

**LAS COMPETENCIAS COMUNICATIVAS
DE LA LENGUA INGLESA**

BASIC ENGLISH II

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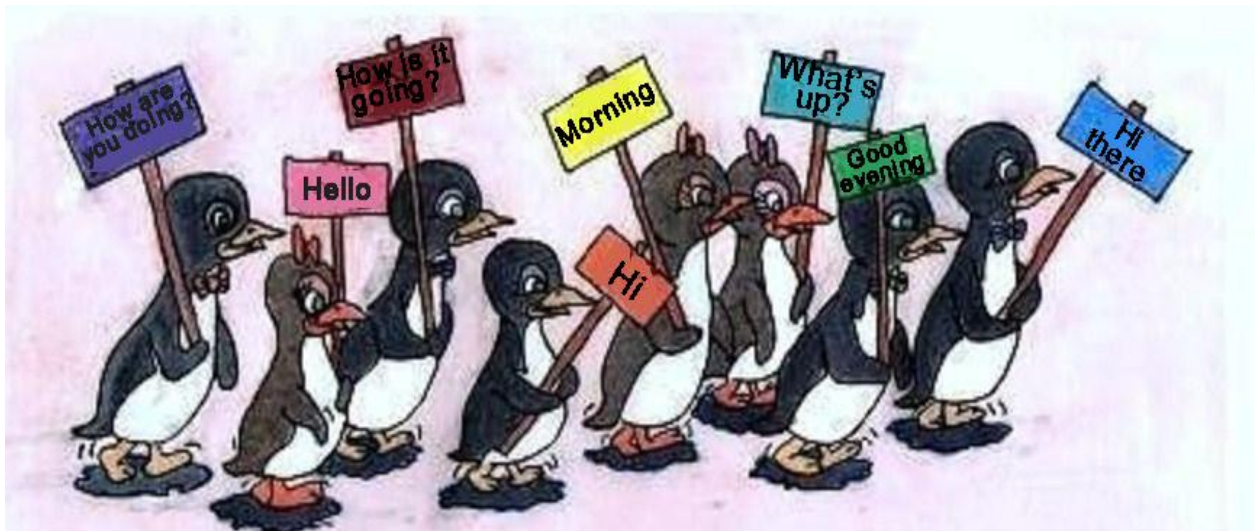
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Hi, my name's David.

Hello, I'm Mary.

Hi, Peter. How are you?

Morning, Nancy.



SOCIAL PRACTICES AND COMMUNICATIVE AIMS PER UNIT

UNIT 1 WHAT DO YOU DO EVERY DAY?

SOCIAL PRACTICES	COMMUNICATIVE AIMS
<ul style="list-style-type: none"> • Exchange non-personal information 	<ul style="list-style-type: none"> • Ask about and tell time <i>Pedir y decir la hora</i>
<ul style="list-style-type: none"> • Exchange personal information 	<ul style="list-style-type: none"> • Ask and talk about daily activities <i>Preguntar y hablar acerca de actividades cotidianas</i>
<ul style="list-style-type: none"> • Understand and give indications in daily situations 	<ul style="list-style-type: none"> • Give and follow instructions to make something <i>Dar y seguir indicaciones para hacer algo</i>

UNIT 2 WHAT DO YOU LIKE?

SOCIAL PRACTICES	COMMUNICATIVE AIMS
<ul style="list-style-type: none"> • Exchange personal information 	<ul style="list-style-type: none"> • Ask and talk about professions and occupations <i>Preguntar y hablar acerca de profesiones y trabajo</i> • Ask and talk about likes and dislikes <i>Preguntar y hablar acerca de gustos</i>
<ul style="list-style-type: none"> • Establish and maintain social contacts 	<ul style="list-style-type: none"> • Ask and talk about interests and activities <i>Preguntar y hablar acerca de intereses y actividades</i>

UNIT 3 WHAT ARE YOU LIKE?

SOCIAL PRACTICES	COMMUNICATIVE AIMS
<ul style="list-style-type: none"> • Exchange personal information 	<ul style="list-style-type: none"> • Ask about and describe people and places <i>Preguntar acerca de gente y lugares y describirlos</i>
	<ul style="list-style-type: none"> • Ask and talk about what people are like <i>Preguntar y hablar acerca de cómo es la gente</i>
<ul style="list-style-type: none"> • Establish and maintain social contacts 	<ul style="list-style-type: none"> • Invite someone to do something <i>Hacer invitaciones</i> • Accept/reject invitations <i>Aceptar/rechazar invitaciones</i>
<ul style="list-style-type: none"> • Exchange non-personal information 	<ul style="list-style-type: none"> • Ask for confirmation of an opinion <i>Pedir confirmación de una opinión</i>

UNIT 1

WHAT DO YOU DO EVERY DAY?

WHAT IT'S ABOUT (COMMUNICATIVE AIMS)

- Ask about and tell time *Pedir y decir la hora*
- Give and follow instructions to make something *Dar y seguir instrucciones para hacer algo*
- Ask and talk about daily activities *Preguntar y hablar acerca de actividades cotidianas*

HARRIET'S BUSY DAY

Listen and read.



1. - HARRIET IS A HOUSEWIFE. SHE LIVES IN THE SUBURBS OF HOUSTON, TEXAS. TODAY IS A TYPICAL DAY IN HARRIET'S BUSY LIFE.



2. - HARRIET GETS UP AT 6 A.M. SHE EXERCISES BEFORE SHE TAKES A SHOWER.



3. - THEN SHE MAKES BREAKFAST FOR THE FAMILY AND AFTER BREAKFAST SHE MAKES THE SCHOOL LUNCHES FOR HER CHILDREN, LUCY AND BRIAN.



4. - AT QUARTER PAST SEVEN, LUCY AND BRIAN RUN TO THE BUS STOP AND HARRIET'S HUSBAND, BRUCE, GOES TO WORK.



5. - AFTER HER HUSBAND AND CHILDREN LEAVE, HARRIET DOES THE HOUSEWORK, WASHES THE CLOTHES AND MAKES LUNCH.



6. - AT NOON, SHE USUALLY HAS SOUP OR A SANDWICH AND WINE. THE WINE MAKES HARRIET KIND OF DIZZY.

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7. - AFTER LUNCH HARRIET MAKES CHOCOLATE CHIP COOKIES OR SOME BROWNIES FOR THE CHILDREN'S AFTER SCHOOL SNACK. THEY GET HOME FROM SCHOOL AT 3:30.



8. - IN THE AFTERNOON, SHE GOES TO THE SUPERMARKET AND BUYS FOOD FOR THE WEEK.



9. - BRUCE GETS HOME AT ABOUT 5:30. HE SOMETIMES GRILLS HOT DOGS OR HAMBURGERS IN THE BACK YARD. THE FAMILY HAS SUPPER AT ABOUT SIX OR SIX THIRTY.



10. - AFTER SUPPER HARRIET AND BRUCE WATCH THE SEVEN O'CLOCK NEWS ON TV AND THE CHILDREN DO THEIR HOMEWORK.



11. - AT ABOUT 8 O'CLOCK, THEIR NEIGHBORS, PAT AND BOB, COME OVER FOR AN HOUR OR TWO.



12. - AFTER THEIR NEIGHBORS GO HOME, HARRIET AND BRUCE ARE TIRED. THEY GO TO BED AT 11:00 OR 11:30.



NOTE

La palabra *children* es la forma plural de *child*.

before = antes de
then = entonces o después
after = después de

WORK IT OUT

I. FOCUS ON VERBS

- A. Underline all the verbs in the text.
- B. Choose the underlined verbs that are in the 3rd person singular and write the base form and the Spanish equivalent. The first two are done for you. Write each verb only once. Add a different subject when necessary. Follow the example.

3 rd PERSON SUBJECT (Sing.)	SINGULAR VERB	BASE FORM OF VERB	SPANISH EQUIVALENT
Harriet/Today	is	be	ser
She	lives	live	vivir



THINK

What verbs in the text do not end in “s”?
Why not?

II. RIGHT OR WRONG

Indicate if the sentence is right or wrong with an X.

	right	wrong
1. Harriet is a busy person.	_____	_____
2. She runs before she takes a shower.	_____	_____
3. The children make breakfast in the morning.	_____	_____
4. Harriet goes to the bus stop with her children.	_____	_____
5. The family doesn't eat lunch with Harriet.	_____	_____
6. Harriet buys cookies in the supermarket.	_____	_____
7. Harriet and Bruce don't do homework with the children.	_____	_____
8. Harriet cooks all the meals.	_____	_____
9. The children and Bruce arrive home before 5:30 P.M.	_____	_____
10. Harriet's hair is naturally curly.	_____	_____

III. COMPLETION

Complete each sentence with one of the time expressions in the box.

in the morning / in the afternoon / in the evening/ at night

1. Harriet goes to bed at quarter to eleven _____
2. She gets up at 6:00 _____
3. _____ the children go to school.
4. Harriet makes cookies _____
5. The neighbors come over at 7:00 _____



NOTE

Las expresiones de tiempo se pueden colocar al principio o al final de una oración, pero no en medio.

“evening” = las primeras horas de la noche

IV. QUESTIONS AND ANSWERS

Choose the correct answer.

1. Does Harriet get up at 6 o'clock?
 - a) Yes, it is.
 - b) Yes, she does.
 - c) She gets up at 6 o'clock.
2. Do Lucy and Brian have breakfast?
 - a) Yes, they are.
 - b) Yes, they do.
 - c) Yes, they have.
3. Where does Harriet usually have lunch?
 - a) At noon.
 - b) At home.
 - c) Soup and wine.
4. When do the children do their homework?
 - a) In the evening.
 - b) Before supper.
 - c) After the 6:00 news.
5. What does Harriet do after she exercises?
 - a) She gets up.
 - b) She does the housework.
 - c) She takes a shower.

V. MATCHING - ENGLISH/SPANISH

Match the compound nouns with their Spanish meaning.

1. housewife _____	a) desayuno
2. supermarket _____	b) galletas de chispas de chocolate
3. breakfast _____	c) salchichas
4. hot dogs _____	d) ama de casa
5. homework _____	e) quehacer de la casa
6. bus stop _____	f) tarea
7. housework _____	g) parada de camión
8. chocolate chip cookies _____	h) super (mercado)

VI. COMPOUND NOUNS

Can you find these things in the pictures of “Harriet’s Busy Day”?
Write the number of the picture next to the object.

- | | | |
|---------------------|------------------------|------------------------|
| ___ wine bottle | ___ turtleneck sweater | ___ shopping cart |
| ___ hair curlers | ___ tablecloth | ___ pine tree |
| ___ soup bowl | ___ bathrobe | ___ alarm clock |
| ___ washing machine | ___ nightgown | ___ TV set |
| ___ handbag | ___ mixing bowl | ___ beer cans (6 pack) |
| ___ coffee pot | ___ school bus | |

VII. WORD GROUPS

Cross out the word that does not belong.

Example: we/ I / she/ he/ **your**

1. husband/ dentist/ wife/ child/ children
2. breakfast/ supper/ lunch/ cook/ dinner
3. soup/ cookies/ hamburgers/ garbage/ hot dog
4. wash/ buy/ watch/ bus/ make
5. after/ before/ afternoon/ then / first
6. noon/ morning/ evening/ supper/ night
7. bus stop/ patio/ supermarket/ breakfast/ kitchen table
8. their/ your/ my/ I/ our
9. she/ they/ he/ her/ we
10. brother/ father/ sister/ mother/ busy



PROVERB

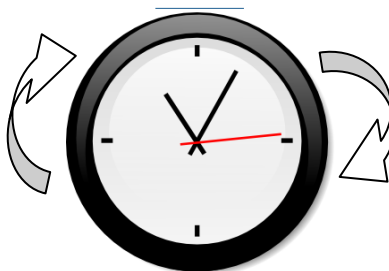
Don't let the cat
out of the bag.



VIII. MATCHING

There is more than one way to express time in English.
Match the two columns with expressions that mean the same thing.

to/ of
(para)



after /past
(después de)

___ 1. six ten	a) twenty after eight
___ 2. seven thirty	b) five past ten
___ 3. eight twenty	c) quarter past two
___ 4. ten to twelve	d) twenty-five past three
___ 5. two fifteen	e) ten after six
___ 6. five forty-five	f) quarter to six
___ 7. three twenty-five	g) half past seven
___ 8. nine fifty-five	h) ten of twelve
___ 9. five after ten	i) five of ten
___ 10. quarter to eleven	j) ten forty-five



THINK

Two words that indicate from one to twenty-nine minutes after the hour are _____ and _____.
Two words that indicate from twenty-nine to one minute before the hour are _____ and _____.
Is it necessary to use the words "to", "of", "after" or "past" when you express time? _____

IX. WHO DOES THE WORK?

Check the chores YOU do at home. Write who does the other chores.

CHORE	ME	OTHER	WHO?
mops the floor			
prepares the meals			
waters the plants			
feeds the pets			
makes repairs			
dusts the furniture			
washes the windows			
takes out the garbage			
makes the beds			
sweeps the floor			
does the shopping			
washes the dishes			
washes the clothes			
irons the clothes			
sets the table			

TRY IT OUT

I. PRONUNCIATION: COMPOUND NOUNS



Compound nouns are **always** stressed on the first word (or part of the word). Practice the pronunciation of the following compound nouns.

housewife	coffee pot	tablecloth	hot dogs
split level	breakfast	wine bottle	TV set
hair curlers	bus stop	mixing bowl	homework
alarm clock	washing machine	shopping cart	beer can
nightgown	soup bowl	supermarket	six pack

II. PRONUNCIATION: CONTENT AND FUNCTION WORDS

SEE A1

- Identify the content and function words in the text about Harriet.
- Practice reading the story (one picture at a time) to your partner. Follow the teacher's intonation and reduced forms. Remember that content words are stressed and function words are reduced.

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C. Tell the story to your partner looking at the pictures. Don't look at the words.

III. QUESTIONS AND ANSWERS

A. Write 10 **yes-no questions** about the text. Ask and answer your questions in small groups.

Example: Is Harriet a housewife? Yes, she is.
Does Harriet live in Mexico? No, she doesn't.

B. Write 10 **information questions** about the text using **What, When, Where** or **What time**. Ask and answer your questions in small groups.

Example: When does Harriet exercise? Before she takes a shower.
What is Harriet's husband's name? Bruce.

IV. QUESTIONS AND ANSWERS

SEE A9

A. Look at the chart below and write 10 yes/no questions. Get into small groups and ask each other your questions like this:

Q: Does your brother get up at 7 o'clock?
A: Yes, he does. **or** No, he doesn't.

