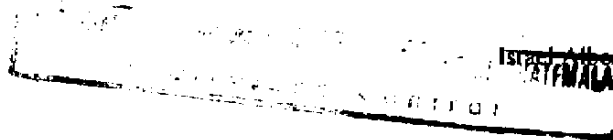


Universidad de San Carlos de Guatemala  
Escuela de Ciencias de la Comunicación



Israel Alberto Rosas Salamanca

Guatemala 1 de Septiembre de 1998.



Israel Alberto Rosas Salamanca 1

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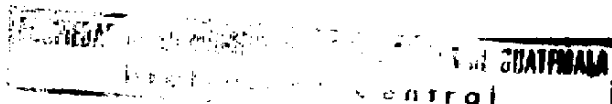
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Esc. Ciencias de la Comunicación

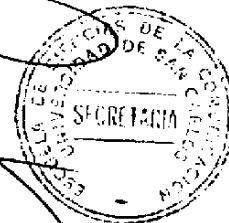
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"SEGUNDO:... 2.5... Comisión Directiva Paritaria. ACUERDA: Que en virtud de que el estudiante ISRAEL ALBERTO ROSAS SALAMANCA, Carnet No. 9280020, aprobó el EXAMEN DE CAPACIDAD PROFESIONAL, según el Acta No. 1-98, practicado por la terna integrada por el Dr. Alfredo Tay Coyoy, licenciadas Silvia Morales y Lesvia Morales, en la que consta que obtuvo la nota de 95 (noventa y cinco) puntos en el área de Comunicación, queda autorizada para realizar su PRACTICA DOCENTE en el curso Idioma I, en el 9o. semestre de licenciatura, lo que implica la realización paralela de su trabajo de tesis, consistente en un texto didáctico del curso, bajo la asesoría del licenciado Otto Yela, titular del curso."

Atentamente,

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Secretaria



MY/im  
CC Comisión de Tesis  
Lic. Otto Yela



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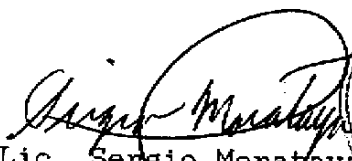
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Atentamente.

"ID Y ENSEÑAD A TODOS"

  
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A circular official stamp from the Escuela de Ciencias de la Comunicación, Universidad de San Carlos. The text inside the stamp reads 'ESCUELA DE CIENCIAS DE LA COMUNICACION' and 'UNIVERSIDAD DE SAN CARLOS'. The word 'SECRETARIA' is printed in the center.

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ESCUELA DE CIENCIAS DE LA  
COMUNICACION

Ciudad Universitaria, Zona 12  
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Guatemala, 12 de octubre de 1998

Señores  
Comisión Directiva Paritaria  
Edificio

Distinguidos Señores:

Atentamente informamos a ustedes que el (la) estudiante \_\_\_\_\_

ISRAEL ALBERTO ROSAS SALAMANCA

Carnet No. 92-80020 \_\_\_\_\_, ha realizado las correcciones y  
recomendaciones a su TEXTO, cuyo título final  
es BASIC ENGLISH FOR SOCIAL COMMUNICATORS

Correspondiente al Programa de Práctica Docente y Elaboración de Textos  
Didácticos.

En virtud de lo anterior se emite DICTAMEN FAVORABLE a efecto de que  
pueda continuar con el trámite correspondiente.

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Miembro Comisión Revisora  
Dr. Wagner Diaz

Miembro Comisión Revisora  
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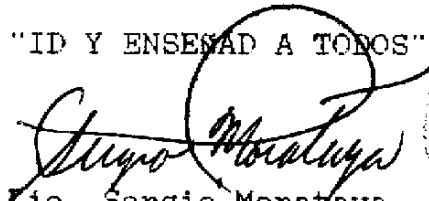
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Para su conocimiento y efectos, me permito transcribir lo acordado por Comisión Directiva Paritaria, en el Inciso 2.8. del Punto SEGUNDO, del Acta No. 29-98 de sesión celebrada el 9 de noviembre de 1.998.

"SEGUNDO:... 2.8:... Comisión Directiva Paritaria. ACUERDA: a) Aprobar el texto didáctico titulado: BASIC ENGLISH FOR SOCIAL COMMUNICATORS, presentado por el estudiante ISRAEL ALBERTO ROSAS SALAMANCA, Carnet No. 9280020, en base al dictamen favorable del Comité Revisor nombrado para el efecto; b) Se autoriza la impresión de dicho texto didáctico; c) Se nombra a los profesionales: Lic. Oscar René Paniagua y Licda. Silvia de Paniagua (titulares) y Lic. César Urizar (suplente), para que con los miembros del Comité revisor, Lic. Otto Yela (Presidente), Dr. Wangner Díaz y Dr. Alfredo Tay, integren el Tribunal de Graduación y d) Se autoriza a la Dirección de la Escuela para que fije la fecha del examen de graduación."

Atentamente.

"ID Y ENSEÑAD A TODOS"

  
Lic. Sergio Morataya  
Secretario



SM/lm





Lic. Otto Yela  
Asesor

# BASIC ENGLISH FOR SOCIAL COMMUNICATORS



# BASIC ENGLISH FOR SOCIAL COMMUNICATORS

"The fear of the LORD is the beginning of knowledge; ..." <sup>1</sup>

## Acknowledgements

"But thanks be to God, who gives us the victory through our Lord Jesus Christ." <sup>2</sup>

### To :

- My parents, brothers and sisters especially to Nancy who encouraged me to keep going, also to my nephew and nieces. It will be good for them all.
- USAC-ECC, all the teachers who I shared in classes.
- Jesucristo es el Señor school. Lcda. Haydée Sagastume and Rev. Nery López. ( It was a nice place to work ).
- Templo de la Gloria z.11 and Youth Challenge International, Rev. Jacobo Castillo and his lovely family.
- My classmates: Raul, Flor, Amanda, Ingrid, Irma, Isabel, Alexander, Byron, Fernando, Mario, and everyone in the class who I taught English, too.
- The students of 9<sup>th</sup>. Semestre USAC-ECC 1998 for letting me taught in order to write this book. ( Pedro, Mariela, Hugo with lots of appreciation ) .
- Brother Leopoldo Alvarez, Heidi Fong and my dear girls of 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> Secretarial Bilingual Course at Colegio Evangélico Mixto El Calvario. Especially to Gaby who I dedicated this book, all my students of Col. Jesucristo es el Señor in San Cristobal, Centros Multimedia Lumbrera, and Silvia Siney.
- My uncle Henry Lunde for the opportunity of sharing with his friends in Davenport, Iowa. Also to my grandma and grandpa there.
- All my friends, brothers and sisters in Guatemala, Honduras, El Salvador, Bolivia, USA, Canada, Jamaica, Dominican Republic, England, and all over the world.

<sup>1</sup> Proverbs 1:7

<sup>2</sup> 1 Corinthians 15:59

**Consulting Reviewers :**

Lic. Otto Yela  
Dr. Wagner Diaz Choscó  
Dr. Alfredo Tay Coyoy  
Licda. Lesbia Margarita Morales  
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**Illustrations :**

Microsoft Clip Gallery, Word Window 97 (All Categories)

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Dimensión Publicidad

## Presentation

This book is divided into three units plus six main activities as conversation, vocabulary, grammar, listening, reading, and writing.

In these three units plus the greetings part is introduced step by step the basic grammar, typical vocabularies and useful conversations. In general this book's been written to help the new social communicators to start involving in the language of the world.

It has been designed to accomplish the program required for a basic learning of the English language. It includes real situation, interesting stories and selected topics to talk about.

The language practice and skill development activities in Social English for Social Communicators have been designed to involve students in all aspects of the lesson, making them active participants in the learning process.

**BASIC ENGLISH FOR SOCIAL COMMUNICATORS**, is based under the experience of three semesters taught as an English teacher for the ninth semester of Social Communication study program, and also looking back to seven years of experience teaching the language.

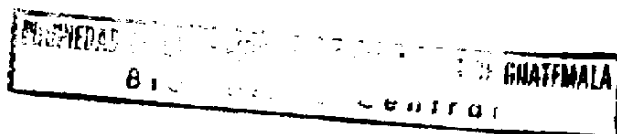
Looking at the great success of IGA in teaching this language and the books they use to teach, I'm glad to take them in count on this work.

According to the level of proficiency accurate for the students I realized that they most are beginners and they still need the basic knowledge and that's why I decided a text like this.

In which they can find general and basic information to start learning English as a second language and as a tool to take advance of in their life.

Based on real situation of a normal lifestyle and integrating the communication skills- listening, speaking, reading, and writing.

And it's a pleasure to introduce you Basic English for Social Communicators, enjoy it, and learn a lot.



## Process

After finishing my practice of 24 lessons, supervising 12 and teaching the rest. I got the necessary and basic elements to complete Basic English for Social Communicators. A 90% achieved during the studies is required to be in this process.

After all it was such a nice experience with different kind of people. Then I started searching all the necessary information to fulfill the basic skills included in the text classifying, sequencing, making inferences, drawing conclusions, etc.

Research shows that applying inferences these critical thinking skills to language study results in more effective learning and longer retention of learned material.

Then I started searching for the best books, and I wondered how there's a vast of material to take in count and get a lot of information to include in this text.

I started with writing exercises, creating stories and topics to talk about. I read and read a lot in order to take the very best ideas to write this book. It takes a long process, even having the experience of the first draft lost as nothing valuable while I was using only floppy disks and not the hard disk in the computer. Anyway that's part of the process to keep going after a border and jump it and still be encourage to do our best. As many people can say it took me many long nights and exhausted mornings that after writing them, I went to teach (I mean to work at school), then come back and finish it.

## Objectives

Basic English for Social Communicators promotes the idea that students take responsibility for their own learning. Taking in count the level of such students. The more active and involved students are in the learning process, the more motivated they become.

For this reason, students are encouraged to use a variety of learning strategies, such as applying prior knowledge, skimming for main ideas, scanning for specific information, getting meaning from context, using cognates, keeping notebooks, and organizing information.

These strategies will help students to become more aware of their own learning styles and to become familiar with new ones.

At the end of this course the student will be able to keep a basic communication, and understand basic ideas of the new language in reading and conversation; writing general ideas in English.

## Teacher and students' activities

Each unit opens with a **Warm Up**, which is to explain what the unit is about, using interactive exercises in which students use the target language to talk about the unit theme.

As a **preteaching** suggestion is recommended the introduction of the target language through the use of pictures, realia, mime, and Total Physical Response (TPR)

Depending on your students' ability, you may wish to skip a section and have the students learn the language directly from the Textbook.

The students can discover the meaning of the new language through the pictures and context. Encourage the student to say as much as they can about the pictures and the text.

**The conversations** demonstrate the use of the target language in functional situations. There are several ways to present the conversations to the students. You will want to choose the method that best suits your classroom and your method of teaching.

Whatever the method you use, first have the students comment on the pictures and predict what the Conversations are about. Using prior knowledge and anticipating meaning are valuable comprehension tools.

To emphasize listening and aural comprehension, read the conversation two or more times as the students listen with their books closed. For each listening, you will want to ask a comprehension task. For these students the first task may be as simple as identifying how many different people speak.

Next, read the Conversation aloud one or more times as the students follow along silently in their books. If necessary, ask a few yes/no questions to help them focus on meaning. Now have the students work in pairs or groups to read the Conversations aloud. They might also answer then comprehension questions at this time.

Finally, ask for volunteers to perform the Conversations for the class. Encourage the students to adapt or add to the Conversations by introducing new topics or adding additional speakers as their level of proficiency permits.

The active **vocabulary** has been selected for its usefulness and frequency or occurrence in real communication. In addition, students are exposed to receptive vocabulary in the Conversations, Listening, and Readings.

Students are not expected to learn these non-target words. Instead, they should learn to develop a tolerance for ambiguity with respect to unknown vocabulary. As long as they can complete the activities, understanding of every word is not necessary. The students should be encouraged not to use dictionaries as they complete these sections of the unit, but to try to make intelligence guesses about meaning based on the use of context, cognates, word families, etc.

Every opportunity should be taken to involve students in the learning process. Encourage the students to provide synonyms, antonyms, examples, or simple definition. Many English words are similar in form and meaning to words in Spanish. Students should be trained to recognize these cognates (and cautioned on the dangers of false cognates).

Help the students learn the value and techniques of paraphrasing and circumlocution; e.g. "the thing you cut bread with" for knife, "go behind (someone)" for follow. As often as possible, help them understand meaning through the use of word associations (e.g. take a right, take a walk, take a bath)

Finally encourage the students to use only monolingual dictionaries. Bilingual dictionaries force students to see English in terms of their own language instead of a distinct tool for communication. Translation should be used only as a last resort.

Encourage the students to keep notebooks of new vocabulary, both the words they learn in the Basic English for Social Communicators and words they want to know in order to express their own ideas. Have the students make up sentences to illustrate the meaning of the new words. This can be done individually or in pairs or groups. Write the best examples on the board for the students to copy into their notebooks. If students group the words by meaning and function, at the end of the semester they will have their own personal dictionaries.

Grammar is presented through examples and explanations of function. Students are encouraged to deduce the rules for themselves. The grammar presentation is followed by exercises designed to accomplish one of two purposes: to train the students to use the language accurately and to encourage them to use it fluently. The students can do the exercises designed for accuracy independently, in class or as homework, but you will probably find it preferable to have the students complete them in pairs or small groups. In this way, the students can help each other form the correct answers. Cooperative learning and peer correction is invaluable in developing both accuracy and fluency. The listening section provides practice in understanding ordinary English discourse. Good pronunciation evolves only gradually.

