

**LAS COMPETENCIAS COMUNICATIVAS DE LA  
LENGUA INGLESA**

**BASIC ENGLISH II**

**TEACHER'S GUIDE**

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## MAP OF BASIC ENGLISH II

CONCEPT	UNIT 1	UNIT 2	UNIT 3
<b>TITLE</b>	What do you do every day?	What do you like?	What are you like?
<b>SOCIAL PRACTICE</b>	<ul style="list-style-type: none"> <li>• Exchange personal information</li> <li>• Exchange non-personal information</li> <li>• Understand and give indications in daily situations</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange personal information</li> <li>• Establish and maintain social contacts</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange personal information</li> <li>• Exchange non-personal information</li> <li>• Establish and maintain social contacts</li> </ul>
<b>COMMUNICATIVE AIMS</b>	<ul style="list-style-type: none"> <li>• Ask about and tell time</li> <li>• Ask and talk about daily activities</li> <li>• Give and follow instructions to make something</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and talk about professions and occupations</li> <li>• Ask and talk about interests and activities</li> <li>• Ask and talk about likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>• Ask about and describe people and places</li> <li>• Ask and talk about what people are like</li> <li>• Invite someone to do something</li> <li>• Accept/reject invitations</li> <li>• Ask for confirmation of an opinion</li> </ul>
<b>LANGUAGE</b>	<ul style="list-style-type: none"> <li>• Present tense: affirmative, negative and interrogative forms</li> <li>• Imperative</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense: affirmative, negative and interrogative forms</li> <li>• any/ some/ a lot of</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense: affirmative, negative and interrogative forms</li> <li>• Tag questions</li> <li>• There is/ there are</li> </ul>
<b>SAMPLE LANGUAGE</b>	<ul style="list-style-type: none"> <li>• What time is it?</li> <li>• It's 5 o'clock.</li> <li>• It's 10 to 9.</li> <li>• When do you study?</li> <li>• In the morning.</li> <li>• In the afternoon.</li> <li>• In the evening.</li> <li>• At night.</li> <li>• At noon.</li> <li>• What do you do at 6 a.m.?</li> <li>• I take a shower.</li> <li>• What does Bruce do</li> </ul>	<ul style="list-style-type: none"> <li>• Do you like TV?</li> <li>• Does he like to eat?</li> <li>• Do you get up early?</li> <li>• I always get up late.</li> <li>• We like to eat eggs.</li> <li>• Yes, sometimes.</li> <li>• No, hardly ever.</li> <li>• Are you a teacher?</li> <li>• Are there any girls in your class?</li> <li>• There are a lot of girls in my class.</li> </ul>	<ul style="list-style-type: none"> <li>• What does s/he look like?</li> <li>• Mary has blue eyes.</li> <li>• What's he like?</li> <li>• There are 20 desks and chairs.</li> <li>• What's Martha like?</li> <li>• She's a nice person.</li> <li>• Do you want to go to a concert?</li> <li>• Sure. Good idea.</li> <li>• I'm sorry. I can't.</li> <li>• It's a ball, isn't it?</li> </ul>

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	<ul style="list-style-type: none"> <li>after breakfast?</li> <li>• He goes to work.</li> <li>• He doesn't study.</li> <li>• Beat the eggs and the milk.</li> </ul>					
<b>VIEWING, READING AND RESPONDING</b>	<ul style="list-style-type: none"> <li>• Harriet's Chocolate Chip Cookies</li> </ul>	<ul style="list-style-type: none"> <li>• Classified ads (homes/apartments)</li> <li>• IBM ad</li> <li>• A Bag of Candy</li> <li>• Guess who's who</li> </ul>	<ul style="list-style-type: none"> <li>• Blind Dates</li> <li>• Family Reunion</li> </ul>			
<b>WRITING</b>	<ul style="list-style-type: none"> <li>• Word order</li> <li>• Logical paragraph sequence</li> <li>• Writing instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Word order</li> <li>• Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Word order</li> <li>• Paragraph writing</li> <li>• Survey results written up</li> </ul>			
<b>PRONUNCIATION</b>	<ul style="list-style-type: none"> <li>• Stress in compound nouns</li> <li>• Content and function words</li> <li>• Final /s/ "s" "z" &amp; "Is" endings</li> </ul>	<ul style="list-style-type: none"> <li>• Function words accented when expressing similarity or difference</li> </ul>	<ul style="list-style-type: none"> <li>• Tag question intonation</li> </ul>			
<b>ORAL INTERACTION (LISTENING AND RESPONDING AND SPEAKING)</b>	<ul style="list-style-type: none"> <li>• Reduced forms</li> <li>• Asking and answering questions about daily activities</li> <li>• Information gap exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced forms</li> <li>• Asking and answering questions about daily activities and likes/dislikes</li> <li>• Information gaps</li> </ul>	<ul style="list-style-type: none"> <li>• Reduced forms</li> <li>• Asking and answering questions about daily activities and likes/dislikes</li> <li>• Information gaps</li> <li>• Survey/questionnaire</li> </ul>			
	<b>UNIT 1</b>		<b>UNIT 2</b>		<b>UNIT 3</b>	
<b>VOCABULARY</b>	work teach get up do make run clean wash watch come have go leave	lunch supper morning afternoon bed evening night mother father brother sister husband wife	like like to there is there are act drive direct repair eat prefer deliver accept always	occupations: journalist lawyer mathematician actor, actress, housewife apple orange banana tomato onion squash	play want (to) swim cook read listen to watch write like go live eat have	beard date ears eyes hair mouth mustache nose face neck shoulders arms hands

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	beat melt dip stir fry serve after past to of in at from to then before	daughter son cousin slice bread butter milk egg syrup bowl housewife breakfast housework bus stop wine bottle hair curlers soup bowl hot dogs frying pan tablecloth handbag coffee pot bathrobe nightgown mixing bowl school bus shopping cart alarm clock pine tree TV set beer can turtleneck	usually sometime s hardly ever never any some a lot of	carrot lettuce beans bread rice pasta corn cookies cake French fries potato Ice cream milk cheese hamburger meat chicken fish eggs tea coffee juice water avocado lemon grapes pineapple pear plums cauliflower muffin pancake shrimp	study label look like exercise smoke dance	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
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## INTRODUCTION

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The course presented in *Las Competencias Comunicativas de la Lengua Inglesa: Basic English II* is the continuation of a previous course, *Basic English I*, and is intended to help English teachers in their task of teaching English as a foreign language to fellow teachers.

## OBJECTIVES

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Learners who study this course will acquire:

- an understanding and appreciation of people from English-speaking countries belonging to social, cultural and ethnic groups different from their own,
- a higher degree of awareness and appreciation of their own language and culture,
- the ability to communicate orally and in writing at a breakthrough level (A1 level in the Common European Framework of Reference for Languages) in English and to understand simple oral or written texts in English.

The Common European Framework of Reference for Languages (CEFR) describes and establishes common levels of reference for many languages. The descriptor for the A1 level of English is the following:

- After 90 hours of study the student can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. (Adapted from CEFR, 2010: pp.24)

In general, language teaching and learning in the *Basic English II* course is based on the idea that the goal of language acquisition is to develop the learner's communicative competence in four areas: linguistic, sociolinguistic, discourse, and strategic competence. In other words, the language teaching/learning process should be oriented towards developing the learner's ability to use the language

correctly and appropriately in different social contexts. Native speaker accuracy is not the principal goal of the process. Specifically, language is considered to be an instrument used in inter-personal relations. Actions and language are important inasmuch as they fulfill the function of being instruments of social interaction.

## THEORETICAL FOUNDATIONS

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### COMMUNICATIVE COMPETENCE

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#### BACKGROUND

Foreign and Second Language Teaching has evolved from its beginnings. The Grammar Translation and Audio Lingual methods used widely last century have declined in their use due to the appearance of communicative methods.

Methods such as the Audio Lingual with strict sequential rules for teaching –listen-repeat-read-write- and its dependence on drills, repetition and memorization, were based upon a behaviorist theory of teaching and learning. These methods were challenged in the mid 20th century by the theories of language-learning of Noam Chomsky (1965), a professor at the Massachusetts Institute of Technology, who stated that it was impossible for people to acquire a language by simple repetition and reinforcement.

Chomsky made a distinction between competence and performance in language acquisition. He proposed the existence of a Language Acquisition Device (LAD) that allows native speakers to know the language rules that would apply to their language. This would be considered language competence. Performance is the actual language used in any situation, which would not necessarily follow the rules, even though they are known by the speaker. Chomsky stated that what linguists should study is the ideal speaker's competence, not his performance, which he considered too unpredictable to be studied.

Other researchers were also critical of the audio-lingual method. David Ausubel (1968), known primarily for his theory of meaningful learning, criticized the audio-lingual or behaviorist method for language teaching and learning:

I will take the position that certain features of the audio-lingual approach are psychologically incompatible with effective learning processes in adults. These features include (1) the rote learning of phrases, (2) inductive rather than deductive learning of grammatical generalizations, (3) avoidance of the meditational role of the native language, (4) presentation of the spoken form of the language before the written form, and (5) insistence on exposing the beginner to the "natural speed rendition" of the spoken language (Ausubel, 1964: 40).

Dell Hymes (1971), extended Chomsky's notion of competence and knowledge of grammar, to communicative competence. Hymes approaches language from a socio-cultural viewpoint. According to him, linguistic competence is only a part of communicative competence, incorporating the pragmatic ability for language use. Communicative competence is then knowing when and when not to speak, what to talk about with whom, and when, where and in what manner.

Based on Hymes' view of communicative competence, M. Canale and M. Swain (1980, incorporated four important areas that must underlie the communicative approach to teaching languages:

**Linguistic competence**, including: grammar, vocabulary, word formation, sentence formation, pronunciation and spelling, among others.

**Socio-linguistic competence**, referring to the extent to which utterances are produced and understood appropriately in different socio-linguistic contexts depending on factors such as the status of participants, purposes of the interaction, and conventions of interaction, etc. This competence enables the learner to know when to say, *Can I have a cup of coffee?* versus *Give me a cup of coffee!* according to the social contexts.

**Discourse competence**, concerning knowledge of how to combine grammatical forms and meanings to achieve a coherent spoken or written text.

**Strategic competence**, related to knowledge of verbal and non-verbal communication strategies that may be used when encountering potential communication problems. (NCRLC, 2010)

## COMMUNICATIVE LANGUAGE TEACHING

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Based on the concept of communicative competence and its development, communicative language teaching should include the following:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activities outside the classroom. (Nunan, 1991:279)

These characteristics reflect the work of other researchers, such as Vygotski<sup>1</sup>, and indicate that the language system itself should no longer be a priority in the study of a second/foreign language.

In accordance with this tendency, the SEP English Program states that:

The learning of a foreign language focuses on what it is that expert language users do when interpreting and producing oral and written texts, preserving the social function of such acts. In other words, the object of study of this foreign language course is *the social practices of the language*. (Programas de Estudio SEP Secundaria-inglés, 2006: 9)

Each unit of the *Basic English II* course states communicative aims which are related to social practices that appear in the Teachers' Guide.

Traditionally, and for pedagogical reasons, the four language skills of listening, speaking, reading and writing were studied and practiced separately in language courses. However, it has become evident that the four skills are not easily separated when teaching. Thus, the integration of skills is now considered recommendable in the EFL/ESL<sup>2</sup> field.

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<sup>1</sup> Vygotski is known for his theories of Social Constructivism and the *Zone of Proximal Development* (ZPD), among others.

<sup>2</sup> English as a Foreign Language (EFL) and English as a Second Language (ESL)

The Australian Languages Other Than English Program (LOTE) is an example of a program that has changed its focus on the four traditional skills to six learning outcomes. These outcomes are interrelated and cannot be achieved in isolation.

The outcomes are divided into two groups. The first group includes three outcomes that describe how the foreign language will be used:

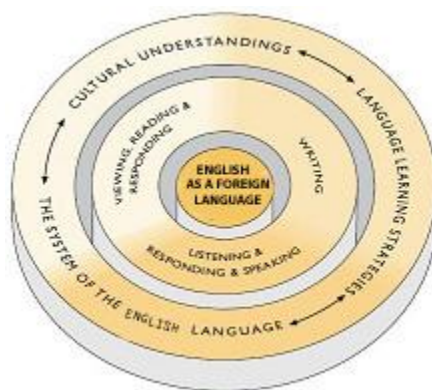
1. oral interaction (listening and responding, and speaking),
2. viewing, reading and responding,
3. writing.

The other group also includes three outcomes which correspond to the knowledge and skills essential for effectively using the language:

4. cultural understandings,
5. knowledge of the system of the foreign language,
6. language learning strategies.

Achieving the outcomes in the second group should be demonstrated through the first three learning outcomes included in the first group. For example, when assessing the learners' progress in the outcome of listening and responding and speaking, the three outcomes of the second group should be taken into account: the cultural understandings of the context, the ability to use the adequate linguistic skills and the appropriate strategies.

A diagram of the LOTE program adapted to teaching EFL is seen below.



(Adapted from: Curriculum Framework for Learning Languages Other Than English, Australia, 1998)



*Basic English II* tends to integrate skills when possible. The course focuses on *social practices* and *communicative aims*; specifically, on the language forms, strategies and skills needed to produce and interpret oral and written texts.