YES/NO QUESTIONS

Do	you he (Juan) she (María) they (Juan and María)	get up go to work exercise take a shower make breakfast clean the house	in { <ul style="list-style-type: none"> the morning the afternoon the evening 	?
Does	your { <ul style="list-style-type: none"> brother son sister mother father daughter cousin husband wife 	have { <ul style="list-style-type: none"> breakfast lunch dinner supper 	at { <ul style="list-style-type: none"> 7 o'clock 4 p.m. night home the university 	
		go shopping watch TV go to bed talk with friends	on { <ul style="list-style-type: none"> vacation a beach a bus 	

B. Write 10 **information questions**. Ask and answer your questions in small groups like this:

Q: When do you go to school? A: In the morning. **or** At 10 a.m..

BASIC ENGLISH II

INFORMATION QUESTIONS

When What time Where	do does	you he (Juan) she (María) they (Juan and María) your brother your sister your mother your father your son your daughter your cousin your husband your wife	go (to, on) have watch read make	breakfast/lunch/dinner/supper school home the supermarket vacation cookies/soup/wine TV the newspaper the news (on TV)	?
----------------------------	------------	--	--	--	---



NOTE

go **to** school (**to** the supermarket) / go **on** vacation / go home

V. DAILY ACTIVITIES

A. Fill out this chart with information about yourself and a partner. Ask your partner the questions in English.

Example: What time do you _____?

	get up	have breakfast	have lunch/dinner	have supper	study English	go to bed
you						
your partner						

B. Change partners. Ask and answer questions about your other partner.

VI. INFORMATION GAP

Work in pairs. Ask questions to fill in the information about Harriet and her mother

STUDENT A

NAME	NICKNAME	MIDDLE NAME	AGE	JOB	LIVE	ORIGIN	GET UP
Harriet Long	Poopsie	Clara		housewife	Houston, Texas		6:00a.m.
Lois Baker			65			New York	

STUDENT B

NAME	NICKNAME	MIDDLE NAME	AGE	JOB	LIVE	ORIGIN	GET UP
Harriet Long			45			New York	
Lois Baker	Lo	Helen		retired secretary	Trenton, NJ		8:30a.m.

VII. PRACTICE WITH POSSESSIVES

Work in small groups. Tell the group your first, middle and last name. Then, ask questions and give answers about the information.

What's Lorena's middle name? It's María.
 What's Miguel's last name? It's López.

VIII. SPELLING, PRONUNCIATION AND MEANING

Ask and answer questions about new words in the unit.

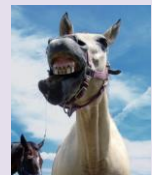
Examples: How do you { say *desayuno* in English?
 pronounce b-a-s-e-b-a-l-l ?
 spell 40 ?

What does "noon" mean?



PROVERBS

Never look a gift horse
 in the mouth.



Don't put all your eggs
 in one basket.



POLISH IT UP

I. TELLING TIME

A. Fill in the chart with the Spanish equivalent of the English time expressions.

ENGLISH	SPANISH
in { the morning the afternoon the evening	en/por { _____ _____ _____
at { five o'clock noon midnight night	a/ a la/ a las { _____ _____ por { _____ _____
from (two thirty) to (three)	de (las)_____ a (las)_____



NOTE

En inglés no se usa el artículo antes de la hora.
 What time do you get up? At ~~the~~ five o'clock.
 What time is it? It's ~~the~~ ten thirty.

B. Write the following times in English.

1. 3:05 _____

2. 2:15 _____

3. 5:25 _____

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4. 1:55 _____
5. 10:30 _____
6. 11:45 _____
7. 9:20 _____
8. 3:40 _____

II. COMPOUND NOUNS

Compound nouns are words that consist of two content words. Compound nouns are very common in English. The first word classifies the second word. Some compounds form one word (classroom) and some form two (coffee pot). A compound noun is always stressed on the first word.

When the compound is plural, **ONLY** the second word is pluralized.
For example, toothbrushes, policemen, truck drivers.

Compare the English and Spanish:

housewife


ama de casa

housework


quehacer de la casa

bus stops


paradas de camión

Write the Spanish equivalent of these compounds. If you don't know what a word means, look it up in the dictionary. If you can't find the word, look up the words separately.

Example: soup bowl

Soundness [sǎʊndnɪs] s. (firmness) solidez; (healthiness) cordura, buen juicio; (validity) rectitude; validez; --**of body** buena salud corpora.

→ **Soup** [sup] s. sopa.

Sour [saʊr] *adj.* (*acid-like*) agrio; acre; ácido; desabrido; rancio; (*peevish*) malhumorado; ---
--**milk** leche cortada; v. agriar(se); cortarse (*la leche*); fermentar; poner(se) de mal humor.

→ **Bowl** [bol] s. cuenco; tazón; jícara; boliche, bola; **wash**— palangana, lava manos; juego de bolos; v. bolear, jugar a los bolos, jugar al boliche.

Box [boks] s. caja; estuche; palco de teatro, casilla; compartimiento; bofetada; --**car** furgón; -- **office** taquilla; --**seat** asiento de palco; v. encajonar; meter en una caja; bofetear; boxear

¿Cómo se puede deducir de estas definiciones, que soup bowl significa plato hondo o sopero?

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1. hair curlers _____
2. alarm clock _____
3. nightgown _____
4. coffee pot _____
5. breakfast _____
6. washing machine _____
7. tablecloth _____
8. wine bottle _____
9. mixing bowl _____
10. shopping cart _____
11. hot dogs _____
12. TV set _____
13. homework _____
14. beer can _____
15. six pack _____
16. bathrobe _____
17. housework _____

III. ENGLISH-SPANISH CONTRAST/PRESENT TENSE (VERBS OTHER THAN "BE")

In English, we use the present tense to talk about daily activities and routines. Fill in the English part of the chart. Answer the questions that follow.

ENGLISH

SPANISH

AFFIRMATIVE

<p>Singular</p> <p>_____ } _____ } _____ } _____ }</p>	<p>Singular</p> <p>(yo) trabajo } (tú) trabajas } de 8 a 5. (Ud.) trabaja } (el / ella) trabaja }</p>
<p>Plural</p> <p>_____ } _____ } _____ }</p>	<p>Plural</p> <p>(nosotros) trabajamos } (Ustedes) trabajan } de lunes a viernes. (ellos/ ellas) trabajan }</p>

NEGATIVE

<p>Singular</p> <p>_____ } _____ } _____ } _____ }</p>	<p>Singular</p> <p>(yo) no trabajo } (tú) no trabajas } de 8 a 5. (Ud.) no trabaja } (el / ella) no trabaja }</p>
<p>Plural</p> <p>_____ } _____ } _____ }</p>	<p>Plural</p> <p>(nosotros) no trabajamos } (Ustedes) no trabajan } de lunes a (ellos/ ellas) no trabajan } viernes.</p>

QUESTIONS

SEE B4

<p>Singular</p> <p>_____ } _____ } _____ } _____ }</p>	<p>Singular</p> <p>¿(yo) trabajo } ¿(tú) trabajas } de 2 a 4? ¿(Ud.) trabaja } ¿(el / ella) trabaja }</p>
<p>Plural</p> <p>_____ } _____ } _____ }</p>	<p>Plural</p> <p>¿(nosotros) no trabajamos } ¿(Ustedes) no trabajan } en la noche? ¿(ellos/ ellas) no trabajan }</p>



THINK

- ¿Cuál es la diferencia en el uso de los pronombres (I, you, etc.) en inglés y en español?
- ¿Cuántas terminaciones tienen los verbos en inglés en tiempo presente? ¿Es igual en español?
- ¿Cuáles son los auxiliares en inglés para formar el negativo y el interrogativo? ¿Hay auxiliares en español para preguntar y negar?
- ¿En inglés, qué pronombre es igual para el singular y el plural?
- ¿En español, se puede o no usar el pronombre en una oración? ¿Sucede lo mismo en inglés?

IV. WORD ORDER: SENTENCES AND QUESTIONS

SEE A9

The following charts present the word order to form sentences and questions in the present tense for all verbs except the verb *to be*.

AFFIRMATIVE AND NEGATIVE SENTENCES

COMPLEMENT

SUBJECT S	VERB V	OBJECT O	PLACE P	TIME T
Michael	studies	English	at the university	at 11 a.m.
We	don't study	Math	at home	at 11 o'clock.

BASIC ENGLISH II

YES/NO QUESTIONS

AUXILIARY A	SUBJECT S	VERB V	OBJECT O	PLACE P	TIME T
Does	Michael	study	English	at the university	at 11 a.m.?
Don't	you	study	Math	at home	at 11 o'clock?

INFORMATION QUESTIONS

QUESTION WORD QW	AUXILIARY A	SUBJECT S	VERB V	OBJECT O	PLACE P	TIME T
What	does	Michael	study		at school	at night?
When	does	Michael	study	English	at school?	
Where	does	Michael	study	English?		
What time	do	we	study	Math	at home	at night?



NOTE

"QW" + A + S + V + O + P + T
 → = affirmative & negative sentences
 → = yes/no questions
 → = information questions

Write **yes/no questions** and **information questions** for the following sentences.

1. Kathy goes to school at 9 in the morning.

Does _____?

Where _____?

What time _____?



NOTE

Time and place can be at the beginning or at the end of a sentence:

At 11 a.m. Michael studies English at the university.
 At the university, Michael studies English at 11 a.m

BASIC ENGLISH II

2. Tom and Jim eat sandwiches at home at noon.

Do _____?

What _____?

Where _____?

3. I have English class at the university at 8 p.m. (Ask with **you**)

Do _____?

What _____?

Where _____?

What time _____?

4. David's mother has lunch at a restaurant at 2 o'clock.

Does _____?

What time _____?

Where _____?

What _____?

Complete the following questions using the verb "be".

5. Michael is at home from 2 to 4 p.m. every day.

Is _____?

What time _____?

When _____?

Where _____?

6. The teachers are in class at 5 o'clock on Mondays.

Are _____?

Where _____?

What time _____?

When _____?

V. SINGULAR OR PLURAL

SEE A13

A. Underline the singular nouns.

- | | | | |
|-------------------|----------------|----------------------------|----------------------|
| 1. homework | 7. housework | 13. family | 19. day |
| 2. students | 8. Peter and I | 14. teacher | 20. dictionary |
| 3. you and Bob | 9. eraser | 15. children | 21. your book |
| 4. your husband | 10. parents | 16. his wife | 22. name |
| 5. his telephones | 11. her sister | 17. my pen | 23. your books |
| 6. her child | 12. my mother | 18. the children's teacher | 24. its instructions |

B. Use the correct form of the verb in parenthesis to complete the sentences.

- The children in Mexico _____ to school on Feb. 5th. (go-neg.)
- _____ your teacher _____ Spanish? (speak)
- My mother _____ the house in the morning. (clean)
- The students _____ their homework. (do-neg.)
- Mary _____ in San Mateo. (live-neg.)
- _____ Brian _____ TV in the evening? (watch)
- _____ you _____ breakfast early? (have)
- _____ her brother _____ lunch at home? (eat)
- _____ your children _____ their homework? (do)

VI. PRONUNCIATION AND LISTENING

A. Se añade una "s" al final de una palabra:

1. para formar el plural:

- a student* → *2 students*
an accountant → *3 accountants*
a box → *some boxes* (See note)

BASIC ENGLISH II

2. en el tiempo presente, para la 3ra. persona singular:

*John lives in Mexico City.
He teaches at the university.*

3. en una contracción:

*What's your name?
She's a student.*

4. para indicar posesión:

*John's pen is on the floor.
Mary's English class is at 8 a.m.*

La "s" final se pronuncia en 3 formas distintas de acuerdo con la terminación de la palabra:

1. "s" similar al sonido de *según*
2. "z" similar al sonido de *desde*
3. "iz" no tiene equivalente en español

B. Listen to your teacher pronounce the following verbs and check the sound you hear at the end of the verb.



	/S/	/Z/	/IZ/		/S/	/Z/	/IZ/
1. is				11. barbeques			
2. lives				12. watches			
3. gets				13. does			
4. takes				14. comes			
5. makes				15. talks			
6. runs				16. teaches			
7. goes				17. studies			
8. cleans				18. likes			
9. washes				19. knows			
10. has				20. works			



NOTE

Después de palabras que terminan en **x, s, sh, ch, o** se añade **es** en lugar de **s**. Por ejemplo:
box - box**es**, teach - teach**es**.

VII. SEQUENCE WORDS

The words **after**, **before** and **then** give sequence to activities.

After means *después de* in Spanish (o *después de que*).

Before means *antes de* in Spanish (o *antes de que*).

Then means *después* in Spanish (o *entonces*).

For example:

Harriet exercises **before** she has a shower.

After Harriet has a shower, she has breakfast.

Then she does the housework.



NOTE

Cuando se usan las palabras *before* o *after* se tiene que mencionar antes o después de **algo**. Este **algo** puede ser una hora (**7:00, 5:15**), una cosa (**lunch, school, her shower**), una actividad (**she has breakfast, he runs to school**), o simplemente la palabra **that**.

Fill in the blanks. Refer back to the text about Harriet. Write **before**, **after** or **then**.

1. Harriet exercises _____ she gets up at 6 a.m., and _____ she takes a shower.
2. _____ she makes breakfast for the family, she takes a shower.
3. The family has breakfast _____ the children go to school and _____ they take the school bus.
4. Harriet makes the school lunches for her children _____ breakfast.
5. _____ lunch, Harriet washes the clothes.
6. _____ lunch Harriet makes cookies or brownies for her children and _____ she goes to the supermarket to buy food.
7. Bruce gets home at 5:30 and _____ has supper with the family.
8. Bruce sometimes grills hot dogs or hamburgers in the back yard _____ he gets home.
9. The children have supper _____ they do their homework.
10. _____ supper Harriet and Bruce watch the seven o'clock news.
11. _____ Harriet and Bruce's neighbors usually come over for an hour or two.
12. _____ their neighbors leave, they go to bed.

VIII. QUESTION WORDS

Fill in the spaces with a question word (**what, when, where, what time**) or an appropriate auxiliary (**is, are, do, does**).

1. _____ is Harriet husband's name? Bruce.
2. _____ Lucy and Brian Harriet's children? Yes, they are.
3. _____ does Harriet get up? At 6:00.
4. _____ the children have lunch at home? No, they don't.
5. _____ does Harriet go shopping? At the supermarket.
6. _____ Brian Lucy's brother? Yes, he is.
7. _____ do the children do their homework? In the evening.
8. _____ Harriet have wine for lunch? Yes, she does.
9. _____ this a typical spring day? Yes, it is.
10. _____ the neighbors come over in the evening? Yes, they do.

IX. NEGATIVE

Write 5 negative sentences with the verb **to be** and 5 negative sentences with other verbs. Refer to the text about Harriet.

