complete the ideas.

1. The military use of harmful microorganisms is called biological warfare. Millions of people could be killed ...
2. Some chemical agents, called nerve agents or poison gas, can cause death rapidly ...
3. The Earth will not be a safe place to live in...

- unless biological weapons are eliminated altogether
- if the victim inhales them or if they are splashed on bare skin
- if these microorganisms were sprayed over a small, but heavily populated area.
- if a nuclear weapon had been used

Activity 10

Write the missing verb form in each of the main clauses. Pay attention to the verb tense used in the conditional clause.

Example:

If I had plans...

(tell you)

If I had plans, I would tell you.

1. If you take more than 5 aspirins... (have gastric disorders)
2. If I were you... (tell the truth right away)
3. If they had plans for the weekend,... (tell us)
4. If I come home early tonight, (watch my favorite TV program)

5. If Bob had stayed longer in the line,... (get his bus ticket to Holguin)
6. Unless he personally invites me,... (not go to his party)
7. If it rains tomorrow,... (the children/ stay home)
8. If the temperature goes below 0° C... (water freeze)
9. Unless it's cold... (go swimming tomorrow)
10. If I hadn't slipped on the sidewalk,... (break my arm)

Activity 10 (contd)

Let's Speak!



Situation 1: You badly want to smoke.

Student A : I'm dying for a cigarette.

Student B: If I were you, I would quit smoking at once.

Situation 2: This is the second time you have a headache.

Student A: I have a terrible headache again.

Student B: If I were you, I would consult a doctor immediately.

Situations:

- You're bored.
- You have lost your identity card.
- You won't be able to attend a meeting which you arranged yesterday.
- You missed the last bus to your hometown today. Your parents are waiting for you at home.
- You want to go out tonight but have a seminar tomorrow.
- You want to buy a nice present but you are short of money.

Activity 11

Work in pairs. Take turns in these dialogs using the situations given. Make suggestions of your own when giving advice. Follow the examples.

Situation 1 (You passed the test) (study hard- difficult test)

Student A: Why are you so happy?

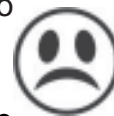
Student B: Because I passed the test, but If I hadn't studied hard, I wouldn't have passed that difficult test.



Situation 2: (You ran over a cat). (pay more attention to the road- a black cat)

Student B: Why are you so sad?

Student A. Because I ran over a cat. If I had paid more attention to the road, I wouldn't have run over that black cat.



Situation 3: (You hit a post.) (drive fast - the signpost)



Activity 12

Work in pairs. Make up dialogs to find out why one of you is sad or happy. Take into account the illustration to ask the question. Explain what would have or wouldn't have happened if something had or hadn't occurred. Follow the examples.

Activity 12
(contd)

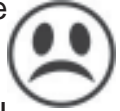
Situation 4: (The School Board granted you a scholarship) (win a Science contest-important scholarship)



Situation 5: (You visited Che Guevara Memorial) (stay two more days in Santa Clara - that important historical site)



Situation 6: (You couldn't buy tickets to the concert) (arrive late at the ticket booth- tickets for the concert)



Situation 7: (My brothers ate all the lemon pie.) (know I was coming - the pie)



Notes

ticket booth = *taquilla*

lemon pie = *pastel de limón*



Let's Read!

Activity 13

a) Match the beginning of each sentence with its appropriate ending.

A

1. Worldwide threats ...

2. The existence of the human race would be safer if ...

3. Humanity will suffer enormously more if ...

B

a) more equitable social measures and more sound environmental policies were taken and followed by all nations.

b) have to be stopped, not only for the sake of a few, but for the sake of all.

c) new evolving security threats are not immediately handled with responsibility by all countries.

Activity 14

Read the text and provide a suitable title in Spanish.

A threat to international peace and security is any event or process that leads to deaths on a large-scale. Humankind has often faced such threats, some of which, unfortunately, have become devastating realities.

There are economic and social threats. They include starvation, deadly infectious diseases, inter-state conflicts and rivalry, as well as nuclear, radiological, chemical and biological warfare, terrorism –including state terrorism– and transnational organized crime. Because of the nature and interrelation of some threats, states

should anticipate and prevent situations that could have horrific consequences. For instance, sometimes, the incubation period for many deadly infectious diseases does not take longer than the period of an international air flight. As a result, if only one person of about the 700 million people who travel on airlines in a year carried a lethal virus, the virus would spread and hundreds of people would be contaminated in a number of countries within hours. If diseases could be treated equally for every person and prevented at local level worldwide, humankind would have better defences against large-scale natural epidemics. It is evident that worldwide threats can be effectively handled only if the whole world takes a stand on cooperation, solidarity and social justice.