## **MEANINGFUL TEACHING & LEARNING**

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A *learner-centered* philosophy establishes that student learning is the primary goal of the teacher, as opposed to teaching. The teacher must motivate the student to learn, participate, think critically and perform successfully. The teacher facilitates learning, helping students satisfy their needs. The focus is on the development of concepts, patterns and relationships where knowledge is constructed by individuals who will become critical thinkers who can write and speak effectively.

Knowledge in itself does not guarantee understanding, which implies being able to approach a topic in a variety of thought-demanding ways. In order to understand, learners must spend time on activities that ask them to generalize, find new examples, carry out applications, make analogies, etc. Understanding is the power to make experience intelligible by applying concepts and categories.

According to Perkins (1993), teaching for understanding should consider making learning a long-term, thinking-centered process involving self access with teachers as guides. Developmental factors should be considered without rigid conceptions of what learners can or cannot learn. It should also provide for a rich ongoing assessment throughout the learning process, from beginning to end, which may include feedback from teachers, peers, or self-evaluation. Learning should be supported by media that present information to the learners in a creative and meaningful way, helping them to make connections to real life.

The development of communicative competence in the EFL learner through meaningful teaching and learning is fundamental to *Basic English II*. Learners should construct their knowledge of the English language based on past experiences by actively participating in activities that involve the development of

communicative competences. The content of *Basic English II* was planned in order to give learners the opportunities to develop these competences:

**Linguistic competence** includes grammar, vocabulary and pronunciation. These aspects are present in Basic English II in the different sections of each unit. However each section puts emphasis on different aspects. For example, vocabulary is emphasized in the Work it Out section at the beginning of the unit and listed in the Language Review section at the end. Grammar is stressed in the Polish it Up section through charts that contrast English and Spanish, exercises and activities. Specific pronunciation features are presented in the Try it Out section.

**Sociolinguistic competence** refers to knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Proverbs and rhymes are found throughout Basic English II and provide students with material for discussion about target cultures.

Proverbs are sayings, usually short, concise and metaphorical, that express some traditionally held truth. They are probably one of the best elements of a language that summarize a society's values and beliefs, and therefore their culture. Proverbs can help foreign language learners acquire a better understanding of the cultures of the target language.

Rhymes are generally short alliterative poems which tend to transmit the cultural heritage of a group of people. Through rhymes, people also learn language aspects such as vocabulary and the rhythm of the language. Foreign language learners may benefit from learning rhymes since they lack the native speaker's familiarity with cultural elements and are therefore at a disadvantage when participating in conversations or watching movies, for example, since they lack the knowledge native speakers take for granted. Teaching rhymes can create an excellent learning experience of cultural

value. In addition to the cultural value, rhymes help with pronunciation practice and literary skills.

The initial dialogues in the Work it Out section and the reading selections within the units in the Try it Out section will help students become aware of the differences between the target culture and their own. For example, the dialogue for Unit 1 might elicit questions about the culture and daily activities in English speaking countries. The readings on gender differences, on a family reunion and a cookie recipe could lead to observations about English speaking cultures.

**Discourse competence** refers to knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks how words, phrases and sentences are put together to create conversations, speeches, e-mail messages, newspaper articles, etc.

At an A1 level of English, learners are expected to produce simple sentences. They are given practice in putting words in order to make logical sentences and questions. They are also asked to put sentences into a logical sequence.

**Strategic competence** refers to knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about language in context. Strategic competence gives the learners the tools to repair a communication breakdown. The social practices and activities in Basic English II provide learners with opportunities to continue developing communication strategies. For example, information gap activities require strategic competence to obtain and supply the information needed to complete the activity, since understanding or transmitting the message generally requires more than one attempt.

## ORGANIZATION OF BASIC ENGLISH II

*Basic English II* is divided into three units, each of which is calculated for approximately 12 class hours plus self-study. Each unit has a title, states the social practices students are expected to engage in and has several communicative aims.

### UNIT 1 WHAT DO YOU DO EVERY DAY?

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

### UNIT 2 WHAT DO YOU LIKE?

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

### UNIT 3 WHAT ARE YOU LIKE?

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

The topics were selected according to what would be of interest to adult learners. Throughout the units, an attempt has been made to follow a logical progression of language activities and tasks for the development of the learners' communicative competences. Their immediate surroundings were considered for introducing basic features of the English language in situations and settings that can be found in the learners' environment.

The communicative aims are listed on the first page of each unit, together with a visual presentation and a dialogue or monologue introducing the language to be covered in the unit. A list of the important language structures, expressions and vocabulary is found on the last page of each unit. Each unit has four sections. The order in which these sections appear is designed so that the learner can take an active role in the learning process. Rather than providing all the information from the beginning, it is expected that the learner be able to self-discover and deduce part of the vocabulary and syntax of the language, or to acquire the language with the help of the activities included in each unit. Each unit is divided as follows:

Title Page: **What It's About.**

The communicative aims should be discussed with the students, and examples of the language used on the page can be pointed out. Besides the vocabulary that appears in the dialogues, the teacher can exploit the context further in order to make the language more meaningful for the learner.

Section I: **Work It Out**

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

Section II: **Try It Out**

As the title suggests, this section provides communicative exercises where the learner will be able to practice the language seen in the previous section, through exercises and activities designed to develop the ways they will use the language: listening and responding, and speaking; viewing, reading and responding; and writing.

Section III: **Polish It Up**

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

Section IV: **Wrap It Up**

This section gives the learner the opportunity to practice the language presented

in the previous sections in novel ways. The activities are designed to integrate the language skills and to help the learner apply the communicative competence acquired.

### **Language Review**

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

### **Appendix**

After Unit 3, there is an Appendix, which is divided into four sections:

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

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

## UNIT 1 WHAT DO YOU DO EVERY DAY?

### SOCIAL PRACTICES

Exchange non-personal information

Exchange personal information

Understand and give indications in daily situations

### COMMUNICATIVE AIMS

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

## WHAT IT'S ABOUT

### UNIT 1 page 3

Students read the text silently while the teacher reads it out loud or plays the audio. The teacher should encourage the students to ask questions with the language presented.

Mention the use of **have** or **eat** with food or meals, never **take**.

Ways to tell time in English may also be introduced at this time.

### UNIT 1 page 5

## WORK IT OUT

### EXERCISE I. FOCUS ON VERBS

A. Teacher checks the verbs students underlined.

B. Teacher checks the chart with the whole group.

3rd PERSON SUBJECT (Sing.)	SINGULAR VERB	BASE FORM OF VERB	SPANISH EQUIVALENT
Harriet/Today	is	be	ser
She	lives	live	vivir
Harriet	gets up	get up	levantarse
She/Harriet	exercises	exercise	hacer ejercicio



She/Harriet/wine	makes	make	hacer
Husband/she	goes	go	ir
Harriet	does	do	hacer
Harriet	washes	wash	lavar
She/the family	has	have	tomar
Bruce	gets	get	llegar
She	buys	buy	comprar
He	grills	grill	cocinar en parrilla

**B.**

**SUGGESTED EXTRA ACTIVITY**

Students can play memory game. Prepare three sets of cards with the words from the chart in EXERCISE B. Put the cards face down on the board. Form two teams. Each team decides who goes to the board to look for the matching cards. Once they get three matching cards, they share the information with their team to complete the chart. At the end of the game both teams share their missing information.

**UNIT 1 page 6**

**EXERCISE II. RIGHT OR WRONG**

- |      |       |
|------|-------|
| 1. R | 6. W  |
| 2. W | 7. R  |
| 3. W | 8. W  |
| 4. W | 9. W  |
| 5. R | 10. W |

**EXERCISE III. COMPLETION**

- at night
- in the morning
- In the morning
- in the afternoon
- in the evening

**UNIT 1 page 7**

---

**EXERCISE IV. QUESTIONS AND ANSWERS**

---

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

---

**EXERCISE V. MATCHING**

---

1. **D** housewife- ama de casa
2. **H** supermarket- supermercado
3. **A** breakfast- desayuno
4. **C** hot dogs- salchichas
5. **F** homework- tarea
6. **G** bus stop- parada de camion
7. **E** housework- quehacer de la casa
8. **B** chocolate chip cookies- galletas de chispas de chocolate

**UNIT 1 page 8**

---

**EXERCISE VI. COMPOUND NOUNS**

---

- |                      |                       |                       |
|----------------------|-----------------------|-----------------------|
| wine bottle- 6       | turtleneck sweater-11 | shopping cart- 8      |
| hair curlers- 2 & 12 | tablecloth- 6         | pine tree- 1          |
| soup bowl- 6         | bathrobe-3            | alarm clock- 2        |
| washing machine- 5   | nightgown- 2          | TV set- 10            |
| handbag- 8           | mixing bowl- 7        | beer cans (6 pack)-11 |
| coffee pot- 3        | school bus- 4         |                       |

---

**EXERCISE VII. WORD GROUPS**


---

- |                               |                              |
|-------------------------------|------------------------------|
| 1. dentist –not family member | 6. supper- not time of day   |
| 2. cook- not meal             | 7. patio- not compound noun  |
| 3. garbage- not food          | 8. I- not possessive pronoun |
| 4. bus- not action            | 9. her- not subject pronoun  |
| 5. afternoon- not adverb      | 10. busy- not family member  |


**PROVERBS**

To help students learn proverbs, the teacher can guide them to understand unknown vocabulary in the proverb by giving their meanings or by asking them to look them up in a dictionary. They can also give examples, supported by pictures, images, etc. Finally they can explain their meaning paraphrasing them and then, together with the learners, try to find an equivalent in their own language. This is not always possible, since they can sometimes be very culturally specific

**Don't let the cat out of the bag.**

- **Meaning:** If you let the cat out of the bag, you let someone know a secret.
- **Example:** Bob's wife had planned a surprise party for him, but somebody let the cat out of the bag, so now he knows.
- **Possible origin:** Possibly related to the fact that in England in the Middle Ages, piglets were usually sold in bags at markets. If the merchant was dishonest and put a worthless cat into the bag you would probably not find out until you got home and let the cat out of the bag.
- **Possible equivalent in Spanish:** No descubras el pastel
- **Possible reflected value of target language culture(s):** privacy

**UNIT 1 page 9**

---

**EXERCISE VIII. MATCHING**

---

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



**THINK**

Two words that indicate from one to twenty-nine minutes after the hour are after and past.

Two words that indicate from twenty-nine to one minute before the hour are to and of.

Is it necessary to use the words "to", "of", "after" or "past" when you express time? No.

**UNIT 1 page 10**

---

**EXERCISE IX. WHO DOES THE WORK?**

---

This activity calls for individual answers on the part of each student. Answers will vary.

**TRY IT OUT**

---

---

**EXERCISE I. PRONUNCIATION: COMPOUND NOUNS**

---



This exercise is on audio.

---

## SUGGESTED EXTRA ACTIVITY

---

Teacher asks the class to classify the list of compound nouns into categories: family, occupations, objects.

---

## EXERCISE II. PRONUNCIATION

---

This exercise could take an hour of class time. Students should have enough time to complete the exercise. **Content words are in bold.**

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**.
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 6:00 or 6:30.
10. **After supper** **Harriet** and **Bruce watch** the **7:00 o'clock news** on **T.V.** 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**.

---

## **SUGGESTED EXTRA ACTIVITY PRONUNCIATION AND SPELLING**

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- Teacher has Ss form small groups. Ss should sit in a row.
- Pronounce a word to be spelled.
- Student 1 must PRONOUNCE the word and say the FIRST letter of its spelling.
- Student 2 says the SECOND letter. Student 3 says the THIRD, and so on until the last letter is said.
- The last student in the row must say the LAST letter and say the word again. It might be necessary to return to student one for another letter if the word has more letters than the number of players on the team.

### **UNIT 1 page 11**

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## **EXERCISE III. QUESTIONS AND ANSWERS**

---

Teacher might ask for the papers after the students have finished, in order to identify errors the students did not catch when listening to their companions.

---

## **EXERCISE IV. QUESTIONS AND ANSWERS**

---

After writing a question and before asking it in groups, there could be an intermediate step of writing some questions on the board---especially if students have questions about how to form some of them.

### **UNIT 1 page 12**

---

## **EXERCISE V. DAILY ACTIVITIES**

---

A. & B. Answers may vary.

---

## **EXERCISE VI. INFORMATION GAP**

---

One student is “A” and the other is “B”. Ss should not look at each other’s picture. Ss ask each other questions in order to complete the missing information in each chart.

## UNIT 1 page 13

---

**EXERCISE VII. PRACTICE WITH POSSESSIVES**

---

Divide the class into small groups. Each person should give his/her first, middle and last name to the group. Students should then ask questions and give answers about the information.

---

**EXERCISE VIII. SPELLING, PRONUNCIATION AND MEANING**

---

When practicing spelling, a spelling bee is fun. Divide the class into two teams and the teacher asks students how to spell familiar words. Give points for correct answers.