To BE

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

OTHER VERBS

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

X. LISTENING: REDUCED FORMS



Listen to the text and fill in the blanks with the correct word from the box.

is he and in a at to or their his



Brian ¹ _____ ² _____ junior high-school student. He lives with ³ _____ family ⁴ _____ Houston. He usually gets up ⁵ _____ seven o'clock and takes ⁶ _____ shower. After that, he has breakfast ⁷ _____ goes ⁸ _____ school. He has lunch ⁹ _____ school. When ¹⁰ _____ gets home from school, he and ¹¹ _____ sister have a snack. Then Brian goes ¹² _____ baseball practice ¹³ _____ the park. After supper, Brian ¹⁴ _____ ¹⁵ _____ sister do ¹⁶ _____ homework. They go ¹⁷ _____ bed ¹⁸ _____ about 10 o'clock.

XI. WORD ORDER

Put the following sentences into the correct word order.

Remember: Time and place can go at the beginning or at the end of a sentence.

1. doesn't /the/ at/ he/ wash/ clothes/ night/.

2. have/ does/ at/ at/ lunch/ Brian/ 12 o'clock/ school/?

3. watch/ Harriet/ and/ Bruce/ TV/ supper/ before/ don't/.

4. she/ cleans/ then/ house/ in/ the/ afternoon/ the/.

5. do/ do/ they/ when/ homework/ their/ home/ at/?

6. is/ 6:00/ at/ in/ Lucy/ where/ evening/ the/ ?

7. lunch/ goes/ after/ the/ she/ to/ supermarket/.

8. does/ do/ before/ what /she/ has/ she/ breakfast/ ?

9. do/ the/ run/ the/ morning/ children/ in/ to/ bus stop/ the/?

10. doesn't/ goes/ bed/ she/ TV/ to/ before/ watch/ she/.



PROVERB

Don't count your chickens before they hatch.



XII. VIEWING, READING AND RESPONDING

A. Read the following recipe:

Here's what's cooking: **CHOCOLATE CHIP COOKIES**
Recipe from the kitchen of: **HARRIET**

This recipe makes about 42 two-inch cookies. You need a mixing bowl, measuring spoons, a measuring cup, an electric mixer (optional), and a cookie sheet.



- Cream: 1 /2 cup butter or margarine
- Mix in: 6 tablespoons brown sugar and 6 tablespoons white sugar
- Beat in: 1 egg and 1 teaspoon vanilla
- Sift together and stir in: 1 cup plus 2 tablespoons sifted flour
1/2 teaspoon salt
1/2 teaspoon baking soda
- Stir in: 1/2 cup chopped nut meats and 1/2 cup chocolate chips
- Drop the batter from a teaspoon on a greased cookie sheet.
- Bake in a moderate oven (375° F or 180° C) about 8 minutes.

B. Write the compound nouns from the above recipe and give the Spanish equivalent.

C. Look for a recipe in English. Copy it below. Underline the compound nouns in the recipe.



RHYME



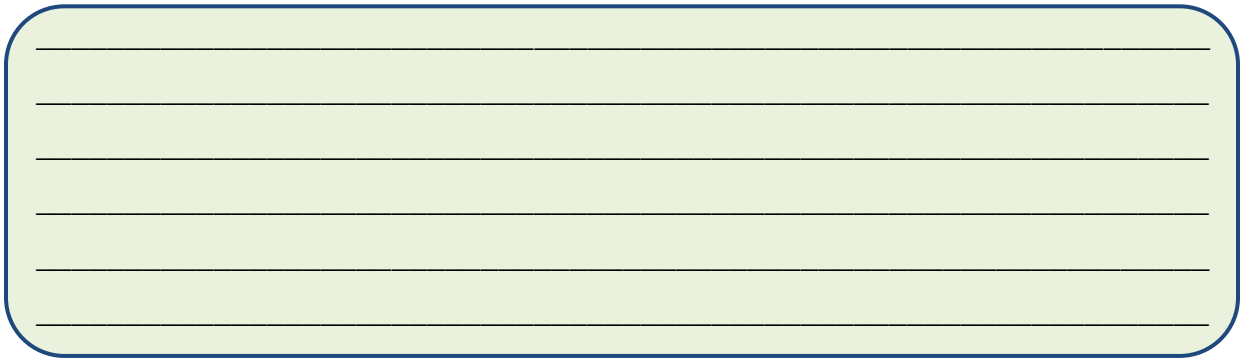
Hickory dickory dock,
The mouse ran up the clock,
The clock struck one,
The mouse ran down,
Hickory dickory dock

WRAP IT UP

I. ROUTINES: LOGICAL SEQUENCE IN PARAGRAPH WRITING

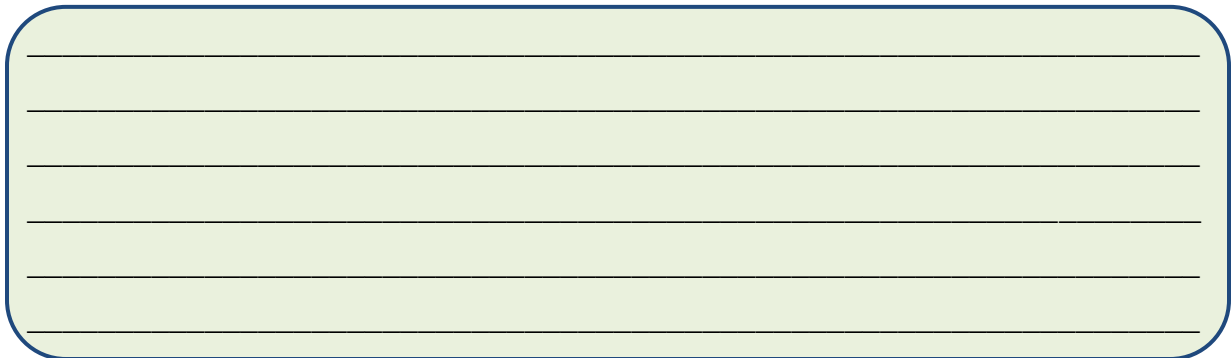
Write a paragraph about John with the following sentences. Put them in a logical sequence.

- He lives in the suburbs.
- He leaves home at 7:45 and takes the bus downtown.
- He gets up at 7:00 every morning.
- At the park, he gets another bus to his office .
- My friend, John, is a reporter, but he doesn't live near his job.
- After he gets up, he takes a shower, but he doesn't eat breakfast.
- When John gets to the office he has coffee and eats a sandwich or a doughnut.



Follow the same instructions for the next 2 paragraphs:

- Then, he takes the bus to wherever he has to go to cover an event.
- At noon, he usually has something to eat from a street stand.
- Before he starts his assignments, he looks them over and plans his day.
- At 7:00 p.m. he finishes his articles and goes home.
- At 4:00 p.m. he usually goes to a restaurant and has dinner.
- After dinner, he goes back to the office to write up his articles.



BASIC ENGLISH II

- To go home, he takes a bus.
- Then, he goes to bed at 11:00 because he feels tired.
- Before he gets home, he visits his girlfriend who lives in the same neighborhood.
- When he arrives home, he eats supper and watches TV or listens to music.
- He reads in bed before he goes to sleep.
- He usually has supper while he watches the 10:30 news.

II. DAILY ACTIVITIES: ORAL AND WRITING PRACTICE

A. Write 5 sentences about John's activities. Use **before** or **after** to form the sentences.

Example: **After** he gets up, he takes a shower.

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

B. Get into groups of 3. Interview each other about daily activities and make sentences using the information about another student in your group.

Example: In the morning, Mari gets up at 6:00. Then she takes a shower.

In the morning _____

In the afternoon _____

In the evening _____

C. Change partners and ask and answer questions about your previous partners.

III. ROUTINES

A. Write sentences about routines. Use the following verbs:

have/ clean/ make/ do/ go/ watch/ get up/ take/ study / work

Example: My husband **works** in an office.

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

B. Write negative statements about routines. Use the verbs from exercise A.

Example: My friend, Lucy, **doesn't get up** at 6:00.

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

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



Nowadays, cell phones replace date books, address books and alarm clocks for many people.

IV. LISTENING AND WRITING



A. Listen and fill in the blanks about a teacher's daily activities. Use words from the box.

up to for a at from and or out

In the morning I get ₁ _____ ₂ _____ 6 o'clock. Then I take ₃ _____ shower ₄ _____ get dressed. I have some coffee and toast and fruit ₅ _____ breakfast. I prepare lunch and go ₆ _____ school ₇ _____ 7 o'clock. I give classes ₈ _____ 8 a.m. ₉ _____ 12 o'clock; then I have ₁₀ _____ break. At one o'clock I start my afternoon classes until three o'clock. I leave school at three. Sometimes I go shopping after school ₁₁ _____ visit my parents. I usually eat dinner ₁₂ _____ home at around five o'clock. After dinner I correct

BASIC ENGLISH II

papers ¹³ _____ plan classes ¹⁴ _____ the next day. I usually go ¹⁵ _____ bed at 11 p.m.
On the weekends I go ¹⁶ _____ with friends to ¹⁷ _____ movie or ¹⁸ _____ play Bingo.

B. Write a paragraph about your daily activities. Use the previous paragraph as a guide.



C. Listen to the 4 descriptions and write the name of the person described under the picture. (Bill, John, Mary or Nancy)



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



D. Listen again to the descriptions of John and Bill and fill in the spaces.

- John is a lawyer, 1 _____ very intelligent. He works 2 _____ a law firm in 3 _____ mornings, and in the 4 _____ he teaches law at 5 _____ university. He's very organized.
- Bill is a 6 _____, but he doesn't work 7 _____ an office. He writes 8 _____ at home. He's unorganized.

V. ERROR IDENTIFICATION

In each sentence there is at least one error. Rewrite each sentence correctly.

1. They gets up at the 6:00. _____
2. Juan teacher's Mexican. _____
3. Jose is father's name's Juan. _____
4. In the night, we do our homework. _____
5. Does he works in the afternoon? _____
6. He not study at the university. _____
7. What you do at noon? _____
8. Are you live in Toluca? _____
9. It's your name José? _____
10. Are we a student? _____
11. Does he an engineer? _____
12. She has 22 years. _____
13. What's the last name of John? _____
14. The office is in Main Street. _____
15. I live on 24 Palmera Ave. _____



PROVERB



When in Rome,
do as the Romans do.

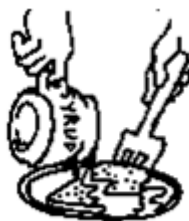
VI. HARRIET'S FRENCH TOAST RECIPE



A. Harriet is teaching Lucy and Brian how to make French toast. Listen to the recipe and write the number of the step beside the picture. Number 4 is done for you.











④

B. Follow the illustrations to write the recipe for French toast. Use the following vocabulary.

beat / melt / dip / fry / serve / a slice of bread / butter / milk / egg / syrup / bowl / frying pan

HARRIET'S FRENCH TOAST RECIPE

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

LANGUAGE REVIEW UNIT I

COMMUNICATIVE AIMS	LANGUAGE	SAMPLE LANGUAGE
Ask about and tell time	Present tense	What time is it? It's 5 o'clock. It's 10 to 9. When do you study? In the morning. In the afternoon. In the evening. At night. At noon.
Ask and talk about daily activities	Present tense, affirmative, negative, questions	What do you do at 6 a.m.? I take a shower. What does Bruce do after breakfast? He goes to work. He doesn't study.
Give and follow directions to make something	Imperative	Beat the eggs and the milk.

VOCABULARY

CONTENT WORDS		FUNCTION WORDS
Nouns	Compound Nouns	
lunch	housewife	after / past } to / of } in } time expressions at } from / to }
supper	breakfast	
morning	housework	
afternoon	bus stop	
evening	hot dogs	
night	frying pan	What } What time } question words When } Where }
bed	hair curlers	
husband	bathrobe	
wife	nightgown	
mother	washing machine	after } before } sequence words then }
father	soup bowl	
brother	handbag	
sister	wine bottle	
son	tablecloth	
daughter	school bus	
cousin	shopping cart	
slice	pine tree	
bread	alarm clock	
butter	TV set	
milk	beer cans	
egg		
syrup		
bowl		

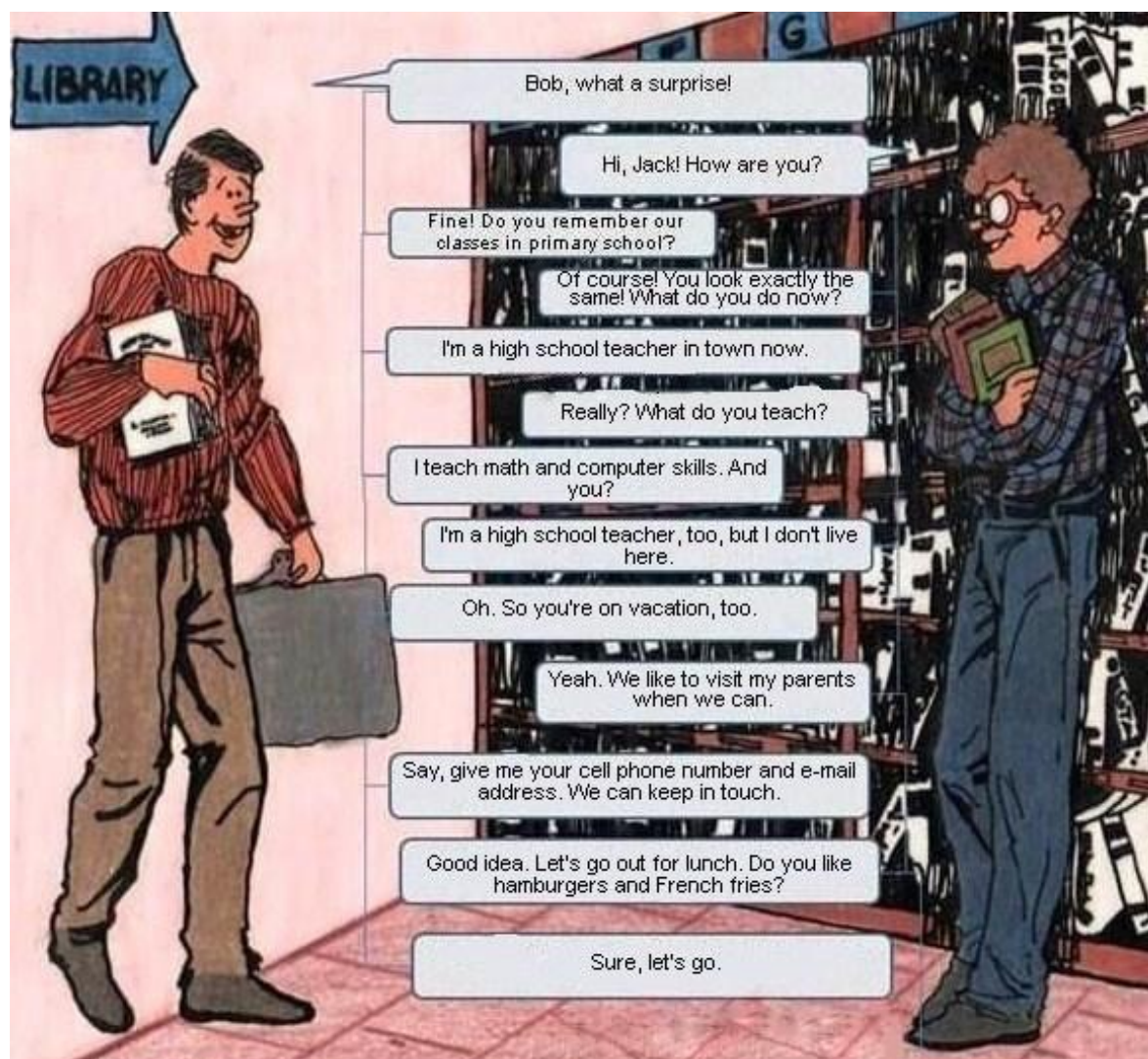
UNIT 2

WHAT DO YOU LIKE?