Note:

warfare = *guerra*

to take a stand=*adoptar una postura/posición*

Activity 14
(contd)

In Black and White



- Definition of
Event or process-deaths on a large scale

- Some types of worldwide threats: _____ and _____

- Example of how humankind is threatened
Spread of _____
Period of incubation: _____
Condition and consequences (devastating result)

Activity 15
Complete an outline of the text using the hints under each heading.

You may start like this:
One vivid example of how humankind is threatened is...

Activity 16
Write a paragraph (50-70 words) using the information you wrote down under the idea **Examples of how humankind is threatened** in Activity 15.

RIDDLE

If you feed it, it will live. If you give it water. It will die. What is it?

Fire

She told me that ...

En esta unidad usted aprenderá a:
– Referir de manera indirecta algo ya expresado



Let's Listen!

Activity 1

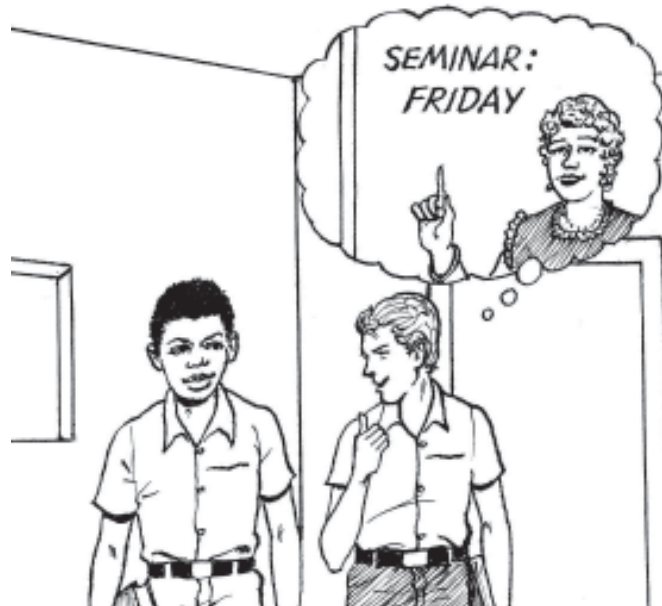
- Look at the picture accompanying Mini dialog 1. What are they talking about?
- Listen to Mini dialog 1. How good was your prediction?
- Listen to Mini dialog 1 again. Pay attention to the forms used to refer to something that has previously been said.



Mini dialog 1

- Lucy, what did the writer at the book presentation say about his novel?
 - He said that it was a love story.
- What else did he say?
 - He said that it reflected the social problems of our time.

**Activity 1
(contd)**



Mini dialog 2

- Ken, are you sure there will be a seminar this week?
- Absolutely. Professor Clark told us that the seminar would be on Friday this week.
- And...what about evaluation?
- She said she would evaluate participation during the discussions in the seminars.

Chart 1. REFERRING TO SOMETHING THAT HAS PREVIOUSLY BEEN SAID

<p>The writer said his novel reflected the social problems of our time.</p>	<p><i>El escritor dijo que su novela reflejaba los problemas sociales de nuestro tiempo.</i></p>
<p>Professor Clark told us that the seminar would be on Friday this week.</p>	<p><i>La profesora Clark nos dijo que el seminario sería el viernes de esta semana.</i></p>
<p>He asked what time we would be back.</p>	<p><i>Él preguntó a qué hora (nosotros) regresaríamos.</i></p>
<p>She said that it was raining heavily.</p>	<p><i>(Ella) Dijo que estaba lloviendo mucho.</i></p>

Activity 2

- a) Read Chart 1 while listening to the tape. Pay attention to the forms used.
- b) Listen to Chart 1 and to the Mini dialogs again. Repeat.

Activity 3

- a) Look at the picture and identify the place these two young people are referring to. Have you ever visited this place? What do you know about it?
- b) Listen to Dialog 1 and confirm your predictions about the place.

Dialog 1

Betsy and Johnny meet at the coffee shop.



Activity 4

Listen to Dialog 1 again and say whether the statement is True (T), False (F) or does not say (X).

1. Betsy went with a group of friends to Pinar del Rio province.
2. She enjoyed listening to a tourist guide in Soroa.
3. There are more than 700 species of Cuban orchids in Soroa.
4. Betsy met a famous painter at the art gallery in Las Terrazas.
5. Nature became the main subject of Duporté's paintings more than 20 years ago.

Activity 5

Read the questions. Then, listen to Dialog 1 again in order to answer the questions.

1. Where is Soroa located?
2. When was the garden created?
3. Is the Orchid Garden just a botanical garden?
4. What places did Betsy visit in Las Terrazas community?



Let's Focus on Grammar!

