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PROFESIONALES "ACATLAN"

"PROPUESTA DE MATERIAL COMPLEMENTARIO PARA EL  
CURSO BASICO III DE INGLES EN EL INSTITUTO  
TECNOLOGICO DE TLALNEPANTLA"



MEMORIA DE DESEMPEÑO PROFESIONAL  
QUE PARA OBTENER EL TITULO DE  
LICENCIADA EN ENSEÑANZA DE INGLES  
PRESENTA:  
GEORGINA ZALDIVAR LOPEZ

ASESORA: LIC. BEATRIZ JIMENEZ LOPEZ



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Este trabajo lo dedico a todas y cada una de las personas que han colaborado con el desarrollo de mi educación profesional, en especial a:

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## INTRODUCCIÓN

En la actualidad, el enfoque comunicativo es el método que predomina dentro de la enseñanza de una lengua extranjera, su objetivo fundamental es hacer que los estudiantes sean comunicativamente competentes, es decir, que tengan la habilidad de comunicarse efectivamente en el contexto adecuado. Los programas de estudio de una lengua extranjera en el Instituto Tecnológico de Tlalnepantla (ITTTLA), están sustentados bajo el enfoque antes mencionado.

*New Interchange Intro, 1, 2 y 3* (1999), así como *Passages 1* (2000) del autor Jack C. Richards es la serie que se emplea en los diez niveles que se imparten en la institución. El presente trabajo se enfoca en el curso sabatino de inglés básico III, en el que se utiliza el libro de texto *New Interchange 1* (1999), y se cubren ocho de las dieciséis unidades de que consta el mismo.

La investigadora comenzó a trabajar en dicho curso en el período comprendido entre Octubre-Diciembre 1999, en este lapso percibió que, al contestar únicamente los ejercicios gramaticales así como al desarrollar las actividades comunicativas contenidas en el libro de texto, los alumnos no obtenían resultados óptimos en los exámenes.

Durante el trimestre de Enero-Marzo 2000 la investigadora se dió a la tarea de recopilar, y en algunas ocasiones adaptar, diversos materiales para apoyar y reforzar tanto las estructuras gramaticales como la producción oral de los estudiantes de inglés básico III.

En el transcurso de ese trimestre se abasteció a los alumnos con diferentes tipos de ejercicios gramaticales, así como con actividades comunicativas las cuales estaban graduadas de acuerdo con los objetivos de cada unidad y del curso.

Es importante mencionar que aunque los programas de inglés en el ITTLA están enfocados en el desarrollo de las cuatro habilidades de la lengua: comprensión auditiva, comprensión de lectura, producción oral, producción escrita, el objetivo del presente trabajo es fortalecer principalmente las estructuras gramaticales del curso y la producción oral del estudiante del nivel básico III de inglés. Las actividades y ejercicios que se proponen se basan en el enfoque comunicativo y tienen como objetivo apoyar las funciones del libro de texto *New Interchange 1* del nivel básico III de inglés del Centro de Idiomas del ITTLA o cualquier otro libro de texto con objetivos comunicativos de niveles básicos.

Esta memoria consta de cinco partes las cuales se organizan de la siguiente manera:

1. Contextualización: Se plantean las características de la institución, los programas de enseñanza, así como los contenidos y organización del libro de texto *New Interchange 1*.
2. Análisis del problema: Se describen las posibles causas del poco éxito de los alumnos en la producción oral y en la realización de estructuras gramaticales.
3. Objetivos: Relación de objetivos a fin de solucionar el problema mencionado en el capítulo anterior.
4. Teoría de Aprendizaje y Enseñanza: En esta parte se describen las características de la teoría del aprendizaje de una lengua extranjera, así como la teoría de la enseñanza basada en el enfoque comunicativo.
5. Criterios de Selección de Material Didáctico y Propuesta de Solución: En la primera parte de este apartado se mencionan las características que deben tener las actividades sugeridas para fortalecer tanto las estructuras gramaticales y la producción oral. En la

segunda parte, se analizan los criterios de selección del material complementario que se tomaron en cuenta.

Los anexos 1 y 2 contienen las actividades gramaticales y las actividades comunicativas que se sugieren para desarrollar las cuatro habilidades de la lengua, pero principalmente para reforzar las estructuras gramaticales y la producción oral.

Por último, se presenta en el anexo 3 la clave de respuestas para el anexo 1 (ejercicios gramaticales).



## **1. CONTEXTUALIZACIÓN**

El Instituto Tecnológico de Tlalnepantla (ITTLA) es una institución de Educación Superior y de Posgrado, que junto con 73 Tecnológicos distribuidos en todo el país, pertenecen al Sistema Nacional de Institutos Tecnológicos de la Secretaría de Educación Pública (SEP).

Los Institutos Tecnológicos son instituciones educativas oficiales de enseñanza superior en los cuales se ofrecen diferentes carreras en las áreas de Ingeniería y Ciencias Económico-Administrativas con diferentes especialidades.

El ITTLA inició sus actividades el 2 de Septiembre de 1972 y tiene como objetivo fundamental preparar excelentes profesionistas que cumplan con las exigencias del desarrollo social y económico de México. Esta institución (ITTLA) ofrece seis diferentes carreras y una maestría:

Lic. en Administración con Especialidad en Desarrollo Empresarial.

Lic. en Informática con Especialidad en Sistemas Administrativos.

Ingeniería Industrial con Especialidad en Calidad y Productividad.

Ingeniería Eléctrica con Especialidad en Electrónica Industrial.

Ingeniería Electromecánica con Especialidad en Automatización.

Ingeniería Mecánica con Especialidad en Desarrollo del Producto.

Maestría en Ingeniería Mecánica con Especialidad en Diseño.

Además de contar con estas diferentes carreras y especialidades, el ITTLA también cuenta con un Centro y Laboratorio de Idiomas, un Centro de Información y un Centro de Cómputo.

## 1.1 La Institución

El propósito fundamental del Centro de Idiomas del Instituto Tecnológico de Tlalnepantla (ITTILA), es proporcionar a sus alumnos cursos de idiomas, los cuales no sólo les permiten concluir con los requisitos de titulación sino también les amplían el campo laboral.

La población estudiantil del Centro de Idiomas del ITTLA la conforman:

- A) Comunidad Interna- compuesta por estudiantes inscritos en las seis diferentes carreras que ofrece la institución.
- B) Comunidad Externa- integrada por personas que no están inscritas en ninguna de las carreras que imparte esta institución y cuyo objetivo es el aprendizaje de un idioma como lengua extranjera ya sea por intereses propios o por superación profesional.

Los alumnos son ubicados en el nivel correspondiente, de acuerdo con el resultado obtenido en el examen de colocación. Dicho examen es elaborado por la jefatura del programa de Inglés en este Centro de Idiomas, el cual consta de una parte escrita y una oral. Esto tiene como consecuencia la existencia de grupos heterogéneos con respecto a la edad, la escolaridad y el estrato social de los miembros de cada grupo, así como al objetivo que cada uno de ellos tiene al estudiar el inglés como lengua extranjera.

Con respecto al profesorado, la institución contrata al personal que cubre con los requisitos necesarios para impartir los cursos de inglés. Estos requisitos son el contar con un curso de formación de profesores y/o ser egresados o titulados de la Licenciatura en Enseñanza de Inglés que se imparte en la UNAM.

Cabe señalar que en el Centro de Idiomas del ITTLA sólo se imparte el inglés como lengua extranjera debido a que la demanda de otros idiomas no existe aún.

## 1.2 Los Programas de Inglés

El Departamento de Inglés del Centro de Idiomas del ITTLA ofrece sólo un programa para la enseñanza de inglés, el cual cuenta con diferentes objetivos generales y específicos para cada uno de sus cursos. El programa para la enseñanza del inglés está enfocado en el desarrollo de las cuatro habilidades de la lengua: comprensión de lectura, comprensión auditiva, producción oral y producción escrita, tomando como base principal el enfoque comunicativo, el cual enfatiza el uso real de la lengua en situaciones auténticas. El programa de inglés en el ITTLA se encuentra dividido en diez niveles: cuatro niveles básicos, cuatro intermedios y dos avanzados, estos últimos opcionales. Los alumnos del ITTLA necesitan acreditar los primeros ocho niveles y presentar el examen TOEFL en el cual deberán obtener un mínimo de 450 puntos para así conseguir la liberación del idioma, ya que es un requisito indispensable para la titulación.

Al término de los ocho niveles obligatorios, los alumnos alcanzarán un nivel intermedio-avanzado del idioma inglés en la comprensión de lectura y auditiva, producción oral y escrita.