A Basic English for Social Communicators alone cannot teach pronunciation; it can only serve as a guide. It is the voice of the teacher that must provide the models for the class. Speakers on radio and TV, recording, and class visitors who are native speakers can provide additional models. Good models, consistent patterns, and ample opportunity to listen and speak are essential for developing good pronunciation.

The reading selection extends the theme of the unit and provides the opportunity for improving reading strategies and critical thinking skills.

Commenting on any illustration along with using such reading strategies as skimming and scanning further preview the selection. Most reading done for information or pleasure is silent reading, so students should read the selection silently. Encourage them to read without dictionaries.

Stopping to look up to unknown words interrupts the flow of reading and makes it more likely that students read word for word rather than for general meaning. In addition, the selections have all been carefully written to enable the students to use cognates and to understand meaning from context. The reading may be assigned as homework, but you will probably find it more beneficial to have the students read in class. Set a time limit to encourage them to keep reading without stopping at each unit unknown word. Watch to make sure that they are not relying on their dictionaries.

The comprehension exercises following the readings can be completed in pairs or small groups.

Exercises have been done for students to practice the grammar and vocabulary, trying as much as possible to write the English correctly. There are to many ways to evaluate your students, here are three to evaluate your students' progress in every unit: a self-test of vocabulary and grammar, a dictation for aural comprehension and writing, and a check of oral proficiency.

# TABLE OF CONTENTS

## GREETINGS

- Getting to know each other
- Classroom language
- Verb to be
- Possessive Adjectives
- Personal Pronouns
- Imperatives Questions Words

## UNIT 1 OCCUPATIONS

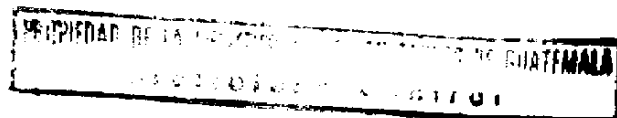
- To introduce oneself
- To identify and describe people
- To exchange personal information
- To use number words
- To talk about family members

## UNIT 2 PLACES

- To locate people and places
- To describe your house or apartment
- To talk about actions happening now ( Present Progressive Tense )
- To express likes and dislikes ( Simple Present Tense )
- To tell the time

## UNIT 3 FASHION

- To talk about clothes, colors, and sizes
- To talk about habitual actions
- To talk about food
- To talk about past actions ( Simple Past, and Past Progressive Tense )



# Greetings

	FORMAL	INFORMAL
INTRODUCTIONS	This is... Nice to meet you.	hello ! / Hi ! I'm ...
GREETINGS	How are you ? Fine, thank you. Very well, thank you. Good-bye see you later see you soon see you then Good morning Good afternoon Good evening	How are you ? Fine, thanks. I'm all right. bye see you
GOOD BYES	Good bye Good night.	Bye.

Let's talk ! ( practice and memorize the conversations, use your own names )

## Conversation 1

Julio : Hello !  
Patty : How are you ?  
Julio : Fine, thank you. And you ?  
Patty : Very well, thank you.  
Julio : Good bye.  
Patty : Bye.

## Conversation 2

Marcela : Hello ! What's your name ?  
Alberto : My name is Alberto. What's your name ?  
Marcela : My name is Marcela.  
Alberto : Nice to meet you Marcela.  
Marcela : Nice meeting you, too.  
Alberto : See you later.  
Marcela : Good-bye.



**Conversation 3**



Pedro / Roberto

- A. Hello. My name is Pedro.
- B. Hi. I'm Roberto. Nice to meet you.
- C. Nice meeting you, too.

**Conversation 4**



Cecilia / Patty

- A. Hello. My name is Cecilia.
- B. Hi. I'm Patty. Nice to meet you.
- A. Nice meeting you, too.

**Conversation 5**

I'd like to Introduce...

My sister, Adriana

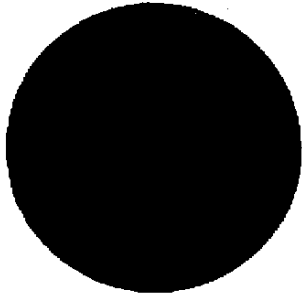


- Joel :** Hi! How are you?
- Mr. Marroquin :** Fine. And you?
- Joel :** Fine, thanks.
- Mr. Marroquin :** I'd like to introduce you my sister Adriana.
- Joel :** Hi, nice to meet you.
- Adriana :** Nice to meet you, too.

Let's talk !

My father, Julio

## Getting to know each other



<i>City</i>	<i>Country</i>	<i>Nationality</i>
Cali	Colombia	Colombian
David	Panama	Panaman
Guadalajara	Mexico	Mexican
Iowa	United States	American
Maracaibo	Venezuela	Venezuelan
Paris	France	French
Quetzaltenango	Guatemala	Guatemalan
Rio de Janeiro	Brazil	Brazilian
Santa Ana	El Salvador	Salvadorian
San Juan	Puerto Rico	Puerto Rican
Tokyo	Japan	Japanese

## Where are you from?

**Conversation 7 ( practice and memorize the conversation using your own information )**

Miguel - Caracas, Venezuela. Venezuelan.  
 Mariela - Zacapa, Guatemala. Guatemalan.

- A. Hello. What's your name ?  
 B. My name is Mariela. What's your name ?  
 A. My name is Miguel. And where are you from ?  
 B. I'm from Zacapa. Where are you from ?  
 A. I'm from Caracas.  
 B. What's your nationality ?  
 A. I'm Venezuelan.

**Conversation 8**

Rick Starlight Iowa, United States. American  
 Carmen Lemus. San Miguel, El Salvador. Salvadorian.

- Rick :** Hello. What's your name ?  
**Carmen :** My name is Carmen. What's your name ?  
**Rick :** My name is Rick. And where are you from ?  
**Carmen :** I'm from San Miguel, El Salvador. Where are you from?  
**Rick :** I'm from Iowa.  
**Carmen :** What's your nationality ?  
**Rick :** I'm American.<sup>3</sup>

<sup>3</sup> - In English **American** means a citizen of the United States or a person from North or South America.

### CLASSROOM LANGUAGE

#### Vocabulary one



- a book
- a plane
- a car
- a bus
- a briefcase



- an eraser
- a backpack
- a desk
- a window
- a door



- a blackboard
- a piece of chalk
- a pencil
- a pen
- a sheet of paper

### Grammar

Infinite Article : a/an

- a** Used before words that begin with consonants.
- An** Used with words that begin with vowel or vowel sounds.



a pen, a car, a chair



an orange, an apple.

**It** Used for things and animals.

#### Do this !



Exercise 1: Use a or an.

1. It's \_\_\_\_\_ bus.
2. It's \_\_\_\_\_ chair.
3. It's \_\_\_\_\_ desk.
4. It's \_\_\_\_\_ banana.
5. It's \_\_\_\_\_ apple.
6. It's \_\_\_\_\_ car.
7. It's \_\_\_\_\_ mango.
8. It's \_\_\_\_\_ bag.
9. It's \_\_\_\_\_ orange.
10. It's \_\_\_\_\_ sandwich.

### Grammar

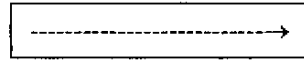
#### This, that, these, those

What's this ?



This is a flower

What's that ?



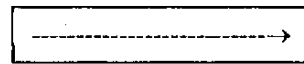
That is a flower.

What are these ?



They're books.

What are those ?



Those are buildings.

#### The alphabet<sup>4</sup>

b, c, d, e, g, p, t, v, z  
 f, l, m, n, s, x  
 a, h, j, k,  
 15 -i, y  
 r  
 o

Capital letters :

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Small letters:

abcdefghijklmnopqrstuvwxyz

<sup>4</sup> These are the names of the letters in groups whose names contain the same vowel sound

**Conversation 9\***

What's your last name ?

Jacqueline Arana.

- A. What's your last name ?
- B. Arana.
- A. Could you spell that, please ?
- B. A - r - a - n - a.
- A. And your first name ?
- B. Jacqueline.

**Conversation 10**

Julio Hernandez

- A. What's your last name ?
- B. Hernandez.
- A. Could you spell that, please ?
- B. H - e - r - n - a - n - d - e - z.
- A. And your first name ?
- B. Julio.

\* Practice and memorize the conversation using your own names.

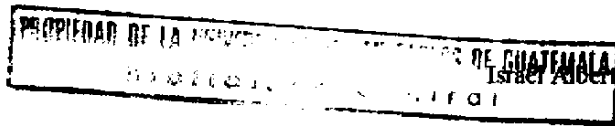


**Cardinal Numbers**

0 zero/oh	9 nine	18 eighteen	80 eighty
1 one	10 ten	19 nineteen	90 ninety
2 two	11 eleven	20 twenty	100 one hundred
3 three	12 twelve	21 twenty-one	1000 a thousand
4 four	13 thirteen	30 thirty	1000000 a million
5 five	14 fourteen	40 forty	
6 six	15 fifteen	50 fifty	
7 seven	16 sixteen	60 sixty	
8 eight	17 seventeen	70 seventy	

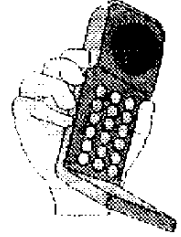
**Ordinal Numbers**

1 <sup>st</sup> First	11 <sup>th</sup> Eleventh	21 <sup>st</sup> Twenty-first	90 <sup>th</sup> Ninetieth
2 <sup>nd</sup> Second	12 <sup>th</sup> Twelfth	22 <sup>nd</sup> Twenty-second	100 <sup>th</sup> Hundredth
3 <sup>rd</sup> Third	13 <sup>th</sup> Thirteenth	23 <sup>rd</sup> Twenty-third	101 <sup>st</sup> hundred-and-first
4 <sup>th</sup> Fourth	14 <sup>th</sup> Fourteenth	30 <sup>th</sup> Thirtieth	10000 <sup>th</sup> thousandth
5 <sup>th</sup> Fifth	15 <sup>th</sup> Fifteenth	31 <sup>st</sup> Thirty-first	
6 <sup>th</sup> Sixth	16 <sup>th</sup> Sixteenth	40 <sup>th</sup> Fortieth	
7 <sup>th</sup> Seventh	17 <sup>th</sup> Seventeenth	50 <sup>th</sup> Fiftieth	
8 <sup>th</sup> Eighth	18 <sup>th</sup> Eighteenth	60 <sup>th</sup> Sixtieth	
9 <sup>th</sup> Ninth	19 <sup>th</sup> Nineteenth	70 <sup>th</sup> Seventieth	
10 <sup>th</sup> Tenth	20 <sup>th</sup> Twentieth	80 <sup>th</sup> Eightieth	



Isracl Alberto Rosas Salamanca

**Dialogue 1            On the Telephone**  
**( Practice and memorize the conversation using your own names )**



**Carmen :** Hello?  
**Aroldo :** Hello, Is this 233-1456?  
**Carmen :** No. It's 233-1457  
**Aroldo:** Sorry. I have the wrong number.

**Dialogue 2**

**Jose :** Hello?  
**Wendy :** Hello. Is Gregor there ?  
**Jose :** Gregor? Gregor who ?  
**Wendy :** Is this 322 - 4759  
**Jose :** No. It's 422 - 4759  
**Wendy :** Sorry. I have the wrong number.

**Dialogue 3**

**Karen :** Hello, Pamela How old are you ?  
**Pamela :** I'm thirteen years old, and you ?  
**Karen :** I'm nineteen years old. Good-by.  
**Pamela :** Bye.



**Conversation 11**

What's your address ?  
10<sup>th</sup>. Avenue 23-16 zone 1  
471-4367

- A. What's your address ?
- B. 10<sup>th</sup>. Avenue 23-18 zone 1
- A. And your telephone number?
- B. 471-4367

**Conversation 12**

23<sup>rd</sup>. Street 12-46 zone 13  
336-1459

- A. What's your address ?
- B. 23<sup>rd</sup>. Street 12-46 zone 13.
- A. And your telephone number?
- B. 336-1459

**Grammar**Verb to be :**PERSONAL PRONOUN:**

The verb be has different forms after different subjects.

Contractions are short forms. They are used in conversations and informal writing. Full forms are used in more formal writing.

<b>Affirmative (+)</b>	<b>contraction</b>	
I am	(I'm)	I'm from Salcajá.
you are	(you're)	You're from Santiago Sacatepequez.
he is	(he's)	He's a doctor.
she is	(she's)	She's my teacher.
it is	(It's)	It's my book.
we are	(we're)	We're from Santa Tecla.
you are	(you're)	You're thirteen years old.
they are	(they're)	They're from San Lucas Sacatepequez.

<b>Negative (-)</b>	<b>contraction</b>	
I am not	<sup>5</sup> .	I am not a dentist.
You are not	(aren't)	You aren't a teacher.
He is not	(isn't)	He isn't from Quito, Ecuador.
She is not	(isn't)	She isn't from Zaragoza.
It is not	(isn't)	It isn't a dog.
We are not	(aren't)	We aren't friends.
They are not	(aren't)	They aren't pilots.

<sup>5</sup> · There is no contraction for am + not.

