

Programas de Formación Continua 2009-2010

Curso:

Las competencias comunicativas de la lengua inglesa

inglés



Descripción del curso

Curso:

**Las competencias comunicativas
de la lengua inglesa**

Descripción del curso

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Curso:

**Las competencias comunicativas
de la lengua inglesa**

Descripción del curso

El curso *Las competencias comunicativas de la lengua inglesa*, fue elaborado por la Facultad de Estudios Superiores Acatlán de la Universidad Nacional Autónoma de México, en colaboración con la Dirección General de Formación Continua de Maestros en Servicio, de la Subsecretaría de Educación Básica de la Secretaría de Educación Pública.

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**LAS COMPETENCIAS COMUNICATIVAS DE
LA LENGUA INGLESA**

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MAP OF BASIC ENGLISH I

CONCEPT	UNIT 1	UNIT 2	UNIT 3
TITLE	WHO ARE YOU?	WHO IS SHE? WHO IS HE?	WHAT DOES THAT MEAN?
COMMUNICATIVE AIMS	<ul style="list-style-type: none"> • Ask for and give personal information • Confirm personal data 	<ul style="list-style-type: none"> • Ask for and give personal data about others 	<ul style="list-style-type: none"> • Get someone's attention • Ask someone to do something • Ask about something you don't understand • Ask and describe where people and things are
LANGUAGE	<ul style="list-style-type: none"> • Present tense 	<ul style="list-style-type: none"> • Present tense • Possessives 	<ul style="list-style-type: none"> • Present tense • Imperative • Prepositions
SAMPLE LANGUAGE	<ul style="list-style-type: none"> • What's your name? It's Mary. • Is your name Mary? Yes, it is. No, it isn't. • Where do you live? In Toluca. 	<ul style="list-style-type: none"> • What's his/her name? It's Pedro. • How old is Robert? He's twenty two. • Where does he live? In Colima. 	<ul style="list-style-type: none"> • Excuse me. • Open the door, please. • Take out your book. • How do you spell/ pronounce/say? • What does X mean? • My book is on/under/ next to the desk.

BASIC ENGLISH I

MAP OF BASIC ENGLISH I (CONTINUED)

CONCEPT	UNIT 1	UNIT 2	UNIT 3
READING		<ul style="list-style-type: none"> • Newspaper Want Ads 	<ul style="list-style-type: none"> • Table of contents, dictionary and index samples
LISTENING	<ul style="list-style-type: none"> • Dialogues with personal information. • Personal information for ID cards. 	<ul style="list-style-type: none"> • Conversations involving three people. • Listening for reduced forms • Fill in blanks with information from tape 	<ul style="list-style-type: none"> • Information gap • Reduced forms • Minimal pairs • Identify word spelled • Fill in blanks with info. from tape
SPEAKING	<ul style="list-style-type: none"> • Interviewing classmates for personal information 	<ul style="list-style-type: none"> • Dialogue between two students about teacher 	<ul style="list-style-type: none"> • Dictation of alphabet • Give instructions
WRITING	<ul style="list-style-type: none"> • Paragraph completion 	<ul style="list-style-type: none"> • Dialogue completion • Paragraph writing 	<ul style="list-style-type: none"> • Paragraphs describing position of common objects in room
PRONUNCIATION	<ul style="list-style-type: none"> • Content and function words • Vowel sounds in phonetic alphabet 	<ul style="list-style-type: none"> • Content and function words • Repetition of sentences • Reduced forms 	<ul style="list-style-type: none"> • Intonation for yes/no and information questions • Stress for compound verbs
VOCABULARY	<ul style="list-style-type: none"> • “Wh” question words • work, study, live • names (first, middle, last) • address, telephone number, major, student, housewife, engineer • months of year and days of week • numbers • I, you, my, your • am, are, is 	<ul style="list-style-type: none"> • have, has • he, she, it, we, they • his, her, our, their, its • does 	<ul style="list-style-type: none"> • write, read, open, close, go, walk, run, pick, put, take, turn • of, in, on, under, next to, between, over, above, at the top, in the middle, at the bottom • classroom, pen, pencil, book, notebook, blackboard, eraser, chalk, paper, door, dictionary, exercise, dialog, word, page, floor, keys, alphabet, waste basket, window, light

INTRODUCTION

It is hoped that learners who study this course will acquire:

- a) an understanding and appreciation of people from English-speaking countries belonging to social, cultural and ethnic groups different from their own.
- b) a higher degree of awareness and appreciation of their own language (Spanish) and culture (Mexican),
- c) the ability to communicate orally and in writing at a breakthrough level with English- speaking people and to understand simple texts written in English.

In general, the vision the authors have of language teaching and learning is based on the idea that the goal of language acquisition is to develop the learner's communicative competence in four areas: linguistic, sociolinguistic, discourse, and strategic competence. In other words, the language teaching/learning process should be oriented towards developing the learner's ability to use the language correctly and appropriately in different social contexts. Native speaker accuracy is not the principal goal of the process. Specifically, language is considered to be an instrument used in inter-personal relations. Actions and language are important inasmuch as they fulfill the function of being instruments of social interaction.

A brief explanation of the course and the purposes of the different sections within each unit follows. The course is divided into three units, each of which is calculated for approximately 12 class hours plus self-study. Each unit is designed around a different topic, and covers several objectives. The unit topics can be summed up briefly as follows:

1. Getting acquainted with others:
 - giving personal data about yourself
 - asking for information about others such as name, address,

BASIC ENGLISH I

occupation, etc.

2. Getting things done:

- giving and following instructions,
- asking and answering common questions.

3. Developing strategies to be able to interact with others.

The topics were selected according to what we believe are of interest to teachers in the Mexican public school system. Throughout the units, we have made an attempt to follow a logical progression of language activities and tasks for the development of the learner's communicative competences. Their immediate surroundings were considered for introducing basic features of the English language in situations and settings that can be found in the learner's environment.

The objectives are listed on the first page of each unit, together with a visual presentation and a dialog or monolog introducing the language to be covered in the unit. A list of the important language structures, expressions and vocabulary is found on the last page of each unit. By glancing at both the first and last page(s) of each unit, you can get a clear idea of what the course covers.

Each unit is divided into four sections. The order in which these sections appear is designed so that the learner can take an active role in the learning process. Rather than providing all the information from the beginning, we expect the learner to be able to self-discover and deduce a great deal of the vocabulary and syntax of the language, or to acquire the language with the help of the activities included in each unit. Each unit is divided as follows:

Title Page: What It's About (objectives). The objectives should be discussed with the students, and examples of the language used in the pictures can be discussed. Besides the vocabulary that appears in the dialogues, the teacher can exploit the context further in order to make the language more meaningful for the learner.

BASIC ENGLISH I

Section I: Work It Out

This section requires no active production on the part of the learner. The exercises, which are mainly true-false, matching and multiple choice, serve to introduce and/or reaffirm the language in the unit. Most exercises can be completed through deduction or with the help of a dictionary. The learner should get used to working individually or with others, rather than always depending on the teacher during the language learning process.

Section II: Try It Out

As the title suggests, this section provides communicative exercises where the learner will be able to practice the language seen in the previous section, through exercises designed to develop the ways they will use the language: listening and responding, and speaking; viewing, reading and responding; and writing. In this section, pronunciation is emphasized because research has shown that the learner should be aware of and learn the new sounds and patterns of the target language and recognize the importance of pronunciation in communication.

Section III: Polish It Up

This section provides recycling of the language previously presented. Also, specific linguistic and grammar points that could cause problems for Spanish speakers are dealt with using contrastive analysis of English and Spanish. Units 2 and 3 include texts for reading and responding in order to help the learner begin to develop strategic competence in the target language, through use of a medium that is already familiar in Spanish

Section IV: Wrap It Up

This section gives the learner the opportunity to practice the language presented in the previous sections in novel ways. The activities are designed to integrate the language skills and to help the learner apply the communicative competence acquired.

BASIC ENGLISH I

Language Review

The communicative aims, language, sample language and vocabulary which students are expected to know after completing the unit are found on the last page of each unit.

Appendix

At the end of the book there is an Appendix, which is divided into four sections:

- **Appendix A** = Structural Analysis
- **Appendix B** = Verbs
- **Appendix C** = Numbers
- **Appendix D** = Pronunciation

The appendix is to be used for reference when we feel a more detailed explanation than that given in the units might be useful. Many exercises indicate the point in the appendix that should be seen. For example, “See A 16” means that students should look at point # 16 in Appendix A.

We hope you enjoy your experience using this course.

The Authors

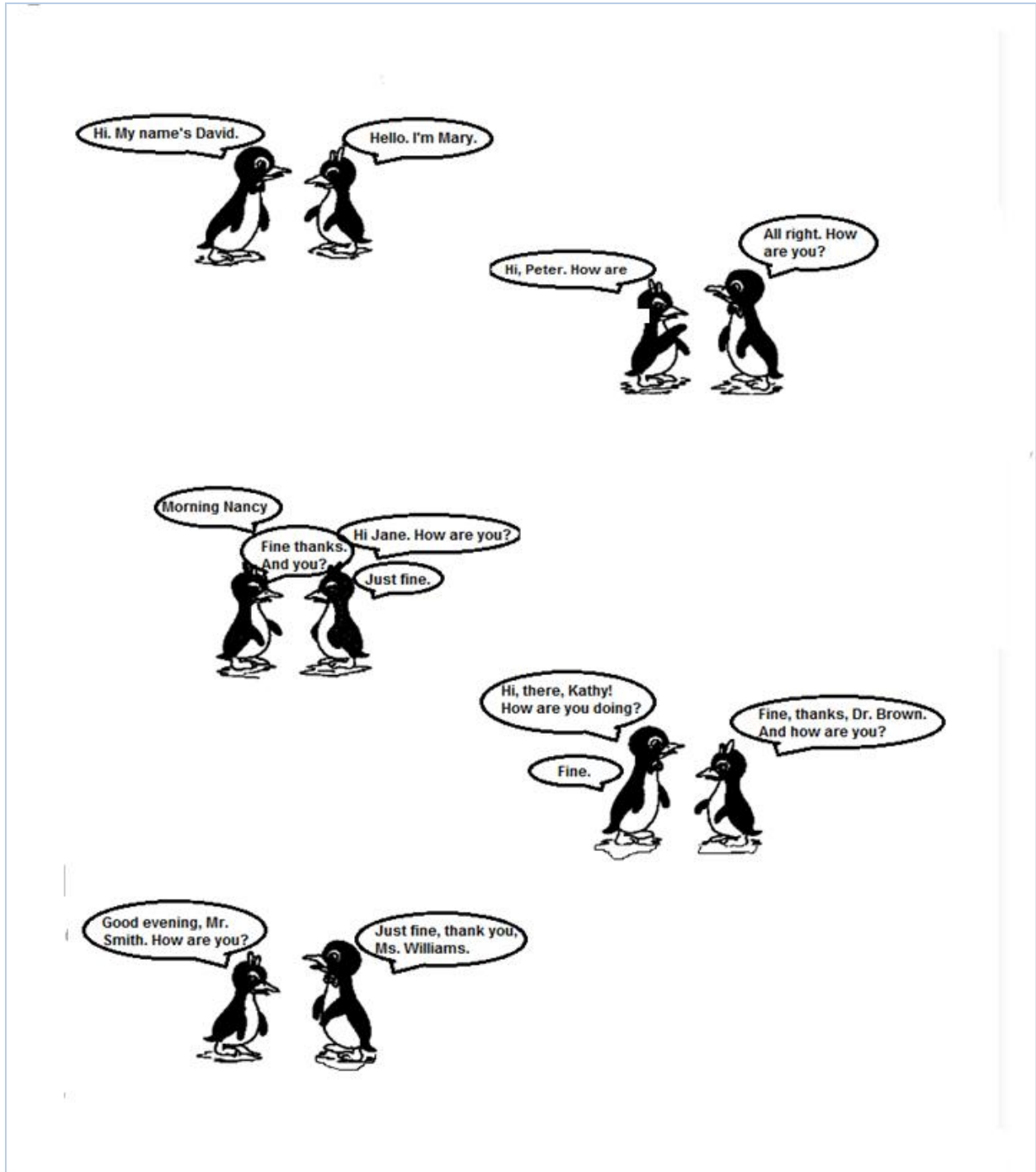
COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

LEVEL A-1

The Common European Framework of Reference for Languages divides learners into three broad divisions which can be divided into six levels. This course is the first, and is directed to the basic speakers who have little or no prior knowledge of the English language. It is, therefore, considered an A1 or “Breakthrough” level.

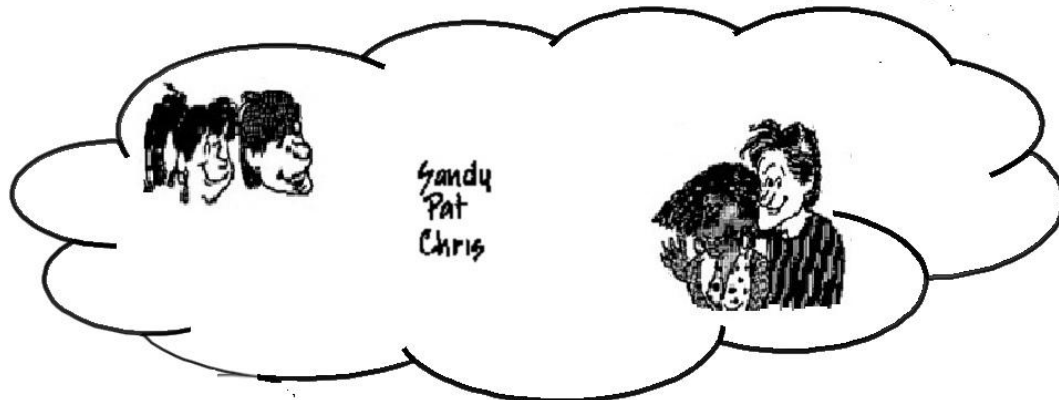
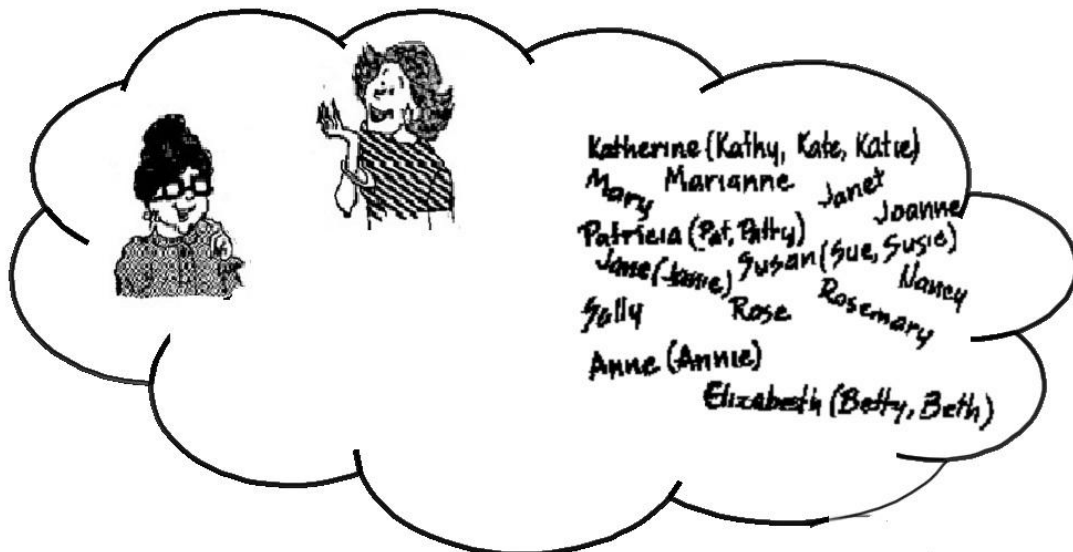
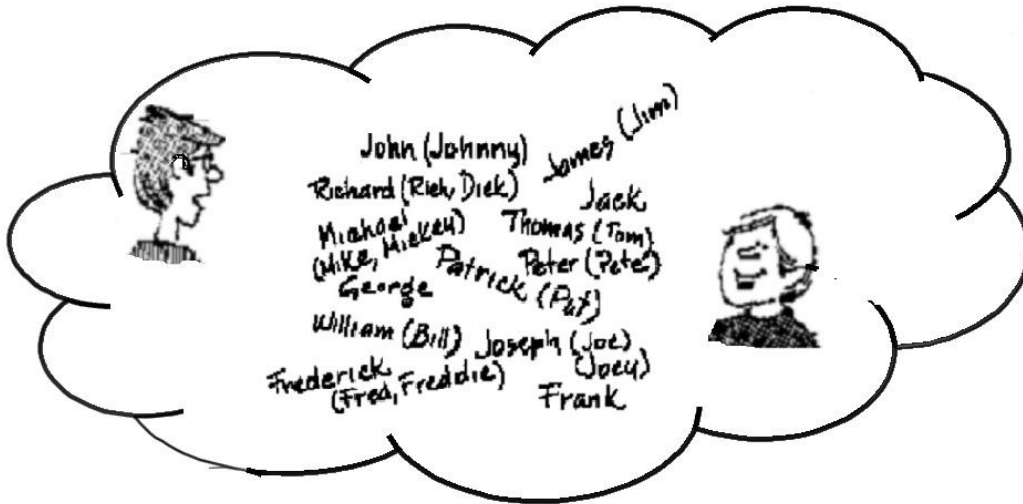
At the end of this course, the learners should be able to understand and use everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They should be able to introduce themselves and others and to ask and answer questions about personal details such as where they live, people they know and things they have. They should be able to interact in a very simple way provided the other person in the interaction talks slowly and clearly and is willing to help.

GREETINGS IN ENGLISH



BASIC ENGLISH I

COMMON NAMES (AND NICKNAMES) IN ENGLISH

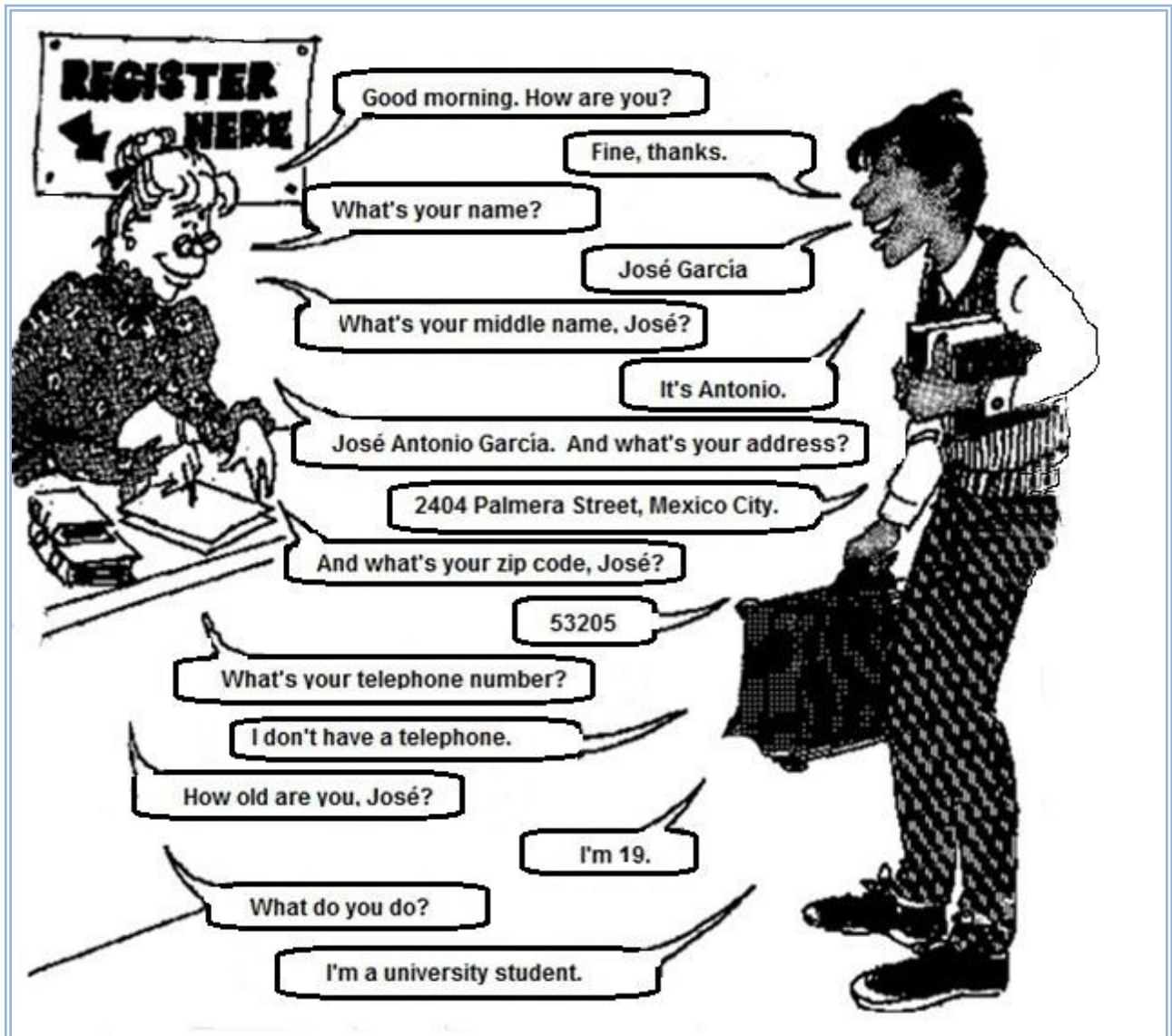


UNIT 1

WHO ARE YOU?