Reported speech: Referring to something that has previously been said

- Hay dos formas de expresar lo que otra persona ha dicho. Lo dicho puede ser un enunciado, una pregunta, o una orden o instrucción. Se puede citar lo dicho literalmente (discurso directo) o se puede reportar lo que se ha dicho con algunos cambios de forma (discurso indirecto).
- En inglés, para citar el enunciado literalmente se utilizan las comillas al principio y al final del enunciado:

Ejemplos:

The writer said: “My latest novel reflects the social problems of our time.”

El escritor dijo: “Mi novela más reciente refleja los problemas sociales de nuestro tiempo”.

Lorna said: “I want to begin right away”.

Lorna dijo: “Quiero comenzar enseguida”.

- Para referir indirectamente lo dicho, se utilizan generalmente los verbos **say** y **tell** seguidos de **that** y se realizan ciertos cambios: en el tiempo verbal, en los pronombres personales, los adjetivos posesivos y las expresiones de tiempo y de lugar. Consulte el Anexo 3 en el Cuaderno de Trabajo.

Ejemplos:

The writer said that his latest novel reflected the social problems of our time.

El escritor dijo que su novela más reciente reflejaba los problemas sociales de nuestro tiempo.

Observe los cambios realizados:

my latest novel \Rightarrow his latest novel

reflects the social problems \Rightarrow reflected the social problems

Lorna said that she wanted to begin right away.

Lorna dijo que (ella) quería comenzar enseguida.

Observe los cambios realizados:

I want \Rightarrow she wanted

En ambos ejemplos, la utilización del pasado en el discurso indirecto enfatiza que nos estamos refiriendo a algo ya expresado con anterioridad.

- Cuando lo que se reporta es una pregunta, la estructura de la oración cambia: no hay inversión de sujeto y verbo, no se utilizan los verbos auxiliares ni se utiliza el signo de interrogación.

Compare:

Discurso directo:

Sheila asked Joe: “Why do you always get up so late?”

Sheila le preguntó a Joe: “¿Por qué siempre te levantas tan tarde?”

Discurso indirecto:

Sheila asked Joe why he always got up so late.

Sheila le preguntó a Joe por qué siempre se levantaba tan tarde.

- Cuando la pregunta es del tipo *Sí/No* al reportar indirectamente la pregunta en inglés utilizamos **if** o **whether**.

Compare:

Discurso directo:

Leslie asked me: “Do you want to learn English?”

Leslie me preguntó: “¿Quieres aprender inglés?”.

Discurso indirecto:

Leslie asked me if I wanted to learn English. / Leslie asked me whether I wanted to learn English.

Leslie me preguntó si (yo) quería aprender inglés.

- Si lo que se reporta es una orden, instrucción, o solicitud (imperativo) se utilizan los verbos **tell** y **ask**...+ infinitivo. En español, esta construcción utiliza el subjuntivo.

Compare:

Discurso directo:

The porter told the tourist: “Walk along up to Refugio Street and turn right”.

El portero le dijo al turista: “Camine hasta la Calle Refugio y doble a la derecha”.

Discurso indirecto:

The porter told the tourist to walk along up to Refugio St. and to turn right.

El portero le dijo al turista que caminara hasta la Calle Refugio y que doblara a la derecha.

Discurso directo:

“Bring me the newspaper, please”, my mother asked me.

“Tráeme el periódico, por favor”, mi madre me pidió.

Discurso indirecto:

My mother asked me to bring her the newspaper.

Mi madre me pidió que le trajera el periódico.

- Observe el cambio que se realiza en lo que se reporta cuando el discurso directo refiere una orden, sugerencia o petición utilizando forma negativa: Se le agrega la partícula **not** delante del infinitivo.

Compare:

Discurso directo:

The teacher told the students: “Don’t use the dictionary during the test.”

La maestra dijo: “No utilicen el diccionario durante la prueba”.

Discurso indirecto:

The teacher told the students not to use the dictionary during the test.

La maestra le dijo a los estudiantes que no utilizaran el diccionario durante la prueba.

- Consulte el uso de **say** y **tell** en el Anexo 3 de su Cuaderno de Trabajo.

1. A: Hey kids! What did you learn in the Orchid Garden in Soroa?

B: We cannot believe how much we learned! The guide told us

. An old gardener asked us

In a very persuasive voice he

said:

- if we wanted to be home gardeners when we grew up.
- “Though orchids require very little attention, they cannot be neglected”.
- whether to grow orchids or not.
- that there were more than 700 species of orchids.

2. A: Nora, have you visited The Stone Zoo in Guantánamo?

B: No, I haven’t, but my brother, who visited it last year, told

me . He also advised me

- If he had enjoyed this visit
- not to miss the chance to visit this zoo
- that he had seen an incredible variety of animals carved in stone
- when to enjoy the visit

3. A: I’ve been having terrible headaches lately!

B: That’s too bad. I used to suffer from migraine, so I went

to the doctor and followed his advice. He told me

and

- why I took some pills
- to relax for a while after meals
- if I was doing aerobics
- not to listen to loud music

Activity 6

Select the appropriate form of direct or reported speech from the ones given.