**Do this!**

Exercise 2 :        *Circle the correct word or words parts, as in the example.*

**Carlos :**     Hi. I ( 'm / is ) Carlos.

**Raquel :**     Hello. We ( 's / 're ) Raquel and Andrea Barrios.

**Carlos :**     Oh, you ( 're / n't ) twins !

**Raquel :**     No, we ( 're not / not ) twins !

**Carlos :**     But you ( 's / 're ) exactly alike !

**Andrea :**     No, I ( 'm / 's ) nineteen years old, but Raquel ( isn't / aren't ) even eighteen yet.

**Carlos :**     Oh. Well, I ( 'm / are ) glad to meet you ! Raquel and Andrea, this ( is / He's ) Federico.

**Raquel :**     Hi, Federico.

**Andrea :**     Hello, Federico.

**Federico :**   Hello. ( to Carlos ) They ( 'm / 're ) twins !







**Do this !**



Exercise 3 : Complete the sentences with forms of the verb *be* . Use contractions when possible. The first one done as an example.

**Giancarlo :** (to Sebastian) No, you aren't wrong. They \_\_\_\_\_ (not) twins.  
They \_\_\_\_\_ (not ) alike at all-look again!

**Sebastian :** The instructor \_\_\_\_\_ (not) here yet. She \_\_\_\_\_ late.

**Gaby :** No, it \_\_\_\_\_ early. It \_\_\_\_\_ (not) even 9:45. My friends \_\_\_\_\_ (not) here yet either.

**Giancarlo :** Well, let's sit down. I \_\_\_\_\_ tired.

**Sebastian :** No. Let's have coffee first. The snack bar \_\_\_\_\_ open.

**Giancarlo :** No, thanks. I have to do homework. I \_\_\_\_\_ (not) ready for class yet.

**Gaby :** I \_\_\_\_\_ tired, too. I'm going to drink coffee with you Sebastian.

**Sebastian :** OK. Let's go for coffee.

## Grammar

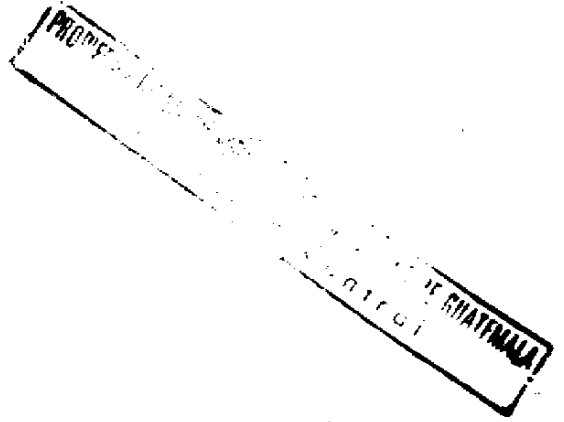
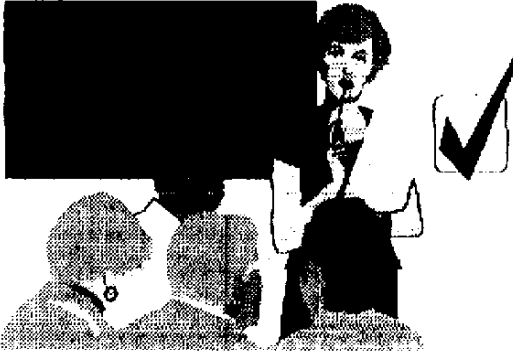
### YES / NO Question and Short Answers.

Yes/no questions ask for information that can be answered by yes or no.  
 In a yes/no question, the verb comes before the subject.

<i>Examples</i>		<i>possible answers</i>	
<b>Affirmative Questions</b>	Am I late ?	<b>Affirmative</b> Yes, you are.	<b>Negative</b> No, you aren't.
	Are you from Japan ?	Yes, I am.	No, I'm not.
	Is it cold ?	Yes, it is.	No, it isn't.
<b>Negative Questions</b>	Aren't you early ?	Yes, we are.	No, we aren't.
	Isn't that woman a teacher ? Aren't they twins ?	Yes, she is. Yes, they are.	No, she isn't No, they aren't.

questions	affirmative answers <sup>6</sup>	negative answers	
Am I early ?	Yes, you are.	No, you're not. <sup>7</sup>	No, you aren't.
Is he Japanese ?	Yes, he is.	No, he's not.	No, he isn't.
Is she a scientist ?	Yes, she is.	No, she's not. <b>or</b>	No, she isn't.
Is it late ?	Yes, it is.	No, it's not.	No, it isn't.
Are you students?	Yes, we are.	No, we're not.	No, we aren't.
Are those boys twins?	Yes, they are.	No, they're not.	No, they aren't.

<sup>6</sup> Don't use contractions in affirmative short answers.



Exercise 4 : Complete these sentences with affirmative or negative forms of the verb be. Use contractions when possible.

Norman : Hi. \_\_\_\_\_ you a new student ?

Denis : Yes, I \_\_\_\_\_. My name \_\_\_\_\_ Denis Alfredo Arango.

Norman : I \_\_\_\_\_ sorry. Please say that again. \_\_\_\_\_ your name Alberto or Alfredo ?

Denis : (speak slowly) It \_\_\_\_\_ Denis Alfredo Arango.

Norman : Oh, Um... \_\_\_\_\_ Alfredo your first name ?

Denis : No, sorry it \_\_\_\_\_. My first name \_\_\_\_\_ Denis. Just call me Denis.

Norman : Well, OK... um ... \_\_\_\_\_ this is your first day here ?

Denis : Yes, it \_\_\_\_\_.

Norman : \_\_\_\_\_ you from Costa Rica ?

Denis : No, I \_\_\_\_\_. I \_\_\_\_\_ from Venezuela. Wow ! Look at that beautiful woman over there ! \_\_\_\_\_ she a student in this class ?

Norman : No, she \_\_\_\_\_ a student. She \_\_\_\_\_ the professor !

<sup>7</sup> Contractions are usually used in negative short answers

**Do this!**



Exercise 5 : Write the missing questions. Many different questions are possible.

*Example*

A: Is Professor Ramos a good teacher ?

B: Oh, yes. He's very interesting.

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

B: Yes, his jokes are very good.

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

B: No, he isn't. He's in the English Department.

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

B: Yes, he is.

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

B: No, she isn't. She's from New York.

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

B: Yes, she is.

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

B: No, I'm not.



## Grammar

There are other ways to answer yes/no questions. Here are some examples of formal and informal affirmative and negative answers.

	Formal	Informal
<b>AFFIRMATIVE</b>	Certainly.	Sure.
	Of course.	Yeah.
	I think so.	Uh-huh.
	I hope so.	Right.
<b>NEGATIVE</b>	Certainly not.	Nope.
	Of course not.	No way.
	I don't think so.	Uh-uh.
	I hope not.	Nah.
	I'm afraid not.	

**Question Words:** How old ? / Where from ?

<b>Where</b>	am	I	?
	are	you	?
		from	
	is	he	?
	is	she	?
	is	it	?
<b>Are</b>	we	?	
	you	?	
	they	?	
<b>How old</b>	am	I	?
	are	you	?
	is	he	?
	is	she	?
	is	it	?
	are	we	?
	are	you	?
	are	they	?

**Do this !**

Exercise 6 : Heidi Samayoa is answering personal questions.  
Match the questions with the corresponding answers.

- |                                      |  |
|--------------------------------------|--|
| a. Where are you from ?              | ___ I don't have a telephone.                                      |
| b. Where is that ?                   | ___ S A M A Y O A  |
| c. What's your telephone number ?    | ___ 4 <sup>th</sup> Street ten-oh-five, Roosevelt Avenue, zone 11. |
| d. How are you ?                     | ___ I'm seventeen.   |
| e. What's your age ?                 | ___ Fine, thanks.  |
| f. What's your address ?             | ___ It's in Guatemala.   |
| g. How do you spell your last name ? | ___ I'm from Chichicastenango.                                     |

**Do this !**

Exercise 7 : Use **is** or **are** in the following conversation

- |  |                           |
|--|---------------------------|
| A: Where ___ Gabriel from ?            | A: How ___ Monica today ? |
| B: He ___ from Genova.                 | B: She ___ OK.            |
| <hr/>                                  |                           |
| A: Where ___ the Torre del Reformador. | A: What ___ they ?        |
| B: It ___ in zone 4.                   | B: They ___ students.     |
| A: What ___ your nationality ?         | A: How old ___ David ?    |
| B: We ___ Salvadorian.                 | B: He ___ eighteen.       |

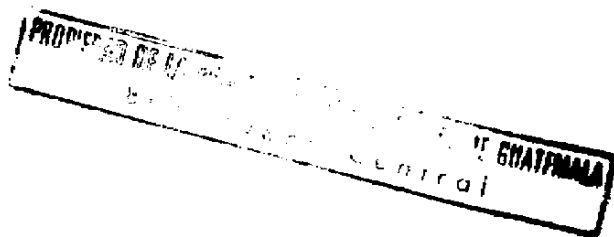
Israel Alberto Rosas Salamanca

Do this!



Exercise 8 : Use ( *am, is, are,* ) to complete the sentences.

1. How \_\_\_\_\_ you ?
2. Where \_\_\_\_\_ she from ?
3. \_\_\_\_\_ they from Solola ?
4. Nancy \_\_\_\_\_ a secretary.
5. Joel \_\_\_\_\_ a doctor.
6. Mario and Luis \_\_\_\_\_ musicians.
7. \_\_\_\_\_ she a dentist ?
8. I \_\_\_\_\_ a pilot.
9. Yes, we \_\_\_\_\_
10. Alejandro and Rodrigo \_\_\_\_\_ not brothers.

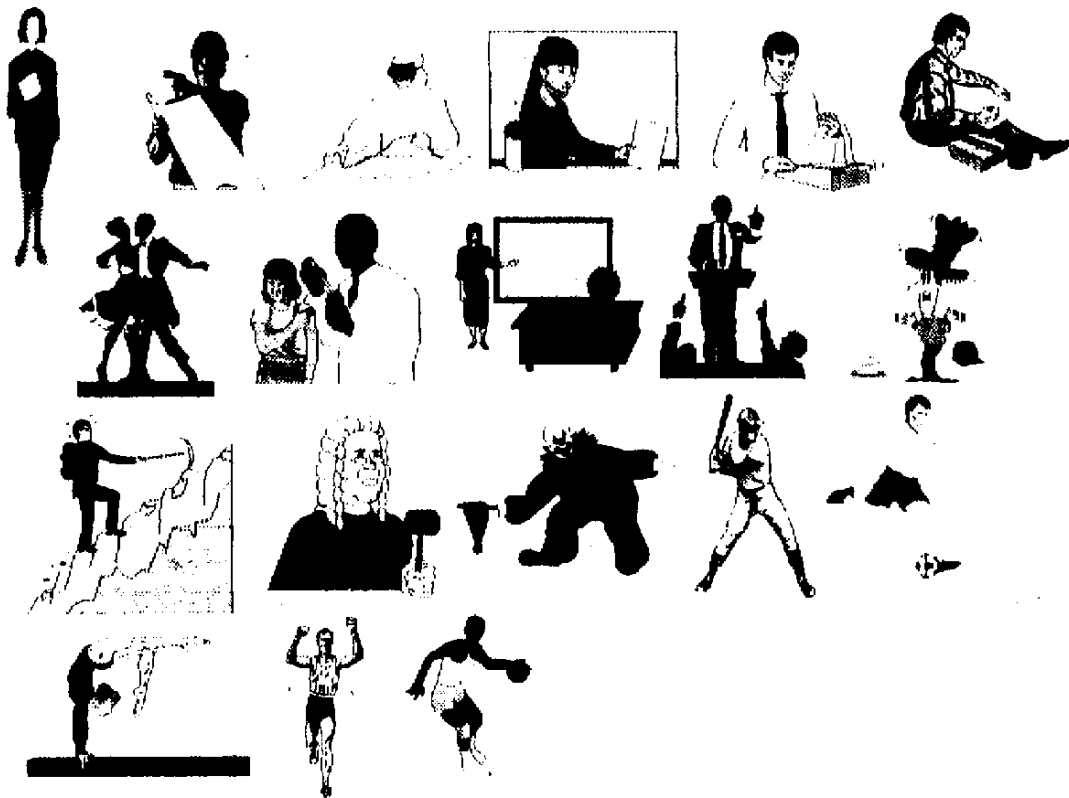




Vocabulary one

Occupations

<i>advertiser</i>	Actor	actress	chef
clown	Clerk	cook	bus driver
carpenter	Cashier	dentist	data processor
doctor	Driver	engineer	housekeeper
<i>journalist</i>	lab technician	mailman	(mail carrier)
manager	Mechanic	movie start	musician
nurse	Office assistant	player	photographer
pilot	Policeman	<i>reporter</i>	salesman
saleswoman	Science teacher	secretary	security guard
singer	Student	taxi driver	TV star
typist	Waiter	waitress	Basketball player





**Do this!**

Exercise 1 : Complete the following information about yourself.

Name :	_____
Address :	_____
City :	State : _____
Country :	Nationality : _____
Occupation <sup>8</sup> :	Telephone number : _____

## Grammar

### Possessive Adjectives

My	I'm fixing <i>my</i> car.
Your	That's <i>your</i> towel.
His	He's fixing <i>his</i> bicycle.
Her	She's looking for <i>her</i> contact lens.
Its	This is <i>its</i> house.
Our	We're doing <i>our</i> homework.
Your	What's <i>your</i> name ?
Their	They're cleaning <i>their</i> room.

### Conversation 1

( Margarita / secretary / Colombia )

- A. What's her name ?  
 B. Her name is Margarita.  
 A: What does she do ?  
 B: She's a secretary  
 A. Where is she from ?  
 C. She's from Colombia.



<sup>8</sup> occupation = your profession.

( Rafael / actor / Mexico )

- A. What's his name ?  
B. His name is Rafael.  
A: What does he do ?  
B: He's an actor.  
A. Where's he from ?  
B. He's from Mexico.