Con respecto a la forma de evaluación, los alumnos presentan dos exámenes, uno parcial y uno final, con los que se cubren las funciones comunicativas y estructuras gramaticales de cada uno de los diferentes niveles. La calificación mínima para acreditar cualquiera de estos niveles es de 70/100 puntos.

La duración de los cursos varía según el plan de estudios en el que los alumnos estén inscritos, ya sea en un curso diario de 90 horas de clase, con cuatro horas de clase a la semana (un semestre), o de 55 horas, con cinco horas de clase cada sábado (un trimestre).

El libro de texto que se emplea en el Centro de Idiomas del ITTLA para la enseñanza de inglés como lengua extranjera es la serie *New Interchange Intro*, *New Interchange 1*, *New Interchange 2*, *New Interchange 3* y *Passages 1* de Jack C. Richards (1999). Cada nivel cubre 8 de las 16 unidades con las que cuenta el libro (ver Tabla 1).

**Tabla 1. Organización de los cursos de inglés en el ITTLA**

CURSOS BASICOS	LIBRO	UNIDADES
Nivel 1	New Interchange Intro	1 – 8
Nivel 2	New Interchange Intro	8 – 16
Nivel 3	New Interchange 1	1 – 8
Nivel 4	New Interchange 1	8 – 16
CURSOS INTERMEDIOS	LIBRO	UNIDADES
Nivel 5	New Interchange 2	1 – 8
Nivel 6	New Interchange 2	8 – 16
Nivel 7	New Interchange 3	1 – 8
Nivel 8	New Interchange 3	8 – 16
CURSOS AVANZADOS	LIBRO	UNIDADES
Nivel 9	Passages 1	1 – 8
Nivel 10	Passages 1	8 – 16

Jack C. Richards (1999: IV-VI), autor de *New Interchange 1* señala que el objetivo principal del libro es el desarrollo de la competencia comunicativa, es decir, la habilidad de usar el idioma inglés en situaciones relacionadas con la vida diaria tanto en la escuela, vida social, trabajo, etc.

Richards (1999:IV) señala que cada libro de la serie *New Interchange* puede ser cubierto en un lapso de 70 a 120 horas de clase.

### 1.2.1 Cursos Diarios

El horario de clases de los alumnos del ITTLA no les permitía inscribirse a los cursos diarios de inglés; por esa causa sólo existían hasta agosto del 2001 dos grupos de lunes a viernes con una duración de una hora de clase cada uno, lo que traía como consecuencia que la mayoría de los alumnos no cubrieran el idioma en estos cursos y, al estar más cerca de terminar su carrera, no contaban con la liberación del idioma para su titulación.

Tomando en cuenta el problema anterior y por disposición oficial de la Secretaría de Educación Pública (SEP), a partir del ciclo escolar 2001-2002 (agosto 2001), el idioma inglés se integra como una asignatura más en los planes de estudio. Esta asignatura se imparte tres veces a la semana con una duración de dos horas cada clase, cubriendo al semestre noventa horas de clase, abarcando dos de los ocho niveles por semestre, y utilizando el libro de texto así como la división de unidades mencionadas en la Tabla 1. De esta manera los alumnos tienen la ventaja de cumplir con su requisito de idioma en el cuarto semestre de su carrera.

### 1.2.2 Cursos Sabatinos

Los cursos sabatinos del ITTLA están conformados de cuatro trimestres al año durante los cuales se imparten todos los niveles del programa de inglés.

Cada trimestre tiene una duración de once sábados (55 horas cada uno), con un horario de 9:00 a.m. a 15:00 p.m. (con una hora de descanso). El objetivo de los cursos sabatinos es proporcionar a los alumnos de esta institución la oportunidad de cubrir el requisito de idioma para su titulación en un horario de clase que no interfiere con sus clases de lunes a viernes. Los cursos sabatinos no coinciden con la fecha de inicio de cada semestre sino con el calendario anual de enero a diciembre (ver Tabla 2). El libro y plan de trabajo es el descrito en la Tabla 1.

**Tabla 2. Calendario del programa de inglés en cursos diarios y sabatinos**

CURSOS DIARIOS	CURSOS SABATINOS
Semestre Enero – Junio	1er. Trimestre Enero – Marzo
Semestre Agosto - Diciembre	2º Trimestre Abril – Julio
	3er. Trimestre Julio – Septiembre
	4º Trimestre Septiembre – Diciembre

### 1.2.3 Cursos Intensivos

Los cursos intensivos son cursos diseñados exclusivamente para alumnos egresados de cualquier carrera del ITTLA, que no han obtenido el requisito de idioma para continuar con los trámites de titulación.

Estos cursos son sólo sabatinos y se imparten de 7:00 a.m. a 15:00 horas, con una hora de descanso. La duración de estos cursos es de aproximadamente 48 semanas de clase, con siete horas de clase.

En 12 semanas de clase (84 horas) se cubren dos niveles del programa descrito en la Tabla 1. La ventaja de estos cursos es que en un año (cuatro trimestres) los alumnos pueden concluir los ocho niveles de inglés obligatorios.

### 1.2.4 El Curso Básico III de Inglés en el ITTLA

El curso básico III, al igual que los otros cursos de inglés, tiene como finalidad proveer al alumno con las herramientas necesarias para que sea comunicativamente competente. Para ello, el contenido de los cursos se basa en el libro de texto.

Este nivel (básico III) abarca de las unidades uno a la ocho del libro *New Interchange 1*. Los contenidos de estas unidades comprenden tanto diversas categorías

gramaticales como funciones de la lengua a niveles básicos. Por ejemplo, en la unidad 1 *"Please call me Chuck"* se pretende que el alumno practique saludos y presentaciones utilizando el verbo *"to be"*. En la unidad 4 *"Do you like Jazz?"* se pretende que los alumnos aprendan a hacer invitaciones utilizando el auxiliar *"Would"* así como hablar de preferencias utilizando las estructuras del presente simple. Los contenidos de la unidad 6 *"How often do you exercise?"* introducen los adverbios de frecuencia y preguntas con *"How"*, y en la unidad 7 *"We had a great time,"* se agrega el pasado simple con que se describen las actividades que se realizaron tanto en el fin de semana anterior como en las vacaciones pasadas, utilizando verbos regulares e irregulares en tiempo pasado.

El total de las unidades contempladas en el curso básico III, así como los contenidos de cada una de ellas, se esquematiza a continuación (Tabla 3).

**Tabla 3. Contenido de las unidades del curso de inglés básico III**

UNIDAD/TITULO	FUNCIONES COMUNICATIVAS	ESTRUCTURAS GRAMATICALES
Unidad 1 "Please call me Chuck"	<ul style="list-style-type: none"> <li>• Presentarse</li> <li>• Solicitar y confirmar datos personales de otras personas (nombre, edad)</li> </ul>	<ul style="list-style-type: none"> <li>• Verbo "To Be", Preguntas "WH"</li> <li>• Pronombres personales y adjetivos posesivos</li> </ul>
Unidad 2 "How do you spend your day?"	<ul style="list-style-type: none"> <li>• Preguntar y dar opiniones</li> <li>• Preguntar y hablar de actividades cotidianas (escuela, trabajo)</li> </ul>	<ul style="list-style-type: none"> <li>• Presente simple con oraciones afirmativas y preguntas "WH"</li> <li>• Expresiones de tiempo (at, in, on, etc.)</li> </ul>
Unidad 3 "How much is it?"	<ul style="list-style-type: none"> <li>• Hablar sobre precios</li> <li>• Dar opiniones</li> <li>• Gustos y preferencias</li> <li>• Hacer comparaciones</li> <li>• Comprar y vender cosas</li> </ul>	<ul style="list-style-type: none"> <li>• Pronombres demostrativos "this, that, these, those", "one-ones"</li> <li>• Preguntas con "How much" y comparación de adjetivos</li> </ul>
Unidad 4 "Do you like Jazz?"	<ul style="list-style-type: none"> <li>• Hablar acerca de gustos y preferencias</li> <li>• Hacer invitaciones</li> <li>• Dar excusas</li> </ul>	<ul style="list-style-type: none"> <li>• Presente simple con respuestas "yes-no"</li> <li>• Preguntas con "What kind", y pronombres objetivos "Object pronouns"</li> </ul>
Unidad 5 "Tell me about your family"	<ul style="list-style-type: none"> <li>• Hablar de la familia</li> <li>• Describir la vida familiar</li> </ul>	<ul style="list-style-type: none"> <li>• Presente continuo con respuestas "yes-no" y preguntas "WH"</li> <li>• "Few", "many", "most"</li> </ul>
Unidad 6 "How often do you exercise?"	<ul style="list-style-type: none"> <li>• Describir actividades cotidianas y rutinas de ejercicio</li> <li>• Hablar sobre la frecuencia con que se realiza alguna actividad</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbios de frecuencia</li> <li>• Preguntas con "how" (often, much time, long)</li> </ul>
Unidad 7 "We had a great time!"	<ul style="list-style-type: none"> <li>• Hablar de eventos pasados</li> <li>• Dar opiniones acerca de experiencias pasadas</li> <li>• Hablar de vacaciones en el pasado</li> </ul>	<ul style="list-style-type: none"> <li>• Pasado simple, preguntas con "yes-no" y "WH" con respuestas cortas y verbos regulares e irregulares</li> <li>• Pasado del verbo "to be"</li> </ul>
Unidad 8 "How do you like the neighborhood?"	<ul style="list-style-type: none"> <li>• Preguntar y describir localización de lugares y vecindarios</li> <li>• Preguntar acerca de cantidades</li> </ul>	<ul style="list-style-type: none"> <li>• "There is/are", "One, any, some", preposiciones de lugar</li> <li>• Preguntas "How much" and "How many", y "Countable and Uncountable nouns"</li> </ul>



Es importante mencionar que todas y cada una de las ocho unidades del curso constan invariablemente de nueve secciones, las cuales se encuentran representadas a continuación (Tabla 4).

