

# Programas de Formación Continua 2009-2010

Curso:

Las competencias comunicativas  
de la lengua inglesa

inglés



Guía del coordinador



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**Las competencias comunicativas  
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**LAS COMPETENCIAS COMUNICATIVAS  
DE LA LENGUA INGLESA**

**BASIC ENGLISH I**

**TEACHER'S GUIDE**

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## INTRODUCTION

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It is hoped that 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 (Spanish) and culture (Mexican),
- the ability to communicate orally and in writing at a breakthrough level with English-speaking people and to understand simple texts written in English.

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

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

- Getting acquainted with others:
  - giving personal data about yourself
  - asking for information about others such as name, address, occupation, etc.
- Getting things done:
  - giving and following instructions,
  - asking and answering common questions.
- Developing strategies to be able to interact with others.

The topics were selected according to what we believe are of interest to teachers in the Mexican public school system. Throughout the units, we have made an attempt to follow a logical progression of language activities and tasks for the development of the learner's

communicative competences. Their immediate surroundings were considered for introducing basic features of the English language in situations and settings that can be found in the learner's environment.

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

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

**Title Page: What It's About (objectives).**

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

**Section I: Work It Out**

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

**Section II: Try It Out**

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

### **Section III: Polish It Up**

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

### **Section IV: Wrap It Up**

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

### **Language Review**

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

### **Appendix**

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

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

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

We hope you enjoy your experience using this course.

The Authors

## **COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES**

### **LEVEL A-1**

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

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

## UNIT I WHO ARE YOU?

---

### WHAT IT'S ABOUT

---

#### UNIT 1 page 15

---

- Ask students who they think these people are and where they are.
- Discuss the information the secretary needs: name, address, telephone number, age, occupation.
- Explain that REGISTER HERE means inscribirse. Discuss the difference in last names: In the USA and England, only one last name is used (the father's) unless otherwise specified, whereas in Mexico the two last names are generally used. Also, married women generally do not include their maiden names in their last names.
- Talk about the way addresses are written: In the USA and England, the address is written with the number first, then the street. However, English speakers in Mexico often give addresses in Mexico the Mexican way (street first then number). We normally do not translate street names. For example, Olmos would not be translated to Elm St.
- Read the dialog for the students.

### WORK IT OUT

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#### UNIT 1 page 16

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- Students should be able to work out exercises I and II either individually or in pairs or small groups. Get them used to working with their dictionary and relying on each other's knowledge rather than depending on the teacher for all the answers.
- Point out cognates, and mention that there are some words in English that look like a word in Spanish, but are not the same. For example, major looks like it might be mayor but it isn't. However, in most cases words that appear to be the same are:  
occupation = ocupación, sex = sexo, etc.
- Point out that all proper nouns in English begin with a capital letter: names, days, months.

### EXERCISE I

ANSWERS:

- |                      |                      |
|----------------------|----------------------|
| 1. employee          | 7. Thursday          |
| 2. 249 Pomona St.    | 8. Susan Williams    |
| 3. 2012              | 9. political science |
| 4. female            | 10.20                |
| 5. married           | 11.5322 7142         |
| 6. September 6, 2010 | 12. Mexico           |

### EXERCISE II

ANSWERS:

- occupation: engineer, student, housewife, diplomat, newspaper reporter.
- age: 20, 19 years old, thirty
- first name: Richard, Nancy, Mary, Kathy
- last name: Smith, Anderson, Wilson
- date: September 5, 2011, Nov. 10, 2009, June 8, 2010, Aug. 10
- day: Monday, Thursday, Tuesday, Sunday
- major: engineering, law, economics, journalism

---

UNIT 1 page 17

---

### EXERCISE III

- Point out the use of YOU and YOUR. In English, there is only one YOU for singular, plural, informal and formal. Explain that these features are made clear through the context in English, and that formality is apparent in the social register used but not in the words YOU and YOUR.
  - yo = I
  - mi/mis=my;
  - tú, usted, ustedes = you;
  - tus, su, sus = your

### EXERCISE IV

- I.D. is the abbreviation for identification.
- Numbers 8 and 9 will require some explanation. You may tell the students that if they study full time, they have a major (carrera), but if they study only English (an hour or two a day), they are not full-time students.

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### UNIT 1 page 18

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### EXERCISE V

- Make sure students understand the instructions. When you check it, take advantage of the opportunity to practice the pronunciation, contractions and reduced forms. If the students don't know their numbers, you may want to do some practice on the board, and/or have them practice with the exercise on p. 14. Also, in Appendix C1, there is a list of numbers and an explanation about some of the differences between English and Spanish.

#### ANSWERS:

- |       |           |
|-------|-----------|
| 1. 5  | 6. 6      |
| 2. 12 | 7. 11     |
| 3. 1  | 8. 8      |
| 4. 2  | 9. 9 & 10 |
| 5. 14 | 10.3      |

### EXERCISE VI

- Write the answers on the board.
- Practice the pronunciation of the months and days of the week.

---

### UNIT 1 page 19

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### EXERCISE VII

- Practice the pronunciation of the dates, emphasizing the word order. You might want to mention that it is also possible to say the thirteenth of January. Do not go into ordinal numbers in depth, but tell students to look at Appendix C2 for a list of the numbers if they are interested.
- You can mention that even though the ordinal suffixes (st, nd, rd, th) are not necessarily included when we write the date, they must be used in the spoken form.
- Throughout the book, there are proverbs and cartoons that we hope will help the students come in contact with the target culture.