WHAT IT'S ABOUT (OBJECTIVES)

- Ask for and give personal data
Solicitar y proporcionar datos personales



BASIC ENGLISH I

WORK IT OUT

I. VOCABULARY

Match. Use your dictionary if necessary

- | | | |
|----------------------|---|-------------------------|
| 1. occupation | → | - political science |
| 2. address | | - employee |
| 3. year | | - 249 Pomona St. |
| 4. sex | | - female |
| 5. marital status | | - 2012 |
| 6. date | | - Mexico |
| 7. day | | - 20 |
| 8. signature | | - September 6, 2010 |
| 9. major | | - <i>Susan Williams</i> |
| 10. age | | - Thursday |
| 11. telephone number | | - married – |
| 12. place of birth | | - 53227142 |

II. WORD CATEGORIES

Write these words under the appropriate category.

Monday / Michael / September 5, 2011 / Thursday / engineering / Smith / 20 / Nancy / law / Tuesday / 19 years old / engineer / student / thirty / Nov. 10, 2009 / housewife / Anderson / economics / Mary / June 8, 2010 / Wilson / Sunday / diplomat / journalism / newspaper reporter / Kathy / Aug.10

OCCUPATION	AGE	FIRST NAME	LAST NAME	DATE	DAY	MAJOR

BASIC ENGLISH I

III. ENGLISH/SPANISH EQUIVALENTS

Write the English equivalents for these words; Use: I, my, you, your.

yo / tú / tus _____

mi / usted / su (de Ud.) _____

mis / ustedes / sus (de Uds.) _____

IV. COMPLETION

Fill out this I.D. card with information about yourself.

1) Name _____			
first	middle	last	
2) Address _____		3) Zip Code _____	
4) Date of Birth _____			
5) Telephone _____		6) Age _____	
7) Sex	8) Full time-Student	9) If yes, major _____	
<input type="checkbox"/> M	<input type="checkbox"/> F	<input type="checkbox"/> YES	<input type="checkbox"/> NO
12) Student number _____		10) If no, occupation _____	
		11) Place of Birth _____	
		13) Marital Status	
		<input type="checkbox"/> single	
		<input type="checkbox"/> married	
		<input type="checkbox"/> divorced	
14) Date _____		15) Signature _____	

NOTE

- Abbreviations: M = male, F = female, I.D. = identification, St. = street, Ave. = avenue, Rd. = road.
- Address: En países de habla inglesa, se pone el número antes de la calle.

BASIC ENGLISH I

V. MATCHING

Look at these questions. In the space to the right of each question, write the number from the I.D. card (ex. IV) that corresponds to each question. The first one is done for you.

- | | |
|------------------------------------|-------------------------------|
| 1. What's your phone number? (5) | 6. How old are you? () |
| 2. What's your student number? () | 7. Where are you from? () |
| 3. What's your name? () | 8. What do you do? () |
| 4. What's your address? () | 9. What's your major? () |
| 5. What's the date? () | 10. What's your zip code? () |

NOTE

What's = What is. El verbo "be" (*ser o estar*) tiene 3 formas en el presente: *am, are, is*.

El verbo "be" generalmente se contrae con la palabra anterior. Por ejemplo:

I'm a student.

You're a teacher.

My first name's Anne.

Your major's engineering.

See A2

VI. ABBREVIATIONS OF DAYS AND MONTHS

Match the abbreviations with the months.

A. Months

- | | |
|--------------|-----------|
| 1. January | |
| 2. February | |
| 3. March | A - Feb. |
| 4. April | B - Apr. |
| 5. May* | C - Oct. |
| 6. June* | D - Jan. |
| 7. July* | E - Dec. |
| 8. August | F - Aug. |
| 9. September | G - Mar. |
| 10. October | H - Sept. |
| 11. November | I - Nov. |
| 12. December | |

NOTE

* *The months of May, June and July are not usually abbreviated in English.*

Los meses de mayo, junio y julio generalmente no tienen abreviatura en inglés.

BASIC ENGLISH I

B. Match the days of the week with their abbreviations.

- | | |
|--------------|------------|
| 1. Monday | A - Tues. |
| 2. Tuesday | B - Thurs. |
| 3. Wednesday | C - Fri. |
| 4. Thursday | D - Sun. |
| 5. Friday | E - Mon. |
| 6. Saturday | F - Weds. |
| 7. Sunday | G - Sat. |

NOTE

Los días de la semana y los meses del año empiezan con mayúsculas en inglés.

VII. DATES

Match the following dates.

- | | |
|--------------|---|
| a) 6/ 29/ 70 | - January thirteenth, nineteen oh five. (Jan. 13, 1905) |
| b) 1/13/05 | - October fifth, nineteen eighty five. (Oct. 5, 1985) |
| c) 10/16/86 | - June twenty ninth, nineteen seventy. (June 29, 1970) |
| d) 10/5/85 | - October sixteenth, nineteen eighty six. (Oct. 16, 1986) |
| e) 5/1/70 | - May first, nineteen seventy (May 1, 1970) |



THINK

El orden de los números de una fecha es diferente en inglés.

¿Cuál es la diferencia entre el inglés y el español en cuanto al orden de las palabras?



PROVERB

BETTER LATE THAN NEVER!

BASIC ENGLISH I

VIII. QUESTIONS AND ANSWERS

Match the questions with the appropriate answer. Write the letter of the answer in the space provided.

- | | |
|--|----------------------------------|
| 1. ____ Where do you work? | A. (It's) 5560-3829. |
| 2. ____ What's your last name? | B. (It's) Hernández. |
| 3. ____ What's your major? | C. I'm an accountant. |
| 4. ____ What's your phone number? | D. (It's) journalism. |
| 5. ____ What do you do? | E. At the university. |
| 6. ____ Where do you live? | F. No, I'm single. |
| 7. ____ How old are you? | G. Yes, I am. |
| 8. ____ Where do you study? | H. No, I'm nineteen. |
| 9. ____ Where are you from? | I. At I. B. M. |
| 10. ____ Do you study? | J. (I'm) twenty-one (years old). |
| 11. ____ Is your phone number 5378-4620? | K. (I live) in Mexico City. |
| 12. ____ Is your name Mary? | L. No, it's Martha. |
| 13. ____ Are you married? | M. No, it isn't. It's 5378-4626. |
| 14. ____ Are you eighteen? | N. (I'm from) Mexico. |
| 15. ____ Are you a full-time student? | O. No, I don't. I'm a teacher. |

NOTE

1. En inglés, si se usa un verbo, obligatoriamente se tiene que usar un sujeto. Para no repetir el sujeto, se usa un pronombre (*he, she, it, they*).
2. Para decir dónde vive uno, existen varias posibilidades:
I live in Mexico City.
I live on Insurgentes Avenue.
I live at 2093 Insurgentes Avenue.



TRY IT OUT

I. PRONUNCIATION

See A1

En una oración algunas palabras son más importantes que otras. Las palabras importantes se llaman *content words* (palabras de contenido) y normalmente son sustantivos, verbos, adjetivos y adverbios, es decir palabras cuyo significado se puede conceptualizar. Las palabras menos importantes se llaman *function words* (palabras funcionales). Esta distinción es importante porque así se determina dónde poner el énfasis en una oración. Las *content words* llevan más énfasis y las *function words*, menos.

Estos símbolos fonéticos les pueden ayudar en su pronunciación, junto con los ejercicios al principio de cada sección de **TRY IT OUT**. Como pueden ver, diferentes letras en inglés pueden tener el mismo sonido, y viceversa.

[æ] = at, cat, laugh

[ə] = up, was, does

[ɪ] = in, busy, been

[ɛ] = red, says, friend

[ɑ] = on, John, want

[ʊ] = put, book, look

[ər] = or, door, toward

[aɪ] = I, by, buy

[eɪ] = day, they, eight

[o] = oh, go, know

[u] = you, do, new

[i] = eat, we, fifty

[aʊ] = out, house, hour

[ɔɪ] = boy, oil, Joy

Repeat the preceding words after your teacher. What other words have the same vowel sounds?

A. Read the following sentences with your teacher.

The transcription on the right will help you stress (*enfaticar*) the content words.

- | | |
|----------------------------|-----------------------|
| 1. What do you do? | hwə´dæyədú |
| 2. Where do you study? | hwɛrdəyɛstə´di |
| 3. I'm a teacher. | aɪmətíçər |
| 4. Are you an engineer? | ɑryuənɛnjɪnír |
| 5. How old are you? | hauóldəryu |
| 6. What's your name? | hwətsyərneɪ´m |
| 7. I'm married. | aɪmɛ´rɪd |
| 8. My middle name's David. | mɑɪmɪ´dlneɪmɪzdeɪ´vɪd |

BASIC ENGLISH I

II. QUESTIONS AND ANSWERS with WHAT, WHERE, HOW OLD

Get into small groups (4-5 students). Use the chart below to help you and answer questions about each other.

QUESTIONS	ANSWERS
What is your first } (What's) is your middle } name? last } address? phone number? student number? major?	It's _____
What } do you do? Where } study? live? work?	I'm a/an _____ I { study live in _____ work at _____
How old are you?	I'm _____

III. GET TO KNOW YOUR CLASSMATES

Ask your classmates the appropriate questions to fill out the chart.

NAME (FIRST, LAST)	MAJOR OR OCCUPATION	AGE	PHONE #	ADDRESS

NOTE: Students who do not have a telephone should answer: "I don't have a telephone".

IV. YES/NO QUESTIONS

Use the chart in exercise III to ask your classmates "YES / NO" questions like this:

BASIC ENGLISH I

QUESTION

Is your last name Guzmán?

Is your phone number 5560-81007?

Are you twenty years old?

ANSWER

Yes, it is. or No, it isn't.
It's García.

Yes, it is. or No, it isn't.
It's 5560-8200.

Yes, I am. or No, I'm not.
I'm twenty-one.

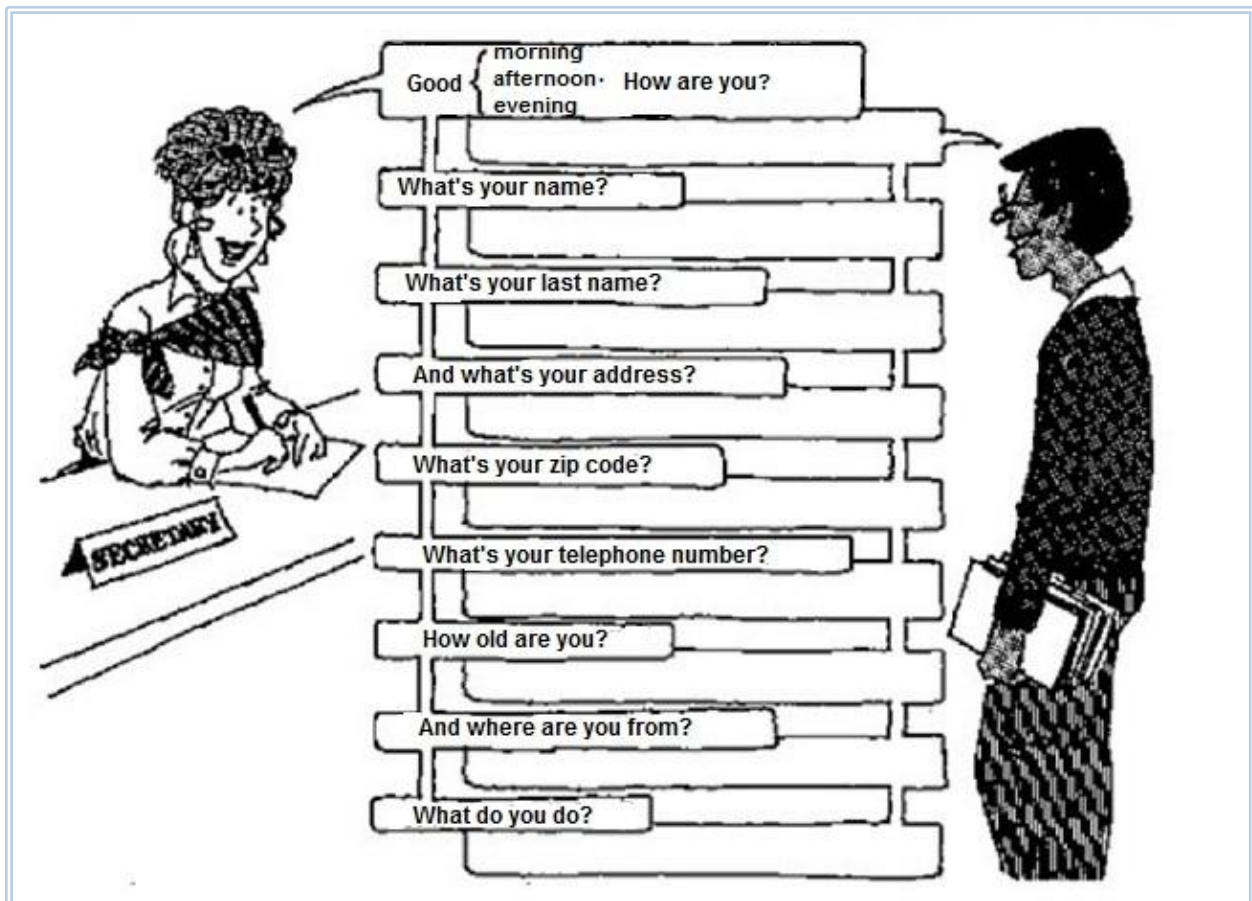
NOTE

Las respuestas cortas para "yes/no questions" pueden ser menos formales:

Yes = yeah or uh-huh. No = nope or uh-uh.

V. INTERVIEW: ORAL AND WRITTEN PRACTICE

Practice this dialog in pairs (2 students). Take turns being the secretary. Give your own information for the student. After you practice the dialog orally, write out your (the student's) part.



POLISH IT UP

I. ENGLISH/SPANISH QUESTIONS AND ANSWERS



A. Look at the 4 charts (pp. 25 and 26). Compare the Spanish. Then answer these questions:

1. En inglés, ¿cuál es la diferencia en la forma de una interrogación y una afirmación con el verbo "be" (*am, is, are*)?
2. En inglés, ¿es necesario incluir las palabras "I, you, etc." en las preguntas? ¿En español?
3. En inglés, ¿cuál es la palabra que significa "tú, Ud., Uds."?
4. ¿Dónde se pone el signo de interrogación en las preguntas en inglés? ¿En español?
5. Al dar una dirección en inglés, ¿dónde va el número? ¿En español?
6. Cuando se pregunta la edad, ¿se usa el mismo verbo en inglés que en español?
7. El verbo "be" (ser, estar) es un verbo irregular ¿Cuáles son sus tres formas en el presente?
8. ¿A qué palabras en español corresponden las siguientes palabras?

<i>my</i> = _____, _____	<i>I</i> = _____
<i>your</i> = _____, _____, _____	<i>you</i> = _____, _____, _____
9. En español, ¿existe un equivalente al verbo auxiliar "do"?

BASIC ENGLISH I

ENGLISH

SPANISH

A. "Yes/ no" questions and answers with the verb "be".	Preguntas y respuestas de "sí/no" con el verbo "ser y estar".
<ul style="list-style-type: none"> • Are you a teacher? Yes, I am. * No, I'm not. Yes, you are. • Am I a student? No, you aren't. No, you're not. Yes, it is. • Is your name Sue? No, it isn't. No, it's not. Yes, it is • Is my zip code 53201? No, it isn't. No, it's not. 	<ul style="list-style-type: none"> • ¿(Tú/ Ud.) eres /es maestra/o? Sí _____ No _____ • ¿(Yo) Soy estudiante? Sí _____ No _____ • ¿Tu/su nombre es Sue? Sí _____ No _____ • ¿Mi código postal es 53201? Sí _____ No _____

NOTE

* En las respuestas cortas afirmativas, no se usan contracciones.

Are you a teacher?

Yes, I am.

NO

Yes, I'm.

B. Information questions and answers with the verb "be"	Preguntas y respuestas de información con el verbo "ser y estar".
<ul style="list-style-type: none"> • How old are you? (I'm) 20 (years old). • Where are you from? (I'm from) Mexico. • What's your address? 907 Central Ave. 	<ul style="list-style-type: none"> • ¿Cuántos años tiene/s? Tengo 20 años. • ¿De dónde es (Ud.)/ eres (tú)? México. • ¿Cuál es tu/ su dirección? Av. Central 907.

BASIC ENGLISH I

C. "Yes/no" questions and answers with other verbs.	Preguntas y respuestas de "si/no" con otros verbos.
<ul style="list-style-type: none"> • Do you study English? Yes, I do. No, I don't. • Do you work? Yes, I do. No, I don't. 	<ul style="list-style-type: none"> • ¿(Ud./Tú) estudia/s inglés? Sí _____ No _____ • ¿(Ud. /Tú) trabaja/ s? Sí _____ No _____

D. Information questions and answers with other verbs.	Preguntas y respuestas de información con otros verbos.
<ul style="list-style-type: none"> • Where do you live? In Satélite. • What do you do? I'm a student. • What's your phone number? (It's) 5560-3907. 	<ul style="list-style-type: none"> • ¿Dónde vive/s (Ud./tú)? En Satélite. • ¿A qué se/te dedica/s (Ud./tú)? (Yo) soy estudiante. • ¿Cuál es su /tu número de teléfono? (Es) 5560-39-07.



II CONTRACTIONS

Read the sentences, and write the equivalents for each contraction. The first one is done for you.

1. My name's Pat. My name is Pat.
2. I'm a student. _____
3. You're an engineer. _____
4. Your phone number's 5560-72-92. _____
5. Are you a housewife? No, I'm not. _____
6. Is your last name Smith? No, it isn't. _____
7. Do you study architecture? No, I don't. _____
8. Am I a teacher? No, you're not. _____
9. Am I a doctor? No, you aren't. _____
10. Do I work? No, you don't. _____

BASIC ENGLISH I

III. INDEFINITE ARTICLES "A, AN" (See A7)

Fill in the blank spaces with "a" or "an" ONLY where necessary.

My name is Nancy. I'm _____ engineering major. I study at _____ Acatlán university from 8 am. to 2 p.m. and I work in _____ office from 4 to 8 p.m. I'm _____ bilingual secretary.

IV. REDUCED FORMS



Listen to the paragraph and fill in each blank with one of these words:

a, an, 'm, 're, 's, in, at, and

Remember, these words are reduced. You will not hear them clearly.