**Tabla 4. Secciones que conforman cada unidad del curso básico III**

NOMBRE DEL EJERCICIO	PROPOSITO
Snapshot	Introducción a la unidad, con información real del mundo actual.
Word Power Exercise	Sección de vocabulario relacionado con el tema de la unidad.
Conversation	Presentación de las funciones comunicativas de la unidad.
Grammar Focus	Resumen de los puntos gramaticales presentados en la conversación, seguidos por ejercicios gramaticales.
Pair work, Role play, Group work, Class activity	Ejercicios orales que originan la práctica del tema de cada unidad.
Listening	Práctica de la comprensión auditiva enfocada al tema principal de cada unidad a través de conversaciones.
Writing	Reforzamiento del tema de la unidad y práctica tanto del vocabulario como de las estructuras gramaticales a través de la escritura de párrafos.
Reading	Presentación de una lectura graduada de acuerdo con las estructuras de cada unidad.
Interchange Activity	Práctica oral de todo lo aprendido en la unidad.

La duración del curso de inglés básico III es de 55 horas, cada unidad debe ser cubierta aproximadamente en seis horas de clase, en las que se incluyen la realización de tareas, repasos y exámenes. Los ejercicios de cada unidad están agrupados en dos ciclos, que contienen por lo general las mismas actividades aunque con orden diferente. Un ciclo es la secuencia de ejercicios y cada uno de ellos contiene la introducción al tema de la unidad a través del **Snapshot**, el cual, como ya mencionamos, corresponde a la información real del mundo, la cual es discutida por los estudiantes. Otro de los contenidos del ciclo es el **Word power**. A través de esta actividad los alumnos desarrollan el vocabulario relacionado con el tema del ciclo, esta sección es presentada con redes semánticas, relación de columnas, así como complementación de oraciones. Por lo general, la última actividad está acompañada de práctica oral y/o escrita.

Otro componente de cada ciclo es una **Conversación** con una presentación visual que introduce las estructuras lingüísticas y algunas expresiones que se cubrirán en el transcurso del ciclo. Esta conversación es presentada a través de material auditivo en el cual los alumnos pueden escucharla y a su vez leerla. En algunas de las conversaciones existe un ejercicio adicional con el que los alumnos tienen la posibilidad de escuchar el diálogo de la conversación con información extra y, con ésta, contestar algunas preguntas.

El siguiente ejercicio, **Grammar focus**, es una breve explicación gramatical del punto expuesto en la conversación; proporciona ejercicios controlados por parte del profesor y seguido por algunos ejercicios gramaticales libres, es decir, los alumnos deben realizar estos ejercicios siguiendo el modelo visto en la práctica controlada.

Por último, se encuentran los ejercicios auditivos con los que se trata de desarrollar diferentes habilidades receptoras como captar la idea general del diálogo, así como detalles del mismo.

Casi al final de cada unidad se presenta una lectura, la cual contiene las estructuras vistas en la unidad. Los textos de cada unidad contribuyen a desarrollar estrategias de comprensión de lectura tales como: *predicción, skimming, scanning y búsqueda de información específica*, entre otros.

Otra actividad que también se presenta al final de la unidad es **Interchange activity** en la que se integran las funciones y estructuras de los dos ciclos de cada unidad, de manera comunicativa. Los objetivos de *New Interchange 1* son comunicativos y las secciones "**Snapshot, Word power e Interchange activity**" contienen actividades comunicativas con las cuales los estudiantes practican el inglés oralmente.

Cabe señalar que en el diseño mismo del libro, las diferentes secciones que conforman un ciclo se presentan de manera diferente en cada unidad y la mayoría requiere la participación activa de los alumnos.

La evaluación del curso se lleva a cabo por medio de la aplicación de dos exámenes, uno parcial y uno final. El examen parcial cubre las primeras cuatro unidades del libro y el final abarca las siguientes cuatro unidades, para así completar las ocho unidades de las que consta el programa. Es importante mencionar que los exámenes que se aplican son recomendados por Jack C. Richards. Cada una de estas evaluaciones incluyen diferentes secciones que cubren las funciones comunicativas y estructuras gramaticales del curso. Las partes que componen la evaluación son: funciones de la lengua , estructuras gramaticales, vocabulario, comprensión de lectura, comprensión auditiva, así como producción escrita.

La evaluación de la producción oral de los alumnos se lleva a cabo de manera informal, tomando en cuenta su producción durante el curso.

Cada examen cuenta con cincuenta reactivos con valor de dos puntos cada uno. La calificación que cada alumno obtenga en los dos exámenes es sumada y dividida entre dos. De esta manera se obtiene la calificación final con base en 100 puntos. El promedio mínimo para aprobar el curso es de 70 puntos.

A lo largo y al término del curso de inglés básico III que se llevó a cabo durante el trimestre de Octubre-Diciembre '99, se observó que los resultados obtenidos no eran del todo satisfactorios. Al aplicar el primer examen, se observó que los alumnos no eran capaces de usar estructuras gramaticales correctas, por ejemplo: el uso de *do/does*, *object pronouns*, etc. Con el examen final se tuvo el mismo problema. Con respecto a la producción oral los alumnos tampoco podían emplear estructuras correctas, por ejemplo: *He work in the morning*, *Her name is Carlos*, etc. Al final del curso, el promedio general del grupo era de siete. En ese instante, la investigadora tomó la

decisión de fortalecer tanto las estructuras gramaticales como la producción oral ya que los alumnos cometían muchos errores de tipo gramatical y su producción oral no era satisfactoria.

Otro factor que influyó en la toma de esta decisión fue la manifestación de algunos alumnos con respecto a la solución de los ejercicios del libro ya que, para ellos, esta práctica no les era suficiente para producir oraciones gramaticales correctas, así como para emplearlas de manera oral.

Esta memoria está basada en la experiencia que la investigadora obtuvo durante los trimestres de Octubre-Diciembre '99, Enero-Marzo 2000 y Enero-Marzo 2001 en los que impartió el curso de inglés básico III en el ITTLA.

## 2. ANÁLISIS DEL PROBLEMA

Durante el período comprendido entre Octubre-Diciembre '99 (un trimestre), tiempo en que la investigadora impartió el curso sabatino de inglés básico III en el ITTLA, se percató que, a través de la solución de los ejercicios gramaticales y actividades comunicativas del libro de texto *New Interchange 1*, los resultados obtenidos en los exámenes no eran del todo satisfactorios y era evidente la falta de estructuras gramaticales correctas, así como de producción oral.

La investigadora trató de determinar las posibles causas de la falta de éxito de los alumnos en la producción oral y gramatical del inglés en este nivel, y llegó a las siguientes conclusiones:

1. La existencia de alumnos que no pertenecían realmente al nivel básico III.
2. Un número excesivo en los contenidos del temario del curso básico III.
3. El número de ejercicios del libro *New Interchange 1* parecía no ser suficiente ya que los alumnos expresaron su deseo de tener práctica adicional a la del libro.
4. La falta de un material de apoyo que pudiera solucionar la carencia arriba mencionada.

Con respecto al punto número uno, la investigadora no pudo hacer algo al respecto, ya que los alumnos que aprueban el nivel anterior (básico II) tienen derecho a su reinscripción al siguiente nivel, aún cuando no tengan los conocimientos suficientes para estar inscritos en básico III. Otro motivo por el cual algunos alumnos dejan de pertenecer realmente al nivel básico III es que dejan de inscribirse un trimestre o más y, al querer reanudar sus estudios, todo lo aprendido en niveles anteriores ya casi lo han olvidado.