**Do this !**



Exercise 2 :            Fill in the blanks with your partner's information.

What's your name ?

\_\_\_\_\_

What do you do ?

\_\_\_\_\_

Where are you from ?

**Do this !**



Exercise 3 :            Practice with your partner asks and answers, as the model in conversation 1 and 2.

1. Estuardo / journalist / Paraguay.
2. Giovany / advertising man / Costa Rica.
3. Gabriela / reporter / Nicaragua
4. Pedro / artist / Colombia
5. Denis / dentist / Guatemala.

**Do this!**



Exercise 4: **What do they do? Where do they work?**

Match the occupation with the place. Write the correct letter before the number.

- |  |                             |
|--|-----------------------------|
| _____ 1. Mynor is a doctor.                                  | Q. They work in a theater.  |
| _____ 2. Heidi is a nurse.                                   | S. They work in an office.  |
| _____ 3. They're musicians.                                  | Y. They work on a plane.    |
| _____ 4. They're pilots.                                     | U. They work at a school.   |
| _____ 5. The man is an actor, and<br>the girl is an actress. | V. She works at a hospital. |
|  | W. He works at a hospital.  |
|  | J. They play music.         |

**Do this!**



Exercise 5: **Write the correct word on the line.**

1. She's a \_\_\_\_\_ . She works at a hospital.
2. They're \_\_\_\_\_ . They work in a hotel.
3. She's a \_\_\_\_\_ . She works on a plane.
4. She's a \_\_\_\_\_ . She works in an office.
5. She's a \_\_\_\_\_ . She works at a hospital.



**Do this!**



Exercise 6 :           What do they do ?

*A musician plays music.*  
*A bus driver drives a bus.*

*An English student studies English.*  
*A French speaker speaks French.*

What does a guitar player do ?

\_\_\_\_\_

What does an office worker do ?

\_\_\_\_\_

What does a music teacher do ?

\_\_\_\_\_

What does a taxi driver do ?

\_\_\_\_\_

What does an English teacher do ?

\_\_\_\_\_

### ***Grammar***

#### **Prepositions of place**

**at**  
the post office  
the door  
the train station  
the airport  
the hospital  
the bus stop

**in**  
the truck  
the taxi  
the car  
the classroom  
the plane

**on**  
the motorcycle  
the bike  
the bus  
the train  
the sidewalk  
the corner  
Roosevelt Avenue  
San Juan Street



**Do this!**



Exercise 7 : Choose the correct word.  
at in on

1. The doctor is \_\_\_\_\_ the airport.
2. The reporter is \_\_\_\_\_ the train station.
3. The journalist is \_\_\_\_\_ the corner.
4. The teacher is \_\_\_\_\_ the classroom.
5. The student is \_\_\_\_\_ the bike.

**Grammar**

**INFORMATION QUESTIONS AND ANSWERS**

**WH-QUESTIONS**

An information question begins with a question word. It cannot be answered by yes or no. When form of do separates a question word from the subject, the main verb has no -s ending. This chart gives some examples.

Question Words	questions	Possible answers	notes
<i>who</i> <sup>9</sup>	Who is your adviser?	Mr. Benitez.	-Who can be the subject of a question.
	Who are your teachers?	Mr. Yela and Mrs. Castillo.	-Who refer to people.
	Who helps you to study?	Miguel and Luis.	-Who usually take a singular verb (except be).
<i>Whom</i>	Who do you ask to ? whom	My tutor.	-Who ( or whom is also used as an object. -Whom is used only in formal questions. -Who is used in informal speech.

<sup>9</sup> Note: contractions for questions words + be used in informal speech are : who + is = who's, what + is = what's.

Question Words	questions	Possible answers	notes
What	What is in the bag?	My lunch.	*What can be the subject of a question.
	What interest you?	books and movies	*What can refer to things.
	What do you want?	Some money	*What is also used as an object.
	What does she teach?	History.	
Where	Where is the snack bar?	In the student center.	*Where refers to places.
	Where are your classmates?	In the new science building.	
	Where does the class meet?	In the Library	
	Where do we go now?	To English class.	
When	When is the final exam?	Next week.	*When refers to time.
	When are our papers due?	On Wednesday.	
	When does the class begin?	In five minutes.	
	When do you work?	On Mondays and Fridays.	
Why	Why is the building closed?	It's a holiday.	*Why refers to reasons.
	Why aren't they home?	They're on vacation.	
	Why doesn't he study more?	He has a job after school.	
	Why don't you see a doctor?	Because I'm not that sick.	
How	How is your Literature class?	Very hard.	*How can refer to a degree (of something).
	How are you?	Pretty good.	*How can refer to a state or condition. (for example, health).
	How does she sing?	Beautifully.	*How often refers to a way of doing something.
	How do you get to university?	By bus and subway.	

**Do this!**



Exercise 8 : Study the answers below. Make information questions for each answer. Use the simple present tense and the question words **who, what, where, when, why or how.**

Example : How are you ? or How do you feel ?  
I'm sick.

1. Terrible.
2. On the first floor.
3. It's too easy.
4. It's blue.
5. In the refrigerator.
6. Because it's too expensive.
7. On Friday.
8. He teaches advertising.
9. I walk to school.
10. She's my English teacher.

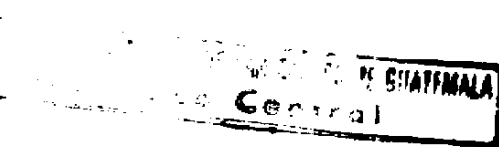
**Work with a partner asks and answers these questions.**

Student / zone 7 / Israel Alberto
-----------------------------------

**What** do you do ? I'm a student.

**Where** do you live ? I live in zone 7.

**How** do you spell your middle name ? A-l-b-e-r-t-o.



**Grammar****Frequency Adverbs**

Frequency adverbs modify verbs or adjectives. They describe how many times or what percentage of times something happens. Here are the meaning of some frequency adverbs in approximate percentages of time:

always	=	100%
usually	=	90%
often	=	70%
sometimes	=	50%
occasionally	=	20%
seldom	=	10%
never	=	0%

**Do this!**

Exercise 9 :

Complete the conversation. Put the words under the lines in the correct order to make sentences as in the example. When you finish, practice the **conversation** with a partner.

**Brenda :**

You often look tired.

0. (tired/look/You/often)

1. (get/eight hours of sleep/ You/usually/don't)

**Pedro :**

No,

2. (I/live days a week/ eight o'clock classes/have)

But

(rarely/before 2:00 A.M./get to bed/ I )

**Brenda:**

Why, Pedro?

4. (Do/go out/every night/you)

**Pedro:**

Oh, no.

5. (never/during the week/ I/ go out)

6. (My roommate and I / every night / study together)

7. ( before 1:00 in the morning / usually / don't / finish / We)

In fact,

8. ( seldom / goes to bed / my roommate / before 3:00)

**Brenda:**

That sounds terrible,

9. ( work so hard/ always/ you / Do).

**Pedro:**

Yes, because

10. (always/ worried about grades / we're)

**Brenda :**

Well, you graduate soon, right? What do you plan to do then?

**Tony :**

Sleep!



**Grammar****The Imperative Form: Instructions, Orders, and Suggestions**

The imperative form uses the simple of the verb.

	Examples	notes
<b>Affirmative</b>	come in. Please sit down. Be quiet, please.	-To give instructions or orders, begin with a verb. -The subject you is understood. ( it does not appear.) -Add the word please for politeness.
<b>Negative</b>	Don't talk Please don't come in. Don't be late, please.	-In the negative, don't comes before the verb.

**Note:** For a first-person plural subject (we), let's appears before the simple form of the verb.

	Examples	notes
<b>Affirmative</b>	Let's have coffee.	-An imperative with let's is a kind of suggestion.
<b>Negative</b>	Let's not wait.	

**Do this!**

You can write it in your notebook too.

**Exercise 10 :** What are the rules and customs of your English class ? Give affirmative and negative instructions, orders, and suggestions using the imperative form. Use the phrases below and add examples of your own.

**Example :** Don't be late to class.  
Please come in quietly.  
Let's ask questions in class.

- |                            |                           |                      |
|----------------------------|---------------------------|----------------------|
| 1. be late to class        | 2. sleep in class         | 3. eat in class      |
| 4. drink coffee in class   | 5. cheat on tests         | 6. be quiet in class |
| 7. talk loudly and clearly | 8. ask questions in class |                      |

**Affirmative and Negative Statements**

The simple present tense is used to describe everyday activities. It is also used to express opinions and to make general statements of fact. With some verbs, the simple present shows an existing condition (something that is happening now). The chart below gives examples.

	Examples	notes
<b>Everyday Activities</b>	She <b>wears</b> jeans to class. Brenda and Lucy often <b>study</b> together.	An object often follows the verb.
<b>Statements Of Fact</b>	Renato <b>speaks</b> three languages. Mr. Larios <b>teaches</b> math and <b>advises</b> students.	In third-person singular subjects, the verb ends in -s.
<b>Opinions</b>	I <b>don't like</b> the instructor. He <b>doesn't teach</b> math very well.	In negative statements, do or does comes before not. The main verb has no -s ending.
<b>Existing Conditions</b>	I <b>hear</b> music.  He <b>doesn't understand</b> your question. We <b>need</b> a break.	Some other verbs that describe an existing condition: like, want, seem, know, and believe.

**Spelling Rules for -s Endings**

For the third-person singular verb form, follow these spelling rules:

1. If the simple form of a verb ends in -y after a consonant, change the y to i and add -es.  
 Examples: carry / carries      try / tries
2. If the simple form of a verb ends in -s, -z, -sh, -ch, -x, or -o (after a consonant), add -es.  
 Examples: teach / teaches      pass / passes      go / goes
3. There are two irregular verb forms  
 Examples: be / is      have / has
4. In all other cases, add -s to the simple form.  
 Examples: wear / wears      work / works      pay / pays

**Pronunciation Note**

The -s ending is pronounced in three ways, according to the ending of the verb;

1. /ɪz/ after -ch, -sh, -s, -x, and -z endings  
 examples: teaches, washes, kisses, boxes, and buzzes
2. /s/ after voiceless endings: p, t, k, or f  
 examples: stops, hits, looks, laughs
3. /z/ after voiced consonant endings  
 examples: calls, listens, plays, sounds, runs

**Do this !**



After you complete the exercise, practice and memorize the conversation

Exercise 11 : Making Introductions.  
Write the correct form of the verb on the line.

*live          play          speak          work*

Manuel : Hi, Beatriz. How are you ?

Beatriz : Fine, thanks. Manuel, this is my friend, Giancarlo. He's a musician. He \_\_\_\_\_ at a theater. He \_\_\_\_\_ the piano.

Manuel : Nice to meet you, Giancarlo. I'm a musician, too. I \_\_\_\_\_ the guitar.

Giancarlo : Nice to meet you, too. Do you \_\_\_\_\_ in Antigua?

Manuel : No, I don't. I'm here on vacation. I \_\_\_\_\_ in Chichicastenango. Oh. Here are my friends Emerson and Lucia. They \_\_\_\_\_ in Antigua. Emerson \_\_\_\_\_ at a hospital. He's a doctor. Lucia is a secretary. She \_\_\_\_\_ at the hospital, too.

Beatriz : Hello, Lucia. Do you \_\_\_\_\_ English ?

Lucia : Of course. I'm from Miami. I don't \_\_\_\_\_ Italian.

Time:  
calendar

Days of the week:

**January**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Months of the year:

January, February, March, April, May, June, July, August, September, October, November, and December.

When's your birthday?

Pablo : Excuse me, when's your birthday ?

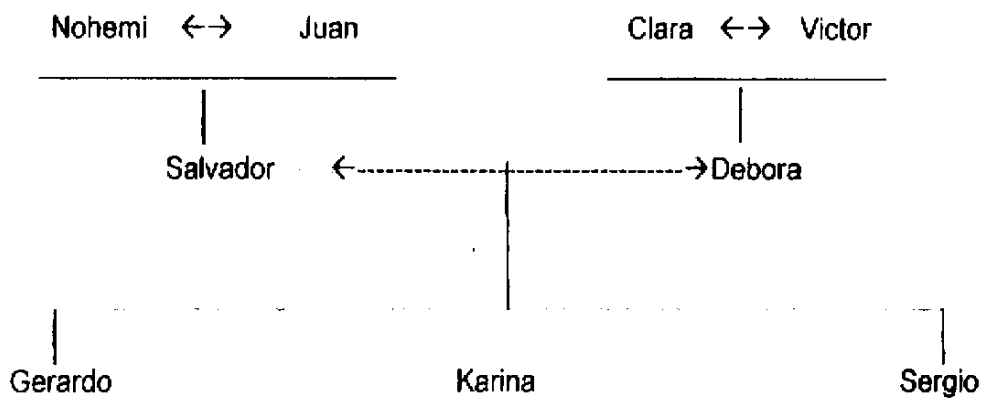
Rafael : My birthday is on October 23, and yours ?

Vocabulary two

**Family Members:**

aunt	baby	brother	children
daughter	father	grandchildren	grandfather
grandmother	husband	mother	parents
sister	son	uncle	wife

**Family tree**



Salvador is Gerardo's father.

Debora is Karina's mother.

Sergio is Karina's brother.

Karina is Gerardo's sister.

Salvador is Debora's husband.

Debora is Salvador's wife.

Sergio is Debora and Salvador's son.

Karina is Debora and Salvador's daughter.

Nohemi is Karina's grandmother.

Victor is Sergio's grandfather.

Gerardo and Sergio are Nohemi and Juan's grandsons.

Karina is Clara and Victor's granddaughter.