Hello. My name _____ Joe Brown ____ I _____ famous baseball player. I live _____ Los Angeles but I _____ from Chicago, I _____ also _____ part-time student _____ UCLA. I study business administration _____ night.

V. SHORT ANSWERS

Fill in the blank spaces with a word from the box to complete the short answer:

am, 'm, is, are, do

- | | |
|----------------------------------|-------------------|
| 1. Are you an economics student? | No, I _____ not. |
| 2. Do you live in Satélite? | Yes, I _____ |
| 3. Am I a teacher? | Yes, you _____ |
| 4. Do you have a phone? | No, I _____ n't. |
| 5. Are you from Mexico? | Yes, I _____ |
| 6. Do you work? | No, I _____ |
| 7. Is your major psychology? | Yes, it _____ |
| 8. Is your last name García? | No, it _____ n't. |
| 9. Do you study law? | Yes, I _____ |
| 10. Are you a dentist? | No I _____ not. |

BASIC ENGLISH I

VI. WORD ORDER

Write sentences with these words. Remember, an affirmative or negative sentence has a period (.), and an interrogative sentence has a question mark (?). Also remember that a sentence begins with a capital letter (*mayúscula*).

1. are / from/ where / you /? _____
2. name / your / middle / Anne/ is/? _____
3. old / you / nineteen / years / are/? _____
4. first / my / is/ name / Janet/. _____
5. I'm / an / affairs / not/ International / student /. _____
6. isn't / your / number /5733-2041 / phone? _____

VII. NUMBERS

Practice writing the numbers as your teacher and /or partner dictates them, then check your numbers with the numbers below.

1)	6	8	4	1	3	2	7	10	9	5
2)	2	12	20	15	5	4	40	50	15	5
3)	30	3	13	17	8	70	80	18	19	60
4)	16	6	12	20	22	30	13	88	18	80
5)	15	50	54	14	44	71	11	12	23	32
6)	25	50	15	91	99	19	12	11	44	79
7)	18	80	48	84	14	40	46	16	60	66
8)	17	7	77	72	100	20	30	13	35	150
9)	140	441	215	505	950	313	130	608	816	430
10)	5560-1905 (see note)				5378-1530	5776-2591	5340-2291			
11)	5560-2031				5362-9904	5580-3892	5560-2901			
12)	5761-0049				5549-4003	5378-0283	5560-1084			

NOTE

En inglés, los números telefónicos se dicen así:

5560 -1905 → five-five-six-oh-one-nine-oh-five

5398 -4700 → five-three-nine-eight-four-seven-oh-oh

WRAP IT UP

I. PERSONAL DATA



A. Listen to the text, and indicate which I.D. card is the correct one

1.	2.	3.
<p>NEW YORK CITY COLLEGE</p> <p>Name <u>Thompson, Janet</u></p> <p>Major <u>Economics</u></p> <p>Age <u>19</u></p> <p>Address <u>224 Broadway</u> <u>New York, N. Y.</u> <u>10010</u></p> <p>Phone <u>527-9241</u></p>	<p>NEW YORK CITY COLLEGE</p> <p>Name <u>Thomas, Jane Anne</u></p> <p>Major <u>Home Economics</u></p> <p>Age <u>18</u></p> <p>Address <u>234 Broadway</u> <u>New York, N. Y.</u> <u>10101</u></p> <p>Phone <u>967-9241</u></p>	<p>NEW YORK CITY COLLEGE</p> <p>Name <u>Thompson, John</u></p> <p>Major <u>Economic Research</u></p> <p>Age <u>17</u></p> <p>Address <u>324 Broadway</u> <u>New York, N. Y.</u> <u>10001</u></p> <p>Phone <u>137-9241</u></p>

B. Work with another student. One of you is the person the teacher described in part A, and the other asks questions like this:

QUESTIONS

- What's your name?
- Is your last name _____ ?
- Are you _____ years old?

ANSWERS

- It's _____
- Yes, it is. or No, it isn't.
- Yes, I am. or No, I'm not.

BASIC ENGLISH I

II. DIALOG

Complete the dialog with appropriate questions and answers.

Bill: Hi, Jack. How are you?

Jack: Fine, thanks. Are you an international affairs major, Bill?

Bill: No, _____? _____?

Jack: I study economics and I teach math.

Bill: _____?

Jack: At an elementary school in Vista Hermosa. _____?

Bill: No, I don't work. _____?

Jack: I live in Loma Linda.

III. LISTENING PRACTICE



Listen and fill out the card.

Name	_____	_____	_____
	first	middle	last
Address	_____	_____	_____
	number	street	city zip code
Telephone	_____	Age	_____
Full-time student	<input type="checkbox"/>	<input type="checkbox"/>	If yes, major _____
	YES	NO	If no, occupation _____
Student Number	_____		

IV. ANSWERS

Answer these questions about yourself, then ask your partner.

1. What's your first name? _____

2. What's your last name? _____

3. Is your middle name Ann? _____

BASIC ENGLISH I

4. What do you do? _____
5. How old are you? _____
6. Where are you from? _____
7. Where do you live? _____
8. Do you study architecture? _____



PROVERB



Early to bed, early to rise makes Johnny healthy, wealthy and wise.

V. QUESTIONS

Write an appropriate question for each answer.

1. _____? It's 5560-7095.
2. _____? It's 269 Central St.
3. _____? No, I'm not. I'm single.
4. _____? No, I don't.
5. _____? I'm from Mexico
6. _____? It's international affairs.
7. _____? Yes, it is.
8. _____? Yes, I am.

VI. DICTATION



Listen to the 10 sentences and write them.

1. _____
2. _____
3. _____
4. _____

BASIC ENGLISH I

5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

VII. PARAGRAPH WRITING

Complete this paragraph with information about yourself.

My name is _____. I'm _____
years old. I live in _____. My address is _____
_____. My telephone number is _____. I'm
a/an _____.

VIII. ERROR IDENTIFICATION

Underline the correct sentence in each group. Only one sentence is correct.

1. a) I'm a teacher.
b) I'm teacher.
c) I am teacher.
2. a) Are you student?
b) Are you a student?
c) You are a student?
3. a) What's a address?
b) What's you address?
c) What's your address?
4. a) Where you live?
b) Where live you?
c) Where do you live?
5. a) My name Mary.
b) I name's Mary.
c) My name's Mary.
6. a) Is your name Nancy?
b) Is you name Nancy?
c) Is your name is Nancy?
7. a) I'm thirteen years.
b) I am thirteen.
c) I have thirteen years.
8. a) What you do?
b) What's you do?
c) What do you do?
9. a) How many years do you have?
b) How old you are?
c) How old are you?
10. a) My major's an engineer.
b) My major is engineer.
c) My major is engineering.

IX. ORAL PRACTICE WITH DATES

With a partner, practice saying these dates. Then write them out in the space provided. Look at the example.

NOTE

Al decir la fecha es necesario usar números ordinales en inglés aunque no se escribe con los mismos.

Recuerda que en inglés se menciona primero el mes, no el día.

C2

- | | |
|---------------------------------------|---------------------|
| 1) 6/13/86 = <u>June 13(th), 1986</u> | 7) 11/30/10 = _____ |
| 2) 10/5/70 = _____ | 8) 1/21/20 = _____ |
| 3) 4/16/76 = _____ | 9) 2/15/85 = _____ |
| 4) 12/28/04 = _____ | 10) 5/10/03 = _____ |
| 5) 3/3/80 = _____ | 11) 9/2/65 = _____ |
| 6) 7/30/85 = _____ | 12) 8/1/81 = _____ |

X. NUMBER GAME

1. Write any number from one to ten.
2. Add seven.
3. Multiply by four.
4. Add thirteen.
5. Take away four.
6. Add seven.
7. Divide by two.
8. Subtract seventeen.
9. Add three.
10. Divide by two.
11. Take away your first number.
12. Your answer is four, right?

BASIC ENGLISH I

LANGUAGE REVIEW UNIT 1

COMMUNICATIVE AIMS	LANGUAGE	SAMPLE LANGUAGE
Ask for and give personal information	Present tense	What's your name? (It's) Mary. What's your address? (It's) 205 Texas St. What's your phone number? (It's) 5525-9430. I don't have a telephone. What do you do? I'm a student. What do you study? Law. Where do you live? In Mexico City. How old are you? (I'm) twenty (years old).
Confirm personal data	Present tense	Is your last name Williams? Yes, it is. No, it isn't. (No, it's not) Are you nineteen? Yes, I am. No, I'm not. Am I a teacher? Yes, you are No, you aren't. (No, you're not.) Do you study economics? Yes, I do. No, I don't.

VOCABULARY

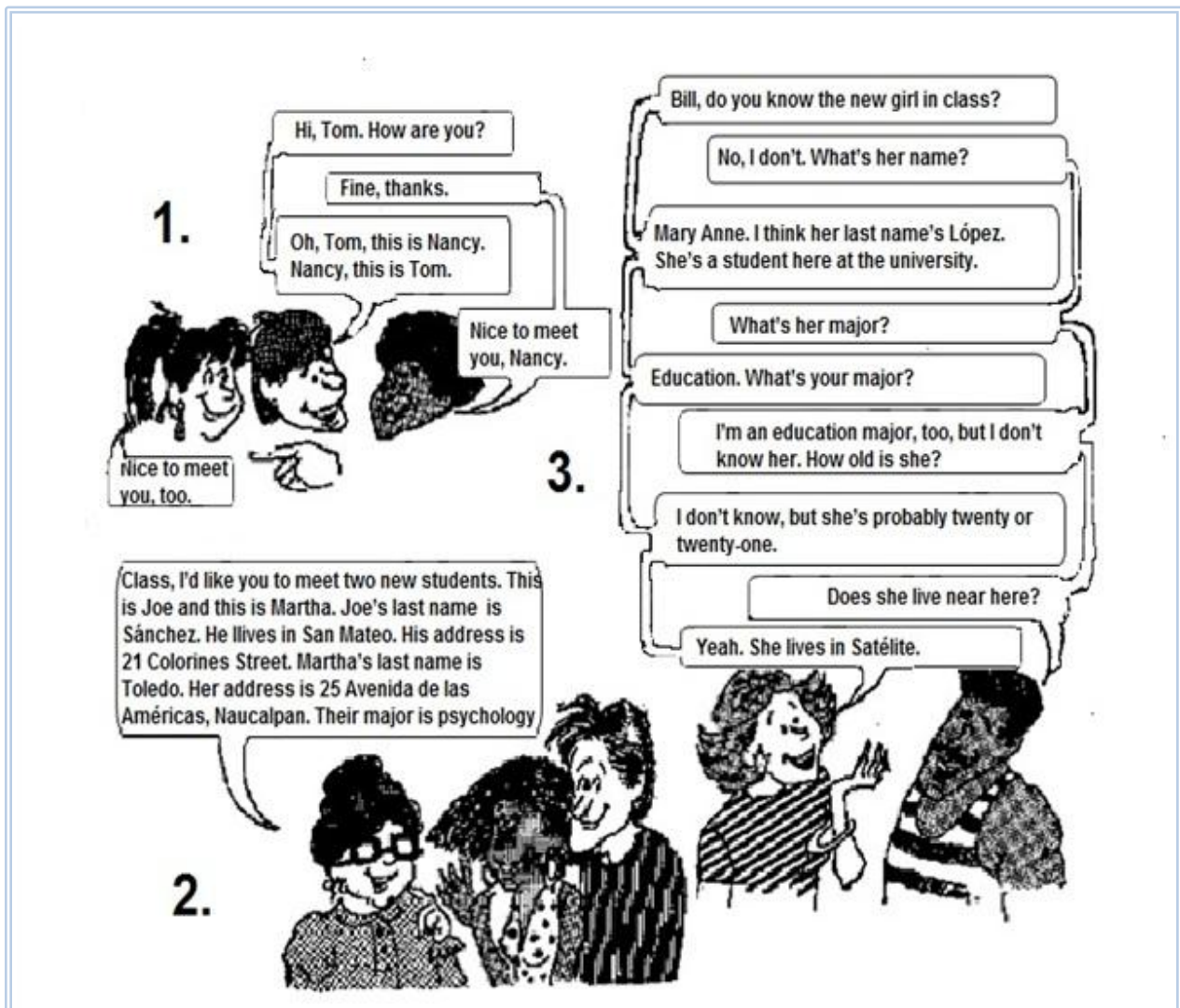
CONTENT WORDS	FUNCTION WORDS
what where how old do (<i>como verbo principal</i>) work study first middle last address telephone (phone) number major (English) student housewife	I you my your be { am are is do (<i>como verbo auxiliar</i>) a an on in at

UNIT 2

WHO IS SHE? WHO IS HE?

WHAT IT'S ABOUT (OBJECTIVES)

- Greet someone
Saludar
- Introduce someone
Presentar a alguien
- Ask and give personal data about others
Solicitar y dar datos personales acerca de otros



WORK IT OUT

I. RIGHT OR WRONG?

Mark "right" if the sentence is correct and "wrong" if it is incorrect. Refer to page 35.

1. Tom and Nancy are friends.
2. López is Mary Anne's middle name.
3. Mary Anne studies education.
4. Bill's major is education.
5. Mary Anne is about 20 years old.
6. Joe lives in San Mateo and his major is psychology.
7. Joe and Martha know the students in the class.

RIGHT	WRONG

II. VOCABULARY

Match the words in column A and B. Then complete the sentences using the words from A and B. Numbers 1-4 are singular and numbers 5-7 are plural.

A	B		
1. I	its	_____ am a student.	_____ major is education.
2. he	her	_____ are a teacher.	_____ last name is Smith.
3. she	my	_____ is a dog.	_____ name is Rover.
4. you	his	_____ is a policeman.	_____ name is Bill.
5. it	your	_____ is a housewife.	_____ middle name is Anne.
<hr/>			
6. you	our	_____	_____
7. they	your	_____	_____
8. we	their	_____	_____

* Los pronombres plurales "you, we, they" usan la forma "are" del verbo "be".

NOTE

A student = 1 *Students* = 2 ó más.

El plural de la mayoría de los sustantivos en inglés se forma añadiendo "s".

BASIC ENGLISH I

III. WORD CATEGORIES

Write the words under the appropriate category.

you/ we/ single/ Mr. Lane/ she/ Dr. White/ her/ they/ his/ their/ I / Mrs. Jones/ husband/
 our/ my/ he/ Miss Doe / your / Ms. Smith / wife/ girl / Nancy/ Pat/ David / Chris/
 housewife / doctor/ teacher/ employee / student/

Male

Female

Male and / or Female

IV. SAME OR DIFFERENT

Read the following pairs of sentences. Mark the pairs that are the same with = and mark the sentences that are different with ≠. Correct the sentences that are wrong.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Mary Anne's last name is López. 2. She lives at 21 Colorines Ave. 3. Her major is education. 4. Joe's last name is Sánchez. 5. He's a psychology major. 6. Martha's major isn't education. 7. Joe and Martha are new students. 8. They are education majors. 9. Tom and Nancy are friends. | <ol style="list-style-type: none"> Her last name is López. His address is 27 Reforma Ave. She's an education major. Her last name is Sánchez. His major is psychology. Your major isn't education. They're new students. Their major is education. We're friends. |
|---|--|

V. 'S = CONTRACTION OR POSSESSIVE ?

SEE A8

In each case, what does the apostrophe "s" indicate? A contraction or a possessive? Check the appropriate column.

1. Hector's my husband.
2. Mary's a teacher.
3. His telephone's 5358-69-03.
4. My doctor's secretary lives in Tlalpan.
5. Her major's psychology.
6. Raul's mother works.

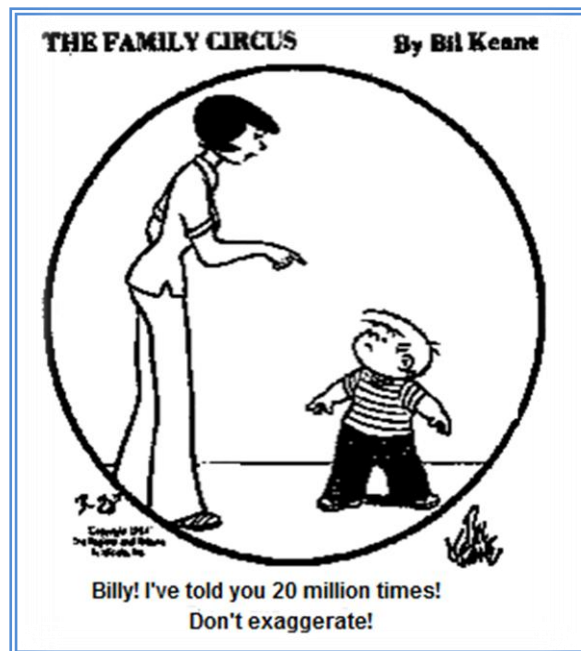
Contraction	Possessive

BASIC ENGLISH I

VI. KEY POINTS

Choose the correct word in the parentheses and underline it.

1. (Does/ Do) he live in Mexico?
2. (Is/ Does) she a teacher?
3. What's (Ana's last name/ the last name of Ana)?
4. Miguel's last name is García and (his/ her) middle name is Angel.
5. (Do/Are) they study English?
6. What's (her / she) name?
7. Psychology (it's/ is) my major.
8. What's (he's/ his) name?
9. She (live/ lives) in Mexico City.
10. Miguel is (twenty/ twenty years).



TRY IT OUT



I. PRONUNCIATION AND LISTENING.

Function and content words. Remember that unaccented vowels tend to become a [ə] or [ɪ] sound and function words are reduced or form a contraction with another word.

A. Repeat these sentences after your teacher, stressing the content words and reducing the function words.

- | | |
|---------------------------|------------------|
| 1. What does she do? | hwə´dəzshidú |
| 2. How old is he? | hauold´izi |
| 3. What's her major? | hwətsərméijər |
| 4. Where do they live? | hwər´duðeɪlɪv´ |
| 5. She's an engineer. | shɪzənɛnjɪnɪr |
| 6. He's in his twenties. | hɪzɪnɪztwɛ´nɪz |
| 7. Is he married? | ɪzɪmɛ´rɪd |
| 8. Is his name John? | ɪzɪzneɪ´mjɑn´ |
| 9. Are they your friends? | ɑrðeɪ´yərfrɛndz´ |
| 10. They're our teachers. | ðeɪrɑrtɪtʃərz |

B. Underline the content words (the words that are stressed). Then, with your classmates and teacher, discuss which words are reduced. Do you hear the initial "h" in "he" and "his"? When are "do" and "does" reduced? When are they stressed?

II. QUESTION-ANSWER (USING POSSESSIVES)

Ask about your classmates' names. In small groups give your first, middle and last names. Then, ask about another person's (first, middle, last) name like this:

Is Laura's last name Sánchez? Yes, it is. **OR** No, it isn't. It's Suárez.

Is Robert's middle name Edward? Yes, it is. **OR** No, it isn't. It's Daniel.

BASIC ENGLISH I

III. QUESTIONS AND ANSWERS WITH WHAT, WHERE, HOW OLD

A. Get into pairs. Ask your partner questions about his or her:

- name (first, middle, last)
- age
- residence
- address
- phone number
- student number
- major
- occupation

B. Now, form groups of 4 (2 pairs together). Ask questions and give answers about the people in your group. Use the chart to help you.

QUESTIONS

ANSWERS

What	is	{ his her		first } middle } name? last } address? phone number? student number? major?
What Where	does	{ he she		do? study? live? work?
How old	is			he (name)? she (name)?

It	is ('s)	
She He	{ is ('s) studies (at) lives (in) works (at)	
He She	{ is ('s)	

BASIC ENGLISH I

IV. PERSONAL DATA SEE B4

Use the information next to each picture and write a paragraph about each of the people in the space provided



name: Kathy Smith
place of birth: Canada
age: 23
marital status: single
occupation: model
residence: Hollywood, California



name: George Locke
place of birth: England
age: 40
marital status: married
occupation: cook (chef)
residence: New Orleans, Louisiana



name: Jack Le Frank
place of birth: Paris, France
age: 43
marital status: divorced
occupation: botanist
residence: Miami, Florida



name: Pat Martin
place of birth: the United States
age: 23
marital status: married
occupation : singer
residence: Chicago, Illinois

PROVERB



Haste makes waste.