**PROVERBS****Never look a gift horse in the mouth.**

- **Meaning:** The expression means that one should accept a gift gratefully, without criticizing the gift or giver.
- **Example:** Okay, it's not the job of your dreams but it pays good money. I'd be inclined not to look a gift horse in the mouth if I were you.
- **Possible origin:** According to several sources, this ancient proverb has been credited to St. Jerome (374 AC 419 AD), an early Christian church father. In his study on the Apostle Paul's Epistle to the Ephesians, written about 400 AD, St. Jerome actually said, "Never inspect the teeth of a gift horse." This proverb is based on the fact that a horse's value is determined by his age, which, in turn, can be roughly determined by an examination of his teeth.
- **Possible equivalent in Spanish:** A caballo regalado, no se le ve colmillo.
- **Possible reflected value of target language culture(s):** gratitude

**Don't put all your eggs in one basket.**

- **Meaning:** It means to risk losing everything all at one time.
- **Example:** My friend is a very careful investor; he never puts all his eggs in one basket.

- **Possible origin:** There are several stories concerning the origin of the expression but it may have been inspired by the real life experiences of poultry farmers who used wagons and baskets to take their eggs to a market. If all of a farmer's eggs were placed in one basket, it would only take one unfortunate accident along the way to ruin his entire investment.
- **Possible equivalent in Spanish:** No pongas todos los huevos en la misma canasta.
- **Possible reflected value of target language culture(s):** precaution.

UNIT 1 page 14

## POLISH IT UP

### EXERCISE I. TELLING TIME

A.

en/ por { la mañana  
la tarde  
la noche

a { las cinco  
mediodía  
medianoche

por la noche

de dos y media a tres/ de las dos y media a las tres.

B. Teacher will have to check the answers. Any of the correct ways to tell time should be accepted.

UNIT 1 page 15

¿Cómo se puede deducir de estas definiciones que *soup bowl* significa plato hondo o sopero? Porque uno de los significados de *bowl* es tazón y el significado de *soup* es sopa. La primera palabra describe a la segunda.



## EXERCISE II. COMPOUND NOUNS

It is important for students to understand that, contrary to Spanish, the first word of a compound is NEVER pluralized.

### UNIT 1 page 16

- |                      |                         |
|----------------------|-------------------------|
| 1. rizadores         | 10. carrito del super   |
| 2. reloj despertador | 11. salchichas          |
| 3. camisón           | 12. television          |
| 4. cafetera          | 13. tarea               |
| 5. desayuno          | 14. lata de cerveza     |
| 6. lavadora          | 15. six de cerveza      |
| 7. mantel            | 16. bata                |
| 8. botella de vino   | 17. quehacer de la casa |
| 9. tazón             |                         |

### UNIT 1 page 17

## EXERCISE III. ENGLISH-SPANISH CONTRAST / PRESENT TENSE

Students can consult Appendix B4 if they need help on the present tense.

### UNIT 1 page 18



¿Cuál es la diferencia en el uso de los pronombres (I, you, etc.) en inglés y en español? En inglés no es opcional el uso del pronombre; en español, sí.

¿Cuántas terminaciones tienen los verbos en inglés en tiempo presente? 2 ¿Es igual en español? No.

¿Cuáles son los auxiliares en inglés para formar el negativo y el interrogativo? Do/does.

¿Hay auxiliares en español para preguntar y negar? No.

¿En inglés, qué pronombre es igual para el singular y el plural? You.

¿En español, es opcional usar el pronombre en una oración? Sí.

¿Es el mismo caso en inglés? No, en inglés el pronombre se coloca antes del verbo.

---

**EXERCISE IV. WORD ORDER: SENTENCES AND QUESTIONS IN ENGLISH**

---

Review word order for the verb *to be* before doing this section in order to contrast the two patterns.

<p><b>NOTE:</b> Some students find this “formula” (QW+A+S+V+O+P+T) useful, others find it complicated.</p>
------------------------------------------------------------------------------------------------------------

**UNIT 1 page 19**

1. Does Kathy go to school at nine in the morning?  
Where does Kathy go at nine in the morning?  
What time does Kathy go to school?
2. Do Tom and Jim eat sandwiches at home at noon?  
What do Tom and Jim eat at home at noon?  
Where do Tom and Jim eat sandwiches at noon?
3. Do you have English class at the university at 8 p.m.?  
What do you have at the university at 8 p.m.?  
Where do you have English class at 8 p.m.?  
What time do you have English class at the university?
4. Does David's mother have lunch at a restaurant at 2 o'clock?  
What time does David's mother have lunch at a restaurant?  
Where does David's mother have lunch at 2 o'clock?  
What does David's mother do at 2 o'clock?
5. Is Michael at home from 2-4 p.m. every day?  
What time is Michael home every day?  
When is Michael home from 2-4 p.m.?  
Where is Michael from 2-4 p.m. every day?
6. Are the teachers in class at 5 o'clock on Mondays?  
Where are the teachers at five o'clock on Mondays?  
What time are the teachers in class on Mondays?  
When are the teachers in class at 5 o'clock?

**UNIT 1 page 21**

---

**EXERCISE V. SINGULAR OR PLURAL**

---

**A. Singular nouns**

homework	teacher
your husband	his wife
her child	my pen
housework	the children's teacher
eraser	day
her sister	dictionary
my mother	your book
family	name

**B. Verb form**

1. don't ---go
2. Does ---speak
3. cleans
4. don't do
5. doesn't ---live
6. Does---watch
7. Do---have
8. Does---eat
9. Do---do

---

**EXERCISE VI. PRONUNCIATION AND LISTENING**

---

**A. Explanation: Final /s/.**



**B.** This exercise is on audio.

- |      |        |        |
|------|--------|--------|
| 1. z | 8. z   | 15. s  |
| 2. z | 9. Iz  | 16. Iz |
| 3. s | 10.z   | 17. z  |
| 4. s | 11. z  | 18. s  |
| 5. s | 12. Iz | 19. z  |
| 6. z | 13. z  | 20. s  |
| 7. z | 14. z  |        |

### UNIT 1 page 23

---

#### EXERCISE VII. SEQUENCE WORDS

---

Fill in the blanks

- |                 |           |
|-----------------|-----------|
| 1. after/ then  | 7. then   |
| 2. Before       | 8. after  |
| 3. before/ then | 9. before |
| 4. after        | 10. After |
| 5. Before       | 11. Then  |
| 6. After/then   | 12. After |

### UNIT 1 page 24

---

#### EXERCISE VIII. QUESTION WORDS

---

- |              |         |
|--------------|---------|
| 1. What      | 6. Is   |
| 2. Are       | 7. When |
| 3. What time | 8. Does |
| 4. Do        | 9. Is   |
| 5. Where     | 10. Do  |

**EXERCISE IX. NEGATIVE**

Answers will vary.

**UNIT 1 page 25****EXERCISE X. LISTENING: REDUCED FORMS**

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

**UNIT 1 page 26****EXERCISE XI. WORD ORDER**

1. He doesn't wash the clothes at night.
2. Does Brian have lunch at school at 12 o'clock? (at 12 o'clock at school?)
3. Harriet and Bruce don't watch TV before supper.
4. Then she cleans the house in the afternoon.
5. When do they do their homework at home?
6. Where is Lucy at 6:00 in the evening?
7. She goes to the supermarket after lunch. (After lunch she goes to.....)
8. What does she do before she has breakfast?
9. Do the children run to the bus stop in the morning?
10. She doesn't watch TV before she goes to bed.

**PROVERB****Don't count your chickens before they hatch.**

- **Meaning:** Don't act as though you have something before you actually have it.
- **Example:** A: Next Friday I'll be able to pay you back that money I owe you.  
B: Great, but I won't count my chickens before they've hatched.
- **Possible origin:** This proverb probably originates from a fable. A farmer's daughter is daydreaming as she walks to town with a pail of milk balanced on her head. She starts thinking that the milk will get her cream, the cream, some butter, the butter in the market some eggs. The eggs will hatch into chickens, which will lay more eggs and soon she could have a large poultry yard. Then she could sell some chickens and buy herself a new dress and go to the fair and find young fellows who will want to make love to her. She could then toss her head and pass by them. At that moment she tossed her head and the pail of milk falls down. So when she gets home her mother admonishes her and tells her not to count her chickens before they hatch.
- **Possible equivalent in Spanish:** No cantes victoria antes de tiempo.
- **Possible reflected value of target language culture(s):** precaution

**UNIT 1 page 27**

---

**EXERCISE XII. VIEWING, READING AND RESPONDING**

---

**A.** Teacher checks students' answers.

1. chocolate chip cookies- galletas de chispas de chocolate
2. mixing bowl- tazón
3. measuring spoons- cucharas para medir
4. measuring cup- taza para medir
5. electric mixer- batidora
6. cookie sheet- charola (de hornear)
7. tablespoon- cuchara
8. teaspoon- cucharita
9. nut meats- nuez (sin cáscara)

**B.** Answers may vary.

**UNIT 1 page 28**

C. Teacher checks students' recipes.

**RHYME:**

Rhymes may be taught by simply reading and repeating, memorization, etc. depending on the rhyme and the students' level. If the rhyme has an interesting origin, teachers could explain it or ask learners to look for one in Spanish on the same or similar topic.

**HICKORY, DICKORY, DOCK** is a nonsense poem which uses alliteration that mimics the sound of a clock chiming at the relevant point in the song. It is intended to introduce the fundamentals of telling the time. The first publication date for the "Hickory, dickory dock" rhyme is 1744. Investigation into the meanings of the words used in the rhyme lead us to believe that it has its origins in America.

**UNIT 1 page 29****WRAP IT UP**

---

**EXERCISE I. ROUTINES: LOGICAL SEQUENCE IN PARAGRAPH WRITING**

---

Paragraph should be written in the following order:

1. My friend, John, is a reporter, but he doesn't live near his job.
  2. He lives in the suburbs.
  3. He gets up at 7:00 every morning.
  4. After he gets up, he takes a shower, but he doesn't eat breakfast.
  5. He leaves home at 7:45 and takes the bus downtown.
  6. At the park, he gets another bus to his office.
  7. When John gets to the office he has coffee and eats a sandwich or a doughnut.
- 
1. Before he starts his assignments, he looks them over and plans his day.
  2. Then, he takes the bus to wherever he has to go to cover an event.
  3. At noon, he usually has something to eat from a street stand.
  4. At 4:00 p.m. he usually goes to a restaurant and has dinner.
  5. After dinner, he goes back to the office to write up his articles.
  6. At 7:00 p.m. he finishes his articles and goes home.
- 
1. To go home, he takes a bus.

2. Before he gets home, he visits his girlfriend who lives in the same neighborhood.
3. When he arrives home, he eats supper and watches T.V. or listens to music.
4. He usually has supper while he watches the 10:30 news.
5. Then, he goes to bed at 11:00 because he feels tired.
6. He reads in bed before he goes to sleep.

**UNIT 1 page 30**

---

**EXERCISE II. DAILY ACTIVITIES: ORAL AND WRITING PRACTICE**

---

- A.** For these writing exercises, have the students do the exercises first in their notebooks so that you can check them. Then, corrected, they can copy them into the book.
- B.** Same instructions as previous exercise.

**UNIT 1 page 31**

---

**EXERCISE III.ROUTINES**

---

A and B: Same instructions as in previous section.

**UNIT 1 page 32**

---

**EXERCISE IV. LISTENING AND WRITING**

---



- A.** Teacher checks students' answers.

In the morning I get <sup>1</sup>**up** <sup>2</sup>**at** 6 o'clock. Then I take <sup>3</sup>**a** shower <sup>4</sup>**and** get dressed. I have some coffee and toast and fruit <sup>5</sup>**for** breakfast. I prepare lunch and go <sup>6</sup>**to** school <sup>7</sup>**at** 7 o'clock. I give classes <sup>8</sup>**from** 8 <sup>9</sup>**to** 12 o'clock; then I have <sup>10</sup>**a** 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 <sup>11</sup>**or** visit my parents. I usually eat dinner <sup>12</sup>**at** home at around five o'clock. After dinner I correct papers <sup>13</sup>**or** plan classes <sup>14</sup>**for** the next day. I usually go <sup>15</sup>**to** bed at 11 o'clock. On the weekends I go <sup>16</sup>**out** with friends to <sup>17</sup>**a** movie or <sup>18</sup>**to** play bingo.

- A.** Students write a paragraph using their own ideas.



**UNIT 1 page 33**

**C.** Teacher checks students' answers. This is on audio.

John is a lawyer. He's very intelligent. He works in a law firm in the mornings and in the afternoons he teaches law at the university. He's very organized.

Bill is a writer, but he doesn't work in an office. He writes novels at home. He's unorganized.

1. JOHN                      3. BILL

Mary is a housewife. She works very hard. She cleans the house, washes the clothes and makes dinner in the morning.

Nancy is a housewife too, but in the morning she works in an office where she's a secretary. Then, in the evening she cleans the house, washes the clothes and cooks.

4. MARY                      6. NANCY

**UNIT 1 page 34**

**D.** Teacher checks students' answers. This is on audio.

John is a lawyer. **He's** very intelligent. He works **in** a law firm in **the** mornings and in the **afternoons** he teaches law at **the** university. He's very organized.

Bill is a **writer**, but he doesn't work **in** an office. He writes **novels** at home. He's unorganized.