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UNIT 1 page 20

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**EXERCISE VIII**

- Mention that short answers are the most usual in English, and that it is just as correct to use a short answer as a long answer. For example:

What's your last name?    Hernández.

It's Hernández.

My last name's Hernández.

- Point out the use of the article before singular nouns.

I'm a teacher.

I'm an accountant.

- Explain the rule and tell students to look at Appendix A 7.

ANSWERS:

1. I (E)

6. K

11.M

2. B

7. J

12.L

3. D

8. E

13.F (G)

4. A

9. N

14.H (G)

5. C

10.O

15.G

**TRY IT OUT**

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UNIT 1 page 21

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**EXERCISE I**

- It is important to emphasize the stressed and unstressed forms when speaking English. In this book, we have used the phonetic symbols for the vowel sounds, but have chosen to simplify the consonant symbols by using the most similar letters of the alphabet to represent the sounds of the consonants. We believe this pronunciation section is of prime importance in learning English and should be referred to whenever necessary.
- Make sure the students notice how words are not pronounced in isolation, but are often combined or reduced into groups of words (see part B). Model the sentences several times and have your students repeat after you, both chorally and individually.



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UNIT 1 page 22

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**EXERCISE II**

- This Exercise can also be done in pairs, and after several minutes students can change partners.
- Mention that if a student uses a nickname, rather than his /her first name, they should use it here.

**EXERCISE III**

- Have students move around the room and talk to different classmates in order to fill out the chart.

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UNIT 1 page 23

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**EXERCISE IV**

- Tell students to do this in pairs, asking questions that produce both negative and affirmative responses. Point out the note, and mention that in informal English these forms of yes and no are more common.

**EXERCISE V**

- Make sure students don't write the dialog until after they have practiced it orally. After they write it, check it by having several different pairs read it to the class.

**POLISH IT UP**

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UNIT 1 page 24

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**EXERCISE I**

- The exercises in this section should help clear up questions which are bound to arise in the previous two sections.
- Exercise I should be done either individually or in pairs, but without the teacher's help. When you check it, ask for examples from the charts that illustrate their answers to the questions.

ANSWERS:

1. orden invertido
2. sí, no

3. you
4. al final, al principal y final
5. antes de la calle, después de la calle
6. no (en inglés be, en español tener)
7. am, are, is
8. mi, mis / yo/ tu, tus, sus, su / tú, usted, ustedes
9. No, no tiene equivalente en español.

---

### UNIT 1 page 25

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- Read examples to illustrate any questions students might have after answering the questions on the previous page.
- Use the appendix A9 as reference for information about contractions, the verb be, and question forms with other verbs.

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### UNIT 1 page 26

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#### **EXERCISE II**

- Point out that both the verb BE and the word NOT are normally contractions in spoken English.
- In numbers, 6, 8 and 9, mention the other way these short answers can be written:
  - No, it's not.
  - No, you aren't.
  - No, you're not.
- Remind students that contractions are not used in affirmative short answers (see NOTE page 25).

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### UNIT I page 27

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#### **EXERCISE III**

- The use of the indefinite article in English differs from Spanish. Appendix A7 should help, but this point will require special emphasis. In English it must be used before an occupation or a profession in singular form:
  - I'm a teacher.= Soy maestro/a. He's a driver. Es chofer.
- Point out the nouns in this exercise, and the fact that adjectives come before nouns and therefore may separate the article and the noun:

|         |             |       |
|---------|-------------|-------|
| an      | engineering | major |
| article | adjective   | noun  |

#### EXERCISE IV (THIS EXERCISE IS RECORDED.)

- Read the paragraph two or three times at normal speed, using contractions and reduced forms. Use it for pronunciation practice. Ask the students which words are content words, and mark them with a stress mark (´). Remind them that these words are pronounced clearly and with more emphasis.

Script:

*Hello. My name's Joe Brown **and** I'm a famous baseball player. I live **in** Los Angeles but I'm from Chicago. I'm also a part-time student **at** UCLA. I study business administration **at** night.*

#### EXERCISE V

- Use this exercise to make sure students understand the use of these verbs, and the fact that if the question is with the verb BE, the answer also contains a form of the verb BE, but if the questions is with DO, the answer is with DO.

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UNIT I page 28

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#### EXERCISE VI

- Point out the word order for statements (subject, verb, complement) and the inversion in questions with be (verb, subject, complement).

#### EXERCISE VII

- Have students cover the line you dictate, and tell them to write the numbers (not words) horizontally in order to check them easily. Have them write on another piece of paper (not on this page).
- This exercise can be done in pairs, and repeated as often as students need practice with numbers.
- Point out the use of the letter O instead of the number 0 in phone numbers.

## WRAP IT UP

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### UNIT I page 29

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#### EXERCISE I

- Repeat the text several times. (Text also recorded.)

Script:

*My name's Jane Anne Thomas and I'm a student at New York City College. My major's home economics and I'm eighteen years old. I live in New York City, at 234 Broadway. My zip code's 10101. My phone number's 367-9241.*

---

### UNIT I page 30

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#### EXERCISE II

- After students complete Bill's part (individually), have them practice it in pairs. Take turns being Bill.

Possible answers:

- Bill: No, I'm an economics major. What do you do?
- Bill: Where do you teach?
- Jack: ----- Do you work?
- Bill: ----- Where do you live?

#### EXERCISE III (This text is recorded.)

- Read the dialog several times.