V. QUESTIONS AND ANSWERS

Use the information in exercise IV to ask and answer "yes/ no" questions orally:

QUESTION	ANSWER
• Is Kathy's last name Smith?	Yes, it is.
• Is George from Canada?	No, he's from England.
• Is Jack 42?	No, he's 43.
• Does Jack live in France?	No, he doesn't. He lives in the U.S.A.
• Do Pat and Dave live in Chicago?	Yes, they do.

VI. DIALOG PRACTICE

Practice this dialog about your English teacher in pairs (2 students). After you do it orally, fill in the information.

S1 What's our teacher's first name?

S2 _____

S1 What's his/ her last name?

S2 _____

S1 Is he /she from Mexico?

S2 _____

S1 How old is he / she?

S2 _____

S1 Is he / she married?

S2 _____

S1 Where does he/ she live?

S2 _____

POLISH IT UP

**I. ENGLISH/SPANISH CONTRAST
(PRONOUNS & POSSESSIVE ADJECTIVES)**

A. Write the Spanish equivalent(s) for the following words in English.

I _____	my _____
you _____	your _____
he _____	his _____
she _____	her _____
it _____	its _____
we _____	our _____
they _____	their _____

B. Fill in the spaces with the correct subject pronoun from the box.

I, you, he, she, it, we, they

Hi! My name is Joe. ___ 'm an engineering student at Acatlán, and ___ study English too. This is my friend, Tony. _____ studies international affairs. _____ lives in Naucalpan. My other friend, Elizabeth, is a dentist. _____ works in Santa Monica. Tony and Elizabeth are in my English class. _____ are good students. _____ have English class at 8:00 in the morning.

C. Fill in the spaces with the correct possessive adjective from the box.

my, your, his, her, our, their, its

Hi! I'm Maria. _____ last name is López. This is _____ friend, Jesús. _____ last name is Sánchez. He's a student at Acatlán and _____ major is law. This is Laura. _____ last name is Medina. _____ major is education. We study English at the CEI in Acatlán. _____ teacher is Laura. _____ last name is García. She's from the United States, but _____ husband is from Mexico. They have 2 children*. _____

BASIC ENGLISH I

children's names are Julia and Diana. They are ten and eight years old. They have a cat. _____ name is Minerva.

* children = hijos, niños
child = hijo, niño

II. LISTENING FOR REDUCED FORMS



Listen to the text and fill in the blank spaces with one of these words:

is, 's, 're, and, a, the, his, her, in, at, on

There are two discrepancies in the information you hear and the information you see written. Can you identify them?

Recuerde que estas palabras no son pronunciadas claramente cuando hablamos a una velocidad normal.

Kathy _____ Phil _____ students at _____ school for foreigners at _____ UNAM. Kathy's middle name _____ Lynn _____ _____ last name _____ Anderson. Phil's middle name _____ George _____ _____ last name _____ Makosky. She _____ from San Diego _____ he _____ from Washington, D.C. He was born _____ October 21st, 1990 _____ she was born _____ December 3rd, 1991. She studies Spanish literature at _____ university _____ _____ major _____ history. They don't work. They study. She lives _____ Coyoacán _____ #15 Miguel Angel de Quevedo. He lives _____ Copilco _____ #32 Cerro del Agua. She doesn't have _____ telephone _____ _____ student number _____ _____ UNAM _____ 8513620-4. _____ phone number _____ 543-8298 _____ _____ student number _____ 8512432-3. They _____ single.

PROVERB



Absence makes the heart grow fonder



BASIC ENGLISH I

III. INFORMATION COMPLETION

Fill out the I.D. cards with the information in the previous text (Exercise II).

KATHY'S I.D. CARD

NATIONAL UNIVERSITY OF MEXICO	
1. Name _____	
First	Middle
Last	
2. Address _____	
#	Street
City	
3. Telephone: _____	4. Age: _____
5. Sex <input type="checkbox"/> M <input type="checkbox"/> F	6. Full-time student <input type="checkbox"/> YES <input type="checkbox"/> NO
7. If yes, major: _____	8. If no, occupation: _____
9. Marital status: <input type="checkbox"/> married <input type="checkbox"/> single <input type="checkbox"/> divorced	
10. Student number: _____	11. Nationality: _____
12. Date of birth: _____	13. Signature: _____

PHIL'S I.D. CARD

NATIONAL UNIVERSITY OF MEXICO	
14. Name _____	
First	Middle
Last	
15. Address _____	
#	Street
City	
16. Telephone: _____	17. Age: _____
18. Sex <input type="checkbox"/> M <input type="checkbox"/> F	19. Full-time student <input type="checkbox"/> YES <input type="checkbox"/> NO
20. If yes, major: _____	21. If no, occupation: _____
22. Marital status: <input type="checkbox"/> single <input type="checkbox"/> married <input type="checkbox"/> divorced	
23. Student number: _____	24. Nationality: _____
25. Date of birth: _____	26. Signature: _____

BASIC ENGLISH I

IV. MATCHING

Look at the questions. Write the number from the I.D. cards (Exercise III) that corresponds to each question.

1. What's his phone number? ____
2. What's her name? ____
3. What's his major? ____
4. How old is she? ____
5. What does he do? ____
6. Where is she from? ____
7. What's his address? ____
8. Does she have a telephone? ____
9. Do they work? ____
10. Is she single? ____

V. QUESTIONS & ANSWERS

Match the questions with the appropriate answers. Write the letter of the answer in the space provided.

1. What's her name? ____
 2. Does she work? ____
 3. What's her address? ____
 4. Does he have a telephone? ____
 5. Is his telephone 5543-8295? ____
 6. Where does she live? ____
 7. What are their names? ____
 8. Where does he live? ____
 9. What's his name? ____
 10. How old is he? ____
- a) No, she doesn't.
 - b) (It's) 15 Insurgentes Ave.
 - c) (They're) John and Roy.
 - d) He's in his thirties.
 - e) Yes, it is.
 - f) It's Norma.
 - g) No, he doesn't.
 - h) (She lives) In Colonia del Valle.
 - i) (He lives) On Insurgentes Ave.
 - j) It's David.

PROVERB



Don't cry over spilt milk.



BASIC ENGLISH I

VI. POSSESSIVES

A. Look at exercise II (page 44). Fill in the spaces with the correct possessive form (for Kathy or Phil).

Example: Kathy's last name is Anderson.

1. _____ major is history.
2. _____ major is Spanish literature.
3. _____ address is #32 Cerro del Agua.
4. _____ phone number is 543-8298.
5. _____ student number is 8513620-4.

B. Now, write 5 more similar sentences about Kathy and Phil.

1. _____
2. _____
3. _____
4. _____
5. _____

C. Translate into English.

1. La dirección de mi padre es Insurgentes 25.

2. El teléfono de la maestra es 5373-4529.

3. El número de cuenta de David es 8523241-5.

4. La carrera de Susan es derecho.

5. El segundo nombre de mi padre es Rafael.

BASIC ENGLISH I

VII. SENTENCE COMPLETION

1. Complete these sentences with the appropriate word from the box.

I, you, she, he, it, we, they, my, your, her, his, its, our, their



Hi, I'm a teacher.
_____ phone number is 5590-2641.
_____ teach English at Acatlán.
_____ live in San Mateo.



We're students.
_____ name's Rosa and .
_____ name's Antonio.
_____ study English at Acatlán.
_____ teacher's name is Sue.



Meet Mr. and Mrs. Hernández.
_____ address is Calle 6, Mexico City.
_____ name's Juan.
_____ 's an engineer.
_____ 's an assistant manager at IBM.
_____ wife's name is Maria Eugenia.
_____ nickname is Maru.
_____ 's a housewife.
_____ have a dog.
_____ name is Toby.



Now, complete these sentences about yourself and draw a picture.
This is me.
_____ name is _____.
_____ live in _____.
_____ address is _____.

BASIC ENGLISH I

VIII. VERB PRACTICE

Write the correct form of the verb indicated. "Neg." means to use the negative.

1. I _____ an engineer. (be)
2. Mary _____ in Colonia del Valle. (live)
3. We _____ English. (study)
4. Don and Susan _____ married. (be)
5. She _____ psychology. (study)
6. They _____ married. (be - neg.)
7. Mary _____ in the U.S.A. (live – neg.)
8. We _____ a telephone. (have - neg.)
9. He _____ a telephone. (have - neg.)
10. I _____ a law major. (be - neg.)
11. _____ you _____ in Mexico? (live)
12. _____ David _____ French? (study)
13. _____ she a teacher? (be)
14. _____ they married? (be)
15. _____ they _____ in the USA.? (live)

IX. CHANGE NUMBERS 1-10 TO THE INTERROGATIVE FORM

X. SHORT ANSWERS

Write the correct short answer for each question.

1. Is your mother a housewife? Yes, _____
2. Does your father teach French? No, _____
3. Do Pat and David live in Naucalpan? Yes, _____
4. Are they married? No, _____
5. Do we have English class at 8:00? Yes, _____
6. Does Robert have a telephone? No, _____
7. Is Richard's telephone number 5373-4569? Yes, _____
8. Is his name John? No, _____
9. Is Tom a student? Yes, _____
10. Are you 27? Yes, _____

BASIC ENGLISH I

XI. WORD ORDER

Put the following words into correct sentence or question order.

1. is / name/ what / father's/ your / ?

2. a/ he's player/ he/ in/ baseball / Las Vegas/ and / lives/ .

3. in / thirties / she's / her / .

4. does / have/ he / not/ telephone/ a / .

5. your/ Martínez/ is / father's / name/ last / ?

6. law/ Richard's / is/ major/ ?

7. how/ she/ old / is/ ?

8. single / are/ married / you / or/ ?

9. he/ does/ live/ Mexico/ in/ City/ ?

10. Carol's/ 15/Ave./ address/ Insurgentes/ is/ ?

XII. REDUCED FORMS



Listen to your teacher and write the word you hear in the space provided.
(The words are in the box.)

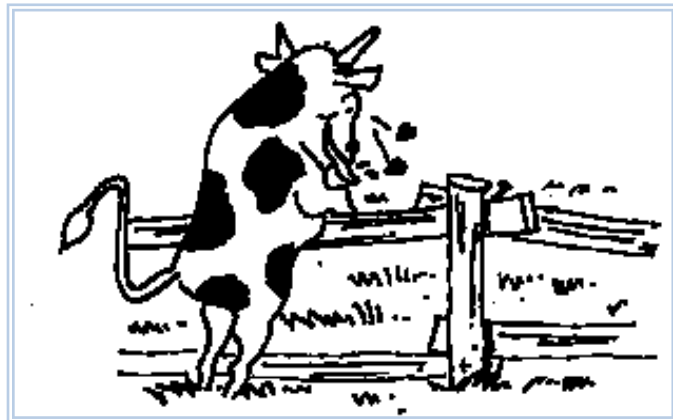
a, in, at, on, and, is, 's, are, of, he, his, she, her

Mary _____ Robert _____ full-time students _____ the University _____
Washington. They live _____ Seattle. Mary's middle name _____ Anne_____.
_____ last name _____ Smith. She _____ 18 years old, _____ studies
English Literature _____ the university. She lives _____ dormitory _____
the university campus. Robert _____ 19 years old _____ studies
engineering. Robert's nickname _____ Bob _____ last name _____
Johnson. Bob doesn't live _____ dorm; _____ lives _____ home.

PROVERB



The grass is always greener on the other side of the fence.



BASIC ENGLISH I

XIII. READING PRACTICE

Quickly skim the advertisements and answer the questions that follow.

HELP WANTED
TO ADVERTISE IN THIS SECTION, CALL: TEL. 5854-4554

1 ACAPULCO
The most important tourist project in Acapulco is now hiring.
Must be bilingual, with experience in public relations. Must be able to travel.
If interested, please present resumé in Mexico City, at 4561 Insurgentes Ave. (Mr. Max Page)
Mornings 9 AM to 1 PM
Tels. 5555-6737 and 5871-8111

2 PART TIME FILING JOB
EXPERIENCE IN SETTING UP FILING SYSTEMS, ENGLISH AND SPANISH FILES
CONTACT MS. ORLY 6880-7898/99
(OFFICE CLOSE TO OLYMPIC SWIMMING POOL)

3 PRESTIGIOUS LANGUAGE SCHOOL
IS LOOKING FOR ELEMENTARY SCHOOL TEACHER FOR SEPTEMBER AFTERNOON SCHEDULE ONLY
TEL. 5200-6681

4 IMPORTANT GROUP OF ENTERPRISES SEEKS BILINGUAL EXECUTIVE SECRETARY
WITH:
• 3 Years minimum experience - directorship or General Management level.
• Full command of conversation, reading, translation and shorthand of Spanish/English languages.
WE OFFER:
• Open salary.
• Annual wage increase
• Benefits superior to those guaranteed by law.
Interested? Bring recent photograph to Ingenieros Militares #105. Col. Lomas de Sotelo (behind Sam's Club) or call 5571-8884 Industrial Relations Department

5 CASHIERS WANTED WITH BANK EXPERIENCE ENGLISH A MUST WE OFFER
EXCELLENT PAY AND GOOD FRINGE BENEFITS
TEL. 5285-4141
FOR MORE INFORMATION CONTACT MR. MARTÍNEZ

6 WANTED ASST. FOR EXPORTS
FLUENT WRITTEN ENGLISH AND SPANISH EXPERIENCE WITH ACCOUNTING SOFTWARE AND IN EXPORT SHIPPING PROCEDURES.
EXCELLENT SALARY
CONTACT: MS. SMITH AT 5456-0432

BASIC ENGLISH I

A. What ad needs a person to work:

In a school? _____ With files? _____ In a bank? _____ With exports? _____
 With an executive _____ In the tourist business? _____

B. Check the number of the ad(s) where you can find the specific information mentioned.

	#1	#2	#3	#4	#5	#6
1. Salary offered						
2. Extra benefits						
3. Full time or part time						
4. Specific hours to call for information						
5. Photograph needed						
6. Résumé needed						
7. Specific person to contact for job						

C. What are the abbreviations used in the different ads? What do they probably mean?

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



WRAP IT UP


I. PERSONAL DATA



A. Look at the two I.D. cards below and listen to the information. Some of the information on the cards is incorrect. Cross it out (X) and correct it.

 **Student No. 64568**
Mary Anne Smith

is a student at the University of Washington. Her address is 6205 University St. Seattle, Washington, 99402

 **Student No. 64302**
Robert Edward Johnson

is a student at the University of Washington. His address is 123 Central Ave. Seattle, Washington, 99403

B. Ask and answer information and yes-no questions about Mary Anne and Edward (with a partner).

Ex. Q. What's Edward's middle name?

A. It's Robert.

Q. Where does Mary Anne study?

A. At the University of Washington.

Q. What's Mary Anne's zip code?

A. 98404

Q. Is Mary Anne's last name Smith?

A. Yes, it is.

Q. Does Edward live in Seattle?

A. Yes, he does.

Q. Does Mary Anne live in Florida?

A. No, she doesn't. She lives in Washington.

C. Write 5 information questions and 5 yes-no questions with answers (about Mary Anne and Edward).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

BASIC ENGLISH I

II. DIALOGUE

Complete the dialogue below between 2 students.

S1 - My English teacher's name is Martha.

S2 - _____ ?

S1 - It's Martínez.

S2 - _____ ?

S1 - No, she doesn't. She lives in San Mateo, in the State of Mexico.

S2 - _____ ?

S1 - It's 35 Alcanfores Street.

S2 - _____ ?

S1 - It's 5373-0569.

S2 - _____ ?

S1 - I don't know. I think she's from the U.S.A.

S2 - _____ ?

S1 - I don't know exactly. I think she's in her thirties.

S2 - _____ ?

S1 - No, she's single.

S2 - Well, good luck in English class.

S1 - Thank you. Bye.

III. INTERPRETING DATA

A. Read the following data and ask and answer questions about the information with your partner.

Collins, Kathryn Lynn / the United States / 23/ English teacher / 25 Greene Ave, Brooklyn, N.Y./ 5224-3769/ single/ "Kate" /

Kamisky, Brian Peter/ Canada/ 19/ student / 25 Main St., Montreal /5576-3925/ single/ "Pete"/

Lee, William Bruce/ Japan/ 30/ Karate teacher/ 26 Broadway, San Francisco, Cal./ 5367-4251/married/ "Kid" /

Hopper, Laurie Elizabeth / the United States/ 20/ student / 14 Canterbury Road, Lynnfield, Mass./ 5456-2317/ single/ "Beth"/

BASIC ENGLISH I

B. Put the correct " 's " (possessive) form in the following sentences.

Ex. *Brian's nickname* is "Pete".

1. _____ is 25 Greene Ave., Brooklyn, N.Y.
2. _____ is Peter.
3. _____ is Lee.
4. _____ is 5456-2317.
5. _____ is Elizabeth.
6. _____ is "Kid".
7. _____ is 5224 - 3769.
8. _____ is "Beth".
9. _____ is 14 Canterbury Rd., Lynnfield, Mass.
10. _____ is Collins.

PROVERBS



Don't make a mountain out of a molehill.

You can't judge a book by its cover.

The early bird gets the worm.

Out of sight, out of mind.

IV. ASK ABOUT, READ ABOUT AND WRITE ABOUT PEOPLE

- A. Ask and answer questions about this picture. Use the information below. Then read the paragraph.



Name: Jacques Le Roy
Place of birth: Paris, France
Occupation: actor

Age: 32
Marital status: single (bachelor)
Residence: Los Angeles

Jacques is from Paris, France. He's an actor. He's 32 years old. He's single and he lives in Los Angeles.

BASIC ENGLISH I

- B. With a partner ask questions (information and yes-no) about these 3 people.
- C. On another piece of paper, write similar sentences in paragraph form about the three people on this page, using the information given.



Name: Victoria Martínez
Place of birth: Mexico
Occupation: actress
Age: in her forties*
Marital status: divorced
Residence:
Mexico City and Madrid, Spain



Name: Carlos Polina
Place of birth: Mexico
Occupation: politician
Age: 48
Marital status: married
Residence: Mexico City



Name: Donna Hope
Place of birth: U.S.A.
Occupation: singer
Age: in her twenties
Marital status: single
Residence: Houston, Texas

*"in her "forties" = *entre los cuarenta y cuarenta y nueve años de edad.*

V. DICTATION

Listen to the 7 questions and write them down.

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

VI. FAMOUS PEOPLE

Bring in a picture of a famous living person and write a short paragraph about him/ her. Mention name, age, origin, marital status, occupation and residence. (Answer the questions in the above dictation).

VII. IDENTIFY THE CORRECT SENTENCE

Underline the correct sentence in each group. Only **one** sentence is correct.

1.
 - a) His lives in Naucalpan.
 - b) He's live in Naucalpan.
 - c) He lives in Naucalpan.
2.
 - a) She is student.
 - b) She's a student.
 - c) She's is a student.
3.
 - a) He's major is law.
 - b) He's major law.
 - c) His major is law.
4.
 - a) I address is 27 Central St.
 - b) I am address 27 Central St.
 - c) My address is 27 Central St.
5.
 - a) I'm 22 years old.
 - b) I am a 22.
 - c) I'm 22 years.
6.
 - a) I'm study at Acatlán.
 - b) I'm student Acatlán.
 - c) I study at Acatlán.
7.
 - a) It's your name John?
 - b) Is your name John?
 - c) Is it your name John?
8.
 - a) Anne's middle name's Marie.
 - b) The middle name of Anne's Marie.
 - c) Marie's middle name of Anne.
9.
 - a) Is Jane study English?
 - b) Does Jane English student?
 - c) Does Jane study English?
10.
 - a) It's her name Lucy?
 - b) Is it her name Lucy?
 - c) Is her name Lucy?
11.
 - a) Do you live in Satélite?
 - b) Does you live in Satélite?
 - c) Do you lives in Satélite?
12.
 - a) What's your name? Is Bill.
 - b) What's your name? It's Bill.
 - c) What's your name? My name Bill.