**EXERCISE V. ERROR IDENTIFICATION**

1. They get up at 6 o'clock.	6. He doesn't study at the university.	11. Is he an engineer?
2. Juan's teacher's Mexican.	7. What do you do at noon?	12. She is 22./ She is 22 years old.
3. José's father's name's Juan.	8. Do you live in Toluca?	13. What's John's last name?
4. At night, we do our homework.	9. Is your name José?	14. The office is on Main Street.
5. Does he work in the afternoon?	10. Are we students? .	15. I live at 24 Palmera Ave.

## UNIT 1 page 35



## PROVERB

**When in Rome, do as the Romans do.**

- **Meaning:** This proverb refers to the fact that when you are visiting a new place, you should try to do as the people do who are from that place.
- **Example:** A: I can't eat that.  
B: Oh, give it a try. When in Rome, do as the Romans do.
- **Possible origin:** Its origin is sometimes traced to the time when St. Ambrose, the bishop of Milan, was consulted by St. Augustine, when he arrived in Milan, on when to fast, since he observed that the Church did not fast on Saturday as the Church at Rome did. He replied: "When I am at Rome, I fast on a Saturday; when I am at Milan, I do not. Follow the custom of the Church where you are." The comment was changed to "When they are at Rome, they do there as they see done" by Robert Burton in his Anatomy of Melancholy. Eventually it became "When in Rome, do as the Romans do."
- **Possible equivalent in Spanish:** A donde fueres, haz lo que vieres.

---

**EXERCISE VI. HARRIET'S FRENCH TOAST RECIPE**

---

A. 3/ 2/ 5/ 1/ 4

As a follow up for this activity, students may want to demonstrate a simple recipe of their own. This gives them good practice and is motivating for the class.

## UNIT 1 page 36

B. Students write Harriet's recipe.

## UNIT 1 page 37

**LANGUAGE REVIEW**

---

Review together. A suggestion is to use verbs in tic-tac-toe, snakes and ladders or some other game.

---

**EXTRA ACTIVITIES FOR UNIT 1**

---

### **Spelling dots**

Pair work. Give each student a sheet of dot paper (like that used in math class) with 4 dots X 5 dots. In the centre of each set of 4 dots, is written a number 1-9 (these are already on the paper). Students are in pairs and have a spelling list and the dot paper. Student A says a spelling word and B must spell it. If the word is spelled correctly, B connects two dots. Student B now says a spelling word and A must spell it. If the word is spelled correctly, A draws a line from an existing one to another dot. If a student completes a box around a number, s/he gets that number of points. When all the words have been used, recycle them. When the dot paper is full, tally the points.

<http://www.teachersdesk.org/spelldot.html>

## UNIT 2 WHAT DO YOU LIKE?

### SOCIAL PRACTICE

Exchange personal information

Establish and maintain social contacts

### COMMUNICATIVE AIM

- 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*

## WHAT IT'S ABOUT

### UNIT 2 page 39



This dialogue is on audio. In this unit the verb **like** is presented followed by both a noun and a verb.

I like my classes.

I like to study.

We have avoided the use of the gerund after *like*, although this may come up in class. If it does, explain that the gerund (swimming, cooking, etc.) acts as a noun.

### UNIT 2 page 40

## WORK IT OUT

### EXERCISE I. TRUE OR FALSE?

- |      |      |
|------|------|
| 1. T | 5. F |
| 2. T | 6. F |
| 3. F | 7. T |
| 4. F | 8. F |

---

## EXERCISE II. MATCHING SENTENCES

---

- |      |       |
|------|-------|
| 1. d | 6. b  |
| 2. a | 7. c  |
| 3. e | 8. j  |
| 4. h | 9. f  |
| 5. i | 10. g |

**UNIT 2 page 41**

---

## EXERCISE III. FOLLOW INSTRUCTIONS

---

- |      |      |
|------|------|
| 1. c | 5. c |
| 2. a | 6. b |
| 3. a | 7. a |
| 4. a | 8. d |

---

## EXERCISE IV. OCCUPATIONS, INTERESTS AND ACTIVITIES

---

**A.** Teacher checks answers.

- |      |       |
|------|-------|
| 1. f | 6. d  |
| 2. i | 7. g  |
| 3. b | 8. e  |
| 4. c | 9. h  |
| 5. a | 10. j |

**UNIT 2 page 42**

**B.** Teacher checks answers.

1. mathematicians-----math
2. like to---like
3. chefs like to----food
4. businessmen---like to
5. play musical instruments---music
6. actors---act
7. politics---like to
8. scientists---discover things
9. patients---cure sick people



**THINK**

¿Cuándo se usa **like** sin **to**? Cuando la palabra que sigue es un objeto.

¿Cuándo se usa **like to**? Cuando la palabra que sigue es un verbo en infinitivo.

**UNIT 2 page 43**

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

Teacher checks understanding of the graphic representation of frequency adverbs. Answers to the exercise may vary.

- |                                |                   |
|--------------------------------|-------------------|
| 1. always                      | 6. never.         |
| 2. usually                     | 7. usually/always |
| 3. sometimes/hardly ever/never | 8. always/usually |
| 4. usually/always              | 9. usually        |
| 5. always                      | 10. usually       |



**THINK**

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

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



**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.

**UNIT 2 pages 44 - 46**

**EXERCISE VI. FOOD**

**FRUIT**

1. bananas
2. apple
3. orange

**DRINKS**

1. juice
1. wine
2. tea/ coffee
3. coffee/ tea
4. beer

**PROTEINS**

1. chicken
2. meat
3. hamburger
4. egg
5. fish

**DAIRY PRODUCTS**

1. ice cream
2. cheese
3. milk

**VEGETABLES**

1. carrot
2. green beans
3. lettuce
4. onion
5. squash
6. tomato

**CARBOHYDRATES**

1. pasta
2. rice
3. potato
4. cookies
5. corn
6. cake
7. bread
8. French fries

B. Teacher models the pronunciation of each word and students repeat.

**UNIT 2 page 47**

---

**EXERCISE VII. THERE IS/ THERE ARE**

---

Teacher checks students' answers.

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

**TRY IT OUT**

---

---

**EXERCISE I. PRONUNCIATION**

---

**A.**

This pronunciation section stresses a typical problem for Spanish speakers which is the letter "s" followed by a consonant. Students should notice that each word begins with an /s/ sound and is followed by another consonant sound.

**UNIT 2 page 48**

**B.**

The objective of this practice is to pronounce words the students know and that begin with an /s/ sound and is followed by another consonant sound and to extend the /s/ sound at the beginning of the words. This way, the students will more probably remember to pronounce this sound correctly.

Teacher checks if students know the meaning of all the words.

---

**EXERCISE II. ASK ABOUT ACTIVITIES: DO YOU EVER...?**

---

This is an oral activity. Act out a few role plays in class before students start doing it with a partner.

---

**EXERCISE III. WHAT DO YOU THINK?**

---

Answers to this exercise will vary, because the exercise deals with personal opinions.

---



**UNIT 2 page 49**

---

**EXERCISE IV. MEET MY FAMILY**

---

In pairs, students talk about their families. They fill in the blanks with the information about their own family and their partner's family in exercises 1 and 2.

---

**EXERCISE V. GUESS WHO?**

---

**A.** Teacher checks students' answers.

1. a/e
2. c

**UNIT 2 page 50**



**B.** Listening. This exercise is on audio.

Frank is a businessman. He works in a busy office downtown. He usually eats lunch in a restaurant near his office. He likes to read and go to the theater, but he doesn't like sports very much. He's very sophisticated and serious. He dresses quite formally.

Mary is a housewife, but she likes to play tennis and golf at the club. She goes to the club while her children are at school in the mornings. She's not very sophisticated, but she's a very happy person.

1. Mary
4. Frank

**C.** Written descriptions.

Students write the description in pairs, and then they read it to the whole class.

**UNIT 2 page 51**

---

**EXERCISE VI. ASK ABOUT YOUR CLASSMATES**

---

Questions will vary. Teacher can check some questions with the whole group.

## POLISH IT UP

---

### EXERCISE I. FREQUENCY ADVERBS AND WORD ORDER

---

Adverbs may change according to students' criteria.

1. sometimes works
2. are usually
3. sometimes work
4. is usually
5. doesn't usually eat
6. usually get up
7. doesn't usually have (never has)
8. doesn't usually rain
9. usually study
10. usually becomes

### UNIT 2 page 52

### EXERCISE II. ENGLISH/SPANISH CONTRAST

---

**A.** Teacher checks the students' answers and discusses them. Some of the conclusions can be as follows:

In English the use of "there is" or "there are" depends on the number of the subject (singular or plural). This doesn't happen in Spanish.

**B.** In Spanish there are many ways to express the idea that corresponds to the words *any*, *some* and *a lot of* in English.

### UNIT 2 page 53

### EXERCISE III. VOCABULARY: FOOD

---

A. Teacher checks students' answers.

- |              |           |
|--------------|-----------|
| a. avocado   | f. plums  |
| b. pineapple | g. muffin |
| c. lemon     | h. grapes |

- d. pear
- e. shrimp
- i. cauliflower
- j. pancake

**B.** Teacher checks students' answers.

1. avocado
2. muffin
3. cauliflower
4. grapes
5. pancake
6. pear
7. lemon
8. pineapple
9. plums
10. shrimp

**C.**

Practice pronouncing and spelling all the food seen in this unit. For spelling, the teacher could have a “spelling bee” or a spelling contest with the class divided into two teams. This could be explained to the students as a typical game in colonial U.S.A. and typical of the U.S. culture.

A **spelling bee** is a competition where contestants, usually children, are asked to spell English words. The concept is thought to have originated in the United States. Today, National Spelling Bee competitions for English are held in the United States, United Kingdom, Australia, New Zealand, Canada, and Indonesia, among others.

**UNIT 2 page 54**

---

**EXERCISE IV. NEWSPAPER ADS**

---

**A.** Teacher checks students' answers.

1. studio apartment
2. one bedroom apartment
3. 24 hour security guard
4. refrigerator
5. stove
6. school
7. unfurnished house

8. furnished house
9. public transportation
10. supermarket

**B.**

- 3 A single woman works as a secretary and lives alone.
- 4 A married couple has one 10 year old child.
- 2 Three single men are students. They need to study hard
- 1 A married couple has four sons.
- 5 A young teacher is single and has a car.

**UNIT 2 page 55**

C. Teacher checks students' answers. Answers will vary.

**EXERCISE V. LISTENING FOR REDUCED FORMS**

Teacher reads the text and students repeat. This exercise is on audio.



James Watson <sup>1</sup>is <sup>2</sup>an economist. He writes <sup>3</sup>a column <sup>4</sup>in <sup>5</sup>the editorial section <sup>6</sup>of <sup>7</sup>the local newspaper <sup>8</sup>and <sup>9</sup>he also teaches economics <sup>10</sup>at <sup>11</sup>the university <sup>12</sup>in <sup>13</sup>the afternoons.

James gets up <sup>14</sup>at about 6 o'clock every day. He always runs two <sup>15</sup>or three miles before breakfast, then <sup>16</sup>he reads for <sup>17</sup>a couple <sup>18</sup>of hours. He usually gets <sup>19</sup>to <sup>20</sup>his office <sup>21</sup>at ten. He works until one <sup>22</sup>or one-thirty, then <sup>23</sup>he goes <sup>24</sup>to <sup>25</sup>a restaurant <sup>26</sup>for lunch. <sup>27</sup>In <sup>28</sup>the afternoons, he goes <sup>29</sup>to <sup>30</sup>the university <sup>31</sup>and then <sup>32</sup>he usually goes home after <sup>33</sup>his classes.

**UNIT 2 page 56**

**EXERCISE VI. WORD ORDER**

1. Paul never gets up before 7 o'clock.
2. Do you often go to the movies? or Do you go to the movies often?
3. There are a lot of students in my class.
4. Nancy likes to play tennis.
5. Are there any education majors in the class?

6. Jack's daughter likes to study foreign languages.
7. Bob and I hardly ever watch TV.
8. Does Mary always work from eight to five?

**UNIT 2 page 57****PROVERB**

**Too many cooks spoil the broth.**

- **Meaning:** Sometimes it is better to have one or a few people do a job than to have many people do it, because the task might not be done well.
- **Example:** Without a conductor, every player had an idea for how the music should go—too many cooks spoil the broth.
- **Possible origin:** It was already considered a proverb in 1575.
- **Possible equivalent in Spanish:** Son muchas manos en el plato. Muchos cocineros echan a perder el caldo.
- **Possible reflected value of target language culture(s):** individualism

**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.

**Historical background:**

The Jack Sprat in this English rhyme is reputed to be King Charles I (1625-1649) and Henrietta Maria, his Queen (1609-1669). Apparently, when King Charles (Jack Sprat) declared war on Spain, parliament refused to finance him (leaving him lean!). So his wife imposed an illegal war tax (to get some fat!) after the angered King (Jack Sprat) dissolved Parliament.

**UNIT 2 page 58**

**EXERCISE VII. VIEWING, READING AND RESPONDING**

---

The expression *on equal footing* at the end of the article will probably be difficult. It means on the same level in all aspects.

**A.** Students should complete exercise A before reading the text.

1. A    2. C    3. A    4. C

**B.** Teacher encourages students to guess the meaning of unknown words from context before looking them up in a dictionary.