WHAT IT'S ABOUT (COMMUNICATIVE AIMS)

- Ask and talk about professions and occupations
Preguntar y hablar acerca de profesiones y trabajo
- Ask and talk about interests and activities
Preguntar y hablar acerca de intereses y actividades
- Ask and talk about likes and dislikes
Preguntar y hablar acerca de gustos

Listen and read.



WORK IT OUT

I. TRUE OR FALSE?

Read the dialogue on the previous page and mark these sentences true or false.

1. Bob and Jack are old friends.
2. Jack works in his home town.
3. Bob is a librarian in a high school.
4. Bob and Jack work in the same town.
5. Bob is an English teacher.
6. Bob and his wife are visiting her parents.
7. Jack likes fast food.
8. Bob doesn't have a cell phone.

TRUE FALSE

II. MATCHING SENTENCES

Match the questions on the left with the sentences on the right.

1. What do you do? _____	a) I like tomatoes.
2. What's your favorite vegetable? _____	b) Yes, I am.
3. Do you like to read? _____	c) No, they aren't.
4. What's in the picture? _____	d) I'm a journalism student.
5. Is Jack's sister a lawyer? _____	e) Yes, I do.
6. Are you a journalism student? _____	f) Yes, there are some.
7. Are Fred and Jane married? _____	g) No, he doesn't.
8. Does Sally always work from 8 to 5? _____	h) There are a lot of people.
9. Are there any messages on your phone? _____	i) Yes, she is.
10. Does John like Chinese food? _____	j) No, she doesn't.

III. FOLLOW INSTRUCTIONS

Choose the sentence that corresponds to each instruction.

1. Talk about interests.
 - a) I get up at 8 o'clock.
 - b) I work from 10 to 6.
 - c) I like my English class.
2. Ask about interests.
 - a) Do you like to dance?
 - b) Do you eat breakfast?
 - c) Are you a doctor?
3. Ask about activities.
 - a) Do they like sports?
 - b) Are you an accountant?
 - c) Is Mary tall?
4. Talk about activities.
 - a) She always exercises.
 - b) He likes classical music.
 - c) I'm a civil engineer.
5. Talk about occupations.
 - a) Tell him your I.D. number.
 - b) I watch TV. at night.
 - c) There are two doctors in my class.
6. Ask about occupations.
 - a) Do you work on Fridays?
 - b) Are you a librarian?
 - c) Is the teacher in the room?
7. Talk about your favorite food.
 - a) I like chocolate.
 - b) I like to play soccer.
 - c) I like cars.
8. Ask about what others like to do.
 - a) Does your friend like ice-cream?
 - b) Does Susan like to cook?
 - c) Do they like classical music?

IV. OCCUPATIONS, INTERESTS AND ACTIVITIES

A. Match the two columns.

- | | |
|-------------------------------|-----------------------------------|
| 1. factory workers _____ | a) work in a customs office. |
| 2. movie directors _____ | b) repair televisions. |
| 3. TV repairmen _____ | c) do the housework. |
| 4. housewives _____ | d) work in banks. |
| 5. customs officers _____ | e) act in theaters. |
| 6. bankers _____ | f) work in factories. |
| 7. truck drivers _____ | g) drive trucks. |
| 8. actors and actresses _____ | h) study at school. |
| 9. students _____ | i) direct movies. |
| 10. newspaper reporters _____ | j) write articles for newspapers. |

BASIC ENGLISH II

B. Complete the sentences with the words from the appropriate box.

SUBJECT	VERB	COMPLEMENT
scientists mechanics businessmen	like	books/ politics/ patients /cars/ music/ numbers/ food/ students/ math
actors writers chefs mathematicians	like to	act/ repair cars/ write/ play musical instruments/ discover things/ cure sick people/

Examples:

Mechanics like cars. They like to repair cars.

Writers like to write. They like books.

1. _____ like to add, subtract, multiply and divide. They like _____.
2. Teachers _____ teach. They _____ their students.
3. _____ cook. They like _____.
4. _____ like business. They _____ make money.
5. Musicians like to _____. They like _____.
6. _____ like the theater. They like to _____.
7. Politicians like _____. They _____ solve problems.
8. _____ like experiments. They like to _____.
9. Doctors like their _____. They like to _____.



THINK

¿Cuándo se usa **like** sin **to**?

¿Cuándo se usa **like to**?

V. ALWAYS, USUALLY, SOMETIMES, HARDLY EVER, NEVER

Complete the sentences with one of the following words.

 always
  usually
  sometimes
  hardly ever
  never

1. Schools in Mexico are _____ closed on September 16.
2. There is _____ a lot of traffic during the rush hour.
3. Politicians are _____ honest.
4. There is _____ snow on Popocatepetl.
5. There are _____ a lot of tourists in Acapulco during spring break.
6. Banks are _____ open on January 1st.
7. It _____ rains in Mexico City in June.
8. I _____ have eggs for breakfast.
9. Diplomats _____ like politics.
10. Children _____ go to school five days a week.



THINK

¿Las palabras que indican frecuencia (*always, usually, sometimes, hardly ever, never*) se colocan antes o después del verbo *be*?

¿Dónde se colocan estas palabras cuando se usan otros verbos?



NOTE

Any: significa **ningún/o/a**, en oraciones negativas. Significa **algo** en oraciones interrogativas. No se usa en oraciones afirmativas.

Some: Significa **algunos/as**.

A lot of: Significa **mucho/s/o/as**.

Examples: Are there any full-time students in your class?

Yes, there are. or No, there aren't.

There are a lot of math teachers in my class.

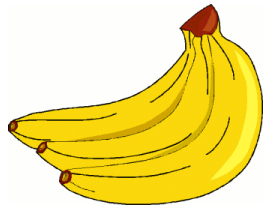
There are some art teachers, but there aren't any history teachers.

VI. FOOD

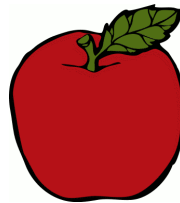
A. Look at the pictures of food and drink and match them to the words in the boxes.
Write the name under the food or drink.

FRUIT

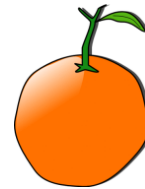
apple bananas orange



1. _____



2. _____



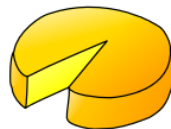
3. _____

DAIRY PRODUCTS

ice cream milk cheese



1. _____



2. _____



3. _____

DRINKS

beer juice wine coffee tea



1. _____



2. _____



3. _____



4. _____



5. _____

VEGETABLES

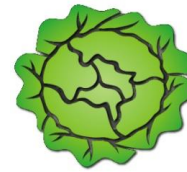
squash lettuce onion green beans carrot tomato



1. _____



2. _____



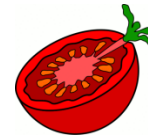
3. _____



4. _____



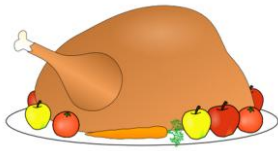
5. _____



6. _____

PROTEINS

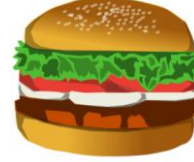
fish chicken hamburger egg meat



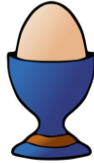
1. _____



2. _____



3. _____



4. _____



5. _____

CARBOHYDRATES

bread cookies potato corn French fries rice pasta cake



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

B. Practice the pronunciation of the food words. Repeat after your teacher.

VII. THERE IS/THERE ARE

Match the two columns.

- | | |
|---|-------------------------|
| 1. There are a lot of doctors _____ | a) in the office. |
| 2. There is a teacher _____ | b) in the theater. |
| 3. There are some vegetables _____ | c) in the cup? |
| 4. There is a computer _____ | d) in the hospital. |
| 5. Are there any refrigerators _____ | e) in the patrol car. |
| 6. There are some actors _____ | f) in the refrigerator. |
| 7. There aren't any police officers _____ | g) in the kitchen? |
| 8. Is there any coffee _____ | h) in the classroom |

TRY IT OUT

I. PRONUNCIATION

A. Look at the following list of words. What do they have in common?



student
stop
state
study
Spanish
speak

specialist
sports
squash
school
skills
snack

Many English words begin with an /s/ sound followed by one or more consonants and they are sometimes hard to pronounce because they don't exist in Spanish.

To pronounce them correctly, extend the sound of the initial /s/ and then pronounce the next consonant quickly, like this:



/s:sss/tudent



/s:sss/peak



/s:sss/chool



B. Listen to the following words and practice pronouncing them.

/ssss/tudent - student	/ssss/pecialist - specialist
/ssss/top - stop	/ssss/ports - sports
/ssss/tate - state	/ssss/quash - squash
/ssss/tudy - study	/ssss/chool - school
/ssss/panish - Spanish	/ssss/kills - skills
/ssss/peak - speak	/ssss/nack - snack

Do you know what all the words mean?

II. ASK ABOUT ACTIVITIES

With your partner, ask and answer questions like these:

Do you	{	read the newspaper ?	Uh- huh/ Yeah/ Yes, I do or Uh-uh/ No, I don't.
		watch TV ?	
		go to the movies ?	
		eat hamburgers?	

If your partner answers in the affirmative, ask **WHEN**.

Example:

You: Do you go to the movies?

Your partner: Yes, I do.

You: When?

Your partner: On the weekends./ On Friday night./ I sometimes go on Friday nights.

III. WHAT DO YOU THINK?

Complete these sentences about your English class with one of these words:

always usually sometimes hardly ever never

1. My classmates _____ do their homework.
2. I _____ like my English class.
3. There is _____ someone in the class that knows the answer.
4. We _____ learn a lot of things in our class.
5. I _____ like to do my homework.

BASIC ENGLISH II

6. My teacher _____ explains the lessons.
7. I _____ bring my English book to class.
8. My English class is _____ at 9 a.m.

IV. MEET MY FAMILY

In pairs, ask and talk about your families (mother, father, brothers, sisters, son, wife, etc.). Talk about their occupations, interests and activities (use *always*, *sometimes*, etc.). Then complete the paragraphs below about someone in your family and someone in your partner's family.

1. My _____'s name is _____. He/she likes _____
and he/she likes to _____.
2. (partner's name) _____'s _____'s name is _____.
He/she likes _____ and he/she likes to _____.

V. GUESS WHO?

A. Choose the two descriptions that best describe pictures 1 and 2.

1. _____



a) Jane is a secretary. She works in an office from 9 to 5 every day. She uses the computer and answers the telephone. She likes her boss and her job.

b) Paula is a housewife. She gets up early and takes her children to school. Then she cleans the house and prepares the meals. She doesn't like to do housework, but she loves her husband and children.

BASIC ENGLISH II

2. _____



c) Karen works in a clothes factory. She works from 8 a.m. to 5 p.m. six days a week. She doesn't like her job, but she needs the money.

d) Martha is a university student. She is an education major, and she works part time at an elementary school. She loves to teach.

e) Sally is a businesswoman. She works in a transnational business that has offices in London, New York and Mexico City. She likes to travel.



B. Listen to the descriptions of Mary and Frank. Decide which picture is Mary, and which one is Frank, and write their names under their pictures.



1. _____

2. _____

3. _____

4. _____

C. Look at the pictures in part A that **aren't** Mary and Frank.

Write a description about **one** of the pictures (include name, occupation, interests, activities) and read it to your partner.

VI. ASK ABOUT YOUR CLASSMATES

Write a question for each of the answers below.

Examples:

Do your classmates speak French? No, they **don't**.

Are your classmates teachers? Yes, they **are**.

1. _____? No, he doesn't.
2. _____? Yes, he is.
3. _____? No, she isn't.
4. _____? Yes, she does.
5. _____? No, they aren't.
6. _____? Yes, they do.
7. _____? No, he isn't.
8. _____? Yes, he does.
9. _____? No, she doesn't.
10. _____? Yes, she is.

POLISH IT UP

I. FREQUENCY ADVERBS AND WORD ORDER

SEE A11

Complete these sentences with the verb indicated and a frequency adverb.

1. A newspaper reporter _____ in an office.
(work)
2. Politicians _____ lawyers.
(be)
3. Secretaries _____ from 9 to 5.
(work)
4. There _____ pollution in Mexico City.
(be)
5. A vegetarian _____ meat.
(eat)

BASIC ENGLISH II

6. Factory workers _____ early.
(get up)
7. My daughter _____ classes on December 20th.
(have)
8. It _____ in Mexico City in January.
(rain)
9. Law students _____ history.
(study)
10. An education major _____ a teacher.
(become)

II. ENGLISH/SPANISH CONTRAST

Look at the charts. What differences do you notice between English and Spanish? Discuss the differences, and write your observations below each chart.

A. THERE IS/ THERE ARE	HAY
There is a doctor in my class.	Hay un doctor en mi clase.
Are there two windows in the classroom?	¿Hay dos ventanas en el salón de clase?
There aren't any lawyers in my class.	No hay abogados en mi clase.
There isn't a wastebasket in the room.	No hay un cesto de basura en el cuarto.
Is there a blackboard on the wall?	¿Hay un pizarrón en la pared?

B. ANY/ SOME/ A LOT OF	NINGUNO/ ALGUNO/MUCHO (A/AS/OS)
Do you have any brothers and sisters?	¿Tiene(s) hermanos?
There isn't any milk in the refrigerator.	No hay leche en el refrigerador.
Are there any books in the box?	¿Hay (algunos) libros en la caja?
There are some pens in the bag.	Hay algunas plumas en la bolsa.
A lot of people study English.	Mucha gente estudia inglés.
There are a lot of women in my class.	Hay muchas mujeres en mi clase.