PROVERBS



No news is good news.

*Curiosity killed the cat.
(Satisfaction brought him back.)*



Easy come, easy go.

Every cloud has a silver lining.



LANGUAGE REVIEW. UNIT 2

COMMUNICATIVE AIMS	LANGUAGE	SAMPLE LANGUAGE
<p>Ask for and give personal data about others</p>	<p>Present Tense</p>	<p>What's his(her) name? It's Pedro (Maria).</p> <p>What does he/ she do? He/ She's a doctor.</p> <p>Where does Pedro live? He lives in Mexico City.</p> <p>How old is Robert? He's in his twenties.</p> <p>Are they students? Yes, they are.</p> <p>Is she a doctor? Yes, she is.</p> <p>Does Mary study English? No, she doesn't.</p>

VOCABULARY

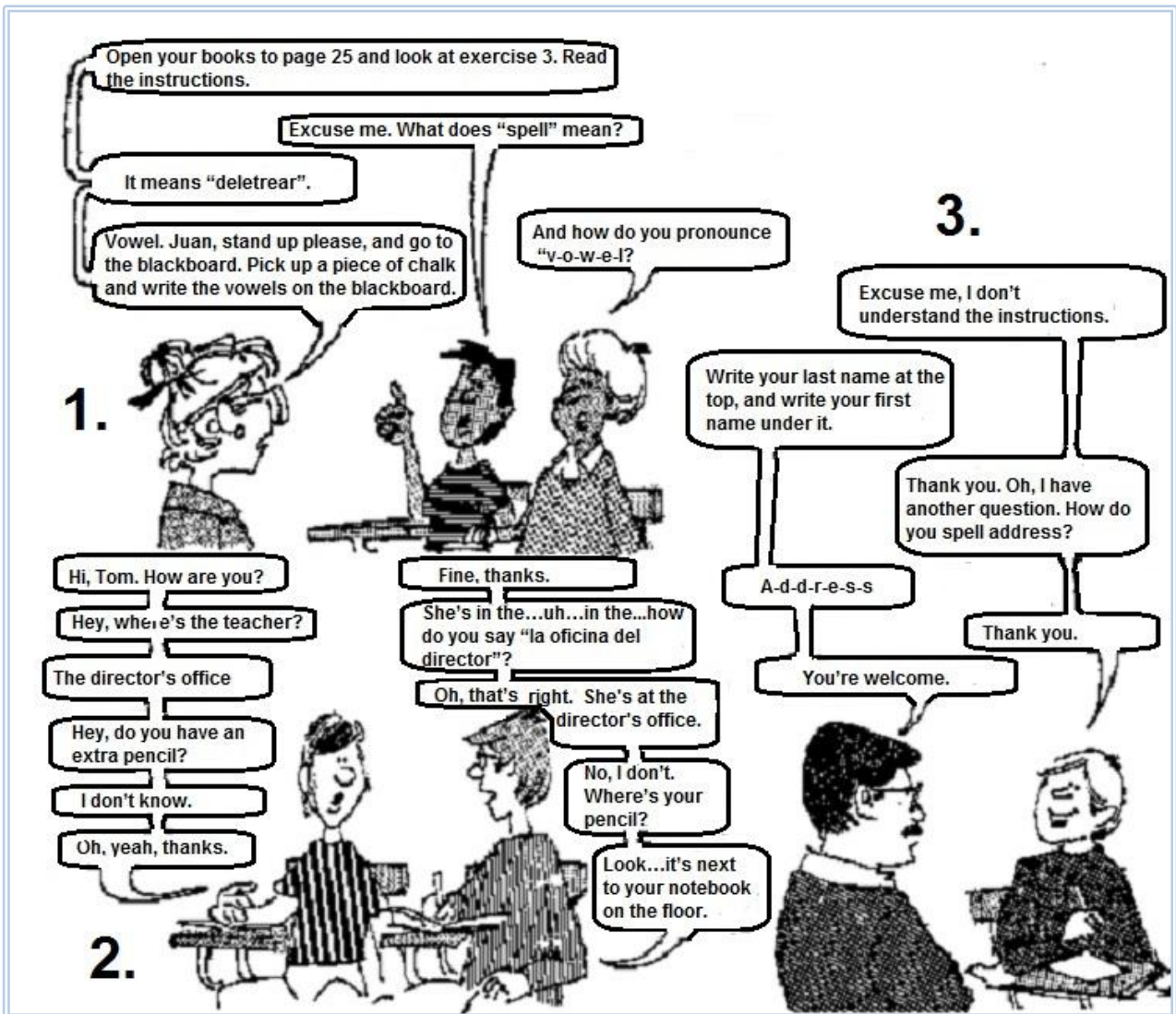
CONTENT WORDS	FUNCTION WORDS
<p>have - has</p>	<p>he does</p> <p>she</p> <p>it</p> <p>we</p> <p>they</p> <p>his</p> <p>her</p> <p>our</p> <p>their</p>

UNIT 3

WHAT DOES THAT MEAN?

WHAT IT'S ABOUT (OBJECTIVES)

- Get someone's attention
Llamar o atraer la atención de alguien
- Ask someone to do something
Pedir a alguien que haga algo
- Ask about something you don't understand
Preguntar acerca de algo que no entiende
- Ask and tell where people and things are
Preguntar y decir dónde están las personas y los objetos



WORK IT OUT

I. LANGUAGE CHECK

Look at page 63. Write the sentences or phrases that illustrate these objectives:

- Atraer la atención. _____
- Preguntar acerca de algo _____
que no entiende _____

- Pedir a alguien que _____
haga algo. _____
- Preguntar dónde _____
están las personas _____
y los objetos. _____

THINK



De los tres diálogos, ¿cuáles son situaciones formales? _____
informales? _____

II. MATCHING

Match the two columns.

- | | |
|-------------------------------------|------------------------------|
| 1. Where's my notebook? | a) P-E-N-C-I-L |
| 2. How do you spell <i>pencil</i> ? | b) What's your last name? |
| 3. What does dictation mean? | c) It's under your desk. |
| 4. Are your books on the table? | d) They're on the floor. |
| 5. How do you say <i>vocales</i> ? | e) It means <i>dictado</i> . |
| 6. Where are your books? | f) Yes, they are. |
| 7. Is your pen under the table? | g) You're welcome. |
| 8. Thank you. | h) No, it isn't. |
| 9. Ask Juan his last name. | i) I don't have a telephone. |
| 10. Tell me your phone number. | j) Vowels |

BASIC ENGLISH I

III. QUESTIONS AND ANSWERS

Underline the correct answer.

1. Are you a teacher?
a) Yes, I am.
b) Yes, I do.
2. Hi! How are you?
a) Fine, thanks.
b) Thank you.
3. Where's my pen?
a) They're on the desk.
b) It's under your chair.
4. Is the teacher in the classroom?
a) Yes, it is.
b) Yes, she is.
5. How old is she?
a) Fine, thank you.
b) She's twenty.
6. Excuse me, what does "you're welcome" mean?
a) It means *de nada*.
b) Yes, it does.
7. Ask Bob his mother's last name.
a) What's your mother's last name?
b) Your mother's last name is Sánchez.
8. How do you pronounce Q-U-E-S-T-I-O-N?
a) Question
b) *pregunta*

IV. HOW TO PRONOUNCE VOWELS

Match the letter with the sound. (See page number 74 for all the letters of the alphabet).

VOWEL

A

E

I

O

U

SOUND

iu (*yunta*)

i (*isla*)

ei (*rey*)

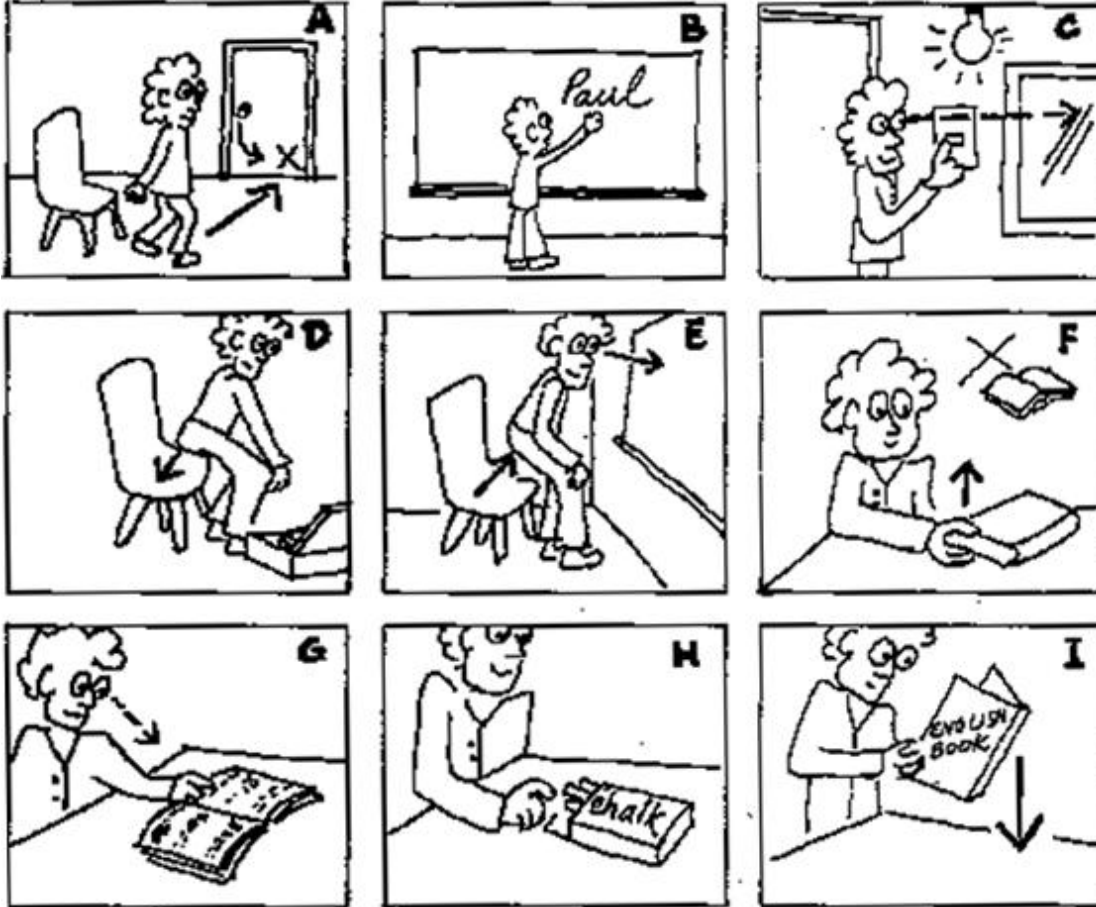
ai (*aire*)

ou

BASIC ENGLISH I

V. INSTRUCTIONS

A. Look at the pictures. Match the pictures with the instructions below.



1. Open your book to page 20 and look at exercise 3.
2. Stand up and look at the blackboard.
3. Sit down and take out your book.
4. Go to the door, but don't go out.
5. Walk to the blackboard and write your name.
6. Put your book down, please.
7. Take a piece of chalk out of the box.
8. Pick up your book, but don't open it.
9. Turn on the light and look out the window.

NOTE

En inglés hay muchos verbos compuestos de dos palabras, por ejemplo: *Stand up*, *sit down*, *take out*, *put down*, etc. Así como en los ejemplos de arriba, hay muchos verbos compuestos que tienen un significado literal, pero hay otros que son figurativos, por ejemplo, *turn on (the light)* =prender la luz
El significado del verbo cambia según la partícula, por ejemplo, *walk out*, *walk in*, *walk down*, etc. Cada verbo significa algo distinto.

BASIC ENGLISH I

B. 1. What do these words mean in Spanish?

down _____ up _____ out _____

2. What do these verbs mean in Spanish?

stand up _____ put down _____

sit down _____ pick up _____

take out _____ walk back _____

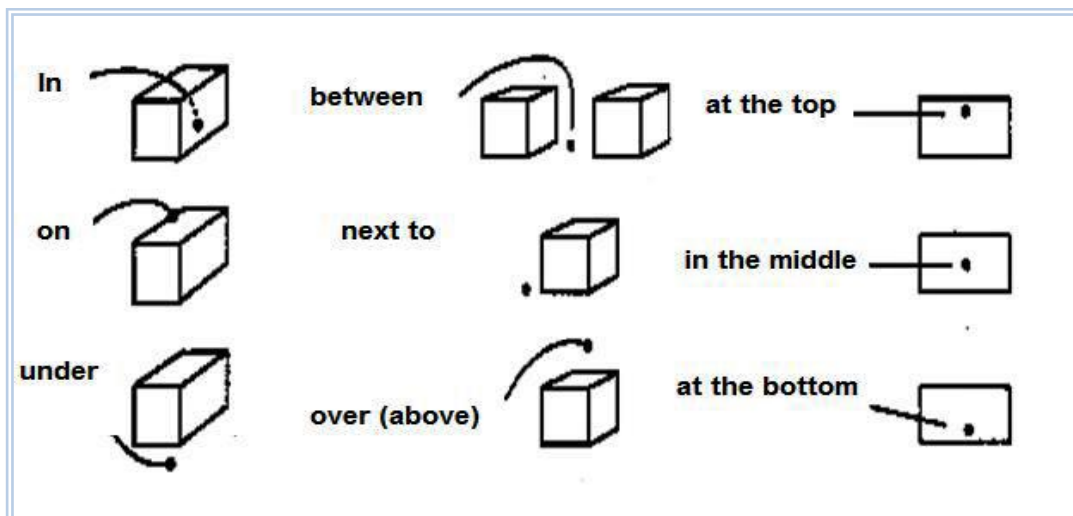
go out _____

C. When we use the IMPERATIVE to ask someone to do something, the subject (you) is omitted. Check (✓) the sentences below which are in the imperative.

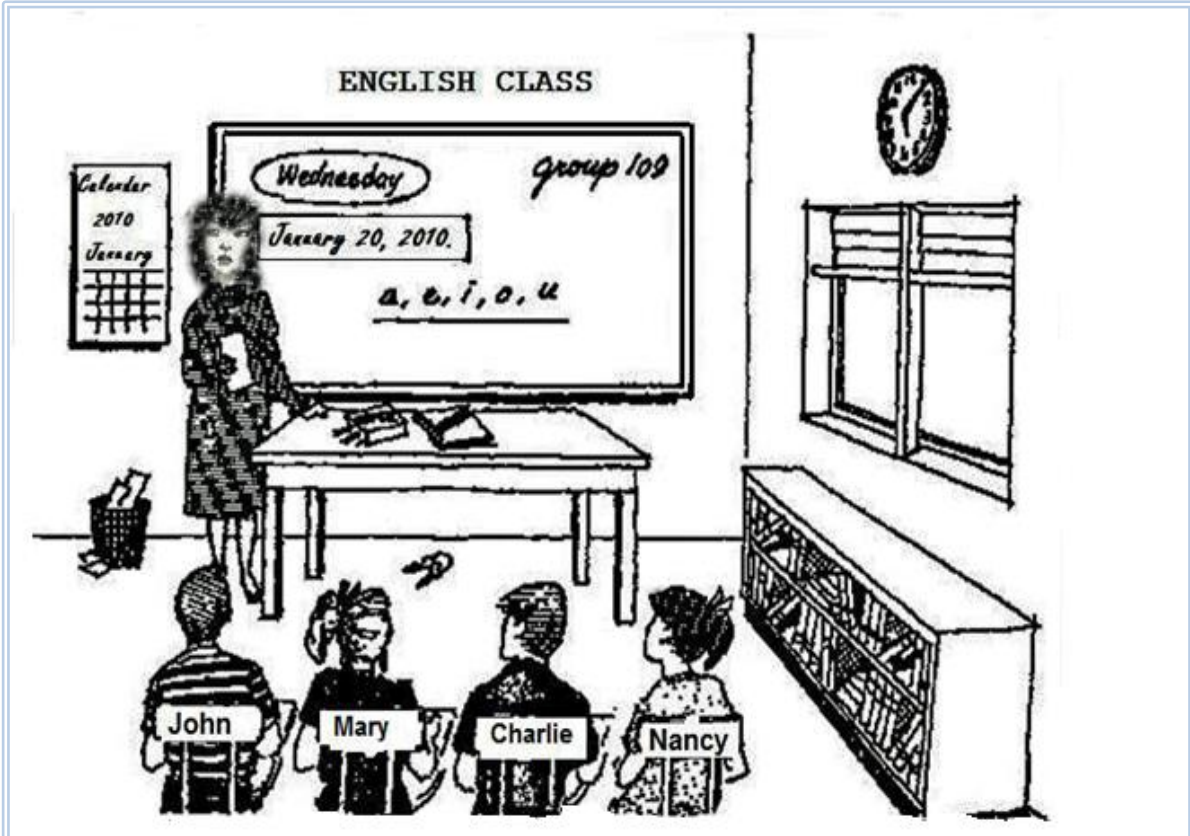
- _____ The teacher usually turns the lights on.
- _____ Please don't pick your book up.
- _____ Walk over to the door.
- _____ I walk to school.
- _____ Put your books on the floor, please.
- _____ Take out your English book but don't open it.
- _____ Spell your last name, please.
- _____ "Vowel" means *vocal* in Spanish.

VI. ASK ABOUT PEOPLE AND THINGS IN THE CLASSROOM

A. Look at these words, then choose the appropriate word to complete the questions and answers on the next page.



BASIC ENGLISH I



1. Is the teacher (on, next to) the desk?
Yes, she is.
2. Is the calendar (over, next to) the blackboard?
No, it isn't. It's (over, next to) the blackboard.
3. Is the date (in, on) a rectangle (in, on) the blackboard.
Yes, it is.
4. Is the group number (at the top, at the bottom) of the blackboard?
No, it isn't. It's (at the top, at the bottom) of the blackboard.
5. Are the books (in, under) the bookcase?
Yes, they are.
6. Are the vowels (between, in the middle) of the blackboard?
Yes, they are.
7. Are the keys (above, under) the desk?
Yes, they are.
8. Is Charlie (between, over) Mary and Nancy?
Yes, he is.

B. Complete these sentences with the correct words.

1. The words ENGLISH CLASS are _____ of the picture.
2. The clock is _____ the wall. It's _____ the window.
3. The notebook is _____ the desk.

BASIC ENGLISH I

4. The chalk isn't _____ the notebook. It's _____ the notebook.
5. The wastebasket is _____ the floor. It's _____ the calendar.
6. John isn't _____ Charlie. He's _____ Mary.
7. The keys aren't _____ the desk. They're _____ the desk.

THINK



How do you say *el, la, los*, in English?
Why do we use "the" in sentences above, and not "a" or "an"?
What does "it is" mean in Spanish?
Does "it" refer to a person or a thing (*una persona o una cosa*)?
What does "they are" mean in Spanish?
Does "they" refer to both **people** and **things**?



Advice from a home-economics booklet: "Help your mother. When she washes the dishes, wash the dishes with her; when she mops up the floor, mop up the floor with her."

Glenwood City, Wis.,
Tribune, Reader's Digest.



TRY IT OUT

I. PRONUNCIATION

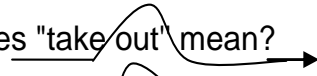
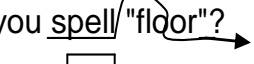

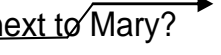
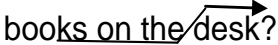
A. Como ya vimos en la unidad 1, las palabras funcionales normalmente no se pronuncian con énfasis en una oración. En el inglés hablado algunas palabras funcionales pierden su sonido inicial y se unen a la palabra anterior. Repita las oraciones siguientes después de su maestro/a, y marque las palabras acentuadas (*content words*) con un ' (acento).