**UNIT 2 page 59**

**C.** Teacher checks students' answers.

1. a. men    b. women    .c. men
2. c
3. science
4. b    c    b
5. Some possible cognates are: difficult, science, reason, discrepancy, affects, opportunities, limits, contributions, society, engineer, programs, areas, includes, doctoral, computer
- 6.

**AREA OF STUDY**

**PROFESSION**

- |                      |                     |
|----------------------|---------------------|
| a . engineering      | engineer            |
| b . computer science | computer technician |
| c. physics           | physicist           |
| d . mathematics      | mathematician       |
| e. chemistry         | chemist             |
| f. science           | scientist           |

7. A.. T    b. F    c. T    d. T

## UNIT 2 page 60

**WRAP IT UP**

---

**EXERCISE I. SENTENCE GAME**

---

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

**PROVERB****A watched pot never boils**

- **Meaning:** Constant anticipation and watching makes things seem to take longer. Something we wait for with impatient attention seems to take forever.
- **Example:** Don't just sit there staring at the phone while you wait for her to call. Remember, a watched pot never boils.
- **Possible origin:** It has been attributed to Benjamin Franklin, circa 1778, cited in print by 1808. The English novelist Elizabeth Gaskell is also cited as being one of the first to use it in 'Mary Barton' (1848), giving the exact wording of the current version. One interesting note is that the proverb is said at one time to have included another final word—over—which gives the proverb an entirely opposite meaning!
- **Possible equivalent in Spanish:** El que espera, desespera. No por mucho madrugar, amanece más temprano. No comas ansias.
- **Possible reflected value of target language culture(s):** patience.

UNIT 2 page 61

---

## EXERCISE II. FIND THE OCCUPATIONS

Students complete the sentences in pairs and find the occupations in the puzzle.

Teacher checks students' answers.

Suggestion: This exercise can be done as a contest.

### BACKWARDS

- 1.actor
- 2.magician
- 3.physicist
- 4.lawyer

### DOWN

- 1.factory worker
- 2.dentist
- 3.chemist
- 4.scientist
- 5.consul
- 6.politician
- 7.singer

### ACROSS

- 1.secretary
2. accountant
- 3.journalist
- 4.writer
- 5.salesperson
- 6.movie director
- 7.sociologist
- 8.teacher
- 9.policeman
- 10.technician

## UNIT 2 page 63

## EXERCISE III. PARAGRAPH WRITING

Teacher should explain the use of pronouns, connectors and punctuation.

- A. Students choose two people and write about them following the model.
- B. Teacher checks students' paragraphs.



### PROVERB

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

- **Meaning:** Cooking for a man is a good way to win his love.
- **Possible origin:** The evolution of this saying appears to be almost as indirect as the way to a man's heart. The American statesman John Adams wrote in a letter (1814), "The shortest road to men's hearts is down their throats," and some years later Richard Ford (1845) advised, "The way to many an honest heart lies through the



belly.” A few years later, Miss Mulock observed in John Halifax’s, “Gentleman” (1857) that the stomach was the way to an Englishman’s heart. Fifteen years after that, the writer Fanny Fern broadened the idea to include all men in “Willis Parton” (c. 1872), rendering the saying in its current form.

- **Possible equivalent in Spanish:** Al hombre se le conquista por el estómago.
- **Possible reflected value of target language culture(s):** appreciation of good cuisine.

## UNIT 2 page 64

---

### EXERCISE IV. CANDY PUZZLE

---

Students work in group to solve the puzzle.

1. Rose
2. 12

## UNIT 2 page 65

---

### EXERCISE V. ERROR IDENTIFICATION

---

Teacher checks students’ answers.

1. We do our homework at night.
2. Does he always work in the mornings?
3. He doesn’t study architecture.
4. What do you do in the afternoons?
5. Are they accounting majors?
6. University students always have a lot of homework.
7. Bob hardly ever watches TV.
8. Sally never does housework. OR Sally doesn’t ever do housework.
9. Is there a blackboard in your English class?
10. There are usually a lot of people in banks.

---

### EXERCISE VI. LOGIC PUZZLE: WHO’S WHO

---

This is an exercise in which students are using the language to solve the problem. Students work in teams to solve the puzzle.

Frank Miller is a lawyer.

Chris Wilson is a teacher.

Sandy Brown is an accountant.

Sam Davis is an engineer.

Peter Smith is a student.

**UNIT 2 page 66**

**EXERCISE VII. PLANNING A PARTY**

**A.** This is an information gap exercise. Students work in pairs. One student is Jane, the other one is Betty.

Jack's wife, Jane

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

Bob's wife, Betty

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

**UNIT 2 page 67****B. Role play**

Students compare their lists and make only one list of the things they need to buy.

Student B takes the role of the salesperson and Student A is Jane.

Jane will order beans, chicken, cake and coffee, fish, corn, lettuce and oranges from the salesperson over the phone.

**PROVERB**

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

- **Meaning:** Without time off from work, a person becomes both bored and boring. This proverb is often used as an excuse to go out and party, or to convince a hard worker to come out and party. Though the “dull” originally meant stupid, it has come to mean ‘boring’ and applies to adults more than it does to children.
- **Example:** If Harry keeps up that grueling schedule, he's headed for a breakdown—all work and no play will make him a dull boy.
- **Possible origin:** Although variations of the proverb have been traced down to the Egyptians, the modern saying first appeared in James Howell's “Proverbs in English, Italian, French and Spanish” (1659) and was included in later collections of proverbs. In modern times it was made famous in Stanley Kubrick's iconic horror movie “The Shining” (1980).
- **Possible equivalent in Spanish:** El trabajo sin reposo, hace del hombre un soso. (Hay que dejar tiempo para el esparcimiento).
- **Possible reflected value of target language culture(s):** balance, equilibrium.

**UNIT 2 page 68****LANGUAGE REVIEW-UNIT 2**

---

For a review, prepare a quiz or game that will go over the language, functions and structures seen in this unit.

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## EXTRA ACTIVITIES FOR UNIT 2

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### CARD GAME: GO FISH!

Objective of game: To form as many sets of 4 cards as possible.

Language objective: To make yes/no questions with "Do you have any.....?"

To answer with short answers.

Materials: One deck of cards for every 4-6 players

Instructions:

1. Teach students the names of unfamiliar cards: jack, queen, king, ace (take out the jokers).
2. Deal seven cards to each player (5 cards if 6 are playing). The extra cards are put in a pile in the center of the table.
3. The game starts with the player to the left of the dealer.
4. The player looks at his cards and asks ONE of the other players (uses name) if s/he has one of the cards s/he has in his hand.  
Example: Do you have any fives?  
Do you have any kings?
5. If the other player has the card, then that player must say "Yes, I do." and give ALL of that card to the player who asked for it.
6. Once a player has a set of four, he puts it down on the table.
7. If the other player does NOT have the card asked for, s/he tells the player who requested it, "No, I don't. GO FISH!"
8. That player picks up the top card from the deck in the center of the table. If s/he picks up the card requested, then s/he continues asking. If not, the next player on the left begins asking for cards.
9. Once a player runs out of cards in their hand or there are no more cards in the deck, each player counts up how many sets of 4 they have, and the one with the most wins.

## UNIT 3 WHAT ARE YOU LIKE

### SOCIAL PRACTICE

Exchange personal information

Establish and maintain social contacts

Exchange non-personal information

### COMMUNICATIVE AIM

- 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 or reject invitations.  
*Aceptar o rechazar invitaciones.*
- Ask for confirmation of an opinion  
*Pedir confirmación de una opinión*

## WHAT IT'S ABOUT

### UNIT 3 page 70



This dialogue is on audio

When introducing this unit, it is important to focus on these points:

- Position of adjectives in English
- Examples: He is intelligent.  
He's an intelligent person.
- The different meanings of the 3 questions using "like" (see note)
- Tag questions



#### 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)

**UNIT 3 page 71**

**WORK IT OUT**

---

**EXERCISE I. TRUE AND FALSE**

---

1. T
2. F
3. F
4. F
5. F

**EXERCISE II. TAG QUESTIONS**

---

- |      |       |
|------|-------|
| 1. e | 6. j  |
| 2. a | 7. d  |
| 3. i | 8. h  |
| 4. c | 9. b  |
| 5. g | 10. f |

**UNIT 3 page 72**

**EXERCISE III. MATCHING**

---

- |       |      |
|-------|------|
| a) 10 | f) 4 |
| b) 9  | g) 6 |
| c) 7  | h) 3 |
| d) 5  | i) 8 |
| e) 2  | j) 1 |

**EXERCISE IV. WORD GROUPS**

---

1. happy: personality (not physical appearance)
2. nose: not hair
3. glasses: not part of the body
4. intelligent: not a personality trait
5. lazy: not a physical trait

**UNIT 3 page 73**

**EXERCISE V. LIKE**

- |      |      |
|------|------|
| 1. b | 4. c |
| 2. b | 5. b |
| 3. a | 6. b |

**EXERCISE VI. QUESTION WORDS**

- |              |             |
|--------------|-------------|
| 1. What time | 6. How many |
| 2. Why       | 7. How many |
| 3. How many  | 8. When     |
| 4. Where     | 9. How old  |
| 5. What      | 10. Where   |

**UNIT 3 page 74**

**EXERCISE VII. DESCRIBING PEOPLE**

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



**PROVERBS**

**You can't judge a book by its cover.**

- **Meaning:** Don't determine the worth of something based on its exterior appearance.
- **Example:** A. That woman really looks like a tramp.  
 B. Don't jump to conclusions. You can't judge a book by its cover. She might be really nice.

- **Possible origin:** In 1946 the phrase appeared in the murder mystery *Murder in the Glass Room* (by Edwin Rolfe and Lester Fuller) as "you can never tell a book by its cover."
- **Meaning in Spanish:** *No todo lo que brilla es oro.*
- **Possible reflected value of target language culture(s):** outward appearances can be deceiving

**All cats are grey in the dark.**

- **Meaning:** The implication is that beauty, or physical appearance, is unimportant. Beauty is unimportant; it's what's underneath the surface that counts.
- **Example:** A. I'm a little embarrassed to introduce my girlfriend to my parents. She's not very good looking, and she's older than I am!  
B. Don't worry, all cats are grey in the dark.
- **Possible origin:** In 1549, John Heywood used the term in his Dialogue of Proverbs.
- **Meaning in Spanish:** *De noche, todos los gatos son pardos.*
- **Possible reflected value of target language culture(s):** unpretentiousness/ simplicity

**UNIT 3 page 75**

**TRY IT OUT**

**EXERCISE I. PRONUNCIATION**

- A.** Listen to the examples and have students repeat.

This exercise is on audio.

- B.** Mark the intonation of the tag questions

This exercise is also on audio.

- |                  |                  |
|------------------|------------------|
| 1. isn't he? ↑   | 6. isn't she? ↓  |
| 2. don't they? ↓ | 7. do they? ↓    |
| 3. doesn't he? ↑ | 8. are they? ↑   |
| 4. do they? ↓    | 9. do they? ↓    |
| 5. doesn't he? ↑ | 10. isn't she? ↓ |



**UNIT 3 page 76**

**C.** Ask students to get together in groups and make affirmative and negative sentences about famous people using tag questions at the end.

---

**EXERCISE II. FIND SOMEONE WHO**

---

Teacher should first ask students to write the questions and check the correct verb form before doing the oral activity.

For the oral practice, students should stand up and move around the room. Students cannot ask the same person 2 consecutive questions. The first person to get names for all of the questions wins the game. Students report their findings at the end.

**UNIT 3 page 77**

---

**EXERCISE III. DATING**

---

**A.** This is a reading which might be fun for the students. Teacher should be sure students know what a blind date is. Before students read the text, the teacher can ask them to talk about the physical appearance of the people in the reality and in the fantasy columns. Students read the text and they underline the adjectives.

As an activity related to this text, students could give some characteristics of themselves

**UNIT 3 pages 78 - 80**

**B.**

Students write 10 affirmative statements with tag questions and 10 negative statements with tag questions. Students use the information about the 6 people in the pictures on the previous pages.

**UNIT 3 page 81**

**C.**

Students work in pairs and talk about the people in the pictures using tag questions. As a whole group they share opinions.

---

**EXERCISE IV. INFORMATION GAP LISTENING---BLIND DATE SERVICE**


---



**A.** To do the exercise, half of the class should be sent outside of the classroom. Those left in the room listen to the interviews done with two students. When they have filled in the charts in the text with the necessary information, the other half of the class enters and listens to the interviews with two other students. After they have filled in their charts, each student must get together with a student from the other team and by asking and answering questions, everybody fills in the charts completely. This exercise is on audio.

INFORMATION	BOB	IRMA	JOE	LEE
LAST NAME	Jones	Brown	García	Chen
BIRTHPLACE	New York City	Los Angeles	Chicago	here
AGE	28	30s	35	42
OCCUPATION	elementary school teacher	librarian	chef	bank manager
RESIDENCE	22 Madison Ave.	34 Park Ave., Apt. B	near (2 blocks away)	Green Park
FREE TIME ACTIVITIES	guitar, rock band, basketball and soccer, TV, movies	read, cook, play with cat	read, cook	opera, classical music, piano, violin

**B.** Students get together with a partner from the other group and fill in the information they need by asking questions.