**Do this!**



**Exercise 12: Tell about yourself**

My mother's name is \_\_\_\_\_  
 My father's name is \_\_\_\_\_  
 My grandmothers' names are \_\_\_\_\_  
 My grandfathers' names are \_\_\_\_\_  
 (check the true sentences. Write the numbers.)

<input type="checkbox"/> I don't have a brother.	<input type="checkbox"/> I don't have a sister.
<input type="checkbox"/> I have one brother.	<input type="checkbox"/> I have one sister.
I have _____ brothers.	I have _____ sisters.

What can they do ?



The shark  
 It can swim but it  
 can't fly.  
 It can't talk.



The butterfly  
 It can fly, but it  
 can't swim.

Can you fly ? No, I can't.

Can you swim ? Yes, I can.

**Do this!**



**Exercise 13: Ask and answer questions.**

- A. Can you sing ?  
 B. Yes, I can. Can you drive a bus ?  
 A. No, I can't.

- |          |         |                |
|----------|---------|----------------|
| 1. Walk  | 2. type | 3. write       |
| 4. swim  | 5. run  | 6. ride a bike |
| 7. dance | 8. read | 9. drive a bus |
| 10. sing |         |                |



## J

**Conversation 4**

**Denise :** Oh, no! It's starting to rain.

**Giancarlo :** That can't be. It's August! It never rains in the mountains in August.

**Violeta :** Uh-oh. I can feel it too.

**Dietter :** Me, too. We're getting all wet. Can we run to that tree?

**Denisse :** No, there might be lightning.

**Nathalie :** There isn't any lightning. Let's go! ( they run to the tree )

**Denisse :** Whew! Not a minute too soon. Will you look at that ? It's pouring!

**Carlos :** I can't believe this.

**Nathalie :** Can we pack up and go back to the cars?

**Carlos :** It's too late for that. It's ten miles to the cars. It's almost dark.

**Denisse :** Can we do anything ?

**Dietter :** Don't worry. The rain will stop.

**Jessi :** But when ?

**Dietter :** Oh, maybe next week.

**Grammar**

<b>Modal</b>	<b>meaning</b>	<b>examples</b>
<b>can</b>	ability	I can speak English. He can't swim. Can you dance ?
<b>may</b> <b>might</b>	future plans	It may rain. (= Maybe it will rain, maybe it won't.) I might not go. (= Maybe I won't go; maybe I will. )

## Grammar

### Prepositions of place

#### at

the post office  
the door  
the train station

the airport

the hospital  
the bus stop  
3:15 a.m.  
night  
dinner (time)

-Use at with street, addresses, with specific time of the day, before clock times, with the nouns noon, night, midnight and with a point in space.

#### in

the truck  
the taxi  
the car  
the sidewalk  
the classroom

the street  
a month  
a day  
a week  
a year

-Use in before towns, cities, states, provinces, countries, continents, years, seasons, months, parts of the day, with three dimensional space, and with more general times

#### on

the motorcycle  
the bike  
the bus  
the plane

the corner  
Roosevelt Avenue  
San Juan Street  
the train

-Use on with days and dates, before streets, and with a surface.

#### between

The information booth is between two subway stations.

#### near

The museum is near the ship.

#### next to

The post office is next to TELGUA.

#### across

Can we walk across the Incienso bridge?

#### under

the box is under the table.

#### over

Go over the Belize bridge to zone 18.

#### from . . . to

let's walk from 2<sup>nd</sup> street to 18<sup>th</sup> street

**Do this!**



Exercise 1 : Choose the correct word.  
at in on

1. The doctor is \_\_\_\_\_ the airport.
2. The reporter is \_\_\_\_\_ the train station.
3. The journalist is \_\_\_\_\_ the corner.
4. The teacher is \_\_\_\_\_ the classroom.
5. The student is \_\_\_\_\_ the bike.
6. The Post office is \_\_\_\_\_ 7<sup>th</sup> Avenue and 12<sup>th</sup> Street.
7. Guatemala and Honduras are \_\_\_\_\_ Central America.
8. There is a department store \_\_\_\_\_ San Juan Street.
9. Some stores and museums are closed \_\_\_\_\_ Sunday.
10. Let's meet for lunch \_\_\_\_\_ noon in my house.



**House**

- |              |             |               |             |             |
|--------------|-------------|---------------|-------------|-------------|
| building     | apartment   | balcony       | bathroom    | bedroom     |
| doghouse     | cabinet     | closet        | dining room | dishwasher  |
| garage       | electricity | elevator      | fireplace   | floor       |
| parking fee  | gas         | heat          | kitchen     | living room |
| refrigerator | parking lot | parking space | patio       | porch       |
| toilet       | rent        | shower        | sink        | stove       |
|              | tub         | utilities     | yard        |             |





# Reading

Read the following article, then answer to the following questions.

## Home sweet home ( Reading one )

My name is Karen Pineda and this is my house. It's on 12<sup>th</sup> street 12-35 Tikal I zona 7. It's on Periferico street opposite the park. My house is nice and comfortable. There are two bedrooms and a bathroom upstairs. Downstairs there is the living room, the dining room and the kitchen. The living room is my favorite. It has the television, the VCR<sup>10</sup>, my new stereo, a couch and... the telephone.

Behind the house there is a big yard with some trees. In front of the house there is a pretty garden with many flowers.

About Karen's house

1. Where is Karen house ?

2. Is it a nice house ?

3. How many bedrooms are there ?

4. What is there in the living room?

5. Where is the big yard?

6. Where is the garden ?

7. What is there in the garden?

8. Where is the bathroom?



## Vocabulary one

<sup>10</sup> VCR = video cassette recorder.

bathroom	flower	mirror	television (TV)
bed	garage	refrigerator	tree
bedroom	garden	room	upstairs
closet	house	rug	VCR
comfortable	kitchen	stereo	
couch	lamp	stove	
dining room	living room	street	
downstairs	many	table	

### Conversation 1 ( Practice and memorize the conversation )

#### It's not big enough

- Mrs. Alvarado :** Are there any ads for houses in the newspaper?
- Dr. Ralda :** Yes. There's a house on Roosevelt Avenue, but there are only two bedrooms.
- Mrs. Alvarado :** That's not big enough for our family.
- Dr. Ralda :** Here's a big house. The address is 23 Street 24-56 Zone 4. Listen to this " seven bedrooms, living room, dining room, kitchen, ... "
- Mrs. Alvarado :** Seven bedrooms! Our family isn't big enough for that house!



# Reading

Read the following article, then answer to the following questions.

## Looking for a place to live ( Reading two )

You are looking for a place to live. You want a small, quiet place in a good neighborhood. You have a dog, and you don't have a car. You are single, and your old mother lives with you. Read the advertising and choose the best place.

### For rent

Small House

with garden in town center.

Near restaurants, theaters, and police station ( Very safe.) Call 521-3684

2-bedroom apartment (second floor)

Good quiet neighborhood, near the park.

Closets and stove.

Contact Mr. Reyes at 266-8789 (after 6:00 P.M.)

3-bedroom apartment.

Excellent neighborhood. Lots of trees, quiet, safe, two blocks from shopping mall and station.

Call 239-9873

Large room near university.

Good for single person or student.

See Mrs. Vela 12 Ave. 23-90 Alamo 2

1. Which house or apartment do you think is appropriate?

2. Which place has a garden?

3. Where is the room for rent ?

4. What time can you contact Mr. Reyes?

5. Does the two-bedroom apartment have a refrigerator?



**Conversation 2 ( Practice and memorize the conversation )**

**We're looking for a Two-bedroom Apartment Downtown**

two-bedroom downtown	living room kitchen
-------------------------	------------------------

- A. We're looking for a two-bedroom apartment downtown.
- B. I think I have an apartment for you.
- A. Oh, good. Can you describe it ?
- B. Yes. It has two bedrooms, a large living room, and a very nice kitchen.

**Conversation 3**

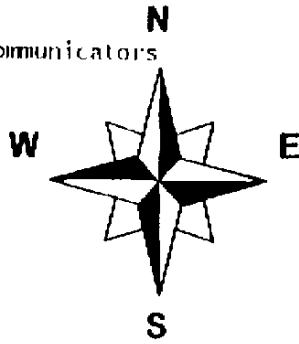
three-bedroom near the hospital	kitchen bathroom
------------------------------------	---------------------

**Conversation 4**

two-bedroom near the beach	living room balcony
-------------------------------	------------------------

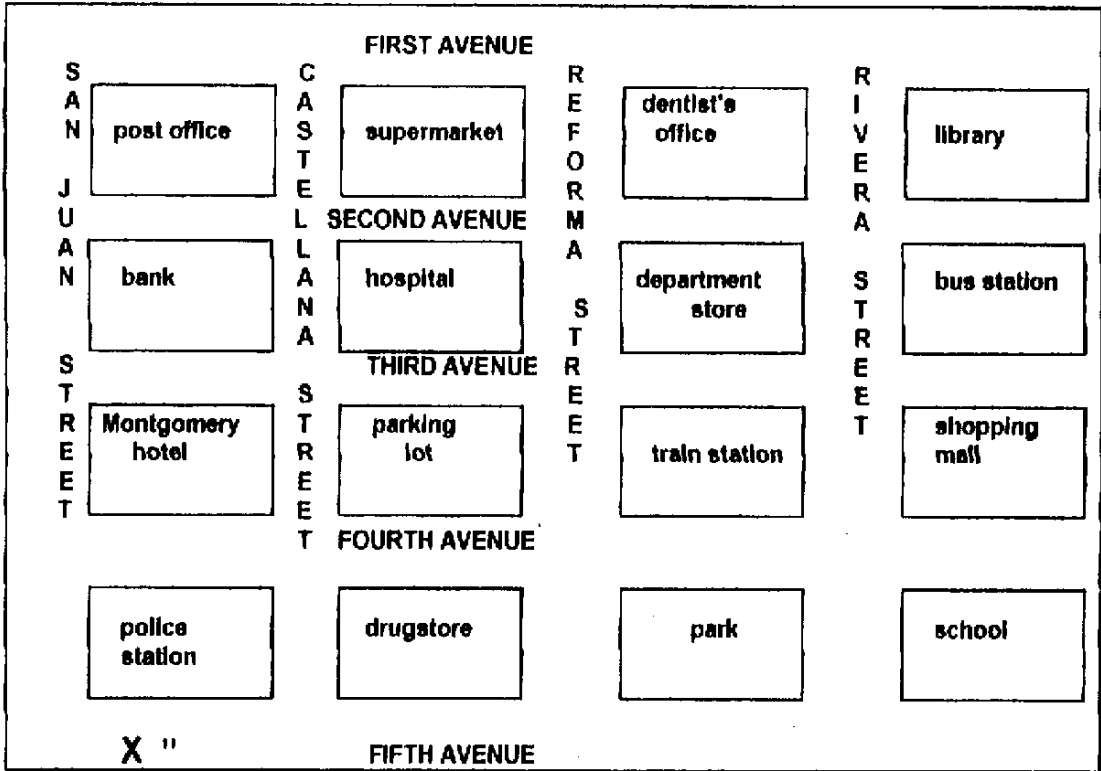
**Conversation 5**

one-bedroom near the park	living room dining room.
------------------------------	-----------------------------



Map

< Left Right >



Vocabulary two

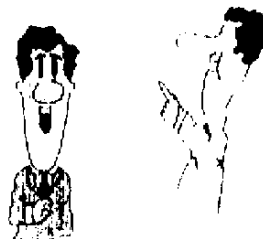
Places in the city

bank  
church  
drugstore  
gas station  
pharmacy  
post office  
square  
theater

parking lot  
hotel  
school  
movie theater  
restaurant  
police station  
street  
library

shopping mall  
museum  
train station  
supermarket  
street  
park  
Avenue  
department store

" You are here



[dentist's office]

**Dialogue 1 ( model )**

A: Can You Please Tell Me How to Get to the dentist's office?

B: Yes, is on Second Avenue across from the department store.

A: Thank you.

B: Your welcome.

**Let's talk I**

Work with a partner asking and answering as the dialogue 1.

1. [Parking lot]

2. [train station]

3. [hospital]

shopping mall

**Dialogue 2 (model)**

A: Excuse me. Can You Please Tell Me How to Get to the shopping mall?

B: Yes. Walk that way to Fourth Avenue and turn right.

A: Uh-huh.

B: Then go three blocks to Rivera Street.

A: Okay.

B: The shopping mall is on the corner. Have you got that ?

A: Yes. Thank you very much.

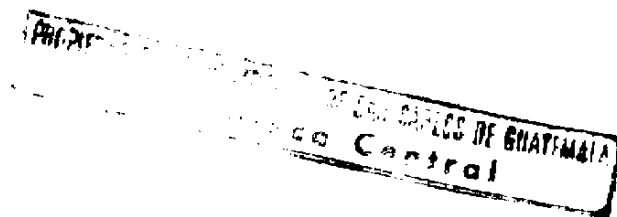
**Let's talk I**

Work with a partner asking and answering as the model.