- | | | | |
|---------|-----------------------|---|----------------|
| 1. him | – Ask him his name. | = | æskɪmɪzneɪm' |
| his | | | |
| 2. her | – Tell her your name. | = | tɛləryərneɪm' |
| 3. he | – Does he study here? | = | dəzɪstə'dɪhɪr' |
| 4. your | – Write your name. | = | rɑɪt'çərneɪm' |

B. Los verbos compuestos llevan todavía más énfasis en la segunda palabra (en la partícula) que en el verbo. Repita estas oraciones después de su maestro/a, y marque las palabras acentuadas (*content words*).

1. Put down the pencil.
2. Pick up a piece of paper.
3. Turn on the light.
4. Sit down and take out a pencil.

C. La entonación de preguntas de información sube y baja al final, mientras que la entonación en preguntas que se contestan con "sí" o "no" sube al final. Repita estas preguntas después de su maestro/a, y marque las palabras acentuadas (*content words*).

1. What does "take out" mean? 
2. How do you spell "floor"? 
3. Where's your notebook? 
4. Is John next to Mary? 
5. Are your books on the desk? 

BASIC ENGLISH I

II. ASK SOMEONE TO DO SOMETHING

A. Use a word or words from each column and make up instructions. Write them in your notebook and then tell your classmates to follow the instructions.

Example: Take out your notebook.
Don't open the door.

(Don't)	pick up	a	pen(s)	exercise(s)
	take out	an	pencil(s)	dialog(s)
	look (at)	the	book(s)	page(s)
	turn on (off)	your	notebook(s)	word(s)
	put down	his	eraser(s)	laptop
	read	her	calendar(s)	number(s)
	write		clock(s)	blackboard(s)
	draw	Juan's, (etc.)	door(s)	i-phone
	open		light(s)	answer(s)
	close	one, two.	cell phone	rectangle(s)
	go	(etc.)	question(s)	homework
	walk (to)		name(s)	ipod
	run			

B. Do this exercise the same way.

Examples:
Ask Robert his address.
Tell him your last name.
Give her the pencil.

(Don't)	ask	Mary	her	pen(s)	eraser(s)
	tell	Robert	his	pencil(s)	clock(s)
	give	Nancy, etc.	a	address	book(s)
		her	an	telephone	notebook(s)
		him	the	number	word(s)
			one	major	homework
			two	last name	answer(s)
			three	middle	
				name	

THINK



What does "a" or "an" mean in Spanish? _____ . _____
 When do you use "a"? When do you use "an"? _____
 What does "the" mean? _____, _____, _____, _____
 When do you use "the"? _____

(See **A8** for more information on the definite article.)

III. ASK AND ANSWER QUESTIONS ABOUT YOUR CLASS

- A. Look around your classroom and ask your partner *yes/no* questions about people and things. Remember, the intonation goes up (↗) at the end of the question.

Examples:

Is the teacher next to Mario?

Yes, (s)he is. **or**
 No, (s)he isn't. (S)He's next to the door.

Are your books on the floor?

Yes, they are. **or**
 No, they aren't. They're on my desk.

Is Roberto's pen under his book?

Yes, it is. **or**
 No, It isn't. It's under his chair.

NOTE

Yes/no questions are answered with some form of *yes* or *no*. *Yeah* and *uh-huh* are informal forms of *yes* and *uh-uh* is an informal form of *no*.

- B. Ask "information" questions like this. Notice the falling (↘) intonation at the end of the question.

Examples:

Where's my pencil?

It's on your desk.

Where are your books?

They're under my chair.

What's on the teacher's desk?

A piece of chalk and a book.

IV. ASK ABOUT WORDS

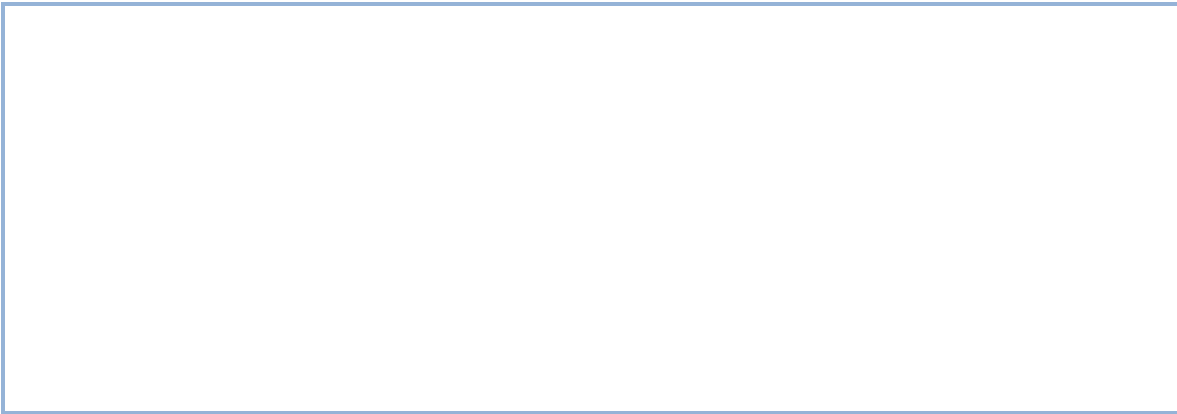
Form two teams. Make up questions about words, then ask the other team your questions. For example:

- Si quieres saber cómo deletrear una palabra, pregunta así:
How do you spell "_____ "?
- Si quieres saber cómo pronunciar una palabra, pregunta así (deletreando la palabra):
How do you pronounce "_____ "?
- Si quieres saber cómo decir una palabra en inglés, pregunta así:
How do you say "_____ " in English?
- Si quieres saber qué significa una palabra, pregunta así:
What does _____ mean?

V. LISTEN AND DRAW



A. Listen to the instructions and draw the picture in the rectangle below.



B. Now with your partner, ask and answer questions about where the things are.

For example:

Is the chair at the top of the rectangle?

Are the books under the table? etc.

C. Draw a picture on a piece of paper. Don't show your picture to your partner, but give your partner the instructions to draw the same picture. Check your picture with your partner's picture.

BASIC ENGLISH I

POLISH IT UP

I. THE ENGLISH ALPHABET



Listen and repeat the letters as your teacher pronounces them. Notice the pronunciation of the vowels.

A	(ei)	G		L	(el)	Q	(kyu)	V	(vi)
B	(bi)	H	(eich)	M	(em)	R	(ar)	W	(dəbəlyu)
C	(si)	I	(ai)	N	(en)	S	(es)	X	(eks)
D	(di)	J		O	(ou)	T	(ti)	Y	(wai)
E	(i)	K	(kei)	P	(pi)	U	(yu)	Z	(zi)
F	(ef)								

II. WRITE THE LETTERS

Practice writing the letters as your teacher dictates them, then practice dictating them in pairs. Cover one line at a time as you listen and write, then check your letters.

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

BASIC ENGLISH I

III. IDENTIFY THE SPELLING



Listen to the word your teacher spells, and underline (draw a line under) the correct word.

- | | | | |
|-----------|--------|---------|---------|
| 1. peace | price | peaky | piece |
| 2. quiet | quite | kitty | knife |
| 3. could | goody | guild | count |
| 4. taste | dates | teddy | dizzy |
| 5. dialog | dealer | biology | believe |
| 6. juggle | judge | grudge | guilt |
| 7. vase | bias | vice | base |
| 8. young | yours | worse | words |

IV. LISTEN AND SPELL



Write the words in the spaces below as your teacher spells them.

- | | | |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |

V. USEFUL QUESTIONS

Work in pairs and ask and answer questions about:

A. How to spell words.

Examples:

How do you spell homework?

h-o-m-e-w-o-r-k

How do you spell your last name?

J-o-h-n-s-o-n

B. How to pronounce words

Examples:

How do you pronounce p-i-e-c-e ?

piece

How do you pronounce this word (*señalando*)?

C. How to say a Spanish word in English.

Example:

How do you say carrera (in English)?

major

BASIC ENGLISH I

D. What something means.

Example:

What does you're welcome mean? De nada.

What does a-b-o-v-e mean? Arriba.

What does this word mean? (señalando)

THINK



What's the question if you don't know....

how to pronounce something?

how to say something?

how to spell something?

what something means?

NOTE

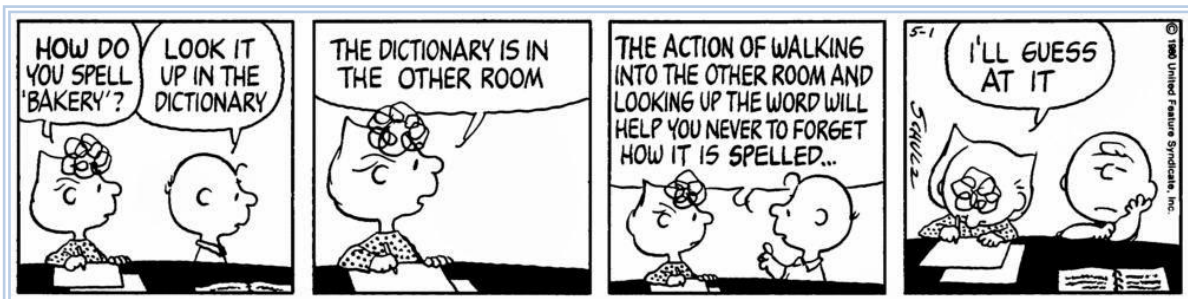
The word *you* can mean *tú, usted, ustedes*. Questions like the above can mean:

¿Cómo deletreas ...?

¿Cómo deletrea ...?

¿Cómo deletrean ...?

¿Cómo se deletrea ...?



BASIC ENGLISH I

VI. ENGLISH/SPANISH CONTRAST

Look at the charts, and answer the questions after each chart.

Chart A. Imperatives

Open your book to page 10.	<i>Abre tu</i> <i>Abra su</i>	} <i>libro en la página 10.</i>
Take out your pencils.	<i>Saca</i>	} <i>tus lápices.</i>
Take your pencils out	<i>Saque</i> <i>Saquen</i>	} <i>sus lápices.</i>
Don't pick it up.	<i>No la</i>	} <i>levantes.</i>
	<i>No lo</i>	} <i>levante.</i> <i>levanten.</i>

1. In the imperative what is the *only* form of the verb in English?

2. What word means *tú, su, tus, sus* in English?

3. In English, how do you know if the command is singular or plural?

Chart B: Imperatives with indirect objects

Tell me your name.	<i>Dime tu</i> <i>Dígame su</i>	} <i>nombre.</i>
Ask { her her } { him his }	address.	<i>Pregúntale</i> <i>Pregúntele</i> <i>Pregúntenle</i> } <i>su dirección.</i>
Don't give { him } { her }	your notes.	<i>No le dé sus</i> <i>No le den sus</i> <i>No le des tus</i> } <i>apuntes.</i>

BASIC ENGLISH I

1. How do you say these indirect objects in English? *me* _____
le _____
2. Look at the position of the indirect object in the negative. Is it in the same position in English and Spanish?

VII. LISTENING FOR REDUCED FORMS



Listen to the instructions and indicate which of these words you hear in each sentence.

	me	her	him	it
1.				
2.				
3.				
4.				
5.				

	my	your	her	his
6.				
7.				
8.				
9.				
10.				

VIII. WORD ORDER

Write instructions (in the imperative) from each set of words.

A. Instructions. Write instructions from these words and then tell your classmates and teacher to perform them. Remember: the first word is always capitalized!

1. down /to/sit/ next/door/the/.

2. a / take / piece/ paper / of / out / .

3. keys / my / don't / pick / up / .

4. please / me / your / give / dictionary / .

5. light / on / don't / turn / the / .

6. fifty / book / to / your / page / open / .

BASIC ENGLISH I

7. write / please / on / the / don't / exam / .

8. on / pencil / floor / the / a / put / .

Now, make up more instructions to give to your teacher and classmates.

B. Questions. Write a question from each group of words, then ask your teacher and classmates the questions.

1. are/ your/ where/ books/ ?/

2. blackboard / 's/ what/ on/ the/ ?/

3. to/ the/ is/ next/ the/ table/ door/ ?/

4. do/ work/ university/ the/ you/ at/ ?/

5. pronounce/ g-e-t / do/ how/ you/ ?/

6. mean / what/ "hand in"/ does/ ?/

7. the/ students/ class/ in/ are/ the/ ?/

8. how/ you/"pregunta"/ do/ in/ say/ English/ ?/

Now you make up more questions to ask your teacher and classmates.

BASIC ENGLISH I

IX. READING STRATEGIES

Read the three sets of instructions, then answer the following questions. How do you find: a) the definition of *square root*; b) the chapter *Fractions* in a math book?; c) more information about *fractions* in your math book?

A. How to use a table of contents

Take out a book, and open it to the first page. Find the table of contents. Look down the left-hand margin. Pick out the chapter or topic that you want. Follow a straight line across to the right-hand margin. See what page the chapter begins on.

B. How to use an index

Take a book and open it to the last few pages. Find the index page or pages. Look for the word or topic that you want. See what page it is on. Turn to that page.

C. How to use a dictionary

Look at the first letter of the word. Open the dictionary. Find the section with the words that start with that letter. Look at the second and third letters of your word. Look up at the top of the dictionary page and find the letters that are the same or close to those letters. Notice if your word falls between them. Find the word and read the definition.

X. FOLLOWING INSTRUCTIONS

A. Identify the following texts: table of contents, index or dictionary.

1. _____

ethyl butyrate, 314	experiment, 4
ethylbenzene, 300	explosives, 491
ethyl-lithium, 410	exponential notation, 20 (table), 21
ethyl-sodium, 410	Faraday, Michael, and liquefaction of gases, 165
ethylene bromide, 519	fats, 320-322; acids obtained from, 321 (table); chemical nature of, 320-321; chemical reactions of, 321-322; hydrogenation of, 322; hydrolysis of, 321; importance of, 320
ethylene glycol, 308	
ethyne, 295-296, 297	
eudiometer, 130-132, 135	
evaporation, 159	
exothermic change, 35-36	
exothermic reaction, 342	

BASIC ENGLISH I

2. _____

handsomely

ous; as, a *handsome* allowance; a *handsome* tip. — **hand-some-ly**, *adv.*

hand-spike \ˈhan(d)-spɪk\ *n.* A bar used as a lever, as in working a windlass on a boat.

hand-spring \ˈhan(d)-spring\ *n.* A feat of tumbling in which the body rotates forward or backward in full circle from a standing position, landing first on the hands and then on the feet.

hand-to-hand \ˈhan(d)-tə-ˈhand\ *adj.* At close quarters; close together; as, a *hand-to-hand* fight.

hand-to-mouth \ˈhan(d)-tə-ˈmaʊθ\ *adj.* Using immediately what one acquires; thriftless; as, a *hand-to-mouth* existence.

hand-work \ˈhan-,dwɜrk\ *n.* Work done by hand, not by machine.

hand-writ-ing \ˈhan-,drɪt-ɪŋ\ *n.* Writing done by hand; especially, a person's own writing or style of writing; as, to know the *handwriting* of all one's friends.

handy \ˈhan-dē\ *adj.*; **hand-i-er**; **hand-i-est**. **1** Conveniently near; convenient for use; as, to keep a pencil and paper *handy*; a *handy* little book of facts. **2** Skillful in using the hands; as, to be *handy* with tools; a man who is *handy* around the house.

hang \ˈhɑŋ\ *v.*; **hung** \ˈhʌŋ\ *or*, with reference to death by hanging, **hanged** \ˈhænd\; **hang-ing** \ˈhɑŋ-ɪŋ\ **1** To fasten, or to be fastened, to something without any support from below; to suspend; as, to *hang* curtains; to *hang* up one's hat and coat. **2** To put to death or be put to death by hanging from a rope tied round the neck, as from a gallows; as, sentenced to be *hanged*. **3** To fasten so as to allow free motion forward and backward; as, to *hang* a door. **4** To cover, decorate, or furnish, as by hanging pictures or flags. **5** To droop; as, to *hang* one's head. **6** To hover. Evils *hung* over the country. **7** To rest; to depend. The results of the election *hung* on a single vote. **8** To linger or loiter; as, to *hang* about the school building after school hours. — **hang out**. To spend much time, through choice, in or at a place; as, to *hang out* in the drug store. — *n.* **1** The manner in which a thing hangs; as, the *hang* of a skirt. **2** Meaning; sense; as, to get the *hang* of an argument without difficulty. **3** Method of use; knack; as, to get the *hang* of steering a boat.

hang-ar \ˈhɑŋ-r, ˈhɑŋ-gr\ *n.* A shelter for housing aircraft, especially airplanes.

hang-dog \ˈhɑŋ-,dɒg\ *adj.* Sneaking; ashamed; as, a *hangdog* look.

hang-er \ˈhɑŋ-r\ *n.* **1** One who hangs something; as, a paper *hanger*. **2** Something from which something else hangs; as, a coat *hanger*.

3. _____

Unit 2 The Organization of Chemistry

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B. Answer the questions.

1. What page is the topic *evaporation* on? _____
2. What's the title of Unit 7? _____
3. What unit mentions *ionization*? _____
4. What page does the chapter about *suspensions* begin on? _____
5. How many pages is the unit about *Carbon*? _____

BASIC ENGLISH I

6. What is the definition of *handy*? _____
7. Is the word *historical* probably on the same page of this dictionary?

8. Does *hang* mean the same as *hang out*? _____
9. What page can you find information about explosives on? _____
10. What topic(s) can you find on page 410? _____
11. Does the word *handsome* come before or after this column of the dictionary?

12. How many chapters are in Unit 6?

13. In Spanish, mention differences and similarities between dictionary and index entries.



PROVERBS

Actions speak louder than words.

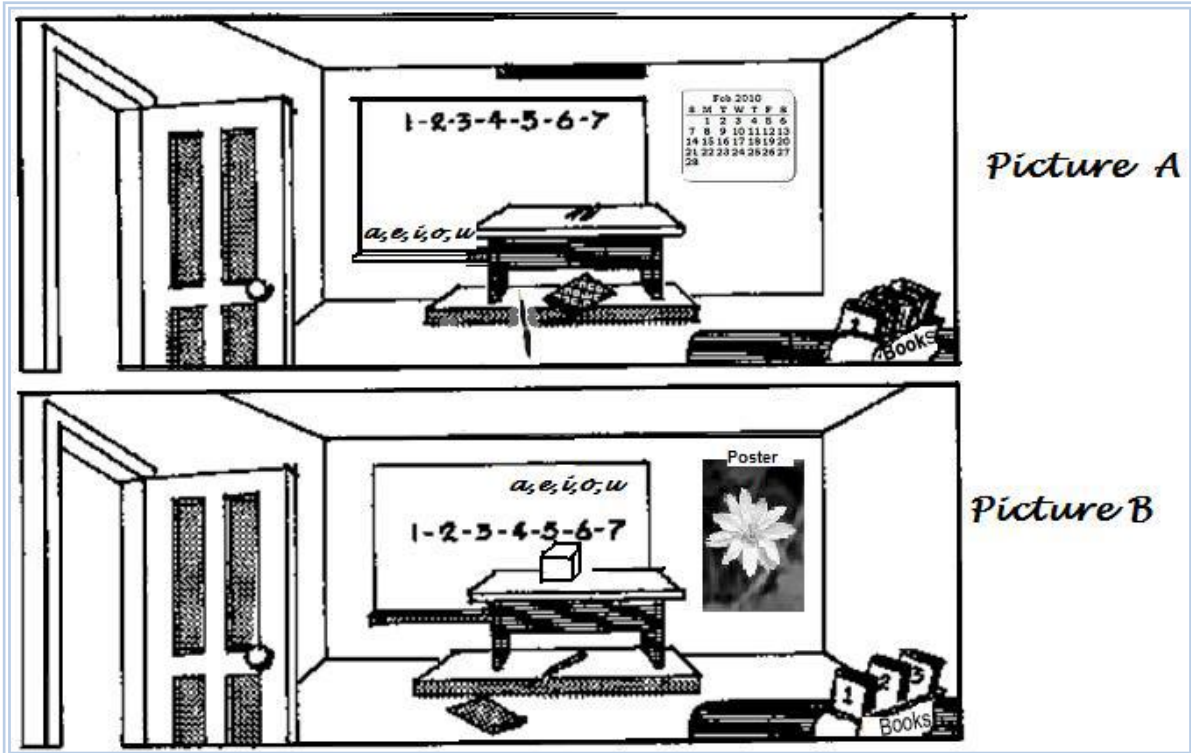
Don't cross a bridge until you come to it.