Con referencia al punto número dos, la decisión de usar el libro de texto *New Interchange 1*, así como la división de los contenidos del mismo, fue tomada por el Departamento de Inglés, así pues no fue factible hacer nada al respecto.

Cuando los puntos tres y cuatro, fueron identificados como el posible problema a consideración de la investigadora, se comenzó a buscar, seleccionar y adaptar material que complementara y reforzara los ejercicios del libro de texto para cubrir así la carencia y las necesidades expresadas por los alumnos.

En los trimestres comprendidos de Enero-Marzo 2000 y Enero-Marzo 2001 se comenzó a proveer a los alumnos del nivel básico III de ejercicios adicionales que complementaran y reforzaran los temas expuestos en clase para ayudarlos de esta manera a desarrollar y fortalecer tanto su competencia comunicativa como lingüística.

Es necesario mencionar que en la mayoría de las actividades que se sugieren en el manual se requiere la preparación del material (elaboración de tarjetas, fotocopiado de los ejercicios gramaticales o práctica oral, etc.) por parte del maestro pero, una vez que se realice esa tarea, ese mismo material didáctico podrá ser utilizado un sin fin de veces en ocasiones posteriores.

Se intenta que las actividades complementarias sugeridas sean comunicativas y funcionales para que se pueda lograr que los estudiantes se interesen y tengan el gusto de usar la lengua que están aprendiendo.

Los materiales incluidos en esta recopilación podrán no sólo beneficiar a la población del ITTLA en particular sino también a todos aquellos maestros, alumnos e instituciones que utilicen la serie del libro *New Interchange* en este nivel.

Las actividades que se sugieren no presentan problemas de adaptación. En caso de así requerirlo, éstas se acoplan perfectamente a cualquier libro de texto de inglés de

nivel básico. Las variaciones que el maestro puede hacer son muchas, dependiendo de las necesidades y objetivos sin que por ello pierdan su esencia.

### **3. OBJETIVOS**

El presente trabajo se basa en la experiencia que obtuvo la investigadora al impartir el curso sabatino de Inglés básico III en el Instituto Tecnológico de Tlalnepantla (ITTLA) durante los períodos comprendidos entre Octubre-Diciembre 1999, Enero-Marzo 2000 y Enero-Marzo 2001.

La problemática que se observó durante la utilización del libro de texto, fue la falta de un material de apoyo por lo cual se propuso resolver esa carencia a través de una recopilación de actividades y ejercicios complementarios para cada una de las ocho unidades del programa del curso, que sirviera de apoyo y práctica de los diferentes puntos gramaticales y de la misma manera refuercen la producción oral en el estudiante desde esta primera etapa de su aprendizaje.

Se ha elaborado la siguiente relación de objetivos con el fin de solucionar el problema antes mencionado.

#### **3.1 Objetivo General**

Proveer el curso básico III de Inglés del Instituto Tecnológico de Tlalnepantla con una recopilación de actividades que sea acorde con los contenidos y objetivos del curso, utilizando el enfoque comunicativo.



### 3.2 Objetivos Específicos

1. Reforzar los contenidos y objetivos del libro de texto *New Interchange 1* dentro del tiempo-clase establecido.

2. Promover el desarrollo de las cuatro habilidades del inglés dentro de un contexto comunicativo.

3. Fortalecer el empleo de las estructuras gramaticales de las unidades del curso, con diferentes contextos y distintas funciones.

4. Proveer al alumno con una variedad de ejercicios que lo habiliten a familiarizarse con aquellos del examen.

## **4. APRENDIZAJE Y ENSEÑANZA DE UNA LENGUA EXTRANJERA**

En la primera parte de esta sección se describe la teoría del aprendizaje y en la segunda, se menciona la teoría de la enseñanza que se basa en el enfoque comunicativo.

### **4.1 Teoría de Aprendizaje**

McLaughlin (1987:133) menciona que de acuerdo con la teoría cognitiva, el aprendizaje de una L2 es una habilidad cognitiva compleja. Por su parte Ausubel (en Pozo,1994:209), señala que la teoría cognitiva del aprendizaje está centrada en el aprendizaje producido en un contexto educativo.

La teoría cognitiva para la enseñanza de una segunda lengua, sustituye la idea de que el aprendizaje únicamente se basaba en estímulos y respuestas, por la idea de que el cerebro humano puede hacer más que eso. La teoría cognitiva enfatiza los procesos mentales que se llevan a cabo para organizar el conocimiento en estructuras (Ausubel, en Pozo, 1994:209-210).

En su teoría, Ausubel (en Pozo, 1994:211) hace énfasis en el aprendizaje significativo, que ocurre cuando el sujeto relaciona el nuevo conocimiento con sus conocimientos anteriores, dándole sentido a la información e incorporándola a sus esquemas.

Para que el aprendizaje sea significativo es preciso que el material que debe aprenderse posea significado por sí mismo para que el alumno pueda incorporar el nuevo conocimiento como algo importante para él.

La reestructuración y la automatización son términos muy utilizados dentro de esta corriente psicológica. La reestructuración se define como la interacción que se

presenta cuando se confronta la nueva información con la que el individuo ya posee, lo cual contribuye a reestructurar el conocimiento (Lightbrown, 1993:25).

Ausubel señala que para que la reestructuración se produzca se precisa de una instrucción formalmente establecida, es decir, que la información debe presentarse de modo organizado y explícito para desequilibrar las estructuras existentes.

Por otra parte, la automatización se define como la habilidad del individuo de recordar y utilizar el conocimiento ya adquirido de manera automática, lo cual se logra a través de la práctica.

Long, Ellis y Schimidt (en Jiménez, 2000:29) han señalado la distinción entre dos tipos de conocimiento de una lengua: conocimiento explícito e implícito de la gramática. El conocimiento declarativo o explícito es consciente y se refiere al conocimiento que puede ser analizado, es decir, el conocimiento de las reglas gramaticales. Este tipo de conocimiento se desarrolla a través de una instrucción formal (Bialystok en Jiménez, 2000:30).

De acuerdo con Bialystok (en Jiménez, 2000:30) el conocimiento implícito, está vinculado con la habilidad de comunicarse en una segunda lengua, es un conocimiento intuitivo, es decir, quien posee este conocimiento no hace un análisis consciente de la lengua. Se adquiere de modo inconsciente como resultado de la exposición de la lengua.

Asimismo Sharwood Smith (en Jiménez, 2000:30) señala que se puede cambiar de un conocimiento a otro, es decir, es posible que ciertas tareas gramaticales puedan contribuir no sólo al aprendizaje sino también a la adquisición de una L2, al proveer oportunidades de comunicación y práctica gramatical.

## 4.2 Teoría de Enseñanza

Chomsky (en Jiménez,2000:28) describe la gramática como el conjunto de reglas que genera los enunciados gramaticales de una lengua. Por su parte, Stern (en Jiménez, 2000:28) indica que la gramática es la rama de la descripción de las lenguas que se enfoca a la manera en que las palabras se combinan para formar enunciados. Podemos decir que la gramática es lo que compone un sistema lingüístico con reglas y patrones propios.

Con respecto a la enseñanza de la gramática, a lo largo del tiempo han existido diferentes concepciones de lo que es la gramática. Por ejemplo, Batstone (1994:3) señala que la gramática es una parte integral del lenguaje la cual usamos todos los días para comunicarnos.

Jackson (1992:56) y Richards (1997:161) mencionan que la gramática comprende la descripción de la estructura de un idioma, es la manera en la cual las unidades lingüísticas tales como palabras y frases son combinadas para producir oraciones en un idioma.

Dentro de la enseñanza de una segunda lengua han surgido diferentes métodos para abordarla y en cada uno de ellos la enseñanza de las estructuras gramaticales ha sido planteada de diferente forma. A continuación mencionaremos las dos maneras básicas en que la gramática puede ser enseñada.

**Gramática Inductiva:** La enseñanza de la gramática de manera inductiva se refiere a que primeramente se le presentan al alumno una serie de ejemplos donde tiene que inducir las reglas gramaticales de los mismos con la ayuda de un profesor para después poner en práctica el uso de esa regla gramatical.

Gramática Deductiva: En este tipo de enseñanza se le presentan al alumno las reglas gramaticales con sus usos y excepciones para posteriormente crear el mismo patrón de ejemplos.

Estas dos maneras de enseñar la gramática, deductiva e inductiva, se basan en procesos cognitivos distintos con los que un individuo aprende una segunda lengua.

A continuación se señala la forma como se ha abordado la gramática dentro de los diferentes métodos de enseñanza de una segunda lengua, de acuerdo con Larsen-Freeman (1986).