1. library

2. park

3. bus station



After listening the text about Montgomery Hotel, answer the following questions.<sup>12</sup>

1. Is the Royal Montgomery large or small ?  
\_\_\_\_\_
2. Are there any small rooms at the Royal Montgomery ?  
\_\_\_\_\_
3. What can you buy at the stores in the Royal Montgomery ?  
\_\_\_\_\_
4. What languages do the clerks at the hotel speak ?  
\_\_\_\_\_
5. Are there any clerks at the hotel from the U.S. ?  
\_\_\_\_\_
6. Can you ride a bus from the airport to the hotel ?  
\_\_\_\_\_
7. Can you eat in the hotel on Friday ?  
\_\_\_\_\_
8. Can you swim in the hotel on Friday ?  
\_\_\_\_\_
9. Is there any clothes store in the Royal Montgomery ?  
\_\_\_\_\_
10. Where is the Royal Montgomery Hotel ?  
\_\_\_\_\_



<sup>12</sup> The article about the Montgomery hotel is at the end of the book

## Grammar

### Affirmative and Negative Statements

The simple present tense is used to describe everyday activities. It is also used to express opinions and to make general statements of fact. With some verbs, the simple present shows an existing condition (something that is happening now.)

	examples	notes
<b>EVERYDAY ACTIVITIES</b>	She <u>wears</u> jeans to class.  Claudia and Elizabeth often <u>study</u> together.	-An object often follows the verb.
<b>OPINIONS</b>	I don't like the instructor.  He doesn't know math very well.	-In negative statements, "do" or "does" comes before not -The main verb has no <u>-s</u> ending.
<b>STATEMENTS OF FACT</b>	Liza <u>speaks</u> three languages.  Mrs. Sagastume <u>teaches</u> Social Studies and advises students.	-In third-person singular subjects, the verb ends in <u>-s</u> .
<b>EXISTING CONDITIONS</b>	I hear music.  He doesn't understand your question.	-Some other verbs that describe an existing condition: like, want, seem, know, and believe.

### Time

- quarter to ( 05:45 It's quarter to six )
- quarter past ( 02:15 It's quarter past two )
- o'clock ( 07:00 It's seven o'clock )
- half past ( 09:30 It's nine thirty )

What time is it ?



clock

It's five to eight



**Do this!**

Exercise 2 : Draw the following clocks.

1. It's quarter to two
2. It's quarter past three
3. It's half past ten.
4. It's six o'clock
5. It's five to seven

***Daily Routine***

- I get up at 6:00 o'clock in the morning. ( six o'clock )
- I take a shower at 6:15 a.m. (quarter past six )
- I have breakfast at 6:30 a.m. ( half past six )

**Do this!**

Exercise 3 : Answer to the following questions.

***Daily Routine***

1. What time do you get up?

2. What time do you eat breakfast?

3. What time do you go to school or work ?

4. What time do you eat lunch ?

5. What time do you go to bed ?

## Grammar

### Present Progressive Tense

Use the present progressive tense to talk about things that are happening now.

He plays basketball every Saturday. (simple present tense)

Today it's Saturday.

What is Josue doing now? (present progressive tense)

He's **playing** basketball.

Is he **playing** in the park?

Yes, he is.

**Do this!**



Exercise 3 : Read the schedule, then answer to the following questions.

Heidy's Afternoon Schedule						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
read	do English homework	swim	work in father's office	do English homework	bake a cake	go to the park

1. What does Heidy do every Friday afternoon ?  
\_\_\_\_\_
2. When does Heidy do her English homework?  
\_\_\_\_\_
3. Where does Heidy work every Wednesday afternoon?  
\_\_\_\_\_
4. What does Heidy do every Sunday afternoon?  
\_\_\_\_\_
5. When does Heidy swim?  
\_\_\_\_\_
6. What do Heidy and her friends do every Saturday afternoon?  
\_\_\_\_\_
7. It's Tuesday afternoon. What is Heidy doing?  
\_\_\_\_\_
8. Heidy is baking a cake now. What day is it?  
\_\_\_\_\_
9. It's Monday afternoon. What is Heidy doing?  
\_\_\_\_\_
10. Heidy is working in her father's office now. What day is it?  
\_\_\_\_\_

**Grammar****Spelling Rules for -ing Verbs**

1. If the simple form ends in silent -e after a consonant, drop the -e and add -ing.  
examples: *have / having*                 *sneeze / sneezing*
2. If the simple form ends in -ie, change the -ie to y and add -ing.  
examples: *die / dying*                         *untie / untying*
3. If the simple form has one syllable and ends in one consonant after one vowel, double the last consonant (except x) and add -ing.  
examples: *get / getting*                         *run / running*

**Note:** The letters w and y at the end of a word are considered vowels, not consonants.

examples: *row / rowing*                         *play / playing*

4. If the simple form ends in an accented (stressed) syllable, follow the rule above for one final consonant after one vowel.  
example: *begin / beginning*

**Note:** If the last syllable is not accented, just add -ing.  
example: *happen / happening*

5. For all other verbs add -ing to the simple form.  
examples: *walk / walking*                 *eat / eating*                 *carry / carrying*

**Do this!**



**Exercise 4 :**                 **Make sentences, then ask and answer them.**  
  **What are you doing ?**

<p>0. ride/bike What are you doing ? I'm riding my bike.</p>
--

1. play/soccer
2. read/book
3. write/letter
4. do/homework
5. watch/TV



## Experiencing Nature

You will read about the effects of weather. You will also learn about camping, a popular leisure-time activity in the United States and Canada.

### Vocabulary

weather	effect	health	intelligence
feeling	storm	percent (%)	temperature
degree(°)	humidity	cause	influence
increase	relax	affect	powerful
strong	overweight	irritable	perfect
below average	on the other hand	air pressure	

## The Powerful Influence of Weather

**W**hether has a powerful effect on people. It influences health, intelligence, and feelings. In August, it is very hot and wet in the southern part of the United States. Southerners have heart attacks and other kinds of health problems during this month. In the Northeast and the Middle West, it is very hot at some times and very cold at other times. People in these states tend to have heart attacks after the weather changes in February or March.

The weather can also affect intelligence. For example, in a 1938 study by scientists, the IQ (intelligence quotient) scores of a group of undergraduate college students were very high during a hurricane, but after the storm, their scores were 10 percent (%) below average. Hurricanes can increase intelligence. Very hot weather, on the other hand, can lower it. Students in many of the United States often do badly on exams in the hot months of the year (July and August).

Weather also has a strong influence on people's feelings. Winter may be a bad time for thin people. They usually feel cold during these months. They might feel depressed during cold weather. In hot summers weather, on the other hand, overweight people may feel unhappy. The summer heat may make them tired and irritable.

Low air pressure relaxes people. It increases sexual feelings. It also increases forgetfulness. People leave more packages and umbrellas on buses and in stores on low-pressure days. There is a "perfect weather" for work and health. People feel best at a temperature of about 64° F with 65 percent humidity (moisture in the air).

Are you feeling sick, sad, tired, forgetful, or very intelligent today? The weather may be the cause.

**Do this !**

Exercise 5 : **After You Read**  
**Getting the Main Ideas**

Write T (true) or F (false) on the lines below.

1. \_\_\_\_\_ The weather influences people's health and feelings.
2. \_\_\_\_\_ There are the same number of heart attacks in every part of the United States in every month of the year.
3. \_\_\_\_\_ Intelligence never changes.
4. \_\_\_\_\_ Some weather influences are temperature, storms, and air pressure.
5. \_\_\_\_\_ There is a perfect kind of weather for people's work and health.

**Do this !**

Exercise 6 : **Understanding Details**

Which two answers are correct for each blank, according to the reading selection?  
Circle the letters.

1. \_\_\_\_\_ may have a bad effect on health.
 

a. Hot, wet weather	c. Weather changes
b. perfect weather	d. High intelligence
2. Intelligence may increase because of \_\_\_\_\_.
 

a. storms	c. a hurricane
b. very hot weather	d. low air pressure
3. Low air pressure \_\_\_\_\_.
 

a. depresses overweight people	c. increases forgetfulness
b. relaxes people	d. cause heart attacks
4. In "perfect" weather of 64°F, \_\_\_\_\_.
 

a. people are very forgetful	c. people work well
b. thin people feel cold	d. people are in better health

**Do this!**

Exercise 7 : **Complete the sentences.**

answer Monica's answering the teacher.

1. make Federico's \_\_\_\_\_ the sandwiches for us.
2. read Who's \_\_\_\_\_ this book.
3. watch The women are \_\_\_\_\_ the children.
4. leave Taylor's \_\_\_\_\_ the library.
5. drink The cats are \_\_\_\_\_ milk.

**Like**

Ask and answer about likes, dislikes, and preferences. Practice and memorize.

**Conversation 6**

A: What kind of music do you like?

B: I like rock music.

A: What's your favorite group?

B: "Petra".

A: And your favorite song?

B: "Don't leave Me, Baby."

**Conversation 7**

A: What TV programs do you like?

B: I like soap operas.

A: What's your favorite?

B: "Daniela"

**Conversation 8**

A: Don't you like horror movies?

B: No, I prefer westerns.

A: Me too.

**Conversation 9**

A: What do you think of Doug Malone?

B: I think he's a great actor.

**Do this!**

Exercise 8 : **Answer the following sentences.**

Where is your house / apartment ?

How many rooms are there ?

How many bedrooms are there ?

Is there a garden?

What's your bedroom like ?

**Do this!**

Exercise 9 : **What time do you... ?  
Write the answers.**

- What time do you get up?
- (6:00 a.m.) I get up at six o'clock.

- What time do you take a shower?
- (6:05)

- What time do you eat breakfast?
- (6:15)

- Go to work
- (6:30)

- eat lunch
- (12:45)

- watch TV
- (8:30 p.m.)



**Vocabulary one**

**FASHION**

**CLOTHES**

cardigan	(corduroy) pants
blouse	(shoulder) bag
blazer	button
loafer	cap
shorts	long sleeve
overalls	lunch box
dress	purse
shopping bag	sandal
sole	shoelace
sweatpants	sneakers
shirt	tie
raincoat	vest

hard hat  
skirt  
slacks  
glasses  
belt  
(construction)  
boots  
umbrella  
collar  
sweatshirt  
sweatband  
newspaper  
three-piece-suit

T-shirt  
briefcase  
heel  
uniform  
buckle  
jacket  
  
(high) heels  
short sleeve  
wallet  
tank top  
shoe  
pocket

**Conversation 1 May I help You?**

**A belt size 36 black**

- A. May I help you?
- B. Yes, please. I'm looking for a belt.
- A. What size do you want?
- B. Size 36
- A. And what color ?
- B. Black
- A. Okay. Let's see.... A size 36 black belt.
- B. Here you are.
- A. Thank you very much.

**Conversation 2**

**(A sweater, medium, green)**

**Conversation 3**

**(a raincoat, mall, brown)**

**Conversation 4**

**( a long sleeved shirt, size 15 ½ yellow )**

**Conversation 5**

**socks, extra-large, red, white, and blue.**



**Vocabulary two**

Short	long
Dirty	clean
Light	dark
New	old
Striped	checked
Print	

**Dressing Clothes**

Tight	Loose
Small	Big
High	Low
Open	Closed
Polka dot	Solid



**Underwear and Sleepwear**

undershirt	boxer shorts	Underpants	athletic supporter
pantyhose	stockings	Long johns	half slip
camisole	full slip	(bikini) panties	Briefs
bra(ssiere)	garter belt	girdle	knee socks
socks	slippers	pajamas	Bathrobe
nightgown			

**Grammar**

**Used to + Verb**

Use to a simple form of a verb expresses a habit or activity that existed in the past but is no longer happening in the present.

	<b>Examples</b>	<b>notes</b>
<b>Statements</b>	We <b>used to dance</b> .	
	She <b>used to cook</b> every day.	With (didn't) in the questions and
<b>negative</b>	My parents <b>didn't use to talk</b> much.	Statements, there is no-ed past tense ending on use.
<b>Questions</b>	Who <b>used to wash</b> the dishes?	
	Did your mother and father <b>use to argue</b> a lot?	
	Didn't she <b>use to live</b> in New York?	

# The story about jeans

We are now in the year 1853. The place is Sacramento. People from many countries come to California looking for gold. They want to get rich. Levi Strauss is 24 years old, and he wants to get rich too. He comes from Germany with cloth<sup>13</sup> to make tents.

One man asks: "What do you have there?". "Tents," answers Levi Strauss. The man says: "I don't need a tent. I want a strong pair of pants to work."

Levi uses the cloth to make a pair of pants for the man. They're a success. He makes one more, ten more, hundreds more. Today millions of people wear Levi's all over the world.<sup>14</sup>



## Do this !

Exercise 1 : About the Reading

B. Where is Sacramento?

C. What do the people want there in 1853?

D. Which country is Levi Strauss from?

E. How does he want to get rich?

F. What does Levi Strauss use the cloth for?

<sup>13</sup> Cloth : fabric to make clothes, tents etc.

<sup>14</sup> all over the world : many countries.



**Do this !**

Exercise 2 :           What are they wearing ?

Ask and answer.

She's wearing pink overalls.  
He's wearing....

**Conversation 6           I'm looking for a shirt**

( a shirt / in Aisle 3 )

- A. Excuse me. Can you help me ?
- A. Certainly.
- B. I'm looking for a shirt.
- B. Shirts are in Aisle 3.
- A. Thank you.

**Conversation 8**

( a coat / on that rack )

**Conversation 9**

( an umbrella / on that counter )

**Conversation 10**

( a blouse / over there on that table )

**Conversation 7**

( a dress / over there )

- A. Excuse me. Can you help me?
- B. Certainly.
- A. I'm looking for a dress.
- B. Dresses are over there.
- A. Thank you.



**Conversation 11                      It's too Short**

( short / jacket )

- A. How does the jacket fit?
- B. It's too short.
- A. Do you want to try on another one?
- B. Yes, please.
- A. Okay. Here. I think this jacket will fit better.
- B. Thanks very much.

**Conversation 12**

( long / pants )

**Conversation 13**

( big / skirt )

**Conversation 14**

( tight / sneakers )

**Conversation 15                      What do they want?**

Practice the conversation, and finish the sentences.