Script:

*Secretary: Good morning. What's your name?*

*Juan: Juan Sánchez.*

*Secretary: Do you have a middle name, Juan?*

*Juan: Yes, it's Manuel.*

*Secretary: (slowly) Juan - Manuel - Sánchez. And what's your address, Juan?*

*Juan: 820 California Street.*

*Secretary: 820 California. Is that in Pasadena?*

*Juan: No, it's in Los Angeles.*

*Secretary: And what's the zip code?*

*Juan: 98426.*

*Secretary: 9,8,4,2,6. Do you have a telephone, Juan?*

*Juan: Yes. It's 447-7295.*

*Secretary: 447-7295. How old are you, Juan?*

*Juan: 19.*

*Secretary: Are you a part-time student here at the University?*

*Juan: No, I study full time. I'm an economics student.*

*Secretary: So, your major is engineering. Good...now, what's your I.D. number?*

*Juan: It's 803423.*

*Secretary: 8,0,3,4,3,2.*

*Juan: No, 8,0,3,4,2,3.*

*Secretary: 2,3. All right - that's all for now, Juan. Thank you. Good-bye.*

*Juan: Good-bye.*

#### **EXERCISE IV**

- Use this exercise to check students' writing and then use it for pronunciation practice.

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#### **UNIT I page 31**

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#### **EXERCISE V**

ANSWERS:

1. What's your telephone number?
2. What's your address?
3. Are you married?
4. Do you (work)?
5. Where are you from?
6. What's your major?
7. Is your name (Juan)?
8. Are you a (student)?

#### **EXERCISE VI (THIS DICTATION IS RECORDED.)**

- Dictate these sentences at normal speed, while students write. Repeat each sentence 2 or 3 times.

1. My name's Maria.
2. My last name isn't Sánchez.
3. It's Suárez.
4. I don't have a telephone.
5. My address is 302 Columbia St.
6. I'm twenty-two years old.
7. I'm an engineering major.
8. Where do you study?
9. Are you an economics major?
10. Do you work at Liverpool?

---

UNIT I page 32

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**EXERCISE VII**

- Ask the students to copy the paragraph on another piece of paper so that they can hand it in

**EXERCISE VIII**

- It is helpful for students to explain why the other two sentences are wrong.
  1. a
  2. b
  3. c
  4. c
  5. c
  6. a
  7. b
  8. c
  9. c
  10. c

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UNIT I page 33

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**EXERCISE IX**

- Practice dates orally.

**LANGUAGE REVIEW**

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UNIT 1 page 34

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- This is a good review of each unit. The language and vocabulary should be part of the students' active knowledge of English.

## UNIT II WHO IS SHE? WHO IS HE?

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### WHAT IT'S ABOUT

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#### UNIT II page 35

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- Ask the students to find examples of the language used in the three pictures that exemplify the communicative aims listed under objectives.
- Go through the three conversations and discuss new vocabulary words.

### WORK IT OUT

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#### UNIT II page 36

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#### EXERCISE I

- The pronoun it is difficult for Spanish speakers, since there is no equivalent in Spanish. Explain that it is used to substitute any noun in the singular that is not a person.
- The possessive adjectives his, her and your are frequently confused due to the fact that su in Spanish covers all three.
- Make sure students understand how these are used.

#### EXERCISE II

- Point out the fact that there is no gender in English, so unless the sex is obvious within the word (housewife), occupations can be either male or female.

#### UNIT II page 37

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#### EXERCISE III

##### ANSWERS:

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

### EXERCISE IV

ANSWERS:

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

### EXERCISE V

- It should be clear from this exercise that the apostrophe “s” can be either a possessive or a contraction. Students must depend on the context and their knowledge of word order in English.
- Remind them that in affirmative sentences, the word order is: subject, verb, (complement).
- Refer them to Appendix A8 for more information.

ANSWERS:

- |                |                |                |
|----------------|----------------|----------------|
| 1. possessive  | 3. contraction | 5. contraction |
| 2. contraction | 4. possessive  | 6. possessive  |

---

## UNIT II page 38

---

### EXERCISE VI

- When you correct this exercise, discuss the reasons for the right/wrong answers.

ANSWERS:

- |                    |            |
|--------------------|------------|
| 1. Does            | 6. her     |
| 2. Is              | 7. is      |
| 3. Ana's last name | 8. his     |
| 4. his             | 9. lives   |
| 5. Do              | 10. twenty |



## TRY IT OUT

---

### UNIT II page 39

---

#### EXERCISE I

- Appendix A1 gives an explanation about function and content words. Emphasize the importance of understanding how functions words are reduced. Tell students that even more important than mastering a native-like pronunciation (which involves reductions and contractions) is their ability to understand spoken English. This requires practice in listening for the content word - which is pronounced clearly - and that a function words that follows it is reduced and sounds like part of the content word.

Example: [ɪzi]= is he

- Point out the difference in pronunciation between do as a content word and as a function word. Also, The initial sound [h] is dropped from the function words he, his, her.

Example:

What do [də] you do [du] ?

Is her [ər] name Mary?

---

### UNIT II page 40

---

#### EXERCISE III

- Remind students that the words "name, place of birth, age, etc." are not necessarily included in the sentences that refer to these particular categories of information. Thus, it is more natural to say: Kathy Smith is from Canada. She's twenty-three years old and she's single. She's a model and she lives in Hollywood, California. It is unnatural to say: Her name is Kathy Smith. Her place of birth is..... Her age is...etc.
- Encourage compound sentences with and in order to join two ideas.

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### UNIT II page 41

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#### EXERCISE IV

- Refer students to Appendix A8 for the possessive noun form, (Kathy's last name); Appendix A2 for contractions, and Appendix B4 for verbs.