III. VOCABULARY: FOOD

A. Put the letters in order to form the name of the foods below.

- | | |
|--------------------|----------------------|
| a. dovaoca _____ | f. lmspu _____ |
| b. npelapeip _____ | g. fufmin _____ |
| c. elmno _____ | h. presga _____ |
| d. arpe _____ | i. fracuiwolel _____ |
| e. rsihpm _____ | j. kapcena _____ |

B. Write the words under the picture.



1. _____



2. _____



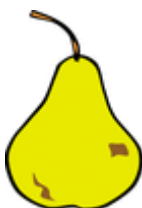
3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____

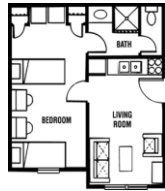
C. Practice pronouncing the words.

IV. NEWSPAPER ADS

A. Look at the pictures and write what you think the abbreviations mean.



1. studio apt



2. 1 bdrm apt



3. 24 hr sec grd



4. frig



5. stv



6. sch



7. unf house t



8. furn house



9. pub trans



10. smkt

B. Newspapers generally have a classified section where you can find houses and apartments for rent or sale. Look at the ads and decide which one would be the best home for the person/s described below.

<p>1. UNF HOUSE 3 bdrm, sch near, big yard, pets OK 5373 2370</p>	<p>_____ A single woman works as a secretary and lives alone. Sometimes she is afraid. She has no furniture. She doesn't have pets or a car</p>
<p>2. FURN HOUSE 3 bdrm, near pub trans, quiet 5373 1188</p>	<p>_____ A married couple has one 10 year old child. They have furniture. They like to swim.</p>
<p>3. FURN STUDIO APT 24-hr sec grd, stv/frig, near pub trans and smkt, no pets 5373 5828</p>	<p>_____ Three single men are students. They always study hard. They don't have furniture. They don't have cars.</p>

BASIC ENGLISH II

4. UNF APT

2 bdrm, stv/frig, w/pool,
near sch
5373 1481

_____ A married couple has four sons. They have furniture and two dogs.

5. FURN APT

2 bdrm, stv/frig, garage,
no pets, near mall
5373 1689

_____ A young teacher is single. He has no furniture. He has a car. His parents and girlfriend plan to visit frequently.

- C. Make sentences with **there is**, **there are**, the words in the box, and the number of the ad.

Example: **There is a refrigerator in numbers 3, 4 and 5.**

3 bedrooms stove big yard pool garage 2 bedrooms security guard

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

V. LISTENING FOR REDUCED FORMS



Listen to the text and complete the sentences using words from the box. Practice reading the text out loud.

is of in at he to a/an the his for and or



James Watson 1 _____ 2 _____ economist. He writes 3 _____ column 4 _____
5 _____ editorial section 6 _____ 7 _____ local newspaper 8 _____ 9 _____ also
teaches economics 10 _____ 11 _____ university 12 _____ 13 _____ afternoons.
James gets up 14 _____ about 6 o'clock every day. He always runs two 15 _____

BASIC ENGLISH II

three miles before breakfast, then 16 _____ reads for 17 _____ couple 18 _____ hours. He usually gets 19 _____ 20 _____ office 21 _____ ten. He works until one 22 _____ one-thirty then 23 _____ goes 24 _____ 25 _____ restaurant 26 _____ lunch. 27 _____ 28 _____ afternoons, he goes 29 _____ 30 _____ university 31 _____ then 32 _____ usually goes home after 33 _____ classes.

VI. WORD ORDER

Put the words in the correct order to make sentences.
Remember that a question mark is used after a question.

1. never/ up/ Paul/ before/ seven/ gets/ o'clock/.

2. you/ go/ movies/ do/ to/ the/ often/?

3. students/ a/ there/ class/ my/ in/ of/ are/ lot/.

4. likes/ play/ Nancy/ to/ tennis/.

5. any/ education/ there/ in/ class/ the/ are/ majors/ ?

6. daughter/ to / foreign/ likes/ languages/ study/ Jack's/ .

7. hardly ever/ watch/ and/ Bob/ I/ TV/ .

8. always / work/ does/ eight/ five/ Mary/ from/ to?



PROVERB

Too many cooks
spoil the broth.



RHYME

Jack Sprat could eat no fat,
His wife could eat no lean,
And so, between the two of them
They licked the platter clean.



VII. VIEWING, READING AND RESPONDING

A. Look at the title, the picture and the logo at the bottom of the text. Choose the option to complete the following sentences.

- 1. This text is probably
 - a) an advertisement
 - b) an article in a newspaper
 - c) a news story
- 2. The text is probably for
 - a) men only
 - b) women only
 - c) both men and women
- 3. It is probably about
 - a) professions
 - b) companies
 - c) shoes
- 4. IBM is an abbreviation for International Business Machines. The logo at the bottom is
 - a) about an IBM typewriter
 - b) for IBM employees
 - c) propaganda for IBM

B. Read the text*.

GUESS WHICH ONE WILL BECOME AN ENGINEER?



As things are now, it is not difficult to guess, because almost always, he is encouraged to study math and science. She isn't. Whatever the reason for this discrepancy, it is unfortunate because it affects women's career opportunities and limits their contributions to society.

Only 4% of all engineers are women. Only 13.6% of all math and science Ph. D.'s are women.

IBM supports many programs designed to strengthen women's skills in these and other areas. This support includes money for pre-college programs in engineering, money for science programs at leading women's colleges, and money for doctoral programs in physics, computer science, mathematics, chemistry, and engineering.

We like to support programs like these; because we all have a lot to gain with men and women on equal footing.



* from an IBM ad in the 1980s

BASIC ENGLISH II

C. Complete the exercise after you read the text.

1. Look at the words **he** and **she** in the first and second lines of the text.
 - a) **He** refers to _____
 - b) **She** refers to _____
 - c) Who usually studies math and science? _____
2. *Ph.D* is an abbreviation for Doctor of Philosophy. A Ph.D is
 - a) a pre-college program
 - b) an undergraduate degree
 - c) a post-graduate degree
3. The text refers to programs for women. Are these programs in the area of science or humanities? _____.
4. There are some words in English that look similar to words in Spanish, but have a different meaning. These words are called **false cognates**. From the context, choose the Spanish equivalent of these false cognates.

encourage	=	a) dar coraje	b) fomentar	c) encontrar
career	=	a) carencia	b) carrera	c) profesión
support	=	a) soportar	b) apoyar	c) ofrecer
5. Underline the words in the text that look similar and have the same meaning in English and Spanish. These words are called **cognates**.
6. List the areas of study mentioned in the text and write the profession that corresponds to them.

AREAS OF STUDY

PROFESSION

- | | | |
|----|-------|-------|
| a. | _____ | _____ |
| b. | _____ | _____ |
| c. | _____ | _____ |
| d. | _____ | _____ |
| e. | _____ | _____ |
| f. | _____ | _____ |

7. Write TRUE or FALSE according to the text.
- a. Ninety-six percent of all engineers are men. _____
 - b. A lot of women study Ph.D.'s in math and science. _____
 - c. There aren't many women Ph.D.'s in math and science. _____
 - d. IBM promotes math and science programs for women. _____

WRAP IT UP

I. SENTENCE GAME

Match the two columns.

- | | |
|----------------------------------|---------------------------------|
| 1. John sometimes works in _____ | a) 6:30 |
| 2. Do Daniel and _____ | b) works in an office. |
| 3. It hardly ever _____ | c) a pineapple on the table. |
| 4. There are a lot of _____ | d) every day at the university. |
| 5. I usually get up at _____ | e) the evenings. |
| 6. Barbara studies English _____ | f) eggs in the refrigerator. |
| 7. Bob likes to _____ | g) rains in the desert. |
| 8. There is _____ | h) hamburgers? |
| 9. A secretary _____ | i) Frank study accounting? |
| 10. Does Mike like _____ | j) play football |

PROVERB



A watched pot never boils!

A cartoon-style illustration of a green teapot with steam rising from its spout, set against a light purple background within a rounded rectangular frame.

II. FIND THE OCCUPATIONS

Complete the sentences in pairs and find the occupations in the puzzle.

Backwards:

1. An _____ works in theaters and movies.
2. A person who performs magic is a _____.
3. A _____ knows a lot about physics.
4. A _____ studies the law.

Down

1. A _____ works in a factory.
2. Someone who fixes teeth is a _____.
3. A chemistry major becomes a _____.
4. A _____ studies science.
5. A person who heads a consulate is a _____.
6. A _____ likes politics.
7. A _____ sings.

Across

1. A _____ writes letters and operates office equipment.
2. A person who studies accounting becomes an _____.
3. A person who writes for a newspaper is a _____.
4. A _____ writes books.
5. Someone who sells things in a store is a _____.
6. A _____ directs movies.
7. A person who studies social behavior is a _____.
8. A _____ likes to teach.
9. A _____ drives a patrol car.
10. A _____ has technical skills.

BASIC ENGLISH II

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

III. PARAGRAPH WRITING

	LAST NAME	OCCUPATION	INTERESTS (likes/likes to)	ACTIVITIES
Kathy	Smith	housewife	classical music, dance	takes care of children does housework
Patty	Clark	librarian	foreign languages, read	works in the mornings studies at night
George	Lang	mechanic	cars, watch TV	works from 9 to 5 watches TV in the evenings
Peter	Sanders	judge	politics, play soccer	practices law teaches at the university

A. Read the following paragraph.

Patty Clark is a librarian. She likes foreign languages and she likes to read. She works in the mornings and studies at night.

B. Write two paragraphs about two different people. Follow the example.



PROVERB



The way to a man's heart
is through his stomach.

IV. CANDY PUZZLE

Read the text and answer the questions at the end. Draw arrows on the plan to show where the bag goes.



A Bag of Candy

John has a bag of candy. He opens up the bag and counts out all the pieces of candy in it. There are thirty-five. He eats one and gives the bag to Peter. Peter takes out a piece and gives the bag back to John. John takes the bag over to Mary. She picks out two green ones and passes the bag to Sam. Sam doesn't like green, but he likes red, so he takes three red ones. Mike takes

the bag away from Sam. He throws the bag over to Linda, but it falls on the floor. Two pieces of candy fall out and Linda picks them up. Then she takes out six more pieces of candy and passes the bag to Tom. Tom passes it up to Sue. She takes out 5 for herself and gives 3 more to Tom. Sue hands the bag over to the only person who never touched the bag of candy.

1. Who has the bag of candy now? _____
2. How many pieces of candy are there in the bag now? _____

FRONT OF CLASSROOM		
John	Peter	Mary
Rose	Sue	Sam
Linda	Tom	Mike
BACK OF CLASSROOM		

V. ERROR IDENTIFICATION

These sentences are incorrect. Make the necessary corrections.

1. We do our homework in the night. _____
2. Does he always works in the mornings? _____
3. He doesn't studies architecture. _____
4. What you do in the afternoons? _____
5. Do they accounting majors? _____
6. University students have always a lot of homework. _____
7. Bob he hardly ever watch TV. _____
8. Sally doesn't never do housework. _____
9. Is there blackboard in your class english? _____
10. There are a lot people in banks usually. _____

VI. WHO'S WHO?

Read the six sentences below and fill out the chart. Use a check (✓) if the information corresponds to the name, and a cross (✗) if it doesn't. Determine each person's last name and occupation.

FIRST NAMES: Sandy, Chris, Frank, Peter, Sam

LAST NAMES: Davis, Brown, Wilson, Miller, Smith

OCCUPATIONS: engineer, lawyer, teacher, accountant, student

1. Frank Miller isn't an accountant or a student.
2. Sandy doesn't study. .
3. Sam, (not Smith or Wilson), is not a student or a lawyer or an accountant.
4. Mr. Wilson has a degree in education. Peter is in one of his classes.
5. Mr Brown, who isn't an engineer, is a friend of Sam's.
6. Sandy and Frank live near Mr. Smith. They don't live near Mr. Wilson.

	engineer	lawyer	teacher	account- ant	student	Davis	Brown	Wilson	Miller	Smith
Sandy										
Chris										
Frank										
Peter										
Sam										

VII. PLANNING A PARTY

Jack's wife, Jane, and Bob's wife, Betty, are planning a surprise party for their husbands. Each one has different food for the party.

- A. Work with a partner. One is Jane and one is Betty. Find out what your partner has. Mark the food you **need to buy** with an **X**. DO NOT LOOK AT YOUR PARTNER'S INFORMATION.

Examples: Jane: Do you have any milk?

Betty: Yes, I do

Betty: Do you have any beans?

Jane: No, I don't



Jane, Jack's wife

HAS	DOESN'T HAVE	NEED TO BUY
2 onions	fish	X
4 potatoes	carrots	
wine	milk	
meat	corn	
cookies	lettuce	
cheese	oranges	
beer	pasta	

HAS	DOESN'T HAVE	NEED TO BUY
7 carrots	cheese	
3 apples	beans	X
milk	wine	
3 squash	chicken	
pasta	cake	
bread	coffee	
ice-cream	onions	



Betty, Bob's wife

BASIC ENGLISH II

- B. Compare your list with your partners' and make one list. Call the supermarket to order what you need to buy. Student A is Jane and student B is the salesperson.

Follow the example:

Jane: Hello? Is this *(name of supermarket)*?

Salesperson: Yes. Can I help you?

Jane: Yes, I need to order some food.

Salesperson: What do you need?

Jane: I need some *(food)* and *(food)* and *(food)*.

Salesperson: What is your name?

Jane: _____

Salesperson: What is your address?

Jane: It's _____

Salesperson: We only accept cash.

Jane: That's fine.

Salesperson: Someone will deliver the food in half an hour.



PROVERB



All work and no play,
makes Jack a dull boy.

LANGUAGE REVIEW UNIT 2

COMMUNICATIVE AIMS	LANGUAGE	SAMPLE LANGUAGE
Ask and talk about interests and activities	Present tense questions with like + noun and like to + verb	Do you like TV? Does he like to eat?
	Present tense question	Do you get up early? Does she eat fruit? Do you have any milk?
	There is/are	Yes, there is some.
	Frequency adverbs	I always get up late. We never eat meat.
	Yes/ No answers (frequency adverbs)	Yes, sometimes. No, hardly ever.
Ask and talk about occupations	Present tense question	Are you a teacher? Are there any doctors in your class?
	There is/are (any/some/a lot of)	There are some dentists in my family. There are a lot of actors in my class.
Ask and talk about likes and dislikes	Present tense	Do you like cake? He doesn't like milk Liz likes ice-cream.