WRAP IT UP

I. FIND THE DIFFERENCES

A. Work with a partner. One student looks at picture A and covers picture B, and the other student looks at picture B and covers picture A. Find the 6 differences, but don't look at your partner's picture. Ask and answer questions like this:

Is the notebook under the desk ?
Are the numbers at the top of the blackboard ?



B. Now write a paragraph about one of the pictures.

II. HOW DO YOU...?

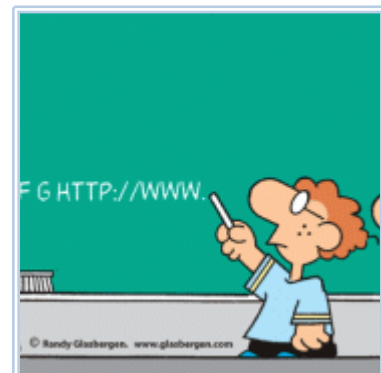
A. Match the questions (on the left) with the procedures (on the right).

- | | |
|--|---|
| 1. How do you take an exam? | a) If you are in class, raise your hand, and when the teacher calls on you, ask this question: "How do you pronounce _____?" Spell the word. Don't pronounce it incorrectly. |
| 2. How do find the meaning of a word you don't know? | b) Write your name, the date and your group number at the top of the paper. Follow the instructions and answer the questions. Don't look at your partner's paper! Hand it in when you finish. |
| 3. How do you find out the pronunciation of a word you don't know? | c) Open your dictionary. Look at the letters at the top of each page. Find the letters that the word begins with, and look down the columns quickly. |
| 4. How do you find out the correct spelling of a word? | d) If you know what the word means in Spanish, look it up in a Spanish/English dictionary. Or, if you are with someone that speaks English, ask this question: "How do you spell...?" |



Throughout the semester the professor had been critical of our poor spelling exams. On the last day of class, he handed out forms on which to evaluate the course and the instructor. One student raised his hand to ask, "How do you spell *vicious*?"

-Contributed by Richard L. Tontz, *Reader's Digest*.



BASIC ENGLISH I

III. TIC TAC TOE

A. Play these games of TIC TAC TOE (*Gato* in Spanish). To get an "X" or "O", follow these instructions:

1. Ask a "Yes / No" question to get one of these answers.

No, I'm not .	Yes, she is.	No, we aren't.
Yes, he is.	No, you are.	Yes, I am.
No, they aren't.	Yes, we are.	No, she isn't.

2. Ask a "Yes / No" question to get one of these answers.

Yes, I do.	No, she doesn't.	Yes, we do.
No, you don't.	No, I don't.	No, she doesn't.
Yes, he does.	No, they don't.	Yes, you do.

3. Ask an information question to get one of these answers.

At the top of the paper.	n-o-t-e-b-o-o-k	She's in the classroom.
He's next to Juan.	It's under the table floor.	They're on the floor.
I don't know.	It means classroom.	"Lápiz"

4 . Ask a question to get one of these answers.

No, we don't.	Yes, she is.	No, it's under my notebook.
No, they're on your desk	It's in the middle of the classroom.	Yes, they are.
Yes, I do.	Yes, he does.	He's between John and Sue.

B. Now write questions for these answers on another piece of paper.

BASIC ENGLISH I

IV. LOGICAL SEQUENCE OF INSTRUCTIONS

A. Write these instructions in a logical sequence.

- Read the instructions carefully.
- Take one of the exams.
- Answer the questions correctly.
- Look at the entire exam.
- Stand up.
- Take out a pencil and begin the exam.
- Walk over to the teacher's desk.
- Go back to your chair and sit down.
- If you don't understand the instructions, ask your teacher.

B. Now, make up more instructions to give your partner (or 2 or 3 other students). Make sure your classmates follow the instructions correctly.

V. DICTATION



BASIC ENGLISH I

VI. ERROR IDENTIFICATION

Each sentence has a mistake. Rewrite the sentences correctly.

1. Write last name at the top of the paper. _____
2. Please you take out your book. _____
3. What does mean "speak"? _____
4. How you pronounce "d-o-e-s"? _____
5. Are you study English? _____
6. What's his name? Is John. _____
7. Where do your books are? _____
8. No write on the exam. _____
9. Pick books up. _____
10. The chair is next the table. _____

VII. DICTIONARY EXERCISE

A. Look up the indicated verbs in your dictionary. To find the words in your dictionary, first look up the verb in its base form (*las formas del infinitivo sin "to"*) then find the dash (—) and the particle. Write the meaning in Spanish.

For example: A hedonist **looks for** pleasure. = *buscar*

lon - luc	116
long-term [lɔŋtərm] <i>adj.</i> a largo plazo.	porción; (<i>luck</i>) suerte; solar; porción de terreno; a — of (o —s of) una gran cantidad de; mucho; muchos; to draw —s echar suertes; to fall to one's — tocarle a uno, caerle en suerte; <i>adv.</i> mucho; a — better mucho mejor.
→ look [lok] <i>v.</i> (<i>see</i>) mirar; (<i>seem</i>) parecer; it —s well on you le cae (o <i>le sienta</i>) bien; to —after atender, cuidar; to — alike parecerse; asemejarse; to — down on a person mirar con desprecio (o menospreciar) a alguien;	lotion [loʃən] <i>s.</i> loción.
→ to —for buscar; esperar; to — forward to anticipar con placer; to — into examinar, investigar; to — out! ¡cuidado!; ¡Tenga cuidado!; to — out of asomarse a; to —over examinar: dar un vistazo a; to — up levantar la vista; buscar; to — up to admirar, mirar con respeto; <i>s.</i> mirada, vistazo; -s apariencia, aspecto; to have good —s ser bien parecido.	lottery [lɒtəri] <i>s.</i> lotería.
looking glass [luˈkɪŋglæs] <i>s.</i> espejo.	loud [laʊd] <i>adj.</i> ruidoso; recio, fuerte; chillón (<i>dicese también de los colores</i>); <i>adv.</i> ruidosamente; fuerte, recio; alto, envoz alta.
lookout [luˈkaʊt] <i>s.</i> vigia; atalaya; mirador; vista, perspectiva; that is your — ¡eso a usted!; to be on the	loud-speaker [laʊdspɪkər] <i>s.</i> altavoz; alto parlante.
	lounge [laʊndʒ] <i>s.</i> sala de de descanso; sofá, diván, canapé; <i>v.</i> arrellenarse, repantigarse; recostarse comodamente; sestear; holgazanear.
	louse [laus] <i>s.</i> piojo.

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- a) That student **stands out** because of his good pronunciation. _____
- b) Can you **pick out** the good students? _____
- c) John, **sit down** please. _____
- d) The teacher **turns off** the light after class. _____
- e) Please **walk out** the door and don't **turn around**. _____
- f) He **walks up** 30 stairs to his office. _____
- g) **Turn in** your homework, please. _____
- h) **Make up** 10 questions. _____

B. Now, in groups, make up questions about these verbs like this:

How do you spell stand out ?

How do you pronounce p- i- c- k o- u- t ?

How do you say entregar in English?

What does make up mean?

VIII. A TYPICAL STUDENT

Think about a typical student in your school and then check YES or NO. In pairs, asks yes/no questions with the information and give short answers. Take turns asking and answering.

Example:

Student A: Does a typical student get up at 5 AM?

Student B: Yes, he/she does. *or* No, she/he doesn't.

Student B: Does she/he eat a healthy breakfast?

Student A: No, he/she doesn't. *or* Yes, she/he does.

A typical student:

- gets up at 5 a.m.
- studies and works/has a part-time job
- eats junk food at a "puesto" (food stand) on campus
- studies a foreign language
- does homework on the subway on the way to school
- eats a healthy breakfast
- travels to school by car

YES	NO

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LANGUAGE REVIEW UNIT 3

COMMUNICATIVE AIMS	LANGUAGE	SAMPLE LANGUAGE
Get someone's attention	Present Tense	Hey! Excuse me!
Ask someone to do something	Imperative	Open the door, please. Take out your books. Pick the pencil up.
Ask about something you don't understand	Present Tense Questions	How do you pronounce spell _____? say What does _____ mean?
Ask and describe where people and things are	Present Tense Prepositions	My book is under my desk. Is Juan's notebook on the floor. No, it isn't. It's on his chair. Where's Mary?. She's next to Peter.

VOCABULARY

CONTENT WORDS		FUNCTION WORDS
<p>Verbs (See B2, B3)</p> <p>write read open close go walk (to) run pick (up) put (down) take (out) turn (on, off)</p>	<p>Nouns (See A3)</p> <p>classroom pen pencil book notebook blackboard eraser (piece of) chalk/paper clock calendar door</p>	<p>of (a piece of chalk/paper) in on under next to between over/above at the top in the middle at the bottom</p>

APPENDIX A

ANÁLISIS ESTRUCTURAL (STRUCTURAL ANALYSIS)

A1. PALABRAS DE CONTENIDO Y PALABRAS FUNCIONALES (CONTENT AND FUNCTION WORDS)

En inglés hay dos clases de palabras: de contenido (*content words*) y funcionales (*function words*). Las siguientes oraciones demuestran el uso de estas palabras:

John lives in a town in the north of Mexico.
C C F F C F F C F C

He studies archeology and history.
F C C F C

Hay cuatro clases de palabras de contenido:

- Sustantivos (*Nouns*): *John, book, student, Mexico, teacher*
- Verbos (*Verbs*): *live, study, teach, play*
- Adjetivos (*Adjectives*): *studious, playful, blue, triangular*
- Adverbios (*Adverbs*): *seriously, often, playfully, quickly*

Es muy común que una palabra de contenido dentro de estas clases tenga formas similares en las otras clases. Las diferencias entre el significado de las palabras "*student, study, studious*", por ejemplo, se sabe por las terminaciones, igual que en español: amor, amar, amada, amable, amé, etc. Por lo tanto, cuando se halle en duda el significado de una palabra, si uno sabe (por medio del diccionario si es necesario) el significado del lexema (base), se puede averiguar su significado.

En inglés, la importancia de las palabras de contenido se resalta al hablar. La acentuación fuerte recae sobre ellas, y las palabras funcionales se debilitan.

El número de palabras funcionales es limitado (aprox. 150) cuando se compara con el número de palabras de contenido (*miles*), pero las palabras funcionales se usan con mucha frecuencia y uno debe entenderlas y usarlas correctamente.

Las palabras funcionales tienen, como indica su nombre, una función. No tienen mucho significado por sí mismas, más bien unen palabras. Por ejemplo, las palabras "en, por, para, el, y su" son palabras funcionales.

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A2. CONTRACCIONES (CONTRACTIONS)

En inglés hablado y en inglés escrito informal, las contracciones son comunes. Pronombres y sustantivos (*I, you, name, etc.*) y el verbo "be" (*am, is, are*) se pueden contraer. También se pueden contraer verbos y "not" para formar el negativo.

I am = I'm
you are = you're
he is = he's
she is = she's
it is = it's

we are = we're
they are = they're

Mary is = Mary's
the car is = the car's

Cuando se usa la forma negativa del verbo "be" existen dos posibilidades para formar las contracciones:

<i>You are not</i>	=	<i>You're not</i>	or	<i>You aren't</i>
<i>He is not</i>	=	<i>He's not</i>	or	<i>He isn't</i>
<i>She is not</i>	=	<i>She's not</i>	or	<i>She isn't</i>
<i>It is not</i>	=	<i>It's not</i>	or	<i>It isn't</i>
<i>We are not</i>	=	<i>We're not</i>	or	<i>We aren't</i>
<i>They are not</i>	=	<i>They're not</i>	or	<i>They aren't</i>
<i>Mary is not</i>	=	<i>Mary's not</i>	or	<i>Mary isn't</i>
<i>The car is not</i>	=	<i>The car's not</i>	or	<i>The car isn't</i>

Para formar el negativo con otros verbos (*live, have, study*), se pueden hacer contracciones así:

I do not study.
You do not study.
We do not study.
They do not study.
He does not study.
She does not study.
Mary does not study.
The car does not have a radio.

I don't study.
You don't study.
We don't study.
They don't study.
He doesn't study.
She doesn't study.
Mary doesn't study.
The car doesn't have a radio.

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A3. PRONOMBRES NOMINALES (*SUBJECT PRONOUNS*)

	SINGULAR	PLURAL
1st person	<i>I</i> = yo	<i>we</i> = nosotros/as
2nd person	<i>you</i> = tú, ud.	<i>you</i> = ustedes
3rd person	<i>he</i> = él <i>she</i> = ella <i>it</i> = *	<i>they</i> = ellos/as

*Se usa "*it*" para referirse a un objeto o un animal en el singular. En español no hay un pronombre equivalente.

A4. ADJETIVOS POSESIVOS (*POSSESSIVE ADJECTIVES*)

	SINGULAR	PLURAL
1st person	<i>my</i> = mi	<i>our</i> = nuestro/a
2nd person	<i>your</i> = tu, su (de ud.)	<i>your</i> = su (de uds.)
3rd person	<i>his</i> = su (de él) <i>her</i> = su (de ella) <i>its</i> = su (de objeto o animal)	<i>their</i> = su (de ellos/as)

Examples:

My name is Juan.

His nickname is Paco.

Our classroom number is 14002.

Their last name is Johnson.

Mi nombre es Juan.

Su apodo es Paco.

Nuestro número de salón es 14002.

Su apellido es Johnson.

A5. PRONOMBRES OBJETOS (OBJECT PRONOUNS)

	SINGULAR		PLURAL
1st person	<i>me</i> = me (a mí, conmigo)	<i>us</i>	= nos, nosotros/as
2nd person	<i>you</i> = (a ti, contigo)	<i>you</i>	= ustedes
3rd person	<i>him</i> = le (a él)	<i>them</i>	= les, las, los, se (se los dio)
	<i>her</i> = le, la lo, se (se lo dio)		
	<i>it</i> = la, lo, se (se lo dio) (animal, objeto)		

Examples:

Give **me** the book.

Jane takes **them** to school.

Please answer **him**.

Show it to **her**.

Dame el libro.

Jane **los** lleva a la escuela.

Contéstale, por favor.

Muéstraselo.

A6. PRONOMBRES POSESIVOS (POSSESSIVE PRONOUNS)

mine = mío/a, mías, míos

yours = tuyo, tuya, suyo, suya

his = suyo, suya suyos, suyas (de él)

hers = suyo, suya, suyos, suyas, (de ella)

its = suyo, suya, suyos suyas (de ello)

ours = nuestros (as)

yours = suyos (as)

theirs = suyos (de ellos)

A7. ARTÍCULOS INDEFINIDOS (INDEFINITE ARTICLES)

"A" y "an" son artículos indefinidos. No hay género en inglés como en español (un = masculino, una = femenino), sino el uso del "a" y "an" es determinado por la ortografía del sustantivo o adjetivo que le sigue en la oración. "A" se usa con palabras que

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empiezan con el sonido de una consonante y "an" se usa con palabras que empiezan con un sonido de vocal.

Examples:

- *I'm a student. I'm not an accountant.*
- *She's a housewife. She's also an English student.*
- *He's a man. He's an attractive man.*

A8. EL APÓSTROFO "S" ('s) (THE APOSTROPHE "S")

El apóstrofo "s" al final de una palabra puede ser:

- a) La contracción del verbo "is": *He's a student.*
Anne's a good worker.
- b) La forma posesiva de un sustantivo, equivalente a "de" en español. Se lee al revés del español:
Juan's phone number is 5560-8112.
El teléfono de Juan es 5560-8112.

Mrs. Smith's son is an accountant.
El hijo de la Sra. Smith es un contador.
- c) La contracción del verbo "has" cuando se usa en su forma auxiliar.
She's been a teacher for 10 years.
Ella ha sido maestra por 10 años.

A9. PREGUNTAS EN EL PRESENTE (QUESTIONS IN THE PRESENT TENSE)

Hay dos tipos de preguntas:

- i) Preguntas que se pueden contestar con sí o no (*yes/ no questions*)

Todos los verbos, menos el verbo "be" llevan el auxiliar "do" o "does" para formar una pregunta en el presente. Estos auxiliares no tienen equivalentes en español.

"Do" es para todas las personas menos la 3ra. persona singular.

"Does" es para la 3ra. persona singular (*he, she, it, John, Mary, the dog, the universe, etc.*)

- ii) Preguntas para pedir información (*information questions*)

Para pedir información, se añaden palabras interrogativas (*question words*) antes del auxiliar.

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Las palabras interrogativas son:

what = qué

why = por qué

how old = cuántos años

where = dónde

who = quién

how many = cuántos/as

when = cuándo

how = cómo

how much = cuánto

YES/NO QUESTIONS:

TODOS LOS VERBOS MENOS "BE"

AUXILIAR	SUJETO	VERBO	COMPLEMENTO	RESPUESTA CORTA
<i>Do</i>	<i>I</i>	<i>have</i>	<i>class every day?</i>	<i>Yes, you do.</i> <i>No, you don't.</i>
<i>Do</i>	<i>you</i>	<i>work?</i>		<i>Yes, I do.</i> <i>No, I don't.</i>
<i>Does</i>	<i>she</i>	<i>speak</i>	<i>English?</i>	<i>Yes, she does.</i> <i>No, she doesn't.</i>
<i>Do</i>	<i>we</i>	<i>study</i>	<i>English?</i>	<i>Yes, we do.</i> <i>No, we don't.</i>
<i>Do</i>	<i>they</i>	<i>like</i>	<i>tacos?</i>	<i>Yes, they do.</i> <i>No, they don't.</i>

EL VERBO "BE"

VERBO	SUJETO	COMPLEMENTO	RESPUESTA CORTA
<i>Am</i>	<i>I</i>	<i>on time?</i>	<i>Yes, you are.*</i> <i>No, you aren't.</i>
<i>Are</i>	<i>you</i>	<i>a doctor?</i>	<i>Yes, I am.</i> <i>No, I'm not.</i>
<i>Is</i>	<i>he</i>	<i>here?</i>	<i>Yes, he is.</i> <i>No, he isn't.</i>
<i>Are</i>	<i>we</i>	<i>good students?</i>	<i>Yes, we are.</i> <i>No, we aren't</i>
<i>Are</i>	<i>they</i>	<i>good students?</i>	<i>Yes, they are.</i> <i>No, they aren't</i>

*No se puede contraer en el afirmativo en una respuesta corta.

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INFORMATION QUESTIONS:

TODOS LOS VERBOS MENOS "BE"

PALABRAS INTERROGATIVAS	AUXILIARES	SUJETO	VERBO	RESPUESTA CORTA
<i>What</i>	<i>do</i>	<i>you</i>	<i>study?</i>	<i>Engineering.</i>
<i>Where</i>	<i>does</i>	<i>he</i>	<i>live?</i>	<i>In Satélite.</i>
<i>When</i>	<i>do</i>	<i>they</i>	<i>play?</i>	<i>In the afternoon.</i>
<i>How many (children)</i>	<i>do</i>	<i>they</i>	<i>have?</i>	<i>Two.</i>

EL VERBO "BE"

PALABRAS INTERROGATIVAS	VERBO	SUJETO	RESPUESTA CORTA
<i>What</i>	<i>is</i>	<i>your address?</i>	<i>29 Alcanfores St.</i>
<i>Where</i>	<i>are</i>	<i>the students?</i>	<i>In the classroom.</i>
<i>How old</i>	<i>are</i>	<i>you?</i>	<i>21.</i>
<i>What time</i>	<i>is</i>	<i>it?</i>	<i>It's 10:05.</i>

A10. DEMOSTRATIVOS (DEMONSTRATIVES THIS/THAT/THESE/THOSE)

PRONOMBRES (*PRONOUNS*)

this = éste, ésta, esto

that = aquél, aquella, aquello, ése, ésa

these = éstos, éstas

those = aquéllos, aquéllas, esos, ésas

ADJETIVOS (*ADJECTIVES*)

este, esta

aquel, aquella, ese, esa

estos, estas

aquellos, aquellas, esos, esas

A11. HAY (THERE IS/THERE ARE)

Son equivalentes en español a la forma impersonal “**hay**”.
"There is" se utiliza para el singular y "there are" para el plural.