Activity 6
(contd)

4. A: Tell me, Sue. What did the manager ask you in the interview?
B: He asked me _____ . I told him everything I had read about it. He then interrupted me and said:
- that I had some problems
 - If I had any knowledge of the company
 - “Why are you so interested in working for us?”
 - what my educational background was

Activity 7

Read the incomplete dialogs and try to infer the missing information. Select sentences from the box and make all necessary changes to fill in the blanks.

“Do you live with your parents or alone?”
“Is this the first time you apply?”
“He studies with me at the university”.
“Do you have a university degree?”
“I will call you in a week or so”.
“Is he a serious guy?”
“Why hasn’t he talked to me?”
“Do you speak any foreign languages?”
“Is this your application form?”

Example:

A: I had a job interview with the manager last week.

B: What did she want to know?

A: She wanted to know if that was my application form.

(La oración escogida es “Is this your application form?”)

1. B: What else did she want to know?

A: She asked me _____

2. A: Yesterday, I finally went to see the director of the library.

B: What did he want to know?

A: He asked me _____ a university degree,
_____ any foreign languages, _____ with my
_____ parents or alone.

A: Did you tell him you were very interested in that post?

B: Sure. He told me he _____ in a week or so.

3. A: Susan, Did you tell your parents about me?

B: Sure. I told my Mom _____ with me at the university.

A: Did your Dad ask anything?

B: Of course. He asked me _____ a serious guy, and
also _____ to him.

1. The painter told me to wait until the paint dried.
2. The doctor asked me if I had been a heavy smoker in my youth.
3. Richard said that he met two Swedish students during his flight to Stockholm.
4. Professor Holmes told us that there was a closing date for registration in the Literature Contest.

Activity 8
Translate the sentences.

Let's Speak!

Student A: interviewer,
Student B: person being interviewed.
Student C: reporter (Reports on what Student B has said)

Example:

A: What are you reading these days?

B: An excellent science fiction novel.

C: Sam asked John what he was reading those days and John told him he was reading an excellent sci-fi novel.

Questions:

- Do you play any sports? What sports?
- Where will you go on vacation?
- What TV program do you like best?
- What exciting experience have you recently had?

Example:

Message: Mr. Perez calls and says: "Miss Lage, the board meeting is tomorrow at 9 am. Please don't wear a mini skirt!!"

Note: Miss Lage: Mr. Pérez called and said that the board meeting is tomorrow at 9 am. He asked you not to wear a mini skirt.

Message 1: The school principal, Mrs. Rodríguez, calls and says: "Mr. Sánchez, your son Pedro did very well in his chemistry test. Please come to see me".

Message 2: Mrs. Díaz from *Cubana Airlines* calls and says: "...Miss Tudor, there have been some changes. Your flight leaves at 4 o'clock tomorrow. Please be at the airport two hours earlier".



Activity 9
Work in groups of three. Change roles and topics. Use the questions following the example.

Activity 10
You get home and you hear these messages in the answering machine.

Write down a note for each message using reported speech. Then read your notes aloud to a partner.

Activity 10
(contd)

Message 3: Miguel calls and says: “Lisa, I have two tickets for the rock concert this evening. Don’t let me down”.

Message 4: Sandra calls and says: “Paul, I went to the library to borrow a dictionary, but it was already closed. I am not sure if Sylvia has one at home. Can you check that for me?”.



Let's Read!

Activity 11

Before you read the text do these activities.

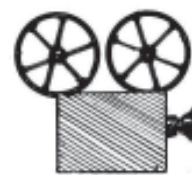
- Name the objects in the pictures and say what they are used for.
- How do they relate to human communication?



1



2



3



4



5



6

Activity 12

- Skim through the text and provide a suitable title of your own.
- Scan through the text in order to find reported statements and direct quotes in each paragraph. Translate them into Spanish.

- Communication is bound to the history of civilization. Experts in communication have said that getting more insight into how our ancestors communicated will help us to understand the way we communicate at present.
- An exploration of the world of human communication should take into consideration technological tools. These tools have evolved from such things as drums and body adornments to innovations such as telegraph, telephone, radio, motion pictures, television, computers, and satellites. These sophisticated media, however, can have limitations. An expert in the field once said: “The more we elaborate our means of communication, the less we communicate”. The underlying idea in this quote is that

devices hinder the genesis of communication, i.e. human interaction.