VOCABULARY

NOUNS		VERBS	OTHER WORDS
<p>PROFESSIONS / OCCUPATIONS: journalist lawyer mathematician actor, actress housewife, etc.</p> <p>FOOD:</p> <p>Fruit: apple orange banana avocado lemon grapes pineapple pear plums</p> <p>Vegetables: tomato onion squash carrot lettuce beans cauliflower</p> <p>Carbohydrates bread rice pasta muffin pancake corn cookies /cake French fries potatoes</p>	<p>FOOD:</p> <p>Proteins: hamburger meat chicken fish eggs shrimp</p> <p>Liquids: tea coffee juice water</p> <p>Dairy products: ice-cream milk cheese</p>	<p>like (+ noun) like to (+ verb) there is there are act drive direct repair eat prefer deliver accept</p>	<p>any some a lot of</p> <p>ADVERBS always usually sometimes hardly ever never</p>

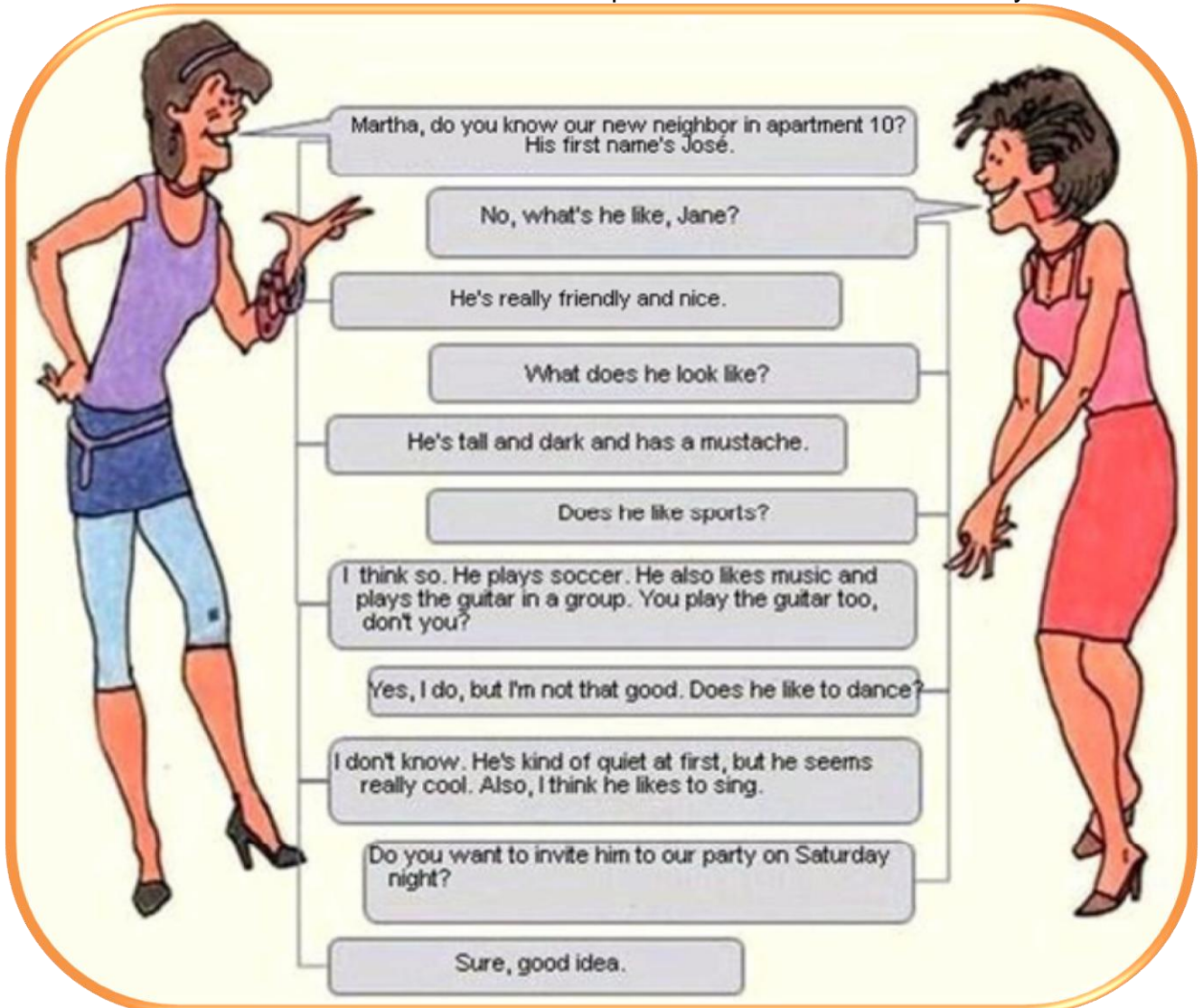
UNIT 3

WHAT ARE YOU LIKE?

WHAT IT'S ABOUT (COMMUNICATIVE AIMS)

- Ask about and describe people and places
Preguntar acerca de gente y lugares y describirlos
- Ask and talk about what people are like
Preguntar y hablar acerca de cómo es la gente
- Invite someone to do something
Hacer invitaciones
- Accept/reject invitations
Aceptar/rechazar invitaciones
- Ask for confirmation of an opinion
Pedir confirmación de una opinión

Listen and read: Martha and Jane share an apartment in order to save money. .





NOTE

What's he like? = ¿Cómo es (él)? (carácter)

What does he like? = ¿Qué le gusta (a él)?

What does he look like? = ¿Cómo es (él)? (físicamente)

WORK IT OUT

I. TRUE AND FALSE

	TRUE	FALSE
1. Jane knows José		
2. José is blonde.		
3. José doesn't play an instrument.		
4. José is short.		
5. Martha plays the guitar professionally.		

II. TAG QUESTIONS

1. She's a teacher, _____	a) isn't he?
2. Pedro's serious, _____	b) are they?
3. Mary doesn't work, _____	c) do they?
4. Susan and Kathy don't sing, _____	d) doesn't he?
5. Mom and I are easy-going, _____	e) isn't she?
6. You are 18, _____	f) aren't there?
7. Paul plays soccer, _____	g) aren't we?
8. You have a car, _____	h) don't you?
9. Tom and Bill aren't serious, _____	i) does she?
10. There are 15 students in your class, _____	j) aren't you?

III. MATCHING

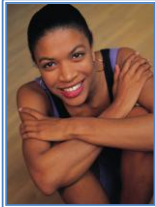
Match the drawing and the description. Write the number beside the picture.



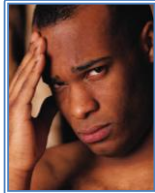
a. _____



b. _____



c. _____



d. _____



e. _____



f. _____



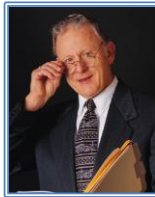
g. _____



h. _____



i. _____



j. _____

1. The man has glasses.
2. He's a tall man.
3. The man has a long nose.
4. She's a heavy woman.
5. He has dark skin.
6. He's a thin man.
7. She has very short hair.
8. She's a short woman.
9. She has long hair.
10. He has a beard.

IV. WORD GROUPS

Mark the word that does not belong.

1. tall/ short/ heavy/ happy
2. mustache/ beard/ hair/ nose
3. ears / eyes/ nose/ glasses
4. handsome / beautiful/ intelligent/ good-looking
5. thin/ heavy/ lazy/ tall

V. LIKE

Choose the correct answer.

1. What do you like to do?
 - a) I am easy going.
 - b) I like to swim.
 - c) I like TV.
2. What does he look like?
 - a) He's intelligent.
 - b) He's tall and thin.
 - c) He likes to read.
3. What's her brother like?
 - a) He's lazy.
 - b) She's nervous.
 - c) He's tall.
4. What is she like?
 - a) He likes TV.
 - b) He's nice.
 - c) She's a nice person.
5. What does she like?
 - a) She's intelligent.
 - b) She likes ice cream.
 - c) She has long hair.
6. Do you want to go to the movies?
 - a) Yes, he does.
 - b) Sure, that's a good idea.
 - c) No, you don't.

VI. QUESTION WORDS

Choose the correct question word to fill in the blanks.

What/ Where/ Why/ How old/ How many/ What time/ When

1. _____ is your English class? At 9 o'clock.
2. _____ do you study English? Because I like foreign languages.
3. _____ brothers and sisters do you have? One brother and two sisters.
4. _____ does your brother live? In the United States.
5. _____ is your cousin's address? 91 Sor Juana Inés St.
6. _____ students in the class like music? Ten.
7. _____ chairs are there in the classroom? Fifteen.
8. _____ is your next vacation? In December.
9. _____ is your sister? Thirty-three.
10. _____ do you have your English class? In room 13008.

VII. DESCRIBING PEOPLE

Classify the list of features under PERSONALITY or PHYSICAL APPEARANCE.

tall nervous blue eyes easy-going nice busy dark lazy sincere
a long nose intelligent thin happy big ears light calm sad
enthusiastic


PERSONALITY (What's he/she like?)	PHYSICAL APPEARANCE (What does he/she look like?)



PROVERB

You can't judge
a book by its cover.



 All cats are grey
in the dark.

TRY IT OUT

I. PRONUNCIATION

A. Tag questions

Look at the way you ask for confirmation of something you think is correct or you are not sure of. The intonation changes in both of these. For confirmation of something you think is correct, the intonation goes down in the tag question:

Examples:

You're an economics student, aren't you?

They don't study, do they?

For confirmation of something you're not sure of, the intonation goes up in the tag question:

Examples:

You're an economics student, aren't you?

They don't study, do they?

B. Complete the following sentences with the correct question tag. Then listen as your teacher reads each sentence, and mark the intonation you hear. (————— or —————)

1. He's intelligent, _____?
2. Mary and Susan study at the university, _____?
3. Bob likes to play tennis, _____?
4. They don't like to dance, _____?
5. Ralph does his homework, _____?
6. Sheila is an excellent doctor, _____?
7. They don't always go to class, _____?
8. John and Tom aren't policemen, _____?
9. The girls don't get up at 6:00 a.m., _____?
10. Martha is really tired, _____?

BASIC ENGLISH II

- C. Use the adjectives in Exercise VII, page 75 to make up positive and negative sentences about famous people. Use a tag question at the end. Take turns. Each person in the group makes 5 sentences.

Examples:

Luis Miguel is handsome, isn't he?

Shreck isn't a happy ogre, is he?

The president has black hair, doesn't he?

II. FIND SOMEONE WHO










Write questions for each item using "Do you _____?" or "Are you _____?" Write the name of the person who replies affirmatively. Don't ask the same person two consecutive questions. The first person to get names for all of the questions wins the game.

FIND SOMEONE WHO:	QUESTION	NAME
1. likes classical music		
2. likes to play the guitar		
3. is easy-going		
4. gets up at 5 o'clock		
5. likes to cook		
6. likes hamburgers		
7. lives in an apartment		
8. has two brothers and one sister		
9. has a Volkswagen		
10. plays the piano		
11. goes to bed at 9:00		
12. watches the news on TV		
13. listens to the news on the radio		
14. likes wine		
15. makes cookies		
16. is married		
17. exercises		
18. is in his/her thirties		
19. has eggs for breakfast		
20. likes vampire movies		

III. DATING

A. Read the text.

BLIND DATE PHONE CALLS

CALLER	DESCRIPTION GIVEN	FANTASY	REALITY
	<p>Would you like to know what I look like? First of all, I have long, dark hair that hangs down my back, large brown eyes and little freckles on my nose. Also (ha, ha), at the beach, guys always tease me about my unique figure.</p>		
	<p>Okay, I'll tell you what I look like. Let's see. I'm very tall and I have an athletic type build, at least, my mother says so. I have a classic nose, and dark brown hair and penetrating eyes. I also have wide shoulders.</p>		
	<p>What do I look like? That's a hard question to answer. I usually wear my hair down, but sometimes I pull it back. I have exotic deep blue eyes, a Roman nose with an expressive mouth and dimples. It's my smile that people remember!</p>		

BASIC ENGLISH II

B. Write 10 affirmative statements with tag questions and 10 negative statements with tag questions. Use the information about the 6 people in the pictures.

Examples: Henry is bald, isn't he?

Kevin isn't short, is he?

Susan doesn't smoke, does she?

GUS



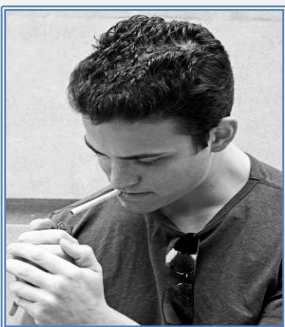
is a hard worker
has little education
likes children
is kind of chubby
is kind
is patient
loves TV
likes to cook

HENRY



is always happy
likes to read
has health problems
doesn't work
has a drinking problem
is well educated
is rich
is bald
is religious

KEVIN



is tall
is sexy
is honest
smokes too much
likes sports
likes all women
doesn't want children
likes music and dancing
is handsome

MARCY



is 30 years old
is a bad cook
is artistic
is jealous
has beautiful eyes
likes whiskey
doesn't listen

SUSAN



is a successful businesswoman
smokes cigars
is a good cook
is always happy
doesn't want children
is well-educated
is intelligent
likes to read
likes to travel

LAURA



loves children
likes housework
is beautiful
is quiet and serious
has big eyes
likes nature
is blonde
likes sports

BASIC ENGLISH II

Affirmative Sentences

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

Negative Sentences

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

BASIC ENGLISH II

C. With a partner, talk about the people in the pictures using tag questions.

Example: Laura likes housework, doesn't she?
Gus doesn't have brown hair, does he?

In your opinion, which two people should go out on a date?

IV. LISTENING: BLIND DATE SERVICE



A. Listen to the information and fill in the spaces for the 2 people you heard interviewed.

INFORMATION	BOB	IRMA	JOE	LEE
LAST NAME				
BIRTHPLACE				
AGE				
OCCUPATION				
RESIDENCE				
FREE TIME ACTIVITIES				

B. With a partner from the other group, fill in the information you need by asking questions.

C. Decide who would be the best blind date for Irma.



PROVERB

Save it for
a rainy day.



V. LIKES AND INVITATIONS

Ask a partner if s/he likes the things or activities mentioned. If s/he answers affirmatively, invite him/her to a place where s/he can enjoy the thing or activity. Mention when or what time.

Example: A: Do you like pizzas?
B: Yes, I do.

A: Do you want to go for pizza on Friday night?*

B: Sure. That's a good idea.

THINGS:

hamburgers
ice cream
tacos
Mexican food
hot dogs
dolls
dogs
cats
horses
flowers
fruit
desserts
the theater
the movies
the circus
the ballet

ACTIVITIES:

read { books
newspaper
magazines
ride bicycles
swim
play { tennis
football
basketball
volleyball
baseball
listen to music
dance
go to the country
bowl
exercise
eat in restaurants



NOTE

*El verbo **want** y el verbo **like** necesitan la palabra **to** si le sigue un verbo.

Ejemplo: I want to swim. Do you want to go to Acapulco?

VI. DESCRIPTIONS

Look around and describe the place where you are and the people you are with. In small groups, make sentences with "there is" or "there are".

Example : There's a table at the front of the room.
There are 6 students with beards.
There are 6 students with long brown hair.