Ejemplos:

- *There is (there's) a book on the table.*
Hay un libro sobre la mesa.
- *There are three books in the drawer.*
Hay tres libros en el cajón.

A12. AQUÍ, ACÁ/ALLÍ, ALLÁ (HERE/THERE)

Here = aquí o acá
There = allí o allá

A13. SUSTANTIVOS (NOUNS)

El plural de los sustantivos se forma con la terminación "s".
Se añade "es" cuando la palabra termina en:

- *o: tomato --- tomatoes*
- *ch, sh, x, s, z: church --- churches, box --- boxes*
- *y (precedido por una consonante) cambia a i: baby--- babies* ▶

Hay algunos sustantivos irregulares:

SINGULAR	PLURAL
<i>foot</i>	<i>feet</i>
<i>man</i>	<i>men</i>
<i>woman</i>	<i>women</i>
<i>child</i>	<i>children</i>
<i>tooth</i>	<i>teeth</i>
<i>wife</i>	<i>wives</i>
<i>housewife</i>	<i>housewives</i>
<i>mouse</i>	<i>mice</i>

A14. TITULOS (TITLES)

Mr. = Sr.

Ms. = Srita. o Sra. (título moderno que no señala el estado civil)

Miss = Srita.

Dr. = Dr.

Existen algunas diferencias en el uso de los títulos:

SPANISH

El Sr. García es plomero.

La Sra. María estudia inglés.

Hola maestro/a.

El Ing. Pérez no está.

ENGLISH

The Mr. García is a plumber.

The María (Mrs. García) studies English.

Hi, Mrs. (Miss., Ms.) Jones. or Hi, Kathy.

Mr. Pérez isn't here.

A15. USO DE MAYÚSCULAS (CAPITAL LETTERS)

Las siguientes situaciones requieren de mayúsculas en inglés:

1. Meses (*January, February, etc.*)
2. Días de la semana (*Monday, Tuesday, etc.*)
3. Lenguas (*English, Spanish, French, etc.*)
4. Nacionalidades (*English, American, Mexican, etc.*)
5. Yo = *I*
6. Títulos (*Mr. Mrs. Dr.*)

Al igual que en español, se usa mayúscula para:

1. Iniciar una oración.
2. Nombres propios (*Jane, Paul, Mexico, Western University, The American Embassy, Lake Michigan, White Face Mountain*)

A16. PREPOSICIONES (PREPOSITIONS)

at se usa

- con un lugar fijo: *I work **at** the university.*
*John's **at** home.*
*The period is **at** the end of a sentence.*
- antes de una dirección con #: *John lives **at** 520 Main Street.*
- para indicar cercanía a un lugar: *Bob is **at** the table.*
- antes de la hora y con algunas expresiones de tiempo: *The movie is **at** 8:30.*
***At** noon (night, midnight), I have a snack.*

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on se usa

- con nombres de las calles (sin #): *John lives **on** Main Street.*
- para indicar contacto con la superficie:
*The book is **on** the table.*
*The calendar is **on** the wall.*
- antes de los días de la semana y las fechas:
*I have class **on** Mondays.*
*The concert is **on** May 28th.*
- para significar “a tiempo”:
*You’re not **on** time. The concert started at 8 and now it’s 8:30.*

in se usa

- para indicar la posición de estar dentro:
*We’re **in** the room.*
*The keys are **in** the desk drawer.*
- con ciudades, países, continentes o cualquier área:
*We live **in** Mexico.*
*Acatlán is **in** Naucalpan.*
- con meses, años y estaciones del año:
*My birthday is **in** October.*
*I was born **in** 1990.*

of se usa

- como “de” en español **MENOS** para expresar posesión si el dueño es una persona:
*Look at that picture **of** Sally.*
En lugar de:
~~*This is the book of John.*~~
Se dice:
This is John’s book.

from se usa

- como “de” en español para expresar lugar de procedencia
*Juan’s **from** Mexico.*
- para hablar de un horario:
*I have class **from** 7 to 9.*
*The concert is **from** 8 to 10.*

A17. ADJETIVOS (ADJECTIVES)

- i) En inglés y español, un adjetivo modifica a un sustantivo; por ejemplo, en la oración "*Mexico is a beautiful country*" el adjetivo "*beautiful*" modifica el sustantivo "*country*" y en "*The students are tired*" el adjetivo "*tired*" describe al sustantivo "*students*".
- ii) En inglés, a diferencia del español, un adjetivo no tiene forma plural. Puede modificar a un sustantivo singular (*Mrs. Smith has a nice daughter*), y sin cambiar de forma, puede modificar a un sustantivo plural (*Mrs. Smith has nice daughters*).
- iii) Por lo general, un adjetivo precede al sustantivo que modifica, pero algunos verbos como "*be*" y "*feel*", los adjetivos se encuentran después de los sustantivos que modifican. Por ejemplo: *Mary is studious. We are patient. John and Bill feel nervous. Do you feel good?*

APPENDIX B

VERBOS (*VERBS*)

B1. SER, ESTAR (*BE*)

El verbo "be" es el equivalente de *ser* o *estar*. Es un verbo irregular que se conjuga así:

<i>PERSON</i>	SINGULAR			PLURAL		
	<i>SUBJECT OR PRONOUN</i>	<i>VERB</i>	<i>CONTRACTION</i>	<i>SUBJECT OR PRONOUN</i>	<i>VERB</i>	<i>CONTRACTION</i>
1st	<i>I</i>	<i>am</i>	<i>(I'm)</i>	<i>we</i>	<i>are</i>	<i>(we're)</i>
2nd	<i>you</i>	<i>are</i>	<i>(you're)</i>	<i>you</i>	<i>are</i>	<i>(you're)</i>
3rd	<i>he (John)</i>	<i>is</i>	<i>(he's)</i>	<i>they (John and Sue, the dogs)</i>	<i>are</i>	<i>(they're)</i>

B2. EL IMPERATIVO (*IMPERATIVE*)

Se construye al utilizar la forma base del verbo y omitiendo el sujeto.

Go to the door. = *Ve (vaya, vayan) a la puerta.*
Touch the table. = *Toca (toque, toquen) la mesa.*

La forma negativa se construye al poner al principio "do not" o su contracción correspondiente "don't".

Don't open the window. = *No abras (a, an) la ventana.*
Do not pick up the book. = *No recojas (a, an) el libro.*

B3. VERBOS COMPUESTOS (PHRASAL VERBS)

Los verbos más comunes en la conversación cotidiana son los verbos compuestos. Estos verbos se usan con tanta frecuencia que sería casi imposible entender a un hablante nativo sin un conocimiento adecuado de ellos.

Estos verbos requieren una partícula para darles la dirección específica o para cambiar el significado del verbo. Vea, por ejemplo, como el verbo "pick" cambia su significado según la partícula que se usa:

pick up = recoger, levantar
pick out = escoger
pick off = desprender

Hay un número limitado de partículas y es necesario aprender sus significados. Las principales son:

<i>Up:</i>	1. hacia arriba	2. terminar una acción	3. hasta un punto determinado	
<i>Down:</i>	hacia abajo			
<i>In:</i>	hacia adentro			
<i>Out:</i>	1. hacia afuera	2. completamente		
<i>On:</i>	1. encima	2. encender (eléctrico y mecánico)	3. continuar acción	
<i>Off:</i>	1. idea de desprender, alejar	2. apagar (eléctrico y mecánico)		
<i>Over:</i>	1. por encima	2. otra vez	3. hasta un punto determinado	4. hacia un lado
<i>Back:</i>	1. hacia atrás	2. de nuevo	3. de regreso	
<i>By:</i>	movimiento a lo largo			
<i>Through:</i>	a través			
<i>Around:</i>	1. alrededor	2. sin destino fijo		
<i>Away:</i>	alejarse			

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Un gran problema para estudiantes de inglés es que los verbos compuestos no siempre tienen un significado literal; a veces son figurativos.

Fíjese en el orden de las palabras en los siguientes ejemplos:

1. Pídale a alguien que haga algo:

Pick up your pencil.

or

Pick your pencil up.

2. Dígale a alguien que no haga algo:

Don't pick up your pencil.

or

Don't pick your pencil up.

3. Diga lo que alguien está haciendo:

He is (He's) picking up his pencil.

or

He's picking his pencil up.

4. Diga lo que alguien no está haciendo:

He's not picking up his books. (He isn't picking up his books).

He's not picking his books up. (He isn't picking his book up).

5. Sustituye el pronombre "it" o "them". *

Pick up your pencil. Pick it up.

He's not picking up his books. He's not picking them up.

6. Cuando menciona el nombre de la persona, éste viene antes o después de la petición:

Sarah, put your things down.

Put your things down, Sarah.

*Es **incorrecto** decir: ~~*Pick up it. He's picking up them.*~~

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B4. PRESENTE (PRESENT TENSE)

i) Formación (Todos los verbos menos el verbo "be").

AFFIRMATIVE	
SUBJECT	VERB
<i>I</i> <i>You</i> <i>We</i> <i>They</i>	<i>study</i>
<i>He, she, it</i>	<i>studies</i>

QUESTION		
AUX. VERB Do/DOES	SUBJECT	VERB
<i>Do</i>	<i>I</i> <i>you</i> <i>we</i> <i>they</i>	<i>study?</i>
<i>Does</i>	<i>he, she, it</i>	<i>study?</i>

NEGATIVE		
SUBJECT	AUX. VERB Do/DOES +NOT	VERB
<i>I</i> <i>You</i> <i>We</i> <i>They</i>	<i>do not (don't)</i>	<i>study</i>
<i>He, she, it</i>	<i>does not (doesn't)</i>	<i>study</i>

SHORT ANSWER		
YES/NO	SUBJECT	AUX. VERB (+ NOT)
<i>Yes,</i> <i>No,</i>	<i>I</i> <i>you</i> <i>we</i> <i>they</i>	<i>do.</i> <i>don't.</i>
<i>Yes,</i> <i>No,</i>	<i>he, she, it</i>	<i>does.</i> <i>doesn't.</i>

El verbo "be" es el único que no sigue el patrón anterior

ii) Se usa para:

a) Actividades habituales:

Steven leaves home at 8 a.m.
I don't work on Sundays.

Steven sale de su casa a las 8 a.m.
 Yo no trabajo los domingos.

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<i>What time do you get up?</i>	¿A qué hora te levantas?
<i>Does Bob always do his homework?</i>	¿Bob siempre hace su tarea?
<i>Do you eat breakfast before school?</i>	¿Desayunas antes de ir a la escuela?

b) describir verdades:

<i>Five times five is twenty-five.</i>	Cinco por cinco son veinticinco.
<i>Is your father 65?</i>	¿Tu papá tiene 65 años?
<i>We are students.</i>	Somos estudiantes.

c) describir actividades que se realizan, pero no necesariamente en el momento:

<i>John has a Spanish exam tomorrow.</i>	John tiene un examen de español mañana.
<i>Prices go up every day.</i>	Los precios suben diario.
<i>Do your children study English?</i>	¿Sus hijos estudian inglés?

iii) Formación de la 3ra. persona del singular (*3rd person singular*).

La 3ra. persona del singular es la única que sufre un cambio de la forma base. Se añade una "s", pero hay algunos casos que requieren un cambio de ortografía.

a) La mayor parte se forman al agregar "s" a la forma base del verbo.

get-gets take-takes eat-eats

b) Cuando la forma simple termina en "o" o en una letra o combinación de letras que representan un sonido silbante como "s", "sh", "ch", "x", o "z" se añade "es" a la forma simple.

go-goes do-does miss-misses watch-watches

c) Cuando la forma simple termina en "y" precedida por una consonante se cambia la "y" por "i" agregando "es".

study-studies hurry-hurries

B5. PRETERITO (PAST TENSE)

i) Formación (todos los verbos regulares).

AFFIRMATIVE	
SUBJECT	VERB + Ed
<i>I</i> <i>You</i> <i>He, she, it</i> <i>We</i> <i>You</i> <i>They</i>	<i>worked.</i>

NEGATIVE		
SUBJECT	AUX. DID + NOT	VERB
<i>I</i> <i>You</i> <i>He, she, it</i> <i>We</i> <i>You</i> <i>They</i>	<i>didn't</i>	<i>work.</i>

QUESTION		
AUX. DID	SUBJECT	VERB
<i>Did</i>	<i>I</i> <i>you</i> <i>he, she, it</i> <i>we</i> <i>you</i> <i>they</i>	<i>work?</i>

SHORT ANSWER		
YES/NO	SUBJECT	AUX. DID (N'T)
<i>Yes,</i>	<i>I</i> <i>you</i> <i>he, she, it</i> <i>we</i> <i>they</i>	<i>did.</i>
<i>No,</i>	<i>I</i> <i>you</i> <i>he, she, it</i> <i>we</i> <i>they</i>	<i>didn't.</i>

ii) Formación (verbos irregulares).

Los verbos irregulares no terminan en "ed" en el afirmativo, y es necesario aprender sus formas.

El verbo "be" es el único verbo que no lleva "did" en el negativo, interrogativo y respuesta corta; se usa el mismo verbo, por ejemplo:

I was in New York last year.

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*We weren't on vacation last week.
Were you at school yesterday? No. I wasn't.*

B6. VERBO AUXILIAR "PODER" (AUXILIARY VERB "CAN")

i) El verbo auxiliar "can" + un verbo en la forma base puede expresar:

- a) una habilidad: *He can speak . I can run fast.*
- b) una posibilidad: *You can study English at the university.
We can go to the movies.*

ii) La contracción para la forma negativa "cannot" es "can't". Esta forma se usa en inglés hablado.

iii) Cuando se usa "can" para expresar posibilidad, suele referirse a tiempo presente o futuro.

*You can't go to the party right now.
You can go at nine.
We can see the exhibit tomorrow.*

iv) En la forma interrogativa, "can" va al principio de la oración.

*Can you be here at 4:00?
Can Mary speak Italian?*

B7. EXPRESAR NECESIDAD CON "TENER QUE" (EXPRESS NECESSITY WITH "HAVE TO")

i) Como "tener que", la expresión "have to" expresa necesidad:

- | | |
|------------------------------------|--------------------------|
| a) <i>I have to go to class.</i> | Tengo que ir a clase. |
| b) <i>She has to study.</i> | Ella tiene que estudiar. |
| c) <i>They don't have to read.</i> | No tienen que leer. |
| d) <i>Do you have to leave?</i> | ¿Tienes que salir? |

ii) Como con todos los verbos auxiliares, después de "have to" se usa la forma base del verbo.

APPENDIX C

NÚMEROS (NUMBERS)

C1. NÚMEROS CARDINALES (CARDINAL NUMBERS)

i) *Spelling*

1-one	11-eleven	21-twenty one	1000- one thousand
2-two	12-twelve	22-twenty two	10,000 ten thousand
3-three	13-thirteen	30-thirty	100,000-one hundred thousand
4-four	14-fourteen	40-forty	1,000,000- one million
5-five	15-fifteen	50-fifty	
6-six	16-sixteen	60-sixty	
7-seven	17-seventeen	70-seventy	
8-eight	18-eighteen	80-eighty	
9-nine	19-nineteen	90-ninety	
10-ten	20-twenty	100-one hundred	

ii) Los números "*hundred, thousand, million, etc.*" se pueden decir con "*one*" o "*a*".

Ejemplo: "**one** hundred" o "**a** hundred".

Se pueden decir los números mayores de cien con la palabra "*and*".

Ejemplo: *A hundred **and** six* (se pronuncia: *a hundred 'n six*)

iii) Los números telefónicos y direcciones se dicen primero número por número, o de dos en dos.

Ejemplos:

5560-8102 = five, five, six, oh, eight, one, oh, two.

520 Bridge St. = five, twenty Bridge Street.

1495 Main St. = fourteen, ninety-five Main Street.

iv) Hasta un millón, los números tienen la misma correspondencia en cantidad en inglés y español. Después de un millón, hay algunas diferencias:

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ESPAÑOL

cien
mil
un millón
mil millones
un billón

INGLÉS

a hundred
a thousand
a million
a billion
a trillion

C2. NÚMEROS ORDINALES (ORDINAL NUMBERS)

1st - first

2nd - second

3rd - third

4th - fourth

5th - fifth

6th - sixth

7th - seventh

8th - eighth

9th - ninth

10th - tenth

11th - eleventh

12th - twelfth

13th - thirteenth

21st - twenty first

22nd - twenty second

23rd - twenty third

*24th - twenty fourth**

- a) Todos los números ordinales, menos “*first, second y third*”, terminan con “*th*”.
- b) Las fechas requieren el uso de números ordinales al hablar, pero no para escribirlas:

April 3, 2010 se lee: April third two thousand ten.

- c) Se usan los números ordinales para las calles:

Calle Uno = *First Street*

Calle Dos = *Second Street*

APPENDIX D

PRONUNCIACIÓN (PRONUNCIATION)

D1. EL ALFABETO (THE ALPHABET)

A	(ei)	G		L	(el)	Q	(kyu)	V	(vi)
B	(bi)	H	(eich)	M	(em)	R	(ar)	W	(dæbəlyu)
C	(si)	I	(ai)	N	(en)	S	(es)	X	(eks)
D	(di)	J		O	(ou)	T	(ti)	Y	(wai)
E	(i)	K	(kei)	P	(pi)	U	(yu)	Z	(zi)
F	(ef)								

Es importante saber cómo pronunciar las letras para preguntar el significado de una palabra que no se sabe pronunciar:

What does a-n-o-t-h-e-r mean?

or

What's the meaning of d-i-s-g-u-i-s-e?

D2. PRONUNCIACIÓN (PRONUNCIATION)

En una oración hay palabras más importantes que otras. Estas palabras son aquellas cuyo significado conceptual se encuentra en ellas mismas: por ejemplo “*study, student, housewife*”. Designamos a estas palabras como “*content words*” (palabras de contenido) y a las palabras no tan importantes como “*function words*” (palabras funcionales). Esta distinción es importante porque las “*content words*” son las que llevan el énfasis en una oración, mientras que las vocales de las “*function words*” tienden a reducirse al sonido [ə] o [ɪ] o a formar una contracción con la palabra anterior. La siguiente tabla de pronunciación está basada en la técnica llamada *Silent Way*, de Caleb Gattego. En ella se utilizan colores para representar los sonidos del idioma (en este caso, inglés). El cuadro superior representa sonidos vocálicos y el inferior consonantes. Esta tabla modificada da ejemplos de los sonidos que están representados en la tabla original. Debe notarse que la cantidad de vocales en inglés difiere mucho de los cinco sonidos vocálicos en español.

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D3. TABLA DE PRONUNCIACIÓN (PRONUNCIATION CHART)

at [æ] am have can't	in [ɪ] is this English	head [ɛ] bed said red	hot [ɑ] pot John mom	jaw [ɔ] tall off	the [ə] does about today	girl [ɜr] mother her perfect
car [ɑr] heart are artist	to [v] shoe do	key [i] me eat feet	air [er] chair pear care	book [u] would put could	more [ɔr] four door	
I [aɪ] light why my	eight [er] they say late	go [o] toe low don't	your [u] university use menu	out [au] house our down	boy [ɔɪ] point enjoy	

paper put up	ten tree date eat	is has these dizzy	sit this miss	measure television usually	my mom come number	no know not on
five off if	have of vowel	do did add	these this mother other	three think month	yes yellow onion	live yellow all
away woman was	come talk chemistry	run teacher first floor	by boy	how hello history	good gray hungry	sure
chair		English			education	