**C.** Students decide who would be the best blind date for Irma.

These exercises are strictly oral. Teacher goes around class and monitors or helps students when needed.

**PROVERB****Save it for a rainy day.**

- **Meaning:** If you SAVE something, especially money, for a RAINY DAY, you SAVE it for some possible problem or trouble in the future.
- **Example:** A. I really don't know what to do with the allowance my mother sends me every week. I really don't need it, but she insists.  
B. My advice would be to save it for a rainy day. You never know when your luck is going to change. Knock on wood you'll still have a job next year, but you never know.
- **Possible origin:** This slogan was part of a government advertising campaign around the time of World War II. It began in 1942 by the War Advertising Council and encouraged Americans to support the war effort by purchasing war bonds. By the time the campaign ended 38 years later, millions of Americans had bought war bonds.
- **Possible meaning in Spanish:** *Ahorrar para cuando lleguen las vacas flacas*
- **Possible reflected value of target language culture(s):** thrift

**UNIT 3 page 82**

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**EXERCISE V. LIKES AND INVITATIONS**

---

This exercise is oral. Teacher goes around the class and monitors or helps students as needed.

**UNIT 3 page 83**

---

**EXERCISE VI. DESCRIPTIONS**

---

This exercise is oral. Teacher goes around the class and monitors or helps students if needed.

---

**EXERCISE VII. E-M@IL**

---

Teacher checks students' messages.

---

**EXERCISE VIII. LISTENING FOR REDUCED FORMS**


---



This exercise is on tape.

John: Do <sup>1</sup>**you** know that girl in the front <sup>2</sup>**of** the class next <sup>3</sup>**to** the window?

Bob: Yeah.

John: <sup>4</sup>**What's** her name?

Bob: <sup>5</sup>**It's** Martha.

John: <sup>6</sup>**What's** she like?

Bob: <sup>7</sup>**She's** OK. She's studious and likes <sup>8</sup>**to** read.

John: What <sup>9</sup>**does** she do after class?

Bob: She sometimes goes <sup>10</sup>**to** the coffee shop in <sup>11</sup>**the** shopping center near here.

John: <sup>12</sup>**Who** <sup>13</sup>**does** she usually go with?

Bob: I see <sup>14</sup>**her** with her brother Tom and Jim. She sits with <sup>15</sup>**them** in class.

John: <sup>16</sup>**Does** she like music?

Bob: <sup>17</sup>**She** does, but, Tom and Jim don't. Why?

John: There's a rock concert in the auditorium <sup>18</sup>**at** 12 o'clock today. Maybe she <sup>19</sup>**can** go with me.

Bob: Good luck. Be careful <sup>20</sup>**of** Tom and Jim. <sup>21</sup>**They're** big guys and very protective!

**UNIT 3 page 84**

---

**POLISH IT UP**


---



---

**EXERCISE I. TAG QUESTION**


---

**A.** Teacher elicits the relationship between the affirmative sentence and the negative tag question and vice versa. Teacher can also explain the use of the pronoun and verb in the tag question.



**THINK**

If the sentence is affirmative, the tag question is negative.  
If the sentence is negative, the tag question is affirmative.

**B.**

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| 1. aren't they? | 7. does he?     | 13. don't they? |
| 2. isn't he?    | 8. do they?     | 14. does she?   |
| 3. isn't she?   | 9. doesn't he?  | 15. doesn't he? |
| 4. are you?     | 10. isn't she?  |                 |
| 5. is he/she?   | 11. isn't he?   |                 |
| 6. do they?     | 12. doesn't he? |                 |

**UNIT 3 page 85**

**C.** There are many possibilities for the sentences in this section. T should check the correct use of verbs.

**PROVERB**

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

- **Meaning:** It is basically a proverb about vulnerability. You shouldn't criticize others for weaknesses you yourself might have.
- **Example:** A: A debtor who has difficulty managing money, shouldn't advise his friends on how to manage theirs.  
B. A person who is notoriously irresponsible shouldn't lecture his children about the virtues of responsibility.
- **Possible origin:** The proverb has been traced back to Geoffrey Chaucer's 'Troilus and Criseyde' (1385). George Herbert wrote in 1651: 'Whose house is of glass, must not throw stones at another.' Later, Benjamin Franklin wrote, 'Don't throw stones at your neighbors', if your own windows are glass.' 'To live in a glass house' is used as a figure of speech referring to vulnerability." There are also Biblical origins.
- **Meaning in Spanish:** *No escupas al cielo, porque te va a caer en el ojo. El que esté libre de culpa que tire la primera piedra.*

**UNIT 3 page 86****EXERCISE II. ADJECTIVES (DESCRIPTIVE WORDS)**

**A.** Students work individually and then compare their answers.



**THINK**

- ¿Se pluralizan los adjetivos en inglés? No
- ¿En inglés, el adjetivo va antes o después del sustantivo que describe? El adjetivo se encuentra después del verbo "be" y antes del sustantivo.
- ¿En inglés es posible usar 2 adjetivos consecutivos antes de un sustantivo sin usar la palabra "and"? Sí
- ¿En inglés, se necesita decir la palabra "color" cuando se dice el color?  
Generalmente no
- ¿En español, se usa la palabra, "color" cuando se dice el color?  
A veces sí.

**UNIT 3 page 87**

- B. There are several possibilities for answers.
- C. There are several possibilities for answers.

**UNIT 3 page 88**

- D. Check sentences with students.
1. Henry is a religious man.
  2. I like tall, blonde men.
  3. She has brown hair and blue eyes.
  4. My teacher is a quiet and serious woman.
  5. Do you like tall, beautiful women?
  6. Does she have long hair and brown eyes?
  7. These tacos are delicious, aren't they?
  8. He's a handsome actor, isn't he?

**UNIT 3 page 89**

- E. Teacher checks vocabulary.

**UNIT 3 page 90****EXERCISE III. OCCUPATIONS**

A. Teacher checks students' answers.

- |                |                   |                   |
|----------------|-------------------|-------------------|
| 1. businessman | 6. police officer | 11. truck driver  |
| 2. cameraman   | 7. psychiatrist   | 12. TV technician |
| 3. doctor      | 8. reporter       |                   |
| 4. judge       | 9. secretary      |                   |
| 5. mechanic    | 10. teacher       |                   |

**UNIT 3 page 91****NOTE**

Adjectives are never pluralized in English.

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

Check appendix A 17 with students.

B. Teacher checks students' sentences.

**SUGGESTED EXTRA ACTIVITY****Occupations**

Ask students to use the occupations list to complete the chart.

Pair work. Using the occupation list, each student takes turns to ask and answer questions to complete the chart.

Example:

A: Where does a businessman work?

B: In an office.

A: What does a businessman do?

B: He does business.

Occupation/Job	Place	Activity
businessman	office	business



**PROVERB:**

**Let sleeping dogs lie.**

- **Meaning:** Leave things as they are. Avoid rekindling old arguments or problems. Don't "make waves".
- **Example:** A. Remember that time my brother's wife insulted you at our wedding?  
B. Oh, Jack, that was years ago! I'd forgotten about it long ago! Let sleeping dogs lie.
- **Possible origin:** It is probably a phrase originated by Chaucer around 1380 in Troilus and Criseyde, 'It is nought good a slepyng hound to wake'. It means not to stir up a potentially problematic situation.
- **Meaning in Spanish:** *No hacer olas. Dejar las cosas en paz. Mejor no revolver el asunto.*
- **Possible reflected value of target language culture(s):** peace and tranquility

**UNIT 3 page 92**

**EXERCISE IV. QUESTION WORDS**

**A.** Teacher checks students' answers.

1. In the evenings./ At night. / From 8 to 10./ Never. etc.
2. It's \_\_\_\_\_.
3. At 11 o'clock./ At midnight. etc.
4. S/he's \_\_\_\_\_.
5. There are thirty one.



6. To the movies/ to my sister's house, etc.
7. Because it's interesting./ Because I like it.
8. It's at \_\_\_\_\_ a.m./It's from 9 to 11.

**B.** There's more than one possibility for each answer.

1. What time do you \_\_\_\_\_ ?
2. When \_\_\_\_\_ ?
3. Where \_\_\_\_\_ ?
4. Where \_\_\_\_\_ ?
5. When \_\_\_\_\_ ?
6. Why \_\_\_\_\_ ?
7. How many \_\_\_\_\_ ?
8. Where \_\_\_\_\_ ?



**RHYME:**

**PURPLE COW**

**Historical background:**

- **Origin:** *Purple Cow* is the name of a well-known poem by Gelett Burgess, written in 1895. Famously, Burgess became somewhat exasperated with the success of his poem, of which he was constantly reminded. A few years later, he wrote a riposte that became almost as well-known as the original. It was titled "Confession: and a Portrait Too, Upon a Background that I Rue" and appeared in *The Lark*, number 24 (April 1, 1897). The poem went like this:

Ah, yes, I wrote the "Purple Cow"—  
 I'm sorry, now, I wrote it;  
 But I can tell you anyhow  
 I'll kill you if you quote it!

The rhyme is familiar to most English speaking people and the purple cow has become a familiar icon in many English speaking cultures.

**UNIT 3 page 93**

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**EXERCISE V. LUCIA'S DAY**

---

**A.**

- |           |          |
|-----------|----------|
| 1. is     | 8. does  |
| 2. is     | 9. takes |
| 3. lives  | 10. gets |
| 4. visits | 11. have |
| 5. is     | 12. goes |
| 6. is     | 13. gets |
| 7. gets   |          |

**B.** The first sentence (1) is numbered.

**Verbs:**

14. go
15. eat
16. rests
17. goes
18. has
19. arrives
20. has
21. has
22. don't have
23. doesn't like
24. needs
25. gets
26. takes

**Paragraph order:**

- (3) They go...
- (6) Then she ...
- (7) In the evening she ...
- (1) At 9 a.m. ...
- (4) In the afternoon...
- (2) Lucia and her friends...
- (8) She doesn't like to go to bed ...
- (5) She usually ...

**UNIT 3 page 94**

**EXERCISE VI. VIEWING, READING AND RESPONDING (FAMILY REUNION)**

**UNIT 3 page 95**

**A. Multiple choice**

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

**B. Compound nouns**

1. grandparents
2. baseball
3. cookout
4. potato salad
5. barbecue
6. volleyball
7. dinner dance
8. boyfriend or girlfriend

**UNIT 3 page 96**

**C.** Students work in small groups to complete the grid. Teacher monitors group work and checks the exercise.

**UNIT 3 page 97**

**D.** Teacher checks answers with the whole group.

<b>Across:</b>	<b>Down:</b>
1.to	1.team
4.fire	2.picnic
6.make	3.s'more
8.divorce	5.relatives
9.aunt	7.eat
10.lot	11.night
12.cousin	13.far
14 parent	

## UNIT 3 page 98

**WRAP IT UP**

---

**EXERCISE I. LIKES AND DISLIKES**

---

A. Teacher asks students to bring/cut out pictures of things they like/ don't like or like to do/ don't like to do. Teacher should have extra pictures for the activity.

B. Teacher monitors student work.

---

**EXERCISE II. CLASS INVENTORY**

---

A. Teacher asks different students to ask the group a question and count raised hands. Student writes the number on the chart.

## UNIT 3 page 99

B. In small groups students ask and answer questions about the information on the chart using How many.....?

C. Teacher asks students to write sentences about the information on the chart.

**PROVERB:****That's like the pot calling the kettle black.**

- **Meaning:** To hypocritically criticize a person for something which is actually true of yourself.
- **Example:** You are accusing me of being lazy? Ha! That's *the pot calling the kettle black!*
- **Possible origin:** It comes from old times when pots and pans were generally black and kettles were generally metallic and reflective. Therefore the pot sees its black reflection in the kettle and thinks that the kettle is black. This phrase originates in Cervantes' *Don Quixote*, or at least in Thomas Shelton's 1620 translation. Shakespeare had previously expressed a similar notion in a line in *Troilus and Cressida*, 1606: "The raven chides blackness."

- **Possible equivalent in Spanish:** El comal le dijo a la olla. El burro hablando de orejas.
- **Possible reflected value of target language culture(s):** honesty to one's self.

**UNIT 3 page 100**

**EXERCISE III. LISTENING**

Both A and B are on audio.



**A.** She's young and kind of thin. She has long dark hair. She's kind of serious, very intelligent and likes to read a lot.

**B.** He has a round face. He has big eyes and thick eyelashes. His nose is wide. He has a big mouth and small ears. He has curly black hair---kind of long.

**UNIT 3 page 101**

**EXERCISE IV. REDUCED FORMS**



This exercise is on audio.

<sup>1</sup>**There** <sup>2</sup>**are** 25 students in my English class. I'm <sup>3</sup>**an** engineering major, <sup>4</sup>**but** my boyfriend isn't. He's a history major. We have English <sup>5</sup>**from** <sup>8</sup> <sup>6</sup>**to** 9 every day. My boyfriend <sup>7</sup>**is** handsome, but he's <sup>8</sup>**kind** of thin. I sit next to <sup>9</sup>**him** in class. <sup>10</sup>**He's** very intelligent <sup>11</sup>**and** I am <sup>12</sup>**too**. (I'm <sup>13</sup>**not** very modest.) The other students are nice, but <sup>14</sup>**they're** kind <sup>15</sup>**of** lazy. They <sup>16</sup>**don't** always do <sup>17</sup>**their** homework. My boyfriend always does <sup>18</sup>**his** homework, and sometimes I copy <sup>19</sup>**it** when I don't do <sup>20</sup>**it** at home.