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UNIT II page 42

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**EXERCISE V**

- If short answers are negative, students must give correct answers also.

**POLISH IT UP**

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UNIT II page 43

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**EXERCISE I A.**

- Refer students Appendix A3 and A4.

**EXERCISE I B.**

ANSWERS:

- I / I / he / He / She / They / We

**EXERCISE I C.**

ANSWERS:

- My / my / His / his / Her / Her / Our / Her / her / Their / It's

---

UNIT II page 44

---

**EXERCISE II (THIS EXERCISE IS RECORDED.)**

- Read the text several times at normal speed.

Script:

*Kathy **and** Phil **are** students at **the** school for foreigners at **the** UNAM. Kathy's middle name's Lynn **and** her last name's Anderson. Phil's middle name's George **and** his last name's Makosky. She's from San Diego **and** he's from Washington, D.C. He was born **on** October 21st, 1990 **and** she was born **on** December 3rd, 1991. She studies Spanish literature at **the** University **and** his major's history. They don't work. They study. She lives **in** Coyoacán **at** #15 Miguel Ángel de Quevedo. He lives **in** Copilco **at** #32 Cerro del Agua. She doesn't have **a** telephone **and** her student number **at** **the** UNAM **is** 8513620-4. **His** phone number's 543-8398 **and** his student number's 8512432-3. They're single.*

The discrepancies are the years Kathy and Phil were born in.

- After correcting this text, have students read it to each other for pronunciation practice.

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UNIT II page 45

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**EXERCISE III**

- Students fill out the cards according to the information in Exercisell.

---

UNIT II page 46

---

**EXERCISE IV**

ANSWERS:

- |      |          |
|------|----------|
| ▪ 16 | ▪ 11     |
| ▪ I  | ▪ 15     |
| ▪ 20 | ▪ 3      |
| ▪ 4  | ▪ 8 & 21 |
| ▪ 19 | ▪ 9      |

**EXERCISE V**

ANSWERS:

- |      |      |
|------|------|
| 1. F | 6. H |
| 2. A | 7. C |
| 3. B | 8. I |
| 4. G | 9. J |
| 5. E | 10.D |

---

UNIT II page 47

---

**EXERCISE VI**

- Although students may be able to handle the guided sentences (Part A) with possessive nouns, students might produce incorrect sentences like the address of my father, in Parts B and C.

ANSWERS:

A:

1. Phil's 2. Kathy's 3. Phil's 4. Phil's 5. Kathy's

C:

1. My father's address is 25 Insurgentes.
2. The teacher's phone number is 537-4529.
3. David's student number is 8523241-5.
4. Susan's major is law.
5. My father's middle name is Rafael.

---

UNIT II page 48

---

**EXERCISE VII**

ANSWERS:

Picture 1:

- My
- I
- I

Picture 2:

- My
- His
- We
- Over

Picture 3:

- Their
- His
- He
- He
- His
- Her
- She
- They

---

UNIT II page 49

---

**EXERCISE VIII**

ANSWERS:

- |            |                 |                |
|------------|-----------------|----------------|
| 1. am      | 6. aren't       | 11. Do---live  |
| 2. lives   | 7. doesn't      | 12. Does—study |
| 3. study   | 8. don't have   | 13. Is         |
| 4. are     | 9. doesn't have | 14. Are        |
| 5. studies | 10. 'm not      | 15. Do--live   |

### EXERCISE IX

ANSWERS:

- |                               |                                  |
|-------------------------------|----------------------------------|
| 1. Are you an engineer?       | 6. Are they married?             |
| 2. Where does Mary live?      | 7. Does Mary live in the U.S.A.? |
| 3. Do you study English?      | 8. Do you have a telephone?      |
| 4. Are Don and Susan married? | 9. Does he have a telephone?     |
| 5. What does she study?       | 10. What do you study?           |

### EXERCISE X

- Remind students that short answers contain the same auxiliary verbs that appear in the question, or another form of be with questions about you:

Example:

Are you a student? Yes, I am.

- |                     |                    |
|---------------------|--------------------|
| 1. Yes, she is.     | 6. No, he doesn't. |
| 2. No, he doesn't.  | 7. Yes, it is.     |
| 3. Yes, they do.    | 8. No, it isn't.   |
| 4. No, they aren't. | 9. Yes, he is.     |
| 5. Yes, we do.      | 10. Yes, I am.     |

---

### UNIT II page 50

---

### EXERCISE XI

- Remind students to notice the period or question mark at the end to determine whether the sentence is a question or a statement.

ANSWERS:

- What is your father's name?
- He's a baseball player and he lives in Las Vegas.
- She's in her thirties.
- He does not have a telephone.
- Is your father's last name Martínez?
- Is Richard's major law?
- How old is she?
- Are you married or single?

- 9. Does he live in Mexico City?
- 10. Is Carol's address 15 Insurgentes Ave.?

UNIT II page 51

**EXERCISE XII**

Script: (This exercise is recorded.)

Mary **and** Robert **are** full-time students **at** the University **of** Washington. They live **in** Seattle. Mary's middle name **is** Anne, **and** her last name's **Smith**. She's 18 years old, **and** she studies English literature **at** the university. She lives **in a** dormitory **on** the university campus. Robert's 19 years old **and** he studies engineering. Robert's nickname's **Bob** **and** his last name's **Johnson**. Bob doesn't live **in a** dorm; **he** lives **at** home.

UNIT II page 52

**EXERCISE XIII**

- Encourage students to work together or individually on this section, but without teacher's help. Correct it together.