Método Gramática-Traducción. A lo largo de su historia, se le ha conocido con diferentes nombres, uno de ellos, método clásico. Este método fue usado para enseñar lenguas clásicas como Latín y Griego. Tiempo después, su propósito fue ayudar a los estudiantes a leer y apreciar la literatura. La gramática dentro de este método se enseñaba deductivamente y los estudiantes se enfocaban a traducir principalmente textos literarios.

Método Directo. El método directo fue desarrollado a principios del siglo XIX como una reacción contra el Método Gramática-Traducción. El objetivo de este método es usar la lengua extranjera para comunicarse. La regla principal es no traducir y la gramática se enseña inductivamente, no se permite la explicación de reglas gramaticales y se le da mayor importancia al vocabulario que a la gramática.

Método Audio-lingual. Este método surgió en Estados Unidos durante la segunda guerra mundial. Su objetivo principal es enseñar estructuras gramaticales y posteriormente vocabulario. Enfatiza la enseñanza de la producción oral así como la comprensión auditiva a través del uso de diálogos. Dentro de este método, la lengua es aprendida a través de la formación de hábitos y la gramática presentada de manera inductiva, es decir hay una pequeña o nula explicación de las reglas gramaticales.

Enfoque Comunicativo. El objetivo de quienes usan el enfoque comunicativo es contribuir a que sus estudiantes sean comunicativamente competentes. La gramática es importante para comunicarse, aunque no es necesario que las frases gramaticales sean perfectas. La enseñanza de la gramática se presenta de manera inductiva.

Actualmente la enseñanza de lenguas se basa fundamentalmente en el cognitivismo, el cual considera que el estudiante construye gradualmente la gramática de la lengua extranjera usando sus conocimientos previos y sus procesos mentales (Da Silva, 2000:106).

En los años recientes se ha visto un creciente desarrollo dentro del campo de la enseñanza de lenguas extranjeras. Littlewood (1981:95) menciona que la enseñanza de una lengua extranjera tiene que ver con la realidad de los estudiantes dentro y fuera del salón de clases.

La enseñanza de una lengua extranjera debe contribuir a que los alumnos desarrollen estrategias de aprendizaje, interactúen con el grupo, escuela y comunidad, participen activamente en su aprendizaje al practicar situaciones de comunicación, y obtengan bases lingüísticas que les permitan avanzar en el dominio de la lengua que están aprendiendo. Por todo lo anterior, se considera que el enfoque comunicativo reúne las características metodológicas necesarias para apoyar el desarrollo de los estudiantes.

El enfoque comunicativo surge de la necesidad de cubrir funciones comunicativas que no se habían tomado en cuenta en los métodos de enseñanza anteriores, pues el principal objetivo de la enseñanza de una lengua era no cometer errores en las estructuras de la misma y el enfoque comunicativo plantea como objetivo que los alumnos sean *comunicativamente competentes*, es decir, que sean capaces de usar la lengua en una forma apropiada en un contexto social determinado, por lo que los estudiantes necesitan conocer las formas lingüísticas, los significados y las funciones y

entender que hay muchas formas diferentes para ejecutar una función y que una forma puede ser utilizada para una gran variedad de funciones. Asimismo, al manejar el proceso de negociación del significado con los interlocutores, los estudiantes deben ser capaces de elegir las formas más apropiadas de acuerdo con el contexto social y los roles de los interlocutores.

De acuerdo con Larsen-Freeman (1986:131), la característica más importante del enfoque comunicativo, es que todo se hace con un fin comunicativo, los alumnos utilizan la lengua a través de actividades comunicativas como: juegos, *"role-plays"* y *"problem solving tasks"*. Asimismo, señala que las actividades que son ciertamente comunicativas tienen tres características: *"information gap"*, *"choice"*, y *"feedback"*.

Larsen-Freeman (1983:132-133) menciona que las actividades dentro del enfoque comunicativo pueden ser realizadas por los estudiantes en diferentes maneras: parejas, tríos, grupos pequeños, así como en grupo completo, y de esta manera aprender a negociar el significado, compartir ideas y dar opiniones.

Larsen-Freeman (1986:134) hace hincapié en el uso de las cuatro habilidades desde el inicio del aprendizaje. Las técnicas y materiales característicos en este enfoque, son: el material auténtico, *"realia"*, *"scrambled sentences"* (oraciones en desorden), *"language games"* (juegos), *"picture trip stories"* (historietas), y *"role plays"* (juego de papeles)

Otro aspecto importante que hay que tomar en cuenta al hablar del enfoque comunicativo, es el papel que desempeña el maestro y el alumno. Al respecto, Larsen-Freeman (1986:131) menciona que el maestro es el facilitador del aprendizaje de los estudiantes, dirigiendo las actividades del salón de clase y estableciendo situaciones para fomentar la comunicación. Por otra parte, el papel de los estudiantes es el de ser comunicadores, quienes están comprometidos en la negociación del significado y el de tratar de hacerse entender aún cuando su conocimiento de la lengua sea limitado.

Dentro del enfoque comunicativo el alumno "aprende a comunicarse comunicando" (Larsen-Freeman,1986:135). La evaluación corresponde no sólo a la exactitud sino a la fluidez del estudiante y señala que "el alumno que tiene mayor control de las estructuras y vocabulario no es siempre el mejor comunicador."

El enfoque comunicativo sitúa al alumno en circunstancias apegadas a la realidad, las cuales lo preparan y habilitan para el mundo real. Estas situaciones se llevan a cabo por medio de ejercicios tales como dramatizaciones, simulaciones, problemas a resolver etc.

La competencia comunicativa es el objetivo principal del enfoque comunicativo. La competencia comunicativa según Larsen-Freeman (1986-134) es la competencia que debe adquirir un estudiante de una lengua extranjera.

Widdowson (1978) a su vez, se refiere al término competencia comunicativa como el conocimiento y habilidad de usar la lengua.

Por su parte Savignon (1983:23) define la competencia comunicativa como la capacidad que tiene el individuo de expresarse en una lengua extranjera haciendo uso de los elementos léxicos y sintácticos de la lengua.

Dell Hymes (en Llobera, 1995:63) elaboró el concepto de competencia comunicativa buscando integrar el conocimiento y el uso real de la lengua, postuló que el niño al adquirir su lengua materna adquiere la competencia para formar oraciones gramaticales, para saber cuándo hablar o no, sobre qué hablar dependiendo de su interlocutor, la ocasión y el lugar. Asimismo, menciona que el niño desarrolla una competencia comunicativa que lo habilita para realizar una serie de actos de habla como parte de diferentes eventos comunicativos. De acuerdo con Hymes la competencia comunicativa abarca varios componentes que son:



a) Competencia Gramatical: Esta competencia está relacionada con el dominio del código lingüístico (verbal o no verbal). Se incluyen aquí características y reglas del lenguaje como vocabulario, la formación de palabras y frases, la pronunciación, la ortografía y la semántica. Esta competencia se centra directamente en el conocimiento y la habilidad requeridos para expresar adecuadamente el sentido literal de las oraciones.

b) Competencia Sociolingüística: Se ocupa en qué medida las expresiones son producidas y entendidas adecuadamente en diferentes contextos sociolingüísticos dependiendo de los factores contextuales como la situación de los individuos, los propósitos de la interacción y las normas.

c) Competencia Discursiva: Este tipo de competencia está relacionada con el modo en que se combinan formas gramaticales y significados para lograr un texto hablado o escrito en diferentes géneros. La unidad de un texto se alcanza por medio de la cohesión en la forma y la coherencia en el significado. La cohesión implica el modo en que las frases se unen estructuralmente y facilita la interpretación de un texto. La coherencia hace referencia a las relaciones entre los diferentes significados en un texto, en el cual los significados pueden ser literales.

d) Competencia Estratégica: Esta competencia se compone del dominio de las estrategias de comunicación verbal y no verbal disponibles para lograr una comunicación eficiente, y se refiere al uso de estrategias comunicativas.

Como conclusión, podemos decir que el enfoque comunicativo le proporciona a los alumnos los elementos necesarios para que adquieran la competencia comunicativa en una lengua extranjera, es decir, pretende que los alumnos la aprendan mediante su práctica en situaciones propuestas por el maestro o por los mismos alumnos. Dichas situaciones deberán adecuarse a las necesidades e intereses reales de los alumnos, con el único propósito de motivarlos en su propio aprendizaje y de que adquieran el dominio de la lengua de una forma más efectiva.

## **5. CRITERIOS DE SELECCIÓN DE MATERIAL DIDÁCTICO Y PROPUESTA DE SOLUCIÓN**

### 5.1 Criterios de Selección de Material Didáctico

Sandra J. Savignon (1983:137) comenta que uno de los sueños de los profesores de idiomas es encontrar los materiales ideales; materiales que sean tan precisos como imaginativos, que ofrezcan secuencia y flexibilidad, así como también variedad y que respondan a objetivos bien definidos.