3. It has been said that communication, like art, is a skill acquired by experience, study and observation. Much has been written about the relationship between speaking and listening. A certain teacher tells her student, "If you can make yourself understood and you are able to listen to others carefully, you can become a good communicator". This same teacher has hung two signs on her classroom wall. One sign declares, "A good listener is a good communicator". The other one reads: "Good communication is stimulating as black coffee and just as hard to sleep after".

Note:

bound(past form of bind) = *atado, fuertemente relacionado con algo*
underlying (adj)= *subyacente*
i.e. = (del latín *id est*) = **that is** = *es decir*
skill = *habilidad*

A

1. insight (n)
2. drum (n)
3. device (n)
4. hinder (v)
5. wonder (v)
6. react (v)

B

to change in response to a stimulus
to delay, impede, or prevent action
to be curious or in doubt about
a percussion instrument that is beaten with the hands or with some implement
the power or act of seeing into a situation
a piece of equipment or a mechanism designed to serve a special purpose or perform a special function

Activity 12
(contd)

Activity 13

Match the words in column A with their definitions in column B

In Black and White

This text is about.....

The author states that...

Three interesting quotes are included in the text. The first one states that...

Joke

"What is the plural of man, Tommy?" asked the teacher.
"Men", he answered.
"And, what's the plural of child?"
"Twins", replied Tommy.



Activity 14

Write a report in 80-100 words about the content of the reading in Activity 12. Use the hints to begin three different ideas.

Answer Key

Unit 11

Activity 5

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

Activity 6

1. have never seen-have never been-visited-saw
2. graduated-was-has been working
3. registered-have already taken-haven't defended
4. read-have read-haven't read

Activity 7

1. A: Did-meet
B: didn't-haven't met
2. A: have-been
B: have been-went
3. A: has known-have been dating-haven't settled
B: have known-have been living- have decided
4. B: haven't been-has been playing
5. A: Have-finished-finished
B: haven't found-have-collected

Activity 12

- b) The increasing leading role of women in the Cuban society
- c) **Paragraph 1**
 1. empowerment
 2. goal

Paragraph 2

1. decrease
2. likely
3. seem
4. at least

Paragraph 3

1. likewise
 2. released
 3. earn
- d)
1. F (...there has been significant progress...)
 2. T
 3. T
 4. X
 5. T

Unit 12

Activity 3

b) They are talking about a movie.

Activity 4

1. F (Yesterday, Roland came home very late).
2. T
3. X
4. F (Betsy is planning to go to the movies tonight).
5. T

Activity 5

1. She has heard that it's a great movie by Michael Moore.
2. The film had become famous before the Cannes Movie Festival in 2004.

Activity 7

1. emerged-had devised
2. had also created
3. made-had produced

Activity 8

1. had-graduated-wrote/ published
2. had published/written.
3. had performed/had sung-received/won/ obtained-had had/had obtained
4. refused-had been-changed-had worked-had tried
5. had changed
6. hadn't received-had sold-had earned/ had won

Activity 12

1. The text is about the life of Martin Luther King Jr.
2. He was well-known as a civil right defender/ as a supporter of non-violence and direct action.

Activity 13

Paragraph 1

- a) founder
- b) Junior

Paragraph 2

- a) started-began-initiated
- b) foreman
- c) periódico/diario

Paragraph 3

- a) delivered an address
- b) peaceful
- c) nationwide

Paragraph 4

- a) preach
- b) moving
- c) audience

Activity 14

- 3,
- 5,
- 1,
- 2,
- 4

Unit 13

Activity 4

1. interesting
2. in the 18th century
3. for different purposes
4. to get to the cannon ceremony on time

Activity 5

1. No, she hasn't.
2. Between 1763 and 1774.
3. It was Che Guevara's headquarters.
4. Because of its book fairs, exhibitions, concerts, and many other ceremonies.

Activity 6

1. was invented-is read
2. was invented-was chosen
3. was written
4. had been used
5. was erected-was inaugurated
6. was crowned-is still considered
7. was discovered
8. will be produced
9. was composed-has been sung

Activity 7

1. was built
2. was awarded
3. was launched
4. was shot-was taken
5. was held/celebrated
6. will be contaminated

7. were held celebrated/-was run-were added/included-were abolished-were revived-are organized
8. was constructed/built-was chosen
9. is located-was founded
10. is visited
11. will be replaced

Activity 12

- a) Palenque Macchu Picchu
Teotihuacán Chan Chán
- b) Palenque, Teotihuacán-Mexico
Chan Chán, Macchu Picchu-Perú

Activity 13

- Origin and development of Chichen Itza

Activity 14

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

Activity 15

Paragraph 1

- a) widely
- b) yet
- c) is clouded in mystery

Paragraph 2

- a) It is said that people were often thrown into the nearby cenote...
- b) rather than
- c) prophets

Paragraph 3

- a) flourish(ed)
- b) AD
- c) main

Paragraph 4

- a) trade(d)
- b) claim(s)
- c) line of thought

Paragraph 5

- a) live on

Activity 16

1. It contains (shows) the most impressive and intact ruins of the Mayan civilization that the modern world has ever had.
2. It has been more studied, excavated and restored than any other Mayan cities.
3. There are two distinctive architectural styles: traditional Mayan architecture and more recent Toltec architecture.
4. One assumption suggests that about 1200 Chichen Itza was conquered by the Toltecs and they imposed their architectural style on the new constructions. Another assumption states that the capital of the Toltecs was actually under the domination of the Maya, resulting in a transfer of style from one city to another.