VII. E-M@IL

Write an e-mail to a friend describing your English class. Include information about the room, classmates and teacher.

VIII. LISTENING



Listen to the dialogue and fill in the blank spaces with the word you hear.

who her of them does to the she
what's at it's can she's they're you

John: Do₁ _____ know that girl in the front ₂ _____ the class next ₃ _____ the window?

Bob: Yeah.

John: ₄ _____ her name?

Bob: ₅ _____ Martha.

John: ₆ _____ she like?

Bob: ₇ _____ OK. She's studious and likes ₈ _____ read.

John: What ₉ _____ she do after class?

Bob: She sometimes goes ₁₀ _____ the coffee shop in ₁₁ _____ shopping center near here.

John: ₁₂ _____ ₁₃ _____ she usually go with?

Bob: I see ₁₄ _____ with her brothers Tom and Jim. She sits with ₁₅ _____ in class.

John: 16 _____ she like music?

Bob: 17 _____ does, but Tom and Jim don't. Why?

John: There's a rock concert in the auditorium 18 _____ 12 o'clock today. Maybe she
19 _____ go with me.

Bob: Good luck. Be careful 20 _____ Tom and Jim. 21 _____ big guys and very
protective!

POLISH IT UP

I. TAG QUESTIONS

A. Look at the chart and compare the English and Spanish questions.

ENGLISH

SPANISH

John is a lawyer, isn't he?	Juan es abogado, ¿verdad? /¿no?/ ¿o no?
He isn't a teacher, is he?	No es maestro, ¿verdad? /¿o sí?
They're single, aren't they?	Son solteros/as, ¿verdad? /¿no?/ ¿o no?
They aren't married, are they?	No están casados, ¿verdad? /¿o sí?
Pedro studies French, doesn't he?	Pedro estudia francés, ¿verdad? /¿no?/ ¿o no?
Peter and Sue work, don't they?	Pedro y Susana trabajan, ¿verdad? /¿no?
They don't work on holidays, do they?	No trabajan los días festivos, ¿verdad? /¿o sí?



THINK

If the sentence is affirmative, the tag question is _____

If the sentence is negative, the tag question is _____

B. Write tag questions for the following sentences:

1. Doctors are usually intelligent, _____?
2. My boss is handsome, _____?

BASIC ENGLISH II

3. Your mother is a secretary, _____?
4. You aren't lazy, _____?
5. The teacher isn't punctual, _____?
6. The children don't have homework, _____?
7. Walter doesn't read the newspaper, _____?
8. Erma and Lee don't like sports, _____?
9. Bob lives in a studio apartment, _____?
10. Irma is a librarian at the university, _____?
11. Paul is a banker, _____?
12. My brother likes cookies, _____?
13. My friends watch TV, _____?
14. She doesn't run in the mornings, _____?
15. The president has a lot of friends, _____?

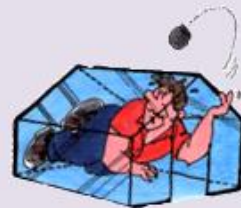
C. Write sentences for the following tag questions.

1. _____, doesn't she?
2. _____, don't they?
3. _____, do they?
4. _____, are you?
5. _____, are we?
6. _____, doesn't he?
7. _____, does she?
8. _____, don't you?
9. _____, aren't you?
10. _____, do you?



PROVERB

People who live in glass houses, shouldn't throw stones.



II. ADJECTIVES (DESCRIPTIVE WORDS)

A. Look at this chart and compare the English and Spanish.

ENGLISH	SPANISH
Pedro is tall.	Pedro es alto.
Laura is beautiful	Laura es bonita.
They're intelligent.	(Ellos) son inteligentes.
Is Pedro tall?	¿Es alto Pedro?/ ¿Pedro es alto?/ ¿Es Pedro alto?
She's a nervous person.	(Ella) es una persona nerviosa.
They're handsome actors.	(Ellos) son actores guapos.
He has a black mustache.	(El) tiene (el) bigote negro.
Mary has long, brown hair.	María tiene el pelo largo y castaño.
He has a big red car.	(El) tiene un coche grande y rojo.

NOTE



Cuando se usa el verbo *be* seguido por un adjetivo, el orden de las palabras es igual en inglés y en español. Sin embargo, al hacer la pregunta el orden de las palabras **sí** cambia.

Ejemplo:

Pedro is tall = Pedro es alto.

Is Pedro tall? = ¿Es alto Pedro? o ¿Pedro es alto? ¿Es alto Pedro?

En inglés, el adjetivo va antes del sustantivo.

Ejemplo:

Susan has long hair. = Susan tiene el pelo largo.

THINK



¿Se pluralizan los adjetivos en inglés? _____

¿En inglés, el adjetivo va antes o después del sustantivo que describe? _____

¿En inglés es posible usar 2 adjetivos consecutivos antes de un sustantivo sin usar la palabra *and*? _____

¿En inglés, se usa la palabra *color* cuando se dice el color? _____

¿En español, se usa la palabra, "color" cuando se dice el color? _____

BASIC ENGLISH II

B. Complete the following sentences with the verb **to be** and an adjective from the list.
Use **a/an** where necessary.

blue	nice	lazy	tall	thin	easy-going	big
green	fair	nervous	dark	chubby	handsome	small
intelligent	interesting	busy	short	beautiful	good-looking	long

1. It _____ notebook.
2. He _____ teacher.
3. (Name) _____ actor.
4. (Name) _____ actress.
5. I _____ person.
6. They _____ men.
7. We _____ students.
8. (Name) _____.
9. (Name) _____ person.
10. They _____.

C. Complete each sentence with the verb **to have**, an adjective and the name of someone you know.

Example: Luis has big feet.

1. (Name) _____ hair.
2. (Name) _____ beard.
3. (Name) _____ eyes.
4. (Name) _____ nose.
5. (Name) _____ mustache.
6. (Name) _____ mouth.
7. (Name) _____ ears.
8. (Name) _____ skin.

D. Put these words in correct order.

1. man/ a/ Henry/ is/ religious/.

2. men/ like/ blonde/ I/ tall/.

3. has / eyes/ brown/ She/ hair/ and/ blue/.

4. teacher/ a/ and/ woman/ My/quiet/ is/ serious/.

5. like/ women/ Do/ tall/ you/ beautiful/?

6. she/ eyes/ hair/ have/ and/ Does/ long/ brown/?

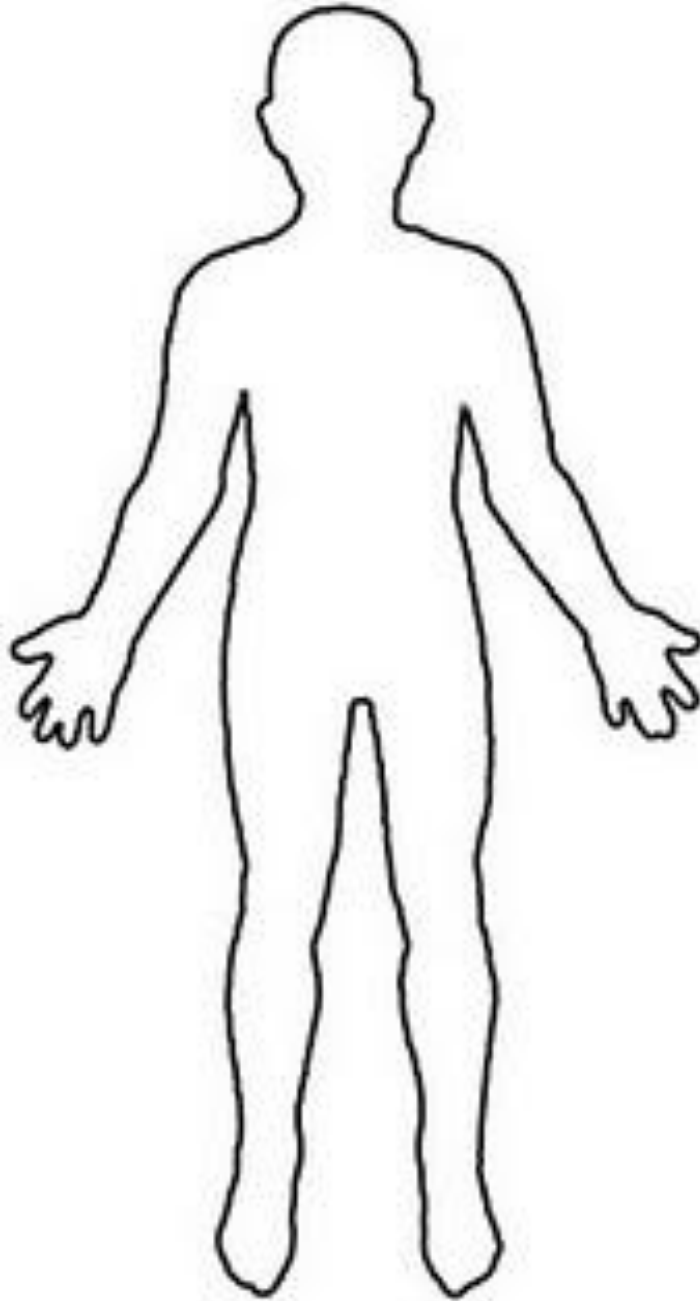
7. are/ tacos/ delicious/ These/ they/ aren't/ ,/?

8. a/ actor/ he/ He's/ isn't/ handsome/ ,/?

BASIC ENGLISH II

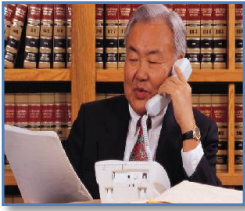
E. Label the figure with the words in the box and draw the missing parts.

face, eyes, hair, ears, nose, mouth, neck, shoulders, arms, hands, fingers, legs, knees, feet, toes



III. OCCUPATIONS

A. With your partner, match the picture with the occupation written below.



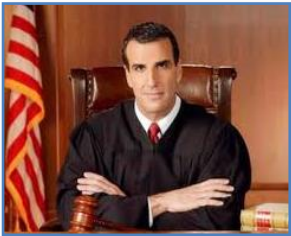
1



2



3



4



5



6



7



8



9



10



11



12

- _____ doctor
- _____ secretary
- _____ reporter
- _____ teacher
- _____ truck driver
- _____ psychiatrist

- _____ judge
- _____ police officer
- _____ TV technician
- _____ cameraman
- _____ businessman
- _____ mechanic

SEE A 17



NOTE

Adjectives are never pluralized in English.

Example: He's a busy doctor. They are busy doctors.

B. Choose two occupations and write 3 sentences about them. Follow the example.

Example:

1. He's a doctor.
2. Doctors are usually busy.
3. He's a busy doctor.



PROVERB

Let sleeping dogs lie.



IV. QUESTION WORDS

A. Write an appropriate answer for each question.

1. When do you watch TV? _____
2. What's your last name? _____
3. What time do you go to bed? _____
4. How old is your teacher? _____
5. How many days are there in January? _____
6. Where do you go on weekends? _____
7. Why do you read the newspaper? _____
8. What time is your English class? _____

B. Write the appropriate question for each answer.

1. _____ ? At 10 a. m.
2. _____ ? On January 22nd.
3. _____ ? At 6 Alcanfores Ave.
4. _____ ? In Mexlco City.
5. _____ ? On Monday.
6. _____ ? Because it's interesting.
7. _____ ? There are 10.
8. _____ ? 10 Alamos St.



RHYME

I never saw a purple cow,
I never hope to see one,
But I can tell you
anyhow,
I'd rather see than be one.



V. LUCIA'S DAY

A. Fill in the correct form of the verb in parentheses.



My friend, Lucía, 1 _____ (be) an active and ambitious person. She 2 _____ (be) a pretty actress and a good singer. She 3 _____ (live) in Mexico City, but frequently 4 _____ (visit) other interesting places in Mexico and other parts of the world. She 5 _____ (be) very organized, so her routine 6 _____ (be) usually the same every day. She 7 _____ (get) up early and 8 _____ (do) her exercises. Then she 9 _____ (take) a shower and 10 _____ (get) dressed. She and her family 11 _____ (have) breakfast at 7:00 a.m. After breakfast, she 12 _____ (go) to the beauty salon where her friendly beautician 13 _____ (get) her ready for the day.

B. Fill in the correct form of the verb in the next part of Lucia's story. Then number the sentences in chronological order. The first sentence (1) is numbered.

_____ They 14 _____ (go) to the studio cafeteria and 15 _____ (eat) a light lunch.

_____ Then she 16 _____ (rest) for a while before her evening activities.

_____ In the evening she sometimes 17 _____ (go) to receptions or formal dinners, but usually she 18 _____ (have) a date with a handsome man for an early dinner.

1 At 9:00 a.m. she 19 _____ (arrive) at the TV studio, but sometimes she 20 _____ (have) a radio interview or a recording to do in the morning.

_____ In the afternoon she sometimes 21 _____ (have) rehearsals for movies or TV programs.

_____ Lucía and her friends 22 _____ usually _____ (have-neg.) lunch at home.

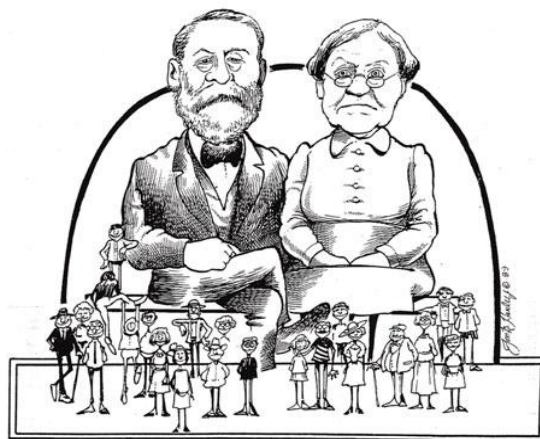
_____ She 23 _____ (like-neg.) to go to bed late because she 24 _____ (need) her beauty sleep.

_____ She usually 25 _____ (get) home at about 6:00 p.m. and 26 _____ (take) a bath.

VI. VIEWING, READING AND RESPONDING

Read the text and complete the exercises that follow.

FAMILY REUNION



This is a picture of my family. We don't live together. We live in different places, but we often contact each other on Skype, the phone, e-mail, messenger, etc. Every summer we all get together for a week and it's called *the family reunion*.

In our family, relatives come from Massachusetts, South Carolina, Nevada, California, New York, New Jersey, Michigan, Delaware and an aunt and uncle from Mexico! One of my cousins is studying far away in Spain, but he flies to the U.S. for the reunion. We usually meet in a small town in Massachusetts. My grandparents live in this town.

At the reunion, we have a picnic one day at a beautiful lake called Laurel Lake. We play baseball, swim, and have a cookout or barbecue with hamburgers and hot dogs and potato salad.