Hoy en día, existe un sin fin de materiales y recursos didácticos que se pueden utilizar durante la enseñanza. El proceso de enseñanza-aprendizaje de una lengua extranjera no sólo es adquirir y transmitir la información de forma mecánica sino hacerlo de manera funcional y significativa. Su objetivo principal debe ser la comunicación, englobando todos los aspectos de un idioma y teniendo como medio principal el uso de materiales para ayudar al alumno a inferir la lengua por sí mismo, a través de un contexto situacional (proceso inductivo) y no por uno rigurosamente gramatical (proceso deductivo).

Con respecto a la selección del material complementario para el curso de inglés básico III, se tomaron en cuenta las características y necesidades de la población así como los objetivos del programa y del libro de texto. Tomando en consideración todo lo anterior, se establecieron los siguientes criterios de selección de material complementario para el curso de inglés básico III.

- Las actividades deben proveer el desarrollo de las cuatro habilidades de la lengua.
- Las actividades propuestas deben basarse en el tiempo horas-clase.
- Los temas gramaticales y funciones comunicativas deben ser acordes con los contenidos del libro de texto *New Interchange 1*.

- Las actividades comunicativas y ejercicios gramaticales deben reforzar algunos elementos de la producción oral tales como la entonación y la fluidez, así como el incremento de vocabulario.
- Los ejercicios gramaticales deben incrementar el conocimiento de las reglas gramaticales.
- Las actividades comunicativas deben basarse en los principios del enfoque comunicativo.
- Las actividades comunicativas deben reforzar las funciones comunicativas así como las estructuras gramaticales.
- El grado de dificultad de las actividades complementarias debe ser adecuado para los alumnos del curso de inglés básico III.
- Las actividades complementarias deben proveer instrucciones claras y precisas para su uso correcto.
- Las actividades sugeridas deben ser accesibles y funcionales para quien las utilice.

El material presentado en este trabajo intenta propiciar el desarrollo de las cuatro habilidades de la lengua, reforzando principalmente tanto el uso de la gramática como la producción oral, a través del trabajo en grupos, parejas, etc., lo cual está comprendido dentro del enfoque comunicativo.

## 5.2 Propuesta de Solución

Con el propósito de resolver la problemática expuesta a lo largo del presente trabajo se recopiló una serie de ejercicios tanto gramaticales (Anexo 1) como comunicativos (Anexo 2)\* de diferentes orígenes para apoyar y reforzar los contenidos de las unidades 1-8 del libro de texto *New Interchange 1*, las cuales corresponden a los contenidos del curso de inglés básico III. Es importante mencionar que los ejercicios gramaticales cuentan con una clave de respuestas (Anexo 3).

\*Ambos anexos incluyen el material, así como la descripción breve del objetivo y/o procedimiento que se sugiere para llevar a cabo cada una de las actividades.

A continuación se analizan los criterios de selección del material complementario que se tomaron en cuenta.

***Las actividades deben proveer el desarrollo de las cuatro habilidades de la lengua.***

Aunque el objetivo principal de este manual es reforzar las estructuras gramaticales y la producción oral de los alumnos no podemos, dejar a un lado la comprensión auditiva y la comprensión de lectura. Estas habilidades receptoras también se refuerzan en las actividades sugeridas. Por ejemplo, en las actividades comunicativas en las que el alumno tiene que hablar, también escucha; es decir, al estar realizando una actividad comunicativa en la que tiene que participar con un compañero tendrá que oír lo que el compañero le diga o pregunte para así poder realizar una conversación.

Dentro de los ejercicios gramaticales, no sólo se practica la producción escrita sino también la comprensión de lectura ya que los alumnos tienen que leer las instrucciones de cada ejercicio y comprenderlas para poder contestar cada uno de ellos.

***Las actividades propuestas deben basarse en el tiempo horas-clase.***

Las actividades sugeridas fueron planeadas para resolverse en el tiempo establecido en cada clase. Las actividades comunicativas y ejercicios gramaticales reforzaran las funciones comunicativas de la lengua vistas en clase. Por otro lado, se tiene en cuenta que, por diferentes motivos, tales como actividades en el salón de video, en algunas ocasiones, los ejercicios gramaticales tendrán que ser resueltos como tarea y a la siguiente clase podrán ser revisados o simplemente se aclararán dudas al respecto. Si los alumnos desean revisar sus ejercicios en casa, el manual cuenta con una sección de respuestas para todos y cada uno de los ejercicios gramaticales, por lo que podrán localizar y corregir los errores que pudieran cometer.

***Los temas gramaticales y funciones comunicativas deben ser acordes con los contenidos del libro de texto New Interchange 1.***

El material complementario incluye tanto ejercicios gramaticales como funciones comunicativas de la lengua. Estas dos partes comulgan con los contenidos de las ocho unidades de las que consta el programa de inglés básico III (ver Tabla 3 pág. 11).

***Las actividades comunicativas deben reforzar algunos elementos de la producción oral tales como la entonación y la fluidez. Asimismo, los ejercicios gramaticales deben reforzar e, incluso, incrementar el vocabulario.***

Las actividades propuestas sugieren la práctica de algunas características de la producción oral. Debido a las diferentes situaciones comunicativas, el alumno podrá practicar diferentes tipos de entonación como: ***question intonation (entonación de preguntas), unstressed words (palabras sin acento), linked sounds (enlace de sonidos), blending with does (mezcla con el auxiliar "does"), etc.*** De esta manera, el alumno obtendrá una mayor fluidez al hablar. Por otra parte, el vocabulario de las actividades complementarias en muchas ocasiones es diferente al libro de texto, lo anterior lejos de ser un aspecto negativo es una buena oportunidad para que los estudiantes amplíen su vocabulario y refuercen el que ya conocen.

***Los ejercicios gramaticales deben reforzar el conocimiento de las reglas gramaticales.***

Lo anterior se logra a través de la solución de diferentes tipos de ejercicios tales como: ***Fill in the blanks (llenado de espacios), complete a dialogue (completar un diálogo), y scrambled sentences (oraciones en desorden), entre otros.*** Es importante notar que la razón de que existan diferentes tipos de ejercicios gramaticales es debido a que todos los alumnos tienen distintas formas de aprendizaje y producción. Por ejemplo:

<p><i>New Interchange 1. Unit 2: Simple Present</i></p>	<p>Material Complementario Unidad 2 Presente Simple.</p>						
<p><b>Complete this conversation</b></p> <p>Sue: So, Do you live downtown, David?</p> <p>David: Yes, I _____ (live/lives) with my mother. She _____ (have/has) an apartment near here.</p>	<p><b>Fill in the blanks with the –s form or plain form of a verb from the box.</b></p> <table border="1" data-bbox="879 569 1392 667"> <tr> <td><i>ASK</i></td> <td><i>COME</i></td> <td><i>EARN</i></td> </tr> <tr> <td><i>GET</i></td> <td><i>FALL</i></td> <td><i>SPEAK</i></td> </tr> </table> <ol style="list-style-type: none"> <li>1. Seattle _____ a lot of rain.</li> <li>2. Rain _____ ten months of the year.</li> <li>3. Many storms _____ from the east.</li> </ol>	<i>ASK</i>	<i>COME</i>	<i>EARN</i>	<i>GET</i>	<i>FALL</i>	<i>SPEAK</i>
<i>ASK</i>	<i>COME</i>	<i>EARN</i>					
<i>GET</i>	<i>FALL</i>	<i>SPEAK</i>					

***Las actividades comunicativas deben basarse en el enfoque comunicativo.***

Debido a las diferentes situaciones contempladas en las actividades comunicativas seleccionadas se pretende desarrollar en los alumnos del curso de Inglés básico III estrategias de comunicación e interacción ya que necesitan conocer las formas lingüísticas, los significados y las funciones y, así, comprender que hay varias formas diferentes para ejecutar una función y que una forma sirve para una variedad de funciones, es decir, se pretende que los alumnos posean las herramientas correspondientes a su nivel para que sean comunicativamente competentes. A continuación podemos observar un ejemplo en el que una forma lingüística puede servir para expresar diversas funciones.

Forma lingüística	Funciones
To be	Presentaciones Preguntar por nombres y números telefónicos Dar la localización de objetos Preguntar la nacionalidad Preguntar la edad, etc.