Activity 17

1. Rachel wrote love poems when she was in her teens, but they were not published until she was 40.
2. The Flemish artist painted his self portrait at the end of the 16th century but it was not exhibited until 1715.
3. Architects remodeled the museum in 1999, but it was not opened to the public until 2003.
4. The district attorney had plenty of evidence by the end of the trial, so the defendant was found guilty.
5. The survivors of the shipwreck floated on their backs for two hours until they were rescued.

Activity 19

Dictation

The Great Wall of China is recognized as a symbol of the Chinese nation. It is the only human construction seen from space and it was originally built as a defensive fortification.

Unit 14

Activity 4

1. T
2. X
3. F (Joe asked Vivian...)
4. F (Joe doesn't know much about Greek mythology/ Vivian knows a lot about Greek mythology)
5. T
6. X

Activity 5

1. Because it is possible to find any kind of book you would like to buy or at least read.
2. Yes, she was.
3. No, he doesn't.
4. Because he wanted to buy the book/ was anxious to buy the book.

Activity 6

1. whose author is unknown
2. ... who was revered as goddess of nature, love, peace & harmony.
... which is one of the states in Northeast Venezuela.
3. whose name means beautiful voice
4. who is usually depicted with a lyre
5. who became a god after his death
6. who was made to hold up the world on his back
7. which are called Orishas
8. which refers to beliefs and legends of the Scandinavian people

Activity 7

1. ... who was the king of the gods and the god of thunder, lightning, and rain.
... who were his favorites.
2. ... that sank into the Atlantic Ocean thousands of years ago.
... whose existence and location have never been confirmed.
... who said that this island was destroyed by a natural disaster about 9000 years before his own time
3. ... in which gold and precious stones were found in fabulous abundance.
... whose body was regularly covered with gold dust.
4. ... that witnessed many of his battles.
... whose name is always related to the Knights of the Round Table.

Activity 9

1. I have three sisters. The one who lives in Matanzas is 19 years old. The one who lives in Santa Clara is 26 years old, and the youngest, who is 15, lives with me in Havana.
2. You should select one of the two courses that are offered this academic year. There's one that is about protection of the environment and the other is about the hole of the ozone layer. You should select the one that is most useful to your studies.

Activity 10

- Eastern Island
- South America
- stone statues

Activity 11

An Island Veiled in Mystery

Activity 12

1. b
2. b
3. c
4. b
5. a

Activity 13

- 1) ... its **moai**, which are huge figures carved of volcanic rock.
- 2) ... a South American people settled on the island at an early date.
- 3) ... the Dutch... they landed on Rapa Nui on Easter Day.
- 4) ... there we can find 70 *moai* that seem to rise from the earth.

Activity 14

- Geographic features
 - Located 3,700 km (2,300 miles) off the west coast of Chile
 - Area 177 km²
- Settlers and Population
 - Polynesian
 - South American
 - The Dutch
- Names
 - native: Rapa Nui
 - modern: Easter Island
- Distinctive stone objects
 - moai: huge figures carved of volcanic rock
 - **ahu**: rectangular stone platforms which *moai* are mounted on
- Unsolved mysteries
 - how the moai were built
 - why the moai were built

Activity 16

- a) *No todo lo que brilla es oro.*
- b) *Quien tiene tejado de vidrio no debe tirar piedras al vecino.*

Unit 15

Activity 5

smoking

Activity 6

1. T
2. T
3. X
4. T
5. F (Harry has tried to give up smoking several times.)
6. T
7. T

Activity 7

1. Because she thinks that he will end up with a respiratory disease.
2. He needs to smoke to calm down.
3. She recommended that he should try some kind of therapy.
4. He thinks she is right.

Activity 8

1. d
2. e
3. g
4. f
5. h
6. c
7. b
8. a

Activity 9

1. The military use of harmful microorganisms is called biological warfare. Millions of people could be killed, if these microorganisms were sprayed over a small, but heavily populated area.
2. Some chemical agents, called nerve agents or poison gas, can cause death rapidly, if the victim inhales them or if they are splashed on bare skin.
3. The Earth will not be a safe place to live in, unless biological weapons are eliminated altogether.