See next page for answers.

UNIT II page 53

ANSWERS:

A.

- |          |   |                    |   |
|----------|---|--------------------|---|
| ▪ school | 3 | ▪ exports          | 6 |
| ▪ files  | 2 | ▪ executive        | 4 |
| ▪ bank   | 5 | ▪ tourist business | 1 |

B.

|    | 1 | 2 | 3 | 4 | 5 | 6 |
|----|---|---|---|---|---|---|
| 1. |   |   |   | ✓ | ✓ | ✓ |
| 2. |   |   |   | ✓ | ✓ |   |
| 3. |   | ✓ | ✓ |   |   |   |
| 4. | ✓ |   |   |   |   |   |
| 5. |   |   |   | ✓ |   |   |
| 6. | ✓ |   |   |   |   |   |
| 7. | ✓ | ✓ |   |   | ✓ | ✓ |

C.

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| 1. AVE. (Avenue)                   | 3. TEL (telephone)                  |
| MR. (Mister)                       | 4. COL ( <i>Colonia</i> –in Mexico) |
| AM (morning)                       | TEL (telephone)                     |
| PM (afternoon)                     | 5. TEL (telephone)                  |
| TEL (telephone)                    | 6. ASST. (assistant)                |
| 2. MS (female - married or single) | MS (female-married or single)       |

## WRAP IT UP

---

### UNIT II page 54

---

#### EXERCISE I (THIS EXERCISE RECORDED.)

- Read the script as many times as necessary.
- Check by having students tell you what's wrong and give correct information.

*The girl's name is Mary Anne Smith. Her I.D. number is 64568. She's a student here. Her address is 5206 University Street, Seattle, Washington. Her zip code number is 98404.*

*The boy is also a student here. His name is Edward Robert Johnson and his I.D. number is 54203. He lives in Seattle, too. His address is 1240 Central Ave., Seattle, Washington, 99403.*

### UNIT II page 55

---

#### EXERCISE II

Answers may vary.

- S1-
- S2 - What's her last name?
- S1-
- S2- Does she live in (name of any place other than San Mateo)?
- S1-
- S2- What's her address?
- S1-
- S2- What's her phone number?

- S1-
- S2- Where's she from? (or Is she from Canada?)
- S1-
- S2- How old is she?
- S1-
- S2- Is she married?

### EXERCISE III

A. Work in pairs to practice orally.

B.

ANSWERS:

- |                               |                                |
|-------------------------------|--------------------------------|
| 1. Kathryn's address.....     | 6. William's nickname.....     |
| 2. Brian's middle name.....   | 7. Kathryn's phone number..... |
| 3. William's last name.....   | 8. Laurie's nickname.....      |
| 4. Laurie's phone number..... | 9. Laurie's address.....       |
| 5. Laurie's middle name.....  | 10. Kathryn's last name.....   |

---

### UNIT II page 57/58

---

### EXERCISE IV

A & B:

- Review of questions and answers.
- Remind students of the most common way to ask the questions. For example, Where are you from? instead of. What is your place of birth? What do you do? instead of What's your occupation?, etc.

C:

- Check writing.

---

### UNIT II page 59

---

### EXERCISE V

- Dictation. Repeat each question 2 or 3 times. (Exercise is recorded.)
  1. What's his name?
  2. Where does he live?



3. How old is he?
4. What does he do?
5. Is he single or married?
6. Where does he work?
7. What's his address?

### EXERCISE VI

- Check writing.

---

### UNIT II page 60

---

### EXERCISE VII

ANSWERS:

- |      |      |      |
|------|------|------|
| 1. c | 5. a | 9. c |
| 2. b | 6. c | 10.c |
| 3. c | 7. b | 11.a |
| 4. c | 8. a | 12.b |

### LANGUAGE REVIEW

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### UNIT II page 61

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- The important features in this unit are the personal pronouns, the possessive adjectives and the appropriate verb forms for all the persons.

## UNIT III WHAT DOES THAT MEAN?

---

### WHAT IT'S ABOUT

---

UNIT III page 63

---

- Discuss objectives, and read the three dialogs together.

### WORK IT OUT

---

UNIT III page 64

---

#### EXERCISE I

ANSWERS:

Atraer la atención:

- Excuse me
- Hey!

Preguntar acerca de algo que no entiende.

- What does spell mean?
- And how do you pronounce "v-o-w-e-l"?
- I don't understand the instructions.
- I have another question. How do you spell "address"?
- How do you say "la oficina del director"?

Pedir a alguien que haga algo.

- Juan, stand up, please, and go to the blackboard.
- Write your last name at the top and write your first name under it.

Preguntar dónde están las personas y los objetos.

- Where's the teacher?
- Where's your pencil?

THINK:

- Formales: 1 and 3
- Informales: 2

## EXERCISE II

### ANSWERS

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

---

## UNIT III page 65

---

## EXERCISE III

### ANSWERS:

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

## EXERCISE IV

### ANSWERS:

A= ei

E = i

I = ai

O = (no real equivalent)

U = iu

---

## UNIT III page 66

---

- Before doing this exercise, act out (model) the different actions as you say the command. After you model, get other students to act out the commands as you give them. Combine different imperatives and objects: *Pick up your chair. Walk to the window, etc.*

A:

### ANSWERS:

- |      |      |
|------|------|
| 1. G | 3. D |
| 2. E | 4. A |

5. B

8. F

6. I

9. C

7. H

- The objective of this exercise is listening comprehension rather than production. Students will understand much more than they are able to produce. This is a necessary part of the learning process, and time must be given for them to listen to these commands before requiring that they produce them.
- Don't confuse students with explanations about separable and non-separable phrasal verbs (pick up your book or pick your book up), but use whatever is more natural.