***Las actividades comunicativas deben reforzar las funciones comunicativas, así como las estructuras gramaticales.***

Con las actividades comunicativas sugeridas, los alumnos pondrán en práctica las estructuras y funciones comunicativas de la lengua presentadas en cada una de las unidades del libro de texto. Ejemplo:

<i>New Interchange 1. Unit 1: To be</i>	Material Complementario Unidad 1
Practice with a partner the next conversation. David: Hello, Jennifer. How are you? Jennifer: I'm fine, thanks.	Doppelganger Function practiced: <i>Greetings and Introductions.</i> Structures: Hello, My name is <u>Mary.</u> What's your name?

***El grado de dificultad de las actividades complementarias debe ser adecuado para los alumnos del curso de inglés básico III.***

El material complementario, tanto de los ejercicios gramaticales como de las actividades comunicativas, fue recopilado de fuentes diseñadas para alumnos de nivel básico de inglés, tomando en cuenta las estructuras gramaticales y funciones incluidas en los objetivos de cada unidad del libro *New Interchange 1*.

***Las actividades complementarias deben proveer instrucciones claras y precisas para su uso correcto.***

Cada uno de los ejercicios del material complementario cuenta con instrucciones claras para que los estudiantes no tengan ninguna duda al resolver los mismos, además la mayoría de los ejercicios contiene una ejemplificación para asegurar el uso correcto de cada uno de ellos.

***Las actividades sugeridas deben ser accesibles y funcionales para quien las utilice.***

La mayoría de las actividades comunicativas que están propuestas en este manual no requieren una preparación exhaustiva por parte del profesor, sino simplemente fotocopiar el material. Dichas actividades no sólo beneficiarán a la población del ITTLA en particular, sino también a todos aquellos maestros, alumnos e instituciones que manejen las mismas funciones y estructuras, que deseen consultar en el presente trabajo.



## CONCLUSIONES

En los trimestres en los que la investigadora tuvo la oportunidad de impartir el curso de inglés básico III en el ITTLA, se percató de que con la solución de los ejercicios gramaticales y actividades comunicativas del libro de texto *New Interchange 1* no se obtenían resultados favorables tanto en las evaluaciones diagnósticas como en las sumativas. Por tal motivo, se dio a la tarea de recopilar una serie de ejercicios complementarios que reforzaran las estructuras gramaticales y la producción oral de los alumnos del curso de inglés básico III.

Una vez recopilado todo el material, se puso en práctica durante los trimestres de Enero-Marzo del 2000 y del 2001. Durante esos períodos, la investigadora observó la necesidad de incluir no sólo un ejercicio gramatical y una actividad para practicar la producción oral por unidad sino varios, ya que los alumnos de los diferentes grupos tenían diferentes necesidades o estilos de aprendizaje, es decir, con un grupo funcionaba perfectamente un sólo ejercicio gramatical y una actividad oral, mientras que con otro grupo esa misma práctica no le fue suficiente y era necesario la aportación de más ejercicios.

Una vez que se puso en práctica todo este material, se comenzaron a observar resultados favorables. Uno de los resultados más importantes que se obtuvieron fue la aceptación que tuvo este material entre los alumnos ya que tuvieron la oportunidad de practicar y reforzar los contenidos de cada una de las unidades del libro de texto y con los resultados obtenidos en los exámenes se comprobaba lo anterior.

Con la práctica de las actividades comunicativas se observó mejoría en la interacción comunicativa de los alumnos. De igual manera, con la solución de los ejercicios gramaticales, los alumnos aprendían nuevo vocabulario y, en el caso de que surgieran dudas acerca de los mismos, se resolvían y esto daba lugar a una nueva explicación que permitía aclarar y/o reforzar los conocimientos previos.

El material complementario, como su nombre lo indica, complementa las formas y funciones, pero no reemplaza al libro de texto. No existe un material ideal para cada área de la enseñanza de lenguas; por lo tanto, es imperativo que el profesorado combine las técnicas de enseñanza que le han resultado exitosas para la enseñanza de la gramática con los recursos didácticos que tenga a la mano (Hernández, 2000:26).

Savignon (1983:139) declara que no existe un libro de texto ideal y que habrá que reforzarlo con actividades que cubran las necesidades y características de cada grupo. Aunque los materiales son un punto de partida, son los maestros los que hacen que funcionen.

Los materiales incluidos en esta recopilación podrán no sólo beneficiar a la población del ITTLA en particular, sino también a todas aquellas instituciones, maestros y alumnos que utilicen la serie del libro *New Interchange 1*, así como cualquier otro libro de texto con objetivos igualmente comunicativos, adaptando los materiales a los diferentes propósitos de cada uno de ellos.

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# ANEXO 1



## EJERCICIOS GRAMATICALES

## ANEXO 1. "EJERCICIOS GRAMATICALES"

Es necesario mencionar que los ejercicios gramaticales contenidos en este anexo, tuvieron que ser adaptados de acuerdo a las necesidades de los alumnos, tiempo de clase, así como el inglés americano que se practica en el ITTLA. El número de ejercicios de cada unidad del anexo 1 varía, dependiendo de la dificultad de cada punto gramatical, es decir, las unidades de esta sección no contienen el mismo número de ejercicios. Asimismo en el anexo abarca diferentes tipos de ejercicios tales como: llenado de espacios, completar diálogos, oraciones en desorden, completar párrafos, completar oraciones en desorden, etc.

UNIDAD/TITULO	ESTRUCTURAS GRAMATICALES
Unidad 1 "Please call me Chuck"	<ul style="list-style-type: none"> <li>• Verbo "To Be", Preguntas "WH"</li> <li>• Pronombres personales y adjetivos posesivos</li> </ul>
Unidad 2 "How do you spend your day?"	<ul style="list-style-type: none"> <li>• Presente simple con oraciones afirmativas y preguntas "WH"</li> <li>• Expresiones de tiempo (at, in, on, etc.)</li> </ul>
Unidad 3 "How much is it?"	<ul style="list-style-type: none"> <li>• Pronombres demostrativos "this, that, these, those", one-ones"</li> <li>• Preguntas con "How much" y comparación de adjetivos</li> </ul>
Unidad 4 "Do you like Jazz?"	<ul style="list-style-type: none"> <li>• Presente simple con respuestas "yes-no"</li> <li>• Preguntas con "What kind", y pronombres objetivos "Object pronouns"</li> </ul>
Unidad 5 "Tell me about your family"	<ul style="list-style-type: none"> <li>• Presente continuo con respuestas "yes-no" y preguntas "WH"</li> <li>• "Few", "many", "most"</li> </ul>
Unidad 6 "How often do you exercise?"	<ul style="list-style-type: none"> <li>• Adverbios de frecuencia</li> <li>• Preguntas con "how" (often, much, time, long)</li> </ul>
Unidad 7 "We had a great time!"	<ul style="list-style-type: none"> <li>• Pasado simple, preguntas con "yes-no" y "WH" con respuestas cortas y verbos regulares e irregulares</li> <li>• Pasado del verbo "to be"</li> </ul>
Unidad 8 "How do you like the neighborhood?"	<ul style="list-style-type: none"> <li>• "There is/are", "One, any, some", preposiciones de lugar</li> <li>• Preguntas "How much" and "How many", y "Countable and Uncountable nouns"</li> </ul>

# UNIDAD 1



**COMPLEMENTARY MATERIAL UNIT 1*****PRACTICE 1***

COMPLETE THESE SENTENCES WITH AFFIRMATIVE OR NEGATIVE FORMS OF THE VERB **BE**.

Tony: Hi 1) \_\_\_\_\_ you a new student?

Ming: Yes, I 2) \_\_\_\_\_. My name 3) \_\_\_\_\_ Lui Ming Ren.

Tony: I 4) \_\_\_\_\_ sorry. Please say that again. 5) \_\_\_\_\_ your name Lou or Ron?

Ming: It 6) \_\_\_\_\_ Lui Ming Ren.

Tony: 7) \_\_\_\_\_ Lou your first name?

Ming: No, it 8) \_\_\_\_\_. My first name 9) \_\_\_\_\_ Ming Ren. Just call me Ming.

Tony: 10) \_\_\_\_\_ this your first day here?

Ming: Yes, it 11) \_\_\_\_\_.

Tony: 12) \_\_\_\_\_ you from China?

Ming: No, I 13) \_\_\_\_\_. 14) I \_\_\_\_\_ from Vietnam. Wow! Look at that beautiful woman over there! 15) \_\_\_\_\_ she a student in this class?

Tony: No, she 16) \_\_\_\_\_ a student; she 17) \_\_\_\_\_ the teacher!

(Werner, 1993)

***PRACTICE 2***

FILL IN **ARE, IS, 'S, 'RE, 'M, AREN'T, OR ISN'T** AS IN THE EXAMPLE.

1. A: Is he Spanish?

B: No, he *isn't*. He *is* French.

2. A: \_\_\_\_\_ you a taxi driver?

B: No, I \_\_\_\_\_ not. I \_\_\_\_\_ a pilot.