**EXERCISE V. ERRORS**

- |                                  |                                          |
|----------------------------------|------------------------------------------|
| 1. She's a very patient teacher. | 6. Does he/she want children?            |
| 2. She likes Mexican food.       | 7. Sally likes to exercise, doesn't she? |
| 3. He has a nice girlfriend.     | 8. She likes to watch TV.                |
| 4. She likes to swim.            | 9. She likes the blue pen.               |
| 5. She has long eyelashes.       | 10. She has long brown hair.             |

11. S/he likes to listen to the radio.
12. S/he is kind of short.
13. S/he lives in the State of Mexico.
14. I like books.

15. She likes to dance.
16. Do you like hamburgers?
17. Mary likes hot dogs, doesn't she?

**UNIT 3 page 102**

---

**EXERCISE VI. SANDY'S FAMILY**

---



**A.** Teacher reads (or plays) this text once without stopping. Students identify the pictures in relation to Sandy using the “ ‘s” and write the title above each picture, next to the number.

Example:

Sandy's father/ Sandy's mother, etc.

1. Sandy
2. Sandy's house
3. Sandy's father
4. Sandy's mother
5. Sandy's sister and brother in law
6. Sandy's brother

**UNIT 3 page 104**

**B.** Students listen to the text again and write what they hear. Teacher checks the dictation.

**C.** Teacher monitors student production.

**D.** Teacher asks students to write a paragraph about a member of their family. Teacher checks the students' written work.

UNIT 3 page 105

**LANGUAGE REVIEW-UNIT 3**

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**EXTRA ACTIVITIES FOR UNIT 3**

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**WHO AM I?**

The teacher tells students to imagine that a friend has arranged a blind date for him/her with someone out of town who s/he will meet at the airport. This person wants to know how to recognize him/her. Each student must write a description of him/herself. Talk about physical appearance, personality, things s/he likes to do, etc. Pictures may not be used.

After students write the above for homework, the papers will be given to the teacher and s/he will correct any mistakes. Then, the descriptions will be given back to the students who should type them on a computer so their handwriting isn't distinguishable. They should write their names in pencil very lightly on the back of each description.

The teacher will number the descriptions clearly with a marker and students will go around the room reading the papers and matching their companions to the numbers that appear on each description.

When students finish matching classmates to descriptions, then the teacher will take the papers down, read the descriptions (or ask a different student to read each description) and announce the answers. The student with the most correct answers wins the competition.

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## APPENDIX A

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### ANÁLISIS ESTRUCTURAL (STRUCTURAL ANALYSIS)

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#### A1. PALABRAS DE CONTENIDO Y 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*

*we are = we're*

*Mary is = Mary's*

*you are = you're*

*they are = they're*

*the car is = the car's*

*he is = he's*

*she is = she's*

*it is = it's*

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

*You are not = You're not or You aren't*

*He is not = He's not or He isn't*

*She is not = She's not or She isn't*

*It is not = It's not or It isn't*

*We are not = We're not or We aren't*

*They are not = They're not or They aren't*

*Mary is not = Mary's not or Mary isn't*

*The car is not = The car's not or The car isn't*

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

*I do not study.*

*I don't study.*

*You do not study.*

*You don't study.*

*We do not study.*

*We don't study.*

*They do not study.*

*They don't study.*

*He does not study.*

*He doesn't study.*

*She does not study.*

*She doesn't study.*

*Mary does not study.*

*Mary doesn't study.*

*The car does not have a radio.*

*The car doesn't have a radio.*

---

### A3. PRONOMBRES NOMINALES (SUBJECT PRONOUNS)

---

	SINGULAR	PLURAL
1st person	<i>I = yo</i>	<i>we = nosotros/as</i>
2nd person	<i>you = tú, ud.</i>	<i>you = ustedes</i>
3rd person	<i>he = él</i> <i>she = ella</i> <i>it = *</i>	<i>they = ellos/as</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
1st person	<i>my = mi</i>	<i>our = nuestro/a</i>
2nd person	<i>your = tu, su (de ud.)</i>	<i>your = su (de uds.)</i>
3rd person	<i>his = su (de él)</i> <i>her = su (de ella)</i> <i>its = su (de objeto o animal)</i>	<i>their = su (de ellos/as)</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
<b>1st person</b>	<i>me</i> = me (a mí, conmigo)	<i>us</i>	= nos, nosotros/as
<b>2nd person</b>	<i>you</i> = (a ti, contigo)	<i>you</i>	= ustedes
<b>3rd person</b>	<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.

Dame el libro.

Jane takes **them** to school.

Jane **los** lleva a la escuela.

Please answer **him**.

Contéstale, por favor.

Show it to **her**.

Muéstraselo.

**A6. PRONOMBRES POSESIVOS (POSSESSIVE PRONOUNS)**

<i>mine</i>	= mío/a, mías, míos
<i>yours</i>	= tuyo, tuya, suyo, suya
<i>his</i>	= suyo, suya suyos, suyas (de él)
<i>hers</i>	= suyo, suya, suyos, suyas, (de ella)
<i>its</i>	= suyo, suya, suyos suyas (de ello)
<i>ours</i>	= nuestros (as)
<i>yours</i>	= suyos (as)
<i>theirs</i>	= 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. APÓSTROFO "S" ('S) (APOSTROPHE "S")

---

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

- a) La contracción del verbo "is": *He's a student.*  
*Anne's a good worker.*
- b) La forma posesiva de un sustantivo, equivalente a "de" en español. Se lee al revés del español:  
*Juan's phone number is 5560-8112.*  
El teléfono de Juan es 5560-8112.  
*Mrs. Smith's son is an accountant.*  
El hijo de la Sra. Smith es un contador.
- c) La contracción del verbo "has" cuando se usa en su forma auxiliar.  
*She's been a teacher for 10 years.*  
Ella ha sido maestra por 10 años.

---

### A9. TIEMPO PRESENTE INTERROGATIVO (PRESENT TENSE INTERROGATIVE)

---

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>

**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	VUJETO	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. PRONOMBRES DEMOSTRATIVOS (DEMONSTRATIVES THIS /THAT /THESE /THOSE)**

**PRONOMBRES (PRONOUNS)**

*this* = éste, ésta, esto

*that* = aquél, aquella, aquello, ése, ésa

*these* = éstos, éstas

*those* = aquéllos, aquéllas, esos, ésas

**ADJETIVOS (ADJECTIVES)**

este, esta

aquel, aquella, ese, esa

estos, estas

aquellos, aquellas, esos, esas

**A11. HAY (THERE IS /THERE ARE)**

Son equivalentes en español a la forma impersonal "**hay**".

"*There is*" se utiliza para el singular y "*there are*" para el plural.

Ejemplos:

- *There is (there's) a book on the table.*

Hay un libro sobre la mesa.

- *There are three books in the drawer.*

Hay tres libros en el cajón.

---

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

---

*Here* = aquí o acá

*There* = allí o allá

---

### A13. SUSTANTIVOS (*NOUNS*)

---

El plural de los sustantivos se forma con la terminación "s".

Se añade "es" cuando la palabra termina en:

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

Hay algunos sustantivos irregulares:

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

---

### A14. 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 28<sup>th</sup>.*
- para significar “a tiempo”: *You’re not **on** time. The concert started at 8 and now it’s 8:30.*

**in** se usa

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

**of** se usa

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

**from** se usa

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

---

**A17. ADJETIVOS (ADJECTIVES)**

---

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

## APPENDIX B

### VERBOS (VERBS)

#### B1. SER, ESTAR (BE)

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

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. 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:

*Up:*            1. hacia arriba            2. terminar una acción    3. hasta un punto determinado

*Down:*            hacia abajo

*In:*                hacia adentro

*Out:*            1. hacia afuera            2. completamente

*On:*            1. encima            2. encender (eléctrico y mecánico)    3. continuar acción

*Off:*            1. idea de desprender, alejar            2. apagar (eléctrico y mecánico)

*Over:*            1. por encima            2. otra vez            3. hasta un punto determinado    4. hacia un lado

*Back:*            1. hacia atrás            2. de nuevo            3. de regreso

*By:*                movimiento a lo largo

*Through:*            a través

*Around:*            1. alrededor            2. sin destino fijo

*Away:*            alejar

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

Nótese 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)**

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

i) Se usa para:

a) Actividades habituales:

*Steven leaves home at 8 a.m.*

*I don't work on Sundays.*

Steven sale de su casa a las 8 a.m.

Yo no trabajo los domingos.



**B5. PRETÉRITO (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:

*I was in New York last year.*

*We weren't on vacation last week.*

*Were you at school yesterday? No. I wasn't.*

---

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

---

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

a) una habilidad: *He can speak . I can run fast.*

b) una posibilidad: *You can study English at the university.  
We can go to the movies.*

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

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

*You can't go to the party right now.*

*You can go at nine.*

*We can see the exhibit tomorrow.*

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

*Can you be here at 4:00?*

*Can Mary speak Italian?*



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

---

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

a) *I have to go to class.*

*Tengo que ir a clase.*

b) *She has to study.*

*Ella tiene que estudiar.*

c) *They don't have to read.*

*No tienen que leer.*

d) *Do you have to leave?*

*¿Tienes que salir?*

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

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## APPENDIX C

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### NÚMEROS (*NUMBERS*)

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#### C1. NÚMEROS CARDINALES (*CARDINAL NUMBERS*)

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##### i) *Spelling*

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

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	INGLÉS
cien	<i>a hundred</i>
mil	<i>a thousand</i>
un millón	<i>a million</i>
mil millones	<i>a billion</i>
un billón	<i>a trillion</i>

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**C2. NÚMEROS ORDINALES (ORDINAL NUMBERS)**

---

<i>1<sup>st</sup> - first</i>	<i>10<sup>th</sup> - tenth</i>
<i>2<sup>nd</sup> - second</i>	<i>11<sup>th</sup> - eleventh</i>
<i>3<sup>rd</sup> - third</i>	<i>12<sup>th</sup> - twelfth</i>
<i>4<sup>th</sup> - fourth</i>	<i>13<sup>th</sup> - thirteenth</i>
<i>5<sup>th</sup> - fifth</i>	<i>21<sup>st</sup> - twenty first</i>
<i>6<sup>th</sup> - sixth</i>	<i>22<sup>nd</sup> - twenty second</i>
<i>7<sup>th</sup> - seventh</i>	<i>23<sup>rd</sup> - twenty third</i>
<i>8<sup>th</sup> - eighth</i>	<i>24<sup>th</sup> - twenty fourth*</i>
<i>9<sup>th</sup> - ninth</i>	

- a) Todos los números ordinales, menos “*first, second y third*”, terminan con “*th*”.
- b) Las fechas requieren el uso de números ordinales al hablar, pero no para escribirlas:  
*April 3, 2010* se lee: *April third two thousand ten*.
- c) Se usan los números ordinales para las calles:  
Calle Uno = *First Street*  
Calle Dos = *Second Street*

## APPENDIX D

PRONUNCIACIÓN (*PRONUNCIATION*)D1. EL ALFABETO (*THE ALPHABET*)

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

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

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

**or**

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

D2. PRONUNCIACIÓN (*PRONUNCIATION*)

En una oración hay palabras más importantes que otras. Estas palabras son aquellas cuyo significado conceptual se encuentra en ellas mismas: por ejemplo “*study, student, housewife*”. Designamos a estas palabras como “*content words*” (palabras de contenido) y a las palabras no tan importantes como “*function words*” (palabras funcionales). Esta distinción es importante porque las “*content words*” son las que llevan el énfasis en una oración, mientras que las vocales de las “*function words*” tienden a reducirse al sonido [ə] o [ɪ] o a formar una contracción con la palabra anterior.

**D3. TABLA DE PRONUNCIACIÓN (PRONUNCIATION CHART)**

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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 [ʊ] would put could	more [ɔr] four door	
I [aɪ] light why my	eight [eɪ] 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	

# AUDIO SCRIPT- BASIC ENGLISH II

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## UNIT 1-WHAT DO YOU DO EVERY DAY?

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### WHAT IT'S ABOUT

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#### DIALOGUE

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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.
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 6 or 6:30.
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.

## UNIT 1 TRY IT OUT

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### EXERCISE I. PRONUNCIATION

---

Compound nouns are always stressed on the first word. Repeat 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
night gown	soup bowl	supermarket	six pack

## UNIT 1 POLISH IT UP

---

### EXERCISE VI B. PRONUNCIATION AND LISTENING

---

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

- |           |               |
|-----------|---------------|
| 1. is     | 11. barbeques |
| 2. lives  | 1. 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     |

### EXERCISE X. LISTENING: REDUCED FORMS

---

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

Brian **is a** junior high-school student. He lives with **his** family **in** Houston. He usually gets up **at** seven o'clock and takes **a** shower. After that, he has breakfast **and** goes **to**



school. He has lunch **at** school. When **he** gets home from school, he and **his** sister have a snack. Then Brian goes **to** baseball practice **in** the park. After supper, Brian **and his** sister do **their** homework. They go **to** bed **at** about 10 o'clock.