**Mrs. Zepeda :** I have some nice clothes for you. I have a green sweater. I have a pink shirt with long sleeves, and a blue T-shirt with short sleeves. I have a black pants and a black skirt. I have a yellow dress. I have brown shoes and white shoes. What do you want?

**Amanda :** I like pants and dresses. I like shirts, but I don't like T-shirts. I don't like green clothes. I like pink clothes and white shoes.

**Teresa :** I like shirts, but I don't like pants. I don't like dresses. I like T-shirts, but I don't like shirts with long sleeves. I like sweaters. I like black shoes and brown shoes, but I don't like white shoes.

Amanda wants the :

\_\_\_\_\_

Teresa wants the:

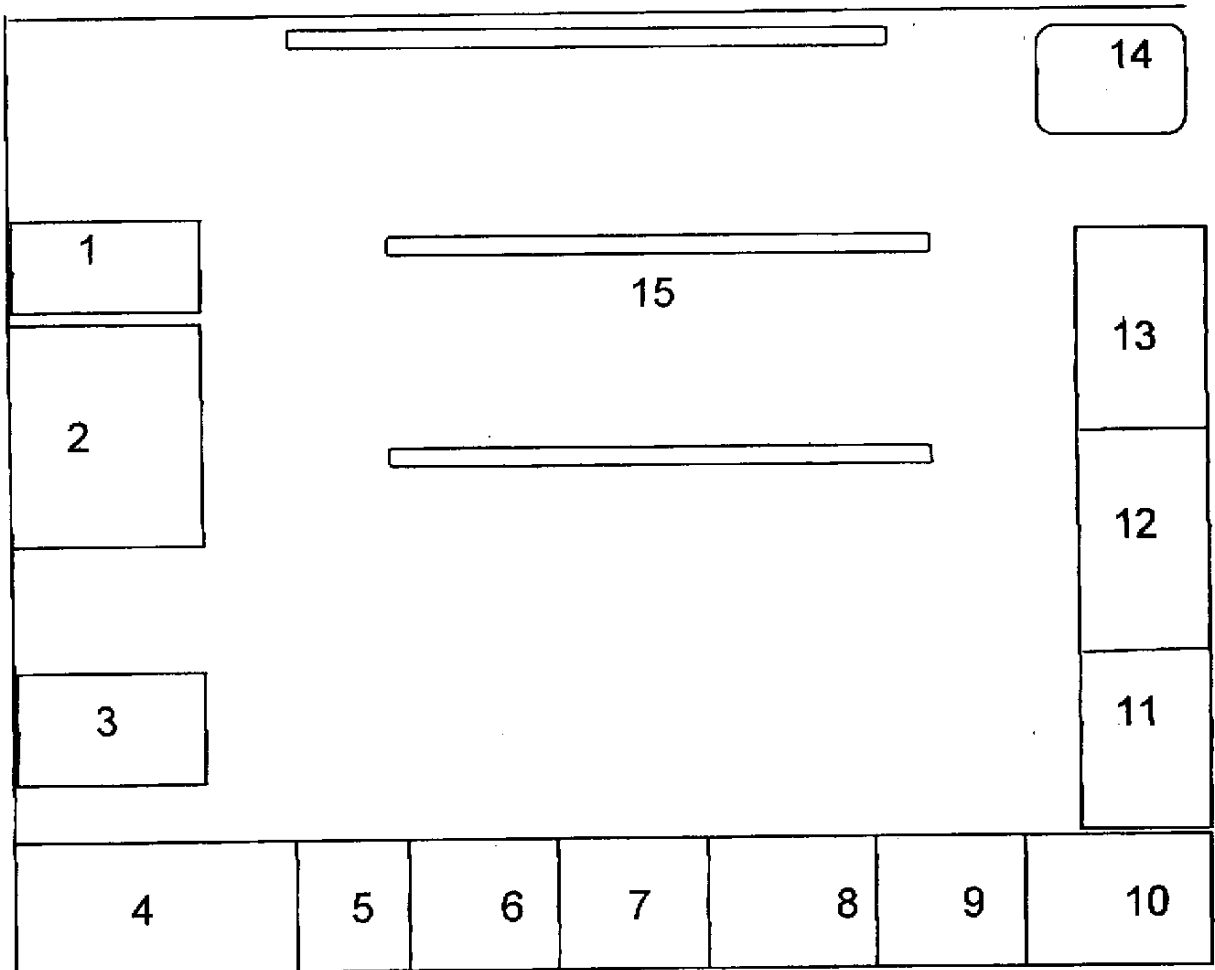
\_\_\_\_\_

\_\_\_\_\_

# At the shopping mall

This is Peri-Roosevelt located between Calzada Roosevelt and San Juan. It is one of the 1990's malls in Guatemala. Here, you can get everything you want; from a little toothpaste to a big screen TV. Or whatever you want to buy. If you are hungry, you can go to the second floor where La Plaza del Sabor is, there you can find from Chinese food to typical food from Guatemala. Welcome to Peri-Roosevelt, enjoy your visit and have fun.

Here's the map.



- |                   |                         |                     |               |
|-------------------|-------------------------|---------------------|---------------|
| 1. bakery         | 2. supermarket          | 3. department store | 4. bank       |
| 5. shoe store     | 6. plant store          | 7. music store      | 8. bookstore  |
| 9. clothing store | 10. office supply store | 11. bike store      | 12. drugstore |
| 13. pet store     | 14. restaurant          | 15. parking lot     |               |

**Do this !**



Exercise 3 :

**Where is the restaurant?**

It's across from the pet store.

*Look at the map and answer to the questions using across from, next to, between, and in front of .*

Examples :

0.Where is the drugstore?

It's between the bike store and the pet store.

01.Where's the bakery?

It's next to the supermarket.

1. Where is the office supply ?

\_\_\_\_\_

2. It's next to the supermarket. What is it ?

\_\_\_\_\_

3. It's between the music store and the shoe store. What is it ?

\_\_\_\_\_

4. Where is the bike store ?

\_\_\_\_\_

5. Where's the pet store?

\_\_\_\_\_

**Do this !**



Exercise 4 :

**Where Can You Shop For it ?**

0. Where can you shop for medicine ?  
at the drugstore.

1. Where can you shop for a T-shirt ?

\_\_\_\_\_

2. Where can you shop for plants ?

\_\_\_\_\_

3. Where can you shop for books ?

\_\_\_\_\_

4. Where can you shop for bread ?

\_\_\_\_\_

5. Where can you shop for a pair of shoes ?

\_\_\_\_\_

# Food

## How important is nutrition for you?

### Food groups

#### Group 1      **The meat, poultry, Fish, and Bean group**

- meat
- fish
- chicken
- eggs
- peanuts
- beans

When you eat foods from good group 1, you get strong and your body grows. You should eat one serving each day.

A serving can be 50 to 80 grams of lean meat, poultry, or fish, an egg, 1 cup cooked peas, beans or a hamburger.

#### Group 2      **The vegetable and Fruit Group**

- |            |          |         |
|------------|----------|---------|
| bananas    | carrots  | celery  |
| pineapples | pears    | spinach |
| lettuce    | tomatoes | peas    |
| Broccoli   |          |         |

When you eat foods from food group 2, you stay healthy and they help your body work correctly.

You need four or more servings. A serving can be ½ cup of cooked or uncooked vegetables or fruit, one potato. Include at least one fruit or vegetable each day.

#### Group 3      **The Bread and Cereal Group**

- |         |         |        |
|---------|---------|--------|
| cereal  | rice    | bread  |
| popcorn | noodles | Pastas |

Foods from food group 3, give you energy.

You need five or more servings every day. A serving can be a slice of bread, a cookie, 1 cup of cereal, or ½ cup of rice or pasta

#### Group 4      **The Milk or Cheese Group**

- |           |        |        |
|-----------|--------|--------|
|           | Milk   | cream  |
| butter    | Yogurt | cheese |
| ice cream |        |        |

Foods from food group 4, help your body grow, give you energy, give you strong teeth and bones.

You need three or more serving every day.

A serving can be 1 cup of milk, 50 grams of cheese, or 1 cup of yogurt.

When you eat food from all four groups, you feel healthy. When you're healthy, you feel good!

**Do this !**



**Exercise 5 : Food groups**

After reading about the food groups, answer to the following questions.

1. What do you get when you eat food from food 2 ?  
\_\_\_\_\_
2. What happen when you eat food from all four groups ?  
\_\_\_\_\_
3. How many foods from food group 1 you should eat everyday ?  
\_\_\_\_\_
4. What do you get when you eat food from food 4 ?  
\_\_\_\_\_
5. How many foods from food group 2 you should eat everyday ?  
\_\_\_\_\_
6. How many foods from food group 4 you should eat everyday ?  
\_\_\_\_\_
7. What do you get when you eat food from food 1 ?  
\_\_\_\_\_
8. What is in food group 1 ?  
\_\_\_\_\_
9. write 10 names of fruit and 5 of vegetables :  
\_\_\_\_\_
10. write a balanced diet including all meals and a snack :  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Vocabulary three**

**Vegetables**

a (head of) cauliflower	broccoli	Cabbage	brussels sprouts
watercress	lettuce	escarole	spinach
herb(s)	celery	artichoke	(ear of) corn
cob	kidney bean(s)	black bean(s)	string bean(s)
lima bean(s)	pea(s)	pod	asparagus
tomato(es)	cucumber(s)	eggplant	pepper(s)
potato(es)	yam	garlic	clove
pumpkin	zucchini	acorn squash	radish(es)
mushroom(s)	onion(s)	carrot(s)	beet(s)
tumip			



**Do this !**



Exercise 6 : What do you like to eat ?  
 After you finish practice with a partner.

1. What do you eat for breakfast ?

2. What do you like to eat for lunch ?

3. What do you like to eat for supper ?

**Vocabulary four**

		<b>Fruit</b>	
(a bunch of)	apple	stem	core
grapes			
coconut	pineapple	mango	papaya
<b>Citrus Fruits</b>			
grape fruit	orange	section	rind
seed	lemon	lime	
<b>Berries</b>			
gooseberries	blackberries	cranberries	blueberries
strawberry	raspberries		nectarine
pear	cherries	(a bunch of)	
		bananas	
a. peel			
<b>Dried Fruits</b>			
fig	prune	date	raisin(s)
apricot	watermelon		
<b>Nuts</b>			
cashew(s)	peanut(s)	walnut(s)	hazelnut(s)
almond(s)	chestnut(s)	avocado	plum
honeydew melon	cantaloupe	peach	pit
Skin			



vocabulary five**Meat, Poultry, and Seafood****A. Meat**

beef	ground beef	roast	stewing meat
steak	Pork	sausage	roast
chops	spare ribs	bacon	ham
lamb	Leg	chops	Poultry
whole (chicken)	Spilt	quarter	thigh
leg	Breast	wing	turkey
chicken	Duck		

**C. Seafood**

Fish	whole	filet	steak
Shellfish	lobster	shrimp	clam(s)
oyster(s)	mussel(s)	scallop(s)	crab(s)



## Grammar

Use the simple past tense to talk about completed past events and activities.

Examples	notes
<p><b>Affirmative</b> I usually <u>helped</u> in the kitchen. My mother <u>knitted</u> and <u>sewed</u>. We <u>listened</u> to music and <u>discussed</u> current events. The children played games.</p>	
<p><b>Negative</b> My father decided we <u>didn't need</u> television.</p>	<p>For negative past tense Verbs, use didn't before the simple form of the main verb.</p>

### Spelling Rules for -end Endings

1. If the simple form of a verb in -y after a consonant, change the -y to I and add -Ed.  
Examples: *try / tries carry / carried knit / knitted*
2. If the simple form of a verb of one syllable ends in one consonant after a vowel, double the last consonant (except x) and add -ed.  
Examples : *plan / planned stop / stopped*  
Note: The letters w and y at the end of words are vowels, not consonants.  
  
Examples: *row / rowed play / played*
3. If the simple form of a verb ends in an accented (stressed) syllable, follow the rule above for one final consonant after one vowel.  
  
Examples: *permit / permitted prefer / preferred*
4. If the simple form of a verb ends in -e, add only -d.  
  
Examples : *tie / tied change / changed*
5. Add -ed to the simple form of all other regular verbs.  
  
Examples : *want / wanted ask / asked belong / belonged*

### **Pronunciation Note**

The -ed ending is pronounced three ways, according to the end of the verb;

- /ed/ after d, and t endings  
  
examples : *existed, knitted, needed, and wanted*
- /t/ after voiceless endings  
  
examples : *cooked, helped, talked, washed, and watched*
- /d/ after voiced endings  
  
examples: *argued, danced, listened, lived, played, and sewed*

**Do this !**



**Exercise 7A : The Simple Past Tense**

Fill in the blanks with the correct simple past tense forms of the regular verbs in parentheses. The first one is done as an example.

In my childhood, we didn't watch much TV inside the house in hot weather.  
(not watch)

We \_\_\_\_\_ an air conditioner, so on warm summer evenings, we \_\_\_\_\_  
(not own) (stay)

outside on the porch for hours. We children \_\_\_\_\_ games or  
(play)

\_\_\_\_\_ at comic books. My dad \_\_\_\_\_ (look)

at comic books. My dad \_\_\_\_\_ back and forth in his rocking  
(rock)

chair. Sometimes he \_\_\_\_\_ his pipe or \_\_\_\_\_ to do a  
(smoke) (try)

crossword puzzle in the newspaper.

**Do this !**



**Exercise 7B : The Simple Past Tense**

Fill in the blanks with the correct simple past tense forms of the regular verbs in parentheses.