Activity 10

1. If you take more than 5 aspirins, you will have gastric disorders.
2. If I were you, I would tell the truth right away.
3. If they had plans for the weekend, they would tell us.
4. If I come home early tonight, I'll watch my favorite TV program.
5. If Bob had stayed longer in the line, he would have gotten his bus ticket to Holguín.
6. Unless he personally invites me, I will not go to his party.
7. If it rains tomorrow, the children will stay home.
8. If the temperature goes below 0°C, water freezes.
9. Unless it's cold, I'll go swimming tomorrow.
10. If I hadn't slipped on the sidewalk, I wouldn't have broken my arm.

Activity 13

1. b
2. a
3. c

Activity 15

- Definition of threat: any event or process... large-scale.
- Some types of worldwide threats:
Economic and Social threats:
starvation, infectious diseases...

- Example of how humankind is threatened
Spread of infectious diseases
Period of incubation: it doesn't take longer than an international flight
Condition and consequences:
If only one person ...carried..., the virus would spread and hundreds of people would be contaminated...
If diseases could be treated.....
humankind would have better defences...

Unit 16

Activity 4

1. X
2. T
3. F (From Asia, Central and South America)
4. T
5. T

Activity 5

1. Soroa is in Pinar del Rio.
2. It was created in 1948.
3. No, it isn't.
4. She visited Moka Hotel, Polo Montañez's house, Duporté Art Gallery among others.

Activity 6

1. ... that there were more than 700 species of orchids
... if we wanted to be home gardeners when we grew up

- ... "Though orchids require very little attention, they cannot be neglected".
2. ... that he had seen an incredible variety of animals carved in stone
... not to miss the chance to visit this zoo.
3. ... not to listen to loud music
... to relax for a while after meals.
4. ... if I had any knowledge of the company.
... what my educational background was
... Why are you so interested in working for us?

Activity 7

1. ... if that was the first time I applied.
2. ... if I had a university degree
... if I spoke any foreign languages
... if I lived my parents or alone
... he would call me
3. ... that you studied...
... if you were
... why you hadn't talked

Activity 8

1. *El pintor me dijo que esperara hasta que la pintura secase.*
2. *El médico me preguntó si (yo) había sido un fumador empedernido en mi juventud.*
3. *Richard dijo que (él) conoció dos estudiantes suecos durante su vuelo a Estocolmo.*
4. *El profesor Holmes nos dijo que había una fecha límite de inscripción para el concurso de literatura.*

Activity 11

1. traffic light
2. letter
3. projector
4. satellite dish
5. CD player
6. loudspeaker

Activity 12

Estas traducciones son versiones libres. Usted puede aportar las suyas.

b)

Paragraph 1

- Experts in communication have said that... at present.

Los especialistas/expertos en comunicación han dicho que una mayor comprensión de cómo se comunicaban nuestros antepasados, nos ayudará a entender la forma en que nos comunicamos actualmente.

Paragraph 2

- The more we... the less we communicate”.

Mientras más sofisticados son nuestros medios de comunicación, menos nos comunicamos.

Paragraph 3

- It has been said that ... and observation.

Se ha dicho que la comunicación es como el arte, una habilidad que se adquiere con la experiencia, el estudio y la observación.

- If you can make yourself understood...good communicator
Si logras hacerte entender y eres capaz de escuchar atentamente a los demás te convertirás/puedes convertirte en un buen comunicador.

- A good listener is a good communicator

La persona que sabe escuchar es un buen comunicador

- Good communication is ...to sleep after.

La buena comunicación es como el café fuerte: estimulante y no te deja dormir (porque te deja pensando...)

Activity 13

- 6,
- 4,
- 5,
- 2,
- 1,
- 3

Tapescripts

Unit 11

Dialog 1

Ann and Elsa share information.

Elsa: Ana, what's your term paper about?

Ann: It's about women's participation in Cuban society in the past four decades.

Elsa: Oh, I see. How long have you been working on that?

Ann: I've been working on Women's Studies since second year.

Elsa: Have you collected relevant information?

Ann: Yes, Elsa. I've already found very convincing data. The participation of Cuban women has increased in practically all spheres of society since 1959.

Elsa: Is it true that there are more women than men in Cuban Medical Schools?

Ann: Yes, definitely. Women make up about 75 percent of all undergraduates enrolled in Cuban Med Schools.

Elsa: Is that so? What about in other fields?

Ann: I haven't finished my study yet, but I already know that in the academic year 2003-2004, women represented 74% of all graduates in Accounting, and more than 76% in Pharmaceutical Sciences.

Elsa: Isn't that something! Good for us!

Unit 12

Dialog 1

Roland is talking on the phone with his friend Betsy about a movie he saw last night.