---

### UNIT III page 67

---

B:

ANSWERS:

- |                       |  |
|-----------------------|--|
| ▪ down = abajo        | ▪ go out = salir                           |
| ▪ up = arriba         | ▪ put down = bajar/dejar/poner hacia abajo |
| ▪ out = afuera        | ▪ pick up = recoger (levantar)             |
| ▪ stand up = pararse  | ▪ walk back = regresar (caminando)         |
| ▪ sit down = sentarse |  |
| ▪ take out = sacar    |  |

C:

- Imperative sentences: 2, 3, 5, 6, 7

### EXERCISE VI

- Use realia in the classroom to demonstrate place prepositions (put an object in, on, under a book, etc.).

---

### UNIT III page 68

---

A:

ANSWERS:

- |                              |                  |
|------------------------------|------------------|
| 1. next to                   | 5. in            |
| 2. over /net to              | 6. in the middle |
| 3. in /on                    | 7. under         |
| 4. at the bottom /at the top | 8. between       |

B:

ANSWERS:

1. at the top
2. on
3. on

---

UNIT III page 69

---

4. under (over, on, etc.) /next to
5. on /under
6. next to /next
7. on /under

---

TRY IT OUT

---

---

UNIT III page 70

---

- Students must mark sentences like this: (These sentences are recorded.)
  - A.
    1. Ásk him his náme.
    2. Téll her your náme.
    3. Does he stúdy hére?
    4. Write your náme.
  - B.
    1. Put dówn the péncil.
    2. Pick úp a píece of páper.
    3. Turn ón the líight.
    4. Sit dówn and take óut a péncil.
- C. The lines with arrows indicate the rising-falling intonation information questions, and the rising intonation at the end of yes/no questions. Give more examples, and have students mark the stressed words:
  1. Whát does take óut méan?
  2. Hów do you spéll flóor?

3. Where's your notebook?
4. Is Jón next to Mária?
5. Are your books on the desk?

---

UNIT III page 71

---

**EXERCISE II**

- Before students do exercises A and B, give commands for students to act out. Use combinations from the chart so they can see how to do the exercises.
- It's important that students actually act out the commands.
- Make sure students understand the negative form, and that their commands are logical.

---

UNIT III page 72

---

**EXERCISE III**

- Bring in more objects to practice with. Place objects around the classroom and model questions before students participate.

---

UNIT III page 73

---

**EXERCISE IV**

- Use words from this unit and the previous two units. It will probably be necessary to review the alphabet before you do this exercise (page 58).

**EXERCISE V**

A.

Instructions: (read several times). (This exercise is also recorded.)

- Write your last name at the top of the rectangle.
- Write your first name under your last name.
- Draw a table in the middle of the rectangle.
- Draw two books under the table.
- Draw a chair next to the table.
- Draw a blackboard over the chair.
- Write these letters at the bottom of the blackboard: a, e, i

B.

Ask questions about the drawing that elicit both affirmative and negative answers.

C.

Make sure students don't look at their partner's drawing until after they finish.

## POLISH IT UP

---

### UNIT III page 74

---

#### EXERCISE I (ALPHABET IS RECORDED.)

- Students should pay special attention to the names of vowels in English, emphasizing a, e, and i.

#### EXERCISE II

- Practice in the same way as the numbers in Unit 1: one student dictates to another.

### UNIT III page 75

---

#### EXERCISE III

- Spell these words several times. (Exercise is recorded.)
  - p-i-e-c-e
  - q-u-i-e-t
  - c-o-u-n-t
  - d-a-t-e-s
  - b-e-l-i-e-v-e
  - j-u-d-g-e
  - v-i-c-e
  - w-o-r-d-s

#### EXERCISE IV (EXERCISE IS RECORDED.)

- Spell these words several times. First say the word, then spell it.

1. c-a-l-e-n-d-a-r

2. T-u-e-s-d-a-y

3. n-o-t-e-b-o-o-k

4. e-n-g-i-n-e-e-r-i-n-g

5. h-o-u-s-e-w-i-f-e

8. q-u-e-s-t-i-o-n

6. i-n-s-t-r-u-c-t-i-o-n

9. w-e-l-c-o-m-e

7. m-a-r-r-i-e-d

### EXERCISE V

- Have students use vocabulary from the previous units to ask questions about words.

---

#### UNIT III page 76

---

- The question for D is hard for students. Make sure they don't say: What does mean \_\_\_?
- Check THINK box together, and make sure students read and understand the NOTE.

---

#### UNIT III page 77

---

### EXERCISE VI

- Chart A.

ANSWERS:

1. La forma base (infinitivo sin to)
2. your
3. solamente por contexto (no cambia la forma del imperativo).

---

#### UNIT III page 78

---

- Chart B.

ANSWERS

1. me, her/him
2. No

### EXERCISE VII

- Repeat each sentence twice. (This exercise is recorded.)
  1. Miguel, give him the book, please.
  2. Pick it up and bring it to me.
  3. Don't tell her the answer, please.
  4. Robert, ask him her name.
  5. Put it under her book.



6. Walk over to my desk and put your test here.
7. Kathy, tell her your last name.
8. Don't put my books in her car.
9. Give his test to her.
10. Write your name under his name.