Occasionally some neighbors \_\_\_\_\_ us on the porch. Then dad  
(visit)

\_\_\_\_\_ reading the newspaper and \_\_\_\_\_ current  
(stop) (discuss)  
events with them.

Together they \_\_\_\_\_ about the future of the United  
(argue)

States.

After dinner, my mom \_\_\_\_\_ the dishes and \_\_\_\_\_  
(wash) (join)

us on the porch.

She often \_\_\_\_\_ a sweater. Sometimes she  
(Knit)

\_\_\_\_\_ strawberries.  
(clean)

My dad usually \_\_\_\_\_ my mom wash the dishes, but he  
(not help)

usually \_\_\_\_\_ her cleans the strawberries.  
(help)

When she \_\_\_\_\_ cleaning the strawberries, she \_\_\_\_\_  
(finish) (carry)

them into the kitchen.

# **Food Personalities**

People express their personality the way they dress, the cars they drive, and the homes they live in. Because we might choose certain foods to "tell" people something about us, our diets can also be an expression of our personality. For example, some people eat mainly gourmet foods, such as caviar and lobster, and they eat only at expensive restaurants (never in cafeterias or snack bars). They might want to show their friends that they know about the "better things in life."

Human beings can eat many different kinds of food, but some people choose not to eat meat. Vegetarians often have more in common than just their diet. Their personalities might be similar too. For example, vegetarians in the United States and Canada may be creative people, and they might enjoy competitive sports or jobs. They worry about the health of the world, and they are probably strongly opposed to war.

Some people eat mostly fast food. One study shows that many fast-food eaters have a lot in common with one another, but they are very different from vegetarians. They are competitive and good at business. They are also usually in a hurry. Many fast-food eaters might not agree with this description of their personalities, but it is a common picture of them.

Some people also believe that people of the same astrological sign have similar food personalities. Arians (born under the sign of Aries, between March 21 and April 19) usually like spicy food, with a lot of onions and pepper. People with the sign of Taurus (April 20 to May 20) prefer healthful fruits and vegetables, but they often eat too much. Sagittarians (November 22 to December 21) like ethnic foods from many countries. Aquarians (January 20 to February 18) can eat as much meat and fish as they want, but sugar and cholesterol are sometimes problems for them.



**Do this !****Exercise 8:****What is your personality ?**

*Take this quiz about North American foods. Circle the letters of the right answers for you.*

1. You are at an amusement park, and you want something to eat. Which of these will you buy?  
A. A candy apple                      B. Cotton candy                      C. A vanilla ice cream cone
2. Someone gives you a box of chocolates. Which kind are you going to eat first?  
A. The kind with caramel centers      B. The kind with fruit centers  
C. The kind with cream centers
3. You are in an Italian café. What do you order?  
A. Espresso                      B. Cappuccino                      C. Milk
4. You are in a movie theater. Which of these will you probably get for a snack?  
A. Nachos                      B. Popcorn                      C. A chocolate bar
5. It's your birthday, and your best friend wants to take you out for dinner at any restaurant you choose. Which of these places are you going to pick?  
A. A Thai or Indian restaurant                      B. A Mexican or an Italian restaurant  
C. A fast-food place
6. Which do you prefer on most of your sandwiches?  
A. Spicy mustard                      B. Mayonnaise                      C. Butter
7. It's Sunday morning, and you're going to make breakfast. How are you going to cook the eggs?  
A. Eggs rancheros (Mexican Style)                      B. Scrambled or fried  
C. Boiled
8. It's early morning. Which of these do you want first?  
A. Black coffee                      B. orange juice                      C. Hot oatmeal
9. What do you like best on your toast?  
A. Nothing. I like dry toast.                      B. Jelly or marmalade                      C. Butter
10. You're out shopping, and you're hungry. These are only fast-food places in the area. Which will you choose?  
A. A taco place or Japanese noodle place                      B. A pizza place  
C. A hamburger or a chicken place

**Now add up your score:**

- For every (a) answer, you get 5 points.
  - For every (b) answer, you get 3 points.
  - For every (c) answer, you get 1 point.
- What is your total score? What does it mean?**

If your score is between 40 and 50 points, your food have a strong personality – just like you. Your food is sour, spicy, bitter, or crunchy. You are intelligent and creative.

If your score is between 20 and 40 points, you like many kinds of food. You probably have a strong personality, but you can also get along with many kinds of people.

If your score is under 20, you usually eat sweet, soft, or bland foods, You like to be with people, but you are probably not a leader.

## Grammar

### The Simple Past Tense ( Regular Verbs )

#### Yes / No Questions

The yes / no question form of the simple past tense often includes (didn't) before the subject (singular and plural). Note that the main verb in the question is in the simple form : There is no final -ed ending.

	<u>Examples</u>	<u>possible answers</u>	
		<u>Affirmative</u>	<u>Negative</u>
<b>Affirmative Questions</b>	<b>Did I</b> ever <b>talk</b> to you about the 1950s?	Yes, you <b>did</b> .	No, you <b>didn't</b> .
	<b>Did</b> your family <b>cook</b> with a microwave?	Yes, we <b>did</b> .	No, we <b>didn't</b> .
	<b>Did</b> the neighbors often <b>visit</b> you?	Yes, they <b>did</b> .	No, they <b>didn't</b> .
<b>Negative Questions</b>	<b>Didn't</b> your father <b>help</b> with the housework?	Yes, he <b>did</b> .	No, he <b>didn't</b> .
	<b>Didn't</b> you <b>own</b> a TV set?	Yes, we <b>did</b> .	No, we <b>didn't</b> .
	<b>Didn't</b> your parents <b>argue</b> a lot?	Yes, they <b>did</b> .	No, they <b>didn't</b> .

#### Information Questions

Many information questions use *did* before the subject (singular and plural); a few information questions use *didn't* before the subject. Note that when *who* or *what* is the subject of the sentence, the main verb is in the simple past tense and *did* or *didn't* is not used before the subject.

<u>Examples</u>	<u>possible answers</u>	<u>notes</u>
<b>How did</b> you live without a big-Screen TV?	We entertained ourselves	In information questions with "did" and "didn't", the Verb is in the simple form. There is no final -ed endings.
<b>Where did</b> your relatives stay?	In the bedroom upstairs.	
<b>When did</b> your relatives visit?	They visited on holidays	
<b>Why did</b> your cook every day?	My father liked to eat at home.	
<b>Why didn't</b> you order pizza From a restaurant?	We wanted home-cooked meals.	
<b>What happened</b> in the evening?	We stayed home.	
the <b>Who danced</b> in the evening?	My sister and I.	
<b>Who argue</b> a lot?	My parents.	

# Living to Eat or Eating to Live

You will read about the changing eating habits of many North Americans. You will also find out about the relationship between food choices and personality. The last reading selection gives some unusual advice on diet and nutrition.

## OUR CHANGING DIET

What do most Americans and Canadians usually eat? Many people think that the typical North American diet consists of fast food- hamburgers, hot dogs, French fries, pizza, fried chicken, and so on. They think Americans and Canadians also eat a lot of convenience foods, usually frozen or canned, and junk food- candy, cookies, potato chips, and other things without much nutritional value. Unfortunately, this description is not totally inaccurate. The American diet is generally high in sugar, salt, fat, and cholesterol, and these substances can cause health problems.

However, some people's eating habits are changing. They are becoming more interested in good health, and nutrition is an important part of health, and nutrition is an important part of health. North Americans are eating less red meat and fewer eggs, and they are eating more chicken and fish. Chicken and fish contain less fat than meat and eggs. Many people are also buying more fresh vegetables and eating them raw or cooked quickly in very little water in order to keep the vitamins.

Restaurants menus are also changing to reflect people's growing concern with good nutrition. The "typical" North American diet now includes food from many different countries. More ethnic restaurants are opening in big cities in the United States and Canada. Food from China, Japan, Korea, Thailand, India, and the Middle East are very popular. Even fast-food places now offer "lean" (low-fat) hamburgers, broiled or roasted (instead of fried) chicken, and salad bars with a wide variety of fresh fruits and vegetables.

How are we going to eat in the future? For now we know about the importance of nutrition, we will probably continue to eat more fish and vegetables and less meat. We will still buy convenience food in supermarkets, but frozen foods may be more nutritious and canned foods may have less salt and sugar. Our junk food will not be "junk" at all because instead of candy bars we will eat "nutrition bars" with a lot of vitamins and protein. In the future, our diet will probably be even more interesting and healthful than it is now.

In the United States and Canada, food is a common topic of conversation. People are always discussing new dishes, restaurants, diet plans, and ideas about nutrition. The argument about the best diets and foods will continue: Are vegetarians really healthy? Is a high-fiber diet with a lot of raw fruits and vegetables better than a diet of cooked foods? Is a little alcohol good for relaxation, or is all alcohol harmful? Is some caffeine good for energy, or is caffeine always bad? Can yellow vegetables really prevent cancer? Will eating garlic help you to avoid heart attacks? One thing we do know for sure: The key to good nutrition is balance. How do we achieve that balance? We can choose foods from a variety of sources, control the quantities that we eat, limit fats, and exercise.

Israel Alberto Rosas Saizmanca



**Do this !**



**Exercise 9                      After you read**

**Getting the main ideas**

Write T (true) or F (false) on the lines.

1. \_\_\_\_\_ All North Americans eat only fast food, convenience foods, and "junk Foods" with a lot of sugar, salt, and fat.
2. \_\_\_\_\_ People today are becoming more interested in good nutrition and more helpful cooking methods.
3. \_\_\_\_\_ Foods from other countries are not very popular among North Americans.
4. \_\_\_\_\_ In the future, people will probably continue to eat more healthful foods.
5. \_\_\_\_\_ Most people have the same ideas about nutrition.

***Grammar***

**IRREGULAR PAST TENSE VERBS**

Many common verbs have irregular past tense forms. These forms do not end in **-ed**. Charts A, B, and list some common irregular verbs alphabetically in groups.

<b>Examples</b>	<b>notes</b>
<b>Simple Form</b>	<b>Past Tense</b>
cost cut let put	cost cut let put  The simple and past forms of these verbs are the same.
lend send spend	lent sent spent  In some verbs, the simple form ends in <b>-d</b> and the past form ends in <b>-t</b> .
have make pay	had made paid  Some verbs have other consonant changes in the past tense.

**More Irregular Past Tense Verbs**

**Examples**

**notes**

<b>Simple Form</b>	<b>Past Tense</b>	<b>Simple Form</b>	<b>Past Tense</b>
begin	began	meet	met
drink	drank	read	read
drive	drove	ring	rang
eat	ate	run	ran
find	found	see	saw
get	got	sing	sang
give	gave	take	took
know	knew	tear	tore

Many verbs have vowel changes in the past tense.

**Other Irregular Past Tense Verbs**

**Examples**

**notes**

<b>Simple Form</b>	<b>Past Tense</b>	<b>Simple Form</b>	<b>Past Tense</b>
be	was/were	leave	left
bring	brought	lose	lost
buy	bought	say	said
catch	caught	sell	sold
do	did	sleep	slept
feel	felt	teach	taught
go	went	tell	told
hear	heard	think	thought
keep	kept		

Many verbs have consonant and vowel changes in the past tense.

**Expressions of Past Time**

Here are some examples of expressions for past time:

yesterday  
 the day before yesterday  
 last night  
 last Monday evening  
 last year  
 on May 1

in April 1982  
 in 1933  
 a few minutes ago  
 a year ago  
 a long time ago  
 then

next  
 the next day  
 after that  
 a week ago

**Do this !**



**Exercise 10:**

1. last night
2. last Monday
3. yesterday afternoon
4. last year
5. last week

**What Did You Do?**

**Do this!**



Exercise 11:

**What's the Question?**

(Where?) \_\_\_\_\_  
He was at the mall last night.

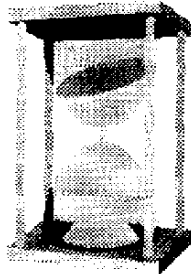
(Yes/No?) \_\_\_\_\_  
No, he wasn't alone.

(Who?) \_\_\_\_\_  
He was with his wife.

(How long?) \_\_\_\_\_  
They were at the mall for three hours.

(Yes / No?) \_\_\_\_\_  
Yes, they were in the Style City.

(Why?) \_\_\_\_\_  
Because they returned a shirt.



## VERB LIST 1

INFINITIVE	PAST TENSE	PAST PARTICIPLE
be	was, were	been
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bit
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt, burned	burnt, burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt, dreamed	dreamt, dreamed
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt, learned	learned, learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met

## VERB LIST 2

INFINITIVE	PAST TENSE	PAST PARTICIPLE
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt, smelled	smelt, smelled
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wake	woke	waken
wear	wore	worn
win	won	won
write	wrote	written

### Listening

#### The Royal Montgomery Hotel

Come to the Royal Montgomery Hotel in Chicago City. Our hotel is large. It has twenty-four floors and 480 rooms. There are some very large rooms in the hotel, but there are some small ones, too. There are three restaurants that are open seven days a week. There is a swimming pool on the twenty-fourth floor. It's open six days a week. (It's closed on Friday.) There are stores in the hotel where you can shop for souvenirs and clothes.

Thirty clerks work at the Royal Montgomery. There are some clerks from New York, but there are some clerks from Europe, South America, and Africa, too. So you can speak English, Spanish, or French at the Royal Montgomery Hotel.

You can take the hotel bus from the airport to the Royal Montgomery. Don't buy a ticket. Just give your suitcases to the driver, sit down, and have fun on the ride.

We want to welcome you to our hotel.

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