3. A: What \_\_\_\_\_ your favorite sport?

B. My favorite sport \_\_\_\_\_ volleyball.

4. A: \_\_\_\_\_ they from Birmingham?

B: No, they \_\_\_\_\_. They \_\_\_\_\_ from York.

5. A: \_\_\_\_\_ he a doctor?

B: Yes, he \_\_\_\_\_.

6. A: \_\_\_\_\_ you Jackie Wilson?  
B: No, I \_\_\_\_\_ not. I \_\_\_\_\_ Sandra Collins.
7. A: \_\_\_\_\_ the Big Ben in Tokyo?  
B: No, It \_\_\_\_\_. It \_\_\_\_\_ in London.
8. A: How old \_\_\_\_\_ Mike and you?  
B: We \_\_\_\_\_ 38 years old.
9. A: \_\_\_\_\_ Warsaw in Hungary?  
B: No, it \_\_\_\_\_. It \_\_\_\_\_ in Poland.
10. A: What \_\_\_\_\_ the capital of Germany?  
B: It \_\_\_\_\_ Berlin.

(Evans, 2000)

**PRACTICE 3**

PUT THE WORDS INTO THE CORRECT ORDER TO FORM A SENTENCE, AS IN THE EXAMPLE.

1. ice-skater/an/is/she.  
*She is an ice-skater.*
2. Portuguese/we/not/are.  
\_\_\_\_\_
3. Black Forest/in/is/the/Germany.  
\_\_\_\_\_
4. not/am/I/ Dutch.  
\_\_\_\_\_
5. favorite/is/your/What/sport?  
\_\_\_\_\_
6. twenty-two/old/We/years/are.  
\_\_\_\_\_
7. What/capital/Denmark/of/ is/the?  
\_\_\_\_\_

8. you/from/Where/are?

\_\_\_\_\_

9. Pasta/his/favorite/is/food.

\_\_\_\_\_

10. Are/New Zealand/from/they?

\_\_\_\_\_

(Evans, 2000)

### ***PRACTICE 4***

READ THE TEXTS, THEN WRITE THE MISSING QUESTIONS USING **HOW OLD**, **WHERE** AND **WHAT** AS IN THE EXAMPLE.



This is Mary. She's Harry's sister and she's 30. She is a vet.



This is Harry Dalton. He is 32. He is from London, England and he is a policeman.

*1. What's his name?*

Harry Dalton.

2. \_\_\_\_\_

He's 32.

3. \_\_\_\_\_

He's from London, England.

4. \_\_\_\_\_  
He's a policeman.

5. \_\_\_\_\_  
Mary.

6. \_\_\_\_\_  
She's 30.

7. \_\_\_\_\_  
She's a vet.

(Evans, 2000)

### **PRACTICE 5**

USE **I, WE, MY, OR OUR** TO COMPLETE THESE SENTENCES AS IN THE EXAMPLE.

a. We are from Megalopolis U.S.A. 1) \_\_\_\_\_ city is very crowded. 2) \_\_\_\_\_ air is polluted, and 3) \_\_\_\_\_ streets are dirty and dangerous. 4) \_\_\_\_\_ lives are not easy here. 5) \_\_\_\_\_ aren't very happy in Megalopolis. 6) \_\_\_\_\_ dream is a home in the country.

b. 1) \_\_\_\_\_ am from Middletown, Canada. 2) \_\_\_\_\_ city isn't big, but it isn't small either. 3) \_\_\_\_\_ life is peaceful and 4) \_\_\_\_\_ am very happy. 5) \_\_\_\_\_ neighbors are friendly, and 6) \_\_\_\_\_ neighborhood is safe.

(Werner, 1993)

### **PRACTICE 6**

USE **HE, SHE, THEY, HIS, HER, OR THEIR** TO COMPLETE THIS READING AS IN THE EXAMPLE.

Isabelle and Pierre are from France. They are factory workers. 1) \_\_\_\_\_ jobs aren't very interesting, and 2) \_\_\_\_\_ are often difficult. Isabelle's work is sometimes dangerous. 3) \_\_\_\_\_ isn't happy with 4) \_\_\_\_\_ job, and 5) \_\_\_\_\_ dream is to study at the University

someday. Pierre is happy with 6) \_\_\_\_\_ job, but 7) \_\_\_\_\_ is worried about Isabelle.  
8) \_\_\_\_\_ dream is to save money for Isabelle's education.

(Werner, 1993)

### **PRACTICE 7**

LOOK AT THE ANSWERS. WHAT ARE THE QUESTIONS?

1. Are \_\_\_\_\_ an architect?

No, I'm not.

2. Are \_\_\_\_\_ a student?

No, I'm not. I'm a teacher here.

3. Are \_\_\_\_\_ ?

No, I'm not from Mexico. I'm from Brazil.

4. Is \_\_\_\_\_ ?

No, my teacher isn't from Oxford. She is from Glasgow.

5. Is \_\_\_\_\_ ?

Yes, she is Japanese.

6. What \_\_\_\_\_ ?

My first name is Giorgio.

7. What \_\_\_\_\_ ?

My last name's Vigano.

8. What \_\_\_\_\_ ?

I'm an engineer.

9. Where \_\_\_\_\_ ?

I'm from Venice.

10. What \_\_\_\_\_ ?

Their names are Sarah and Karen.

(Richards, 1994)

**PRACTICE 8**WRITE **IS**, **ARE** **ISN'T** OR **AREN'T** AS IN THE EXAMPLE.

Ann



Manos



Mario



Susan



Costas



Kim

ANN	MANOS	MARIO	SUSAN	COSTAS	KIM
10	28	12	25	13	25
Student	doctor	student	teacher	student	teacher
English	Greek	Italian	American	Greek	Japanese
London	Athens	Rome	New York	Thessaloniki	Tokyo

a) Ann is ten years old.

1. Ann, Mario and Costas \_\_\_\_\_ students. 2. Manos \_\_\_\_\_ a doctor. 3. Susan and Kim \_\_\_\_\_ teachers. 4. Manos and Costas \_\_\_\_\_ Greek. 5. Kim \_\_\_\_\_ Japanese. She \_\_\_\_\_ from Tokyo. 6. Mario \_\_\_\_\_ Italian. He \_\_\_\_\_ from Rome. 7. Manos \_\_\_\_\_ from Athens and Costas \_\_\_\_\_ from Thessaloniki. 8. Susan \_\_\_\_\_ American. She \_\_\_\_\_ from New York. 9. Susan and Kim \_\_\_\_\_ twenty-five years old. Mario \_\_\_\_\_ twelve and Costas \_\_\_\_\_ thirteen.

b) 1. Ann isn't a doctor. She is a student. 2. Manos \_\_\_\_\_ a student. He \_\_\_\_\_ a doctor. 3. Susan and Kim \_\_\_\_\_ students. They \_\_\_\_\_ teachers. 4. Ann \_\_\_\_\_ from Athens. She \_\_\_\_\_ from London. 5. Kim \_\_\_\_\_ ten years old. She \_\_\_\_\_ twenty-five. 6. Ann, Mario and Costas \_\_\_\_\_ doctors. They \_\_\_\_\_ students. 7. Manos and Costas \_\_\_\_\_ English. They \_\_\_\_\_ Greek. 8. Susan and Kim \_\_\_\_\_ thirteen years old. They \_\_\_\_\_ twenty-five.

(Evans, 1996)

# UNIDAD 2

**COMPLEMENTARY MATERIAL UNIT 2****PRACTICE 1**

FILL IN THE BLANKS WITH THE **-S** FORM OR PLAIN FORM OF A VERB FROM THE BOX.

ASK	CROSS	EARN	GET	SPEAK	TASTE
COME	DRINK	FALL	SIT	TAKE	USE

1. Seattle \_\_\_\_\_ a lot of rain.
2. Rain \_\_\_\_\_ ten months of the year.
3. Many storms \_\_\_\_\_ from the east.
4. Our car \_\_\_\_\_ a lot of gas.
5. Your cookies \_\_\_\_\_ very good.
6. Dad \_\_\_\_\_ in that chair.
7. We always \_\_\_\_\_ for chopsticks at the restaurant.
8. The Kellys \_\_\_\_\_ \$30,000 a year.
9. My brother \_\_\_\_\_ Russian quit well.
10. Jerry \_\_\_\_\_ his lunch to work every day.
11. I \_\_\_\_\_ a glass of milk every morning.
12. This street \_\_\_\_\_ Main Street up there.

(Markley, 1983)

**PRACTICE 2**

PAIR WORK. STUDENT "A" COMPLETE THE QUESTIONS LIKE THE EXAMPLE. USE A VERB FROM THE BOX. STUDENT "B" COMPLETE