## UNIT 1 WRAP IT UP

---

### EXERCISE IV.A- LISTENING AND WRITING

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Listen and fill in the blanks as you hear the paragraph about a teacher's daily activities. Use words from the box.

In the morning I get **up at** 6 o'clock. Then I take **a** shower **and** get dressed. I have some coffee and toast and fruit **for** breakfast. I prepare lunch and go **to** school **at** 7 o'clock. I give classes **from 8 to** 12 o'clock; then I have **a** 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 **or** visit my parents. I usually eat dinner **at** home at around five o'clock. After dinner I correct papers **or** plan classes **for** the next day. I usually go **to** bed at 11 o'clock. On the weekends I go **out** with friends to **a** movie or **to** play Bingo.

### EXERCISE IV C LISTENING AND WRITING

---

Listen to the 4 descriptions and write the name of the person described under the picture: Bill, John, Mary or Nancy

John is a lawyer. He's very intelligent. He works in a law firm in the mornings and in the afternoons he teaches law at the university. He's very organized.

Bill is a writer, but he doesn't work in an office. He writes novels at home. He's unorganized.

Mary is a housewife. She works very hard. She cleans the house, washes the clothes and makes dinner in the morning.

Nancy is a housewife too, but in the morning she works in an office where she's a secretary. Then, in the evening she cleans house, washes the clothes and cooks.

---

### EXERCISE IV D

---

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

John is a lawyer. He's very intelligent. He works in a law firm in the mornings and in the afternoons he teaches law at the university. He's very organized.

Bill is a writer, but he doesn't work in an office. He writes novels at home. He's unorganized.

---

### EXERCISE VI A HARRIET'S FRENCH TOAST RECIPE

---

Harriet is teaching Lucy and Brian how to make French toast. Listen to the recipe and write the number of the step under the picture.

1. First of all, beat the eggs and milk in a bowl.
2. Then, melt the butter in a frying pan.
3. Dip a slice of bread into the egg mixture.
4. Fry the bread until it is brown.
5. Serve the French toast with butter and syrup.

---

## UNIT 2 WHAT DO YOU LIKE?

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### WHAT IT'S ABOUT

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#### DIALOGUE:

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**Jack:** Bob! What a surprise!

**Bob:** Hi, Jack! How are you?

**Jack:** Fine! Do you remember our classes in primary school?

**Bob:** Of course! You look exactly the same! What do you do now?

**Jack:** I'm a high school teacher in town now.

**Bob:** Really! What do you teach?

**Jack:** I teach math and computer skills. And you?

**Bob:** I'm a high school teacher, too, but I don't live here.

**Jack:** Oh, so you're on vacation, too.

**Bob:** Yeah. We like to visit my parents when we can.

**Jack:** Say, give me your cell phone number and e-mail address. We can keep in touch.

**Bob:** Good idea. Let's go out for lunch. Do you like hamburgers and French fries?

**Jack:** Sure, let's go.

Listen again and repeat the dialogue.

## UNIT 2 TRY IT OUT

---

### EXERCISE I B PRONUNCIATION

---

A. Listen to the words and practice pronouncing them.

student	stop	state
study	Spanish	speak
specialist	sports	squash
school	skills	snack

### EXERCISE V B GUESS WHO?

---

Listen to the descriptions of Mary and Frank. Decide which picture is Mary and which one is Frank.

Frank is a businessman. He works in a busy office downtown. He usually eats lunch in a restaurant near his office. He likes to read and go to the theater, but he doesn't like sports very much. He's very formal and serious.

Mary is a housewife, but she likes to play tennis and golf at the club. She goes to the club while her children are at school in the morning. She's not very sophisticated, but she's a happy person.

## UNIT 2 POLISH IT UP

---

### EXERCISE V LISTENING FOR REDUCED FORMS

---

Listen to the text and complete the sentences using words from the box.

James Watson **is an** economist. He writes **a** column **in the** editorial section **of the** local newspaper **and he** also teaches economics **at the** university **in the** afternoons.

James gets up **at** about 6 o'clock every day. He always runs two **or** three miles before breakfast, then **he** reads for **a** couple **of** hours. He usually gets **to his** office **at** ten. He works until one **or** one-thirty, then **he** goes **to a** restaurant **for** lunch. **In the** afternoons, he goes **to the** university **and** then **he** usually goes home after **his** classes.

---

## UNIT 3 WHAT ARE YOU LIKE?

---

### WHAT IT'S ABOUT

---

#### DIALOGUE

---

**Martha and Jane share an apartment in order to save money. They both work.**

- Jane:** Martha, do you know our new neighbor in apartment 10? His first name's José.
- Martha:** No, what's he like, Jane?
- Jane:** He's really friendly and nice.
- Martha:** What does he look like?
- Jane:** He's tall and dark and has a moustache.
- Martha:** Does he like sports?
- Jane:** I think so. He plays soccer. He also likes music and plays the guitar in a group. You play the guitar too, don't you?
- Martha:** Yes, I do, but I'm not that good. Does he like to dance?
- Jane:** I don't know. He's kind of quiet at first, but he seems really cool. Also, I think he likes to sing.
- Martha:** Do you want to invite him to our party on Saturday night?
- Jane:** Sure. Good idea!

---








### UNIT 3 TRY IT OUT




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#### EXERCISE 1B PRONUNCIATION

---

Listen to the following sentences and mark the up or down intonation pattern on the question tags.

1. He's intelligent, isn't he? 
2. Mary and Susan study at the university, don't they? 
3. Bob likes to play tennis, doesn't he? 
4. They don't like to dance, do they? 
5. Ralph does his homework, doesn't he? 
6. Sheila is an excellent doctor, isn't she? 
7. They don't always go to school, do they? 

8. John and Tom aren't policemen, are they? 
9. The girls don't get up at 6:00 a.m., do they? 
2. Martha is really tired, isn't she? 

---

### EXERCISE V A BLIND DATE SERVICE

---

Listen to the information and fill in the spaces for the two people you hear about.

- Woman:** Good morning. What can I do for you?  
**Bob:** Good morning. I'm here to find out about the blind date service.  
**Woman:** Would you like to sign up?  
**Bob:** Yes, I think so.  
**Woman:** You just have to answer a few questions. It doesn't take long.  
**Bob:** O.K.  
**Woman:** What is your name?  
**Bob:** It's Bob Jones.  
**Woman:** And where are you from?  
**Bob:** I'm from New York City.  
**Woman:** And your age?  
**Bob:** I'm 28.  
**Woman:** And what do you do?  
**Bob:** I'm an elementary school teacher. I teach 4<sup>th</sup> grade.  
**Woman:** Where do you live now?  
**Bob:** I live at 22 Madison Avenue.  
**Woman:** And what do you like to do in your free time?  
**Bob:** I like to play the guitar. I play in a rock band with some friends. I like to play basketball and soccer too. Sometimes I watch TV or go to the movies on the weekends.  
**Woman:** Well, thank you, Bob. We will be in touch with you by e-mail or by phone before the end of the week.  
**Bob:** Thank you very much.
- Woman:** Hello. Can I help you?  
**Irma:** Hello. Yes. I'd like to sign up for the Blind Date Service.  
**Woman:** O.K. Could you just answer a few questions for our records?  
**Irma:** Sure. You don't publish the information, do you?  
**Woman:** Oh no. It's strictly confidential.  
**Irma:** That's good. I like to be careful.  
**Woman:** Of course. I understand. First of all, what is your name?  
**Irma:** It's Irma Brown.  
**Woman:** And where do you come from, Irma?  
**Irma:** I'm from Los Angeles.  
**Woman:** And how old are you?  
**Irma:** I'm in my 30's.

- Woman:** And what do you do for a living?  
**Irma:** I'm a librarian at a public library.  
**Woman:** I see, now, where do you live?  
**Irma:** On 34 Park Avenue, apartment B.  
**Woman:** And what do you like doing in your free time?  
**Irma:** I like to read, to cook and to play with my cat. Do you want to know my cat's name?  
**Woman:** No, that won't be necessary. I think we have finished for now. We'll be contacting you in a few days.
- Woman:** Good afternoon. What can I do for you?  
**Joe:** Oh, hi. I'm interested in your service.  
**Woman:** O.K. Would you mind answering a few questions?  
**Joe:** Fine. Whatever you say.  
**Woman:** To begin with, what's your name?  
**Joe:** It's Joe García.  
**Woman:** O.K., Joe. Are you from around here?  
**Joe:** No, I'm a long way from home. I was born in Chicago.  
**Woman:** Really? I'm from Chicago too!  
**Joe:** Well, it's a big city.  
**Woman:** And your age?  
**Joe:** I'm 35. I'll be 36 next month.  
**Woman:** And what do you do?  
**Joe:** I'm a chef at a Mexican restaurant down the street.  
**Woman:** I see, and where do you live now?  
**Joe:** Not far from here. About two blocks away..  
**Woman:** And what do you like doing in your free time?  
**Joe:** Well, I like to read if I have time. Also, of course I like cooking and I like animals a lot, but they're not allowed in my apartment.  
**Woman:** OK, Joe, I think that's enough for now. We'll get back to you before the end of the week. Good luck.  
**Joe:** Thanks. Good bye.
- Woman:** Oh, excuse me. I didn't hear you come in. Can I help you?  
**Lee:** Yes, ma'm. I'd like to apply for the services of this company.  
**Woman:** O.K. You will have to answer a few questions to begin with.  
**Lee:** No problem.  
**Woman:** Could you tell me your name?  
**Lee:** It's Lee Chen.  
**Woman:** And where are you from?  
**Lee:** This is my home town.  
**Woman:** Really? How interesting. And what's your age?  
**Lee:** I'm 42.

**Woman:** O.K., and what do you do for a living?  
**Lee:** I'm a bank manager.  
**Woman:** Is the bank close to here?  
**Lee:** Not really. It's (in) the financial district downtown.  
**Woman:** I see, and where do you live now?  
**Lee:** Now I live in the suburbs in a town called Green Park.  
**Woman:** And what do you like doing besides your job?  
**Lee:** Well, I love the opera and classical music, so I go to concerts whenever I can. Also, I enjoy playing the piano and the violin.  
**Woman:** OK, Lee, I think we have enough information to start with. We'll contact you as soon as possible. Good luck.  
**Lee:** Thank you very much. Nice to meet you. Good bye.

---

### EXERCISE VIII LISTENING

---

Fill in the blank spaces with the correct word.

**John:** Do **you** know that girl in the front **of** the class next **to** the window?  
**Bob:** Yeah.  
**John:** **What's** her name?  
**Bob:** **It's** Martha.  
**John:** **What's** she like?  
**Bob:** On, **she's** OK. She's studious and likes **to** read.  
**John:** What **does** she do after class?  
**Bob:** She sometimes goes **to** the coffee shop in **the** Cultural Center near here.  
**John:** **Who does** she usually go with?  
**Bob:** I see **her** with her brother Tom and Jim. She sits with **them** in class.  
**John:** **Does** she like music?  
**Bob:** **She** does, but Tom and Jim don't. Why?  
**John:** There's a rock concert in the auditorium **at** 12 o'clock today. Maybe she **can** go with me.  
**Bob:** Good luck. Be careful **of** Tom and Jim. **They're** big guys and very protective!

---

## UNIT 3 WRAP IT UP

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### EXERCISE III A LISTENING

---

**Which girl is being described? Indicate the correct girl.**

She's young and kind of thin. She has long dark hair. She's kind of serious, very intelligent and likes to read a lot.

---

### EXERCISE III B LISTENING

---

**Draw the face of the person being described.**

He has a round face and big eyes and thick eyelashes. His nose is wide. He has a big mouth and small ears. He has curly black hair---kind of long.

---

### EXERCISE IV REDUCED FORMS

---

Listen to the text. Write the words you hear in the spaces.

**There are** 25 students in my English class. I'm **an** engineering major, **but** my boyfriend isn't. He's a history major. We have English **from 8 to 9** every day. My boyfriend **is** handsome, but he's **kind** of thin. I sit next to **him** in class. **He's** very intelligent **and** I am **too**. (I'm not very modest.) The other students are nice, but **they're** kind **of** lazy. They **don't** always do **their** homework. My boyfriend always does **his** homework, and sometimes I copy **it** when I don't do **it** at home.

---

### EXERCISE VI SANDY'S FAMILY

---

Listen to the text. Identify pictures of Sandy's brother, father, house, mother, sister and brother-in-law.

**1<sup>st</sup> picture:** My name is Sandy. I am 20 years old. I study law at the university.

**2<sup>nd</sup> picture:** I live in an old house near the university with my family. There are five of us in my family and a dog.

**3<sup>rd</sup> picture:** This is my father. His name's Ed. He's a salesman. He sells cars. He's 49 and he's a happy person.

**4<sup>th</sup> picture:** My mother's name's Laura. She's 44 years old. She's a teacher and a housewife. She's not a calm person.

**5<sup>th</sup> picture:** My sister's name is Susan. She's 29 years old. She's married and has one child. She's a secretary and her husband's a lawyer.

**6<sup>th</sup> picture:** My brother's name is John. He's 18 years old. He's a student. He's not like my mother. He's a calm person and usually feels good.



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