We play volleyball too. The women and girls are on one team and the boys and men are on the other. At night we sit around the fire, tell stories, and eat a lot. I love *s'mores*—a roasted marshmallow and a square of chocolate sandwiched between two graham crackers.

BARBECUE



On the last night, we have a dinner dance at the local hotel. We listen to music, dance and eat a lot. Our family really likes to eat! We also like to visit with each other all week. We talk about our lives, plan weddings, cry about divorces, name new babies. Sometimes we argue. Everyone brings new babies, new wives and husbands, new girlfriends and boyfriends.

It's good to have a big family, but at the end of the week I'm always tired. I'm happy to go home and be alone!

BASIC ENGLISH II

A. Answer these questions about the text. Choose the correct answer.

1. How often do these people have a reunion?
 - a) Every month
 - b) Every year
 - c) Every five years
2. How long is the reunion?
 - a) One week
 - b) Two weeks
 - c) One year
3. Why is the reunion important?
 - a) Because the family wants to eat a lot.
 - b) Because the family members want to connect.
 - c) Because the family wants to visit Massachusetts.
4. How does the writer feel at the end of the week?
 - a) Unhappy
 - b) Tired
 - c) Hungry
5. What's a *s'more* made of?
 - a) Marshmallow and chocolate
 - b) Marshmallow and graham crackers
 - c) Chocolate, graham crackers, and marshmallow

B. Find the compound nouns in the text that have the following meanings:

1. The father and mother of my parents _____
2. A game that uses a bat, a ball and 3 bases _____
3. A get together where the meal is cooked and eaten outside _____
4. A dish made principally of potatoes and mayonnaise _____
5. Meat sometimes cooked on a fork or stick over a grill _____
6. A game played with 2 teams, a ball and a net _____
7. A formal meal at which there is music and good food _____
8. A good friend of the opposite sex with whom you have a relationship:
_____ or _____

BASIC ENGLISH II

C. In small groups, ask each other the questions from the chart and fill in the answers.

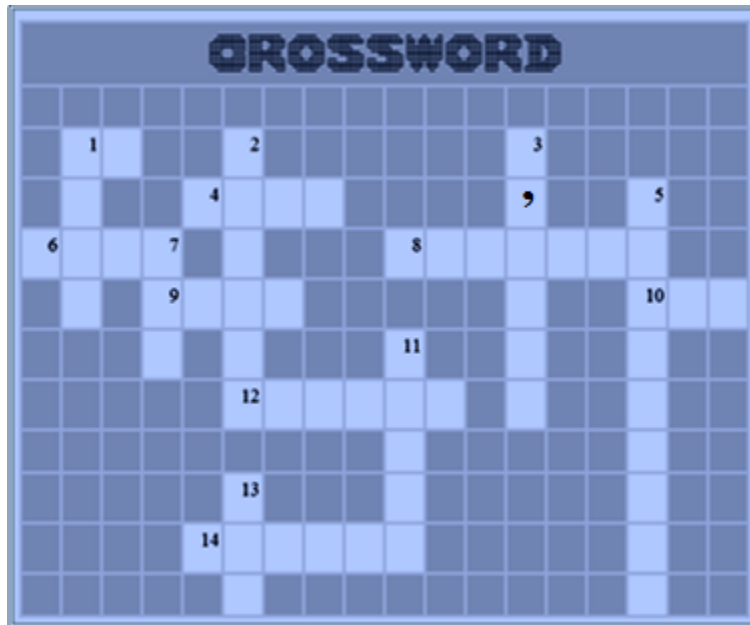


“We get together every Easter vacation in Acapulco.”

Student's name	Who do you live with?	Where do your relatives live?	How often do you see your relatives?	Do you have family reunions? When? Where?

BASIC ENGLISH II

D. Complete the crossword puzzle with words from the text.



ACROSS	DOWN
1. Every summer we go _____ a reunion.	1. The boys play on a volleyball _____.
4. Something very hot you can cook food over	2. We eat outside and have a _____ when it is hot.
6. You can _____ s'mores at picnics.	3. a sweet sandwich made of graham crackers, chocolate and marshmallows.
8. the end of a marriage	5. people in your family
9. your father or mother's sister	7. We need to _____ food every day.
10. We eat a _____. (much)	11. not day
12. the child of your aunt/uncle	13. not near
14. a mother or father	

WRAP IT UP

I. LIKES AND DISLIKES

A. In small groups, show your pictures and tell the others what you *like/don't like* or *like to do/don't like to do*.

Example:

I like to swim.



I like hamburgers.



B. In your group, make, accept or reject invitations.

Example: A: Do you want to go to Tasty Burger on Friday?

B: Sure, what time?

A: Do you want to go to the theater on March 15th to see a ballet?

B: Sorry, I can't.

II. CLASS INVENTORY

A. Fill in the chart with the information from the class inventory.

Who:	Number of students
is left-handed?	
doesn't have children?	
has pets?	
is married?	
is single?	
is divorced?	
likes to scuba dive?	
likes to listen to classical music?	
likes to listen to modern music?	
likes the beach?	
likes spicy food?	
likes soccer?	
lives in an apartment?	

BASIC ENGLISH II

- B. In small groups, ask questions about the information in the chart. Use **how many?**
- C. Write sentences about your class following the example:

Example: There are 15 left-handed students.
Fifteen students are left-handed.
Three students like spicy food.

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



PROVERB

That's like the pot calling the kettle black.



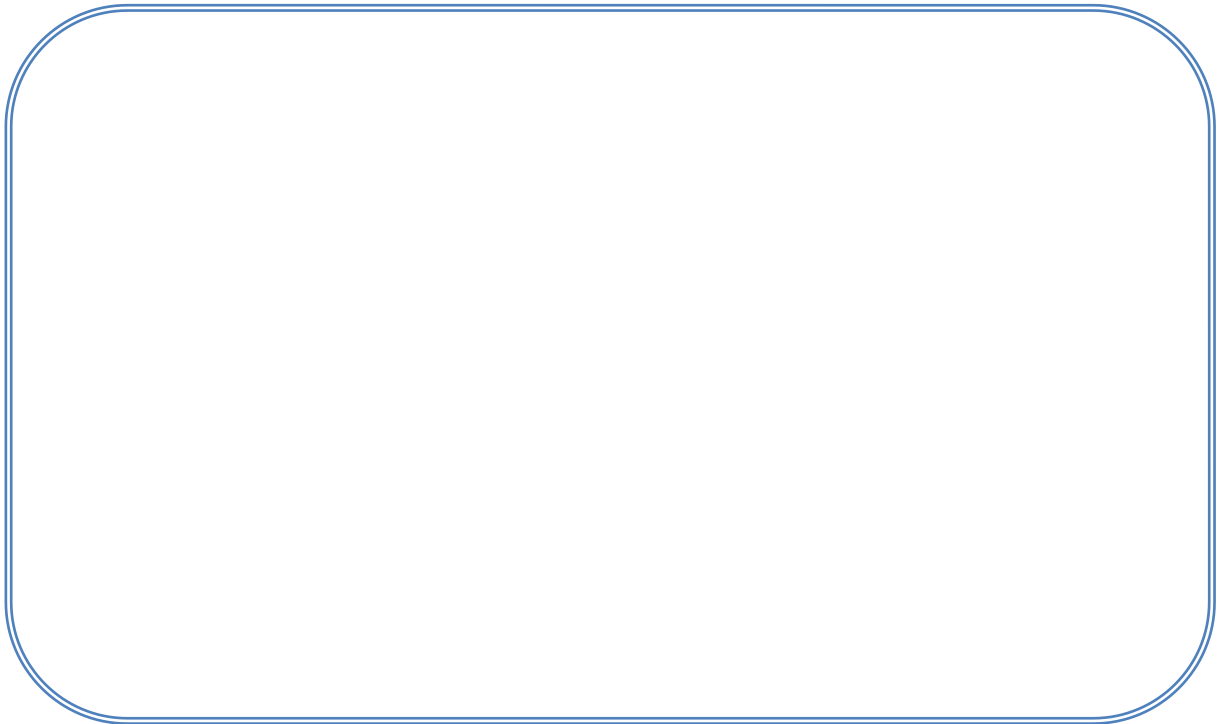
III. LISTENING



A. Listen to the audio and choose the girl described.



B. Draw the face of the person described.



IV. REDUCED FORMS



Choose the word that you hear from the box and write it in the space.

but from him he's there an to are is
and don't their it too his they're of not

1 _____ 2 _____ 25 students in my English class. I'm 3 _____ engineering major
4 _____ my boyfriend isn't. He's a history major. We have English 5 _____ eight
6 _____ nine every day. My boyfriend 7 _____ handsome, but he's kind 8 _____
thin. I sit next to 9 _____ in class. 10 _____ very intelligent, 11 _____ I am
12 _____. (I'm 13 _____ very modest!) The other students are nice, but 14 _____
kind 15 _____ lazy. They 16 _____ always do 17 _____ homework. My boyfriend
always does 18 _____ homework, and sometimes I copy 19 _____ when I don't do
20 _____ at home.

V. ERRORS

Write the sentence correctly. There is one error or more in each sentence.

1. She's a teacher with very patient. _____
2. She like the food Mexican. _____
3. He have nice girlfriend. _____
4. She likes swim. _____
5. She has long eyes lashes. _____
6. Does want children? _____
7. Sally likes to exercise, doesn't he? _____
8. She likes to watches TV. _____
9. She likes the blue color pen. _____
10. She has hair long of color brown. _____
11. Likes to listen the radio. _____
12. Is kind of short. _____
13. S/he live in the State of Mexico. _____
14. Books like me. _____

15. She likes dance. _____

16. Are you like hamburgers? _____

17. Mary likes hot dogs, isn't she? _____

VI. SANDY'S FAMILY



A. Listen to the text and label each picture: Sandy's brother, Sandy's father, Sandy's house, Sandy's mother, Sandy's sister and brother-in-law.

1. **SANDY**

2. _____





3. _____



4. _____



5. _____



6. _____



BASIC ENGLISH II

- B. Listen to the text again and write what you hear.
- C. Ask and answer questions about Sandy's family with a partner.
- D. Write a paragraph about a member of your family. Include age, profession, and likes and dislikes of each person as well as a physical description.

LANGUAGE REVIEW UNIT 3

COMMUNICATIVE AIMS	LANGUAGE	SAMPLE LANGUAGE
Ask about and describe people's physical characteristics	Present tense affirmative, negative and question form	What does s/he look like? Is he tall? Mary has blue eyes. She's not blonde.
Ask about and describe places.	Present tense There is/ there are	What's the classroom like? There are 20 chairs, windows and a blackboard.
Ask and talk about what people are like.	Present tense affirmative, negative and question form	What's Martha like? She's a nervous person. He's not very polite.
Invite someone to do something	Present tense	Do you want to go to a concert?
Accept or reject invitations.	Present tense	Sure. Good idea. I'm sorry. I can't.
Ask for confirmation.	Tag questions	She's a teacher, isn't she? Hector likes tea, doesn't he?

VOCABULARY

CONTENT WORDS			FUNCTION WORDS
Verbs	Nouns	Adjectives	
play (an instrument) want (to) swim cook read listen to watch write like go live eat have study label look like exercise smoke dance	beard date ears eyes hair mouth mustache nose face neck shoulders arms hands fingers legs knees feet toes	bald easy-going long beautiful enthusiastic nervous big chubby heavy sad blind handsome short blonde intelligent sincere calm kind small colors lazy tall dark light thin	do does doesn't don't

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.

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.

A3. PRONOMBRES NOMINALES (*SUBJECT PRONOUNS*)

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

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

Examples:

My name is Juan.

Mi nombre es Juan.

His nickname is Paco.

Su apodo es Paco.

Our classroom number is 14002.

Nuestro número de salón es 14002.

Their last name is Johnson.

Su apellido es Johnson.

A5. PRONOMBRES DE OBJETO DIRECTO E INDIRECTO (*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 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 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.

Las palabras interrogativas son:

<i>what</i> = qué	<i>why</i> = por qué	<i>how old</i> = cuántos años
<i>where</i> = dónde	<i>who</i> = quién	<i>how many</i> = cuántos/as
<i>when</i> = cuándo	<i>how</i> = cómo	<i>how much</i> = 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. No, you don't.</i>
<i>Do</i>	<i>you</i>	<i>work?</i>		<i>Yes, I do. No, I don't.</i>
<i>Does</i>	<i>she</i>	<i>speak</i>	<i>English?</i>	<i>Yes, she does. No, she doesn't.</i>
<i>Do</i>	<i>we</i>	<i>study</i>	<i>English?</i>	<i>Yes, we do. No, we don't.</i>
<i>Do</i>	<i>they</i>	<i>like</i>	<i>tacos?</i>	<i>Yes, they do. No, they don't.</i>

BASIC ENGLISH II

EL VERBO "BE"

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

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

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 (<i>PRONOUNS</i>)	ADJETIVOS (<i>ADJECTIVES</i>)
<i>this</i> = éste, ésta, esto	este, esta
<i>that</i> = aquél, aquella, aquello, ése, ésa	aquel, aquella, ese, esa
<i>these</i> = éstos, éstas	estos, estas
<i>those</i> = aquéllos, aquéllas, esos, ésas	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. TÍTULOS (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.*

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
- para hablar de un horario:

*Juan's **from** Mexico.*

*I have class **from** 7 to 9.*

*The concert is **from** 8 to 10.*

A17. ADJETIVOS (ADJECTIVES)

- 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*".
- 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*).
- 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:

PERSON	SINGULAR			PLURAL		
	SUBJECT OR PRONOUN	VERB	CONTRACTION	SUBJECT OR PRONOUN	VERB	CONTRACTION
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		

BASIC ENGLISH II

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.*~~

B4. PRESENTE (PRESENT TENSE)

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

AFFIRMATIVE	
SUBJECT	VERB
I You We They	study
He, she, it	studies

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

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

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

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

ii) Se usa para:

BASIC ENGLISH II

a) Actividades habituales:

<i>Steven leaves home at 8 a.m.</i>	Steven sale de su casa a las 8 a.m.
<i>I don't work on Sundays.</i>	Yo no trabajo los domingos.
<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 You He, she, it We You They	worked.

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

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

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

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:

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:*

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

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 [i] o a formar una contracción con la palabra anterior.

D3. TABLA DE PRONUNCIACIÓN (*PRONUNCIATION CHART*)

La siguiente tabla de pronunciación está basada en la técnica llamada *Silent Way*, de Caleb Gattengo. 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 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.

BASIC ENGLISH II

at [æ] am have can't	in [ɪ] is this English	head [e] 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 [u] 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	

Bye-bye.

Bye...

See you later!

See you tomorrow!

Well, I have
to go now..

I'm afraid I have to leave. Nice to meet you, Ms. Sanchez.

Me too. Bye.

Nice to meet you, too.

SO LONG!

FAREWELL!