### EXERCISE VIII

ANSWERS:

1. Sit down next to the door.
2. Take out a piece of paper.
3. Don't pick up my keys.
4. (Please) give me your dictionary. (please)
5. Don't turn the light on.
6. Open your book to page fifty.

---

### UNIT III page 79

---

7. (Please) don't write on the exam. (please)
  8. Put a pencil on the floor.
- B.

ANSWERS:

1. Where are your books?
2. What's on the blackboard?
3. Is the table next to the door?
4. Do you work at the university?
5. How do you pronounce g-e-t?
6. What does hand in mean?
7. Are the students in the class?
8. How do you say pregunta in English?

---

UNIT III page 80

---

**EXERCISE IX**

ANSWERS:

C; b) A; c) B

**EXERCISE X**

A:

- #1 = index
- #2 = dictionary
- #3 = table of contents

---

UNIT III page 81/82

---

B:

ANSWERS:

- |  |  |
|--|--|
| 1. p 159                                       | 9. 491   |
| 2. Chemical reactions                          | 10. ethyl-lithium/ ethyl-sodium  |
| 3. Unit 5                                      | 11. before   |
| 4. p. 251                                      | 12. 4  |
| 5. 52 pages                                    | 13. diccionarios proporcionan las definiciones, un índice indica las páginas donde se encuentra información acerca de una palabra. |
| 6. conveniently near, convenient for use, etc. |  |
| 7. no  |  |
| 8. no  |  |

---

WRAP IT UP

---

---

UNIT III page 83

---

**EXERCISE I**

- Students should only look at ONE of the two pictures. They must find the differences by asking questions.

- The 6 differences are:
  - A - The numbers are at the top of the blackboard.
  - B - They're in the middle of the blackboard.
  - A - The vowels are at the bottom of the blackboard.
  - B - The vowels are at the top of the blackboard.
  - A - There's a calendar next to the blackboard.
  - B - There's a poster next to the blackboard.
  - A - There are two pieces of chalk on the desk.
  - B - There's a box of chalk on the desk.
  - A - The notebook is under the desk.
  - B - The notebook is on the floor.
  - A - The pencil is on the floor.
  - B - The pencil is under the desk.

---

UNIT III page 84

---

**EXERCISE II**

ANSWERS:

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

---

UNIT III page 86

---

**EXERCISE IV**

A:

ANSWERS :

1. Stand up.
2. Walk over to the teacher's desk.
3. Take one of the exams.
4. Go back to your chair and sit down.
5. Look at the entire exam.

6. Read the instructions carefully.
7. If you don't understand the instructions, ask your teacher.
8. Take out a pencil and begin the exam.
9. Answer the questions correctly.

**EXERCISE V** (This exercise is recorded.)

- Dictate each sentence several times.
  1. Take out a piece of paper and a pencil.
  2. How do you say carrera in English?
  3. Where's my English book?
  4. What does next to mean?
  5. How do you pronounce a-n-s-w-e-r?
  6. Pick up the notebook and open it.
  7. Don't write in your dictionary.

---

UNIT III page 87

---

**EXERCISE VI**

ANSWERS:

1. Write your last name... (his, her, my)
2. Please take out ...
3. What does speak mean?
4. How do you pronounce...
5. Do you study .....
6. .... It's John.
7. Where are your books?
8. Don't write .....
9. Pick your (his, her, my, the) books up.
10. .... next to.....

UNIT III page 88

---

**EXERCISE VII**

A

ANSWERS:

- a) sobresalir
- b) escoger
- c) sentarse,
- d) apagar
- e) salir, voltear
- f) subir
- g) entregar
- h) inventar

## FINAL EXAM FOR BASIC ENGLISH I COURSE

---

### I. ENGLISH USE

A. Complete the following conversation. Use complete sentences.

(2 points each answer = 20 pts.)

A: Secretary

B: you

A: Good morning. How are you today?

B: \_\_\_\_\_

A: \_\_\_\_\_ name?

B: It's \_\_\_\_\_

A: How do you spell your last name?

B: \_\_\_\_\_

A: \_\_\_\_\_ ?

B: I'm from Mexico.

A: Where do you live in Mexico?

B: \_\_\_\_\_

A: What's your address?

B: I live \_\_\_\_\_

A: What do you do?

B: \_\_\_\_\_

A: And how old are you?

B: \_\_\_\_\_

A: Well, nice to meet you.

B: \_\_\_\_\_

B. Fill in the blanks. Write the missing word. Use each of the following words ONCE. (1/2 pt. each = 8 points)

at      doesn't      number      they      a      work      are      Kim's  
 study      in      lives      for      and      name's      he's      she

Kim and Tom (1) \_\_\_\_\_ students at the UNAM. (2) \_\_\_\_\_ middle name is Mariann (3) \_\_\_\_\_ her last (4) \_\_\_\_\_ Messenger. Tom's from Washington, D.C. and (5) \_\_\_\_\_ from the U.S. also. They (6) \_\_\_\_\_ Spanish and they (7) \_\_\_\_\_.

Kim is (8) \_\_\_\_\_ secretary for an international company and Tom works (9) \_\_\_\_\_ a bank. He (10) \_\_\_\_\_ (11) \_\_\_\_\_ Colonia del Valle (12) \_\_\_\_\_ 34 Amores St. and (13) \_\_\_\_\_ lives in Coyoacán. Kim (14) \_\_\_\_\_ have a telephone (15) \_\_\_\_\_. Tom's telephone number is 5520-6539. (16) \_\_\_\_\_ are single.

C. Short answers. Write short answers to the questions referring to the two people in exercise "B". (2 pts. each= 10 points)

Example: Is Tom a student? Yes, he is.