➤ Hello!

• Hi, Betsy. It's me, Roland. How are things going?

➤ Not bad. How about you?

• Fine, just a little tired. I went to the movies last night and came back home very late.

➤ What did you see?

• *Fahrenheit 9/11*.

➤ Oh! I heard it's a great movie by Michael Moore. The film had become popular even before it won an award at the Cannes Movie Festival in 2004. Were there many people at the theater?

• To buy the tickets, I stood in line for two hours. I

got there around 5, but some people had been standing in line since 3 o'clock. But I really don't regret such a long wait. The movie was worth seeing.

➤ I'll try to get the tickets in advance for tonight. I can't wait to see it.

- I hope you can make it. By the way, are you going to the library tomorrow?
- I'm not sure yet, it all depends on...(FADES)

Unit 13

Dialog 1

Ray: Kate, have you been to La Cabaña before?

Kate: No, never, and I think it's fascinating!

Ray: Did you know it was built between 1763 and 1774?

Kate: No, I didn't.

Ray: Well, I've done some research.

Kate: Really? Then, tell me more about it.

Ray: Let me think... It is considered one of the largest fortresses in America and during the war against Spain many patriots were executed here.

Kate: Well, that's the sad story of almost all fortresses and military barracks.

Ray: But since the triumph of the Revolution it has been used for different purposes. It was chosen by Che Guevara as his main headquarters in 1959. Later the whole fortress was turned into a museum, as you can see. It has also been used as site for book fairs, exhibitions, concerts and many ceremonies and celebrations.

Kate: So, this place is definitely full of history and attractions.

Ray: You're right. By the way, the cannon firing ceremony is about to begin. Let's hurry!

Kate: Sure, I don't want to miss it!

Dictation

The Great Wall of China is recognized as a symbol of the Chinese nation. It is the only human construction seen from space and it was originally built as a defensive fortification.

Unit 14

Dialog 1

Vivian runs into Joe at a very crowded place.

Vivian: Joe! Joe!

Joe: Hi, Vivian. Long time no see. Where have you been?

Vivian: I've been away from town for several weeks. I came back last night. Just in time for the book fair.

Joe: Yes, I know you never miss it. I'm very fond of the fair too. In fact, this is one of

the events that I like most.

Vivian: Me too, and this year the fair is really good. Look at the stands!
You can find most books that you would like to buy...well, at least that you would like to read.

Joe: Oh yes! It's really fantastic! By the way, any special book in mind?

Vivian: Well, I've heard that there's one about Greek mythology that is pretty good.

Joe: I didn't know you were interested in Greek mythology.

Vivian: I love it! Some years ago I really enjoyed reading a book that was full of stories about the Muses.

Joe: I just recall one Muse: Clio, but I know there are more.

Vivian: Oh, yes. The muses are nine women who represent different fields of knowledge. Clio is the Muse of history; Thalia is the Muse who presides over comedy and pastoral poetry and....

Joe: Don't tell me more. Let's go and buy the book!

Unit 15

Dialog 1

Harry: Liz? Would you like a cigarette?

Liz: No, thanks. I quit smoking two years ago.

Harry: Lucky you! I'm really hooked on this habit.

Liz: If I were you, I would stop smoking right away. If you keep on smoking, you'll end up with a respiratory disease.

Harry: You see, Liz, I need a cigarette to calm down!

Liz: Nonsense! That's just an excuse. What about people around you? Don't you care about them?

Harry: I do, I do. In fact, I have tried hard to give up smoking several times, but nothing seems to work.

Liz:: Maybe you should try some kind of therapy: a group therapy or a hypnotist. I can give you the name of a very good doctor.

Harry: Well... I am not sure, but perhaps you are right.

Liz: Of course I'm right. If I hadn't been to group therapy myself, I wouldn't have quit smoking!

Unit 16

Dialog 1

- So, Betsy, how was your trip to Pinar del Río?
- Wonderful! I especially loved Soroa orchid garden. We met an old gardener, Agapito, who knew everything about the place.
- How interesting! What did he say?
- He told us that it was created in 1948, as a private garden.
- But... the place is no longer private, right?
- Right you are. In the early 60s it became a research center sponsored by the University of Pinar del Rio. Agapito also told us that the garden houses more than 700 species of orchids from Asia, Central and South America, and from Cuba, of course...
- Wow. It's an interesting place indeed! And what about Las Terrazas community? Did you go there too?
- Oh, yes. We visited the *Moka Hotel*, Polo Montañez's house, the art gallery, the coffee plantations and the camping site.
- Did you meet Duporté, the famous painter, at the art gallery?
- Sure. We chatted for nearly an hour. He told us he moved to Las Terrazas about 20 years ago when he realized nature had become the main subject of his paintings.
- Super! You were very lucky.

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