- Are Kim and Tom students? \_\_\_\_\_.
- Is her last name Anderson? \_\_\_\_\_.
- Is Tom's telephone number 5373-2862? \_\_\_\_\_.
- Does Tom study Spanish? \_\_\_\_\_.
- Does Kim live in Coyoacán? \_\_\_\_\_.

D. Write questions and answers about Tom and Kim. (2 pts. each= 12 points)

1. \_\_\_\_\_ ? It's Kim.
2. \_\_\_\_\_ ? She's 18.
3. \_\_\_\_\_ ? She's a secretary.
4. What's his first name? \_\_\_\_\_.
5. Where does he live? \_\_\_\_\_.
6. Where is he from? \_\_\_\_\_.

## II. WRITING

Write a paragraph about yourself or a member of your family. Include age, occupation, telephone, address, marital status, name, etc.

(2 pts. per sentence= 15 points)

## III. LISTENING (25 points total)

A. Circle the number you hear in each sentence. (1 pt. each=3)

1. a) 5360-0502    b) 5572-4306    c) 5541-2635    d) 527 34 60

2. a) 13    b) 30    c) 40    d) 14

3. a) 53029    b) 53039    c) 53093    d) 35095

B. Write the words you hear spelled. (2 pts. each= 12 points)

1. \_\_\_\_\_    2. \_\_\_\_\_    3. \_\_\_\_\_

4. \_\_\_\_\_    5. \_\_\_\_\_    6. \_\_\_\_\_

C. Listen to the tape and circle the correct response for what you hear.

(2 pts. each= 10 points)

A: Hi! How are you?

B: Fine, thanks. How are you?

A.: Fine, thanks.

B: Yes.

A: It's José.

B: It's García.

A: It's Elizabeth.

B: It's David.

A: Dirección

B: A-D-D-R-E-S-S



#### IV. READING TEXTS

Job Advertisements

##### **Computer Operator**

Burbank movie company needs detail-oriented individual with 6 months operating experience and/or education. Good communication abilities and disposition to work hard. Good benefits and work atmosphere.

Please call Janet at 5971 2700.

An Equal Opportunity Employer.

##### **TEENAGER**

Teenager to do 4-5 hrs. of garden work per week. Sherman Oaks area. Contact newspaper.

##### **SECRETARY**

General office work. Type 60 wpm. Financial statements for Encino Accounting Company. Experience in accounting companies required. 5240-0577

##### **SECRETARY**

Legal services. Dynamic law firm needs dynamic and intelligent individual with office abilities. Call Ann at 5195 0023.

##### **SECRETARY**

Part time mature non-smoker.

Computer, typing and dictation

skills necessary. Doctor's office. Call Monday 5380-1296.

#### IV. READING (15 pts. total)

1. Read the newspaper ads and check the statement that corresponds to the ad.

(1 pt. each = 3 pts.)

Ad #1  This job isn't with an entertainment company.

This job requires half a year of experience.

\_\_\_ The person doesn't need to use a computer.

Ad #2 \_\_\_ This job is part-time.

\_\_\_ It is a job for a person in his/her thirties.

\_\_\_ It is a job that requires 4-5 hours of work a day.

Ad #3 \_\_\_ This is a job for a person who can type at least 60 wpm.

\_\_\_ This job doesn't require experience.

\_\_\_ This job is with a bank.

2. Find the appropriate job for these people and write the NUMBER of the ad in the space provided. (2 pts. each = 12 pts.)

\_\_\_\_\_ A fifty-year-old woman has excellent office skills. She can't work all day. She doesn't smoke.

\_\_\_\_\_ A man is good at computer skills. He wants to meet actors and actresses.

\_\_\_\_\_ A 13 year old boy wants to earn extra money. He can't type or use a computer. He likes to work outside.

\_\_\_\_\_ A young man types very fast and takes shorthand. He wants to be a lawyer.

\_\_\_\_\_ A woman wants to work with money. She doesn't want to work in a bank. She has general office skills (typing, dictation).

\_\_\_\_\_ A retired gentleman wants to work part-time in an office. He has general office skills. He has problems with his health.

**ANSWER KEY:**

**IB. FILL IN THE BLANKS**

|        |         |           |             |
|--------|---------|-----------|-------------|
| are    | 5. he's | 9. for    | 13. she     |
| Her    | study   | 10. lives | 14. doesn't |
| and    | work    | 11. in    | 15. number  |
| name's | a       | 12. at    | 16. They    |

**IC. SHORT ANSWERS**

Yes, they are.

No, it isn't.

No, it isn't.

Yes, he does.

Yes, she does.

**ID. QUESTIONS AND ANSWERS**

What's her first name?

How old is she?

What does she do?

It's Tom.

He lives in Col. del Valle. (or at 34 Amores St.)

He's from the U.S. (or from Washington, D.C.)

**II. WRITING-Correct "holistically"**

**III. LISTENING**

A.

b. 572 43 06

b. 30

b. 53039

B.

1. peace
2. air
3. flea
4. jealous
5. heart
6. vowel

C. Tapescript:

*Hi, Jane!*

*How are you?*

*What's your last name?*

*What's her name?*

*How do you spell address?*

1. A 2. A 3. B 4. A 5. B

#### IV. READING

A.

Ad #1 X This job requires ½ year experience.

Ad #2 X This job is part-time.

Ad #3 X This job is for a person who can type at least 60 wpm.

B.

- 1.#5 2.#1 3.#2 4.#4 5.#3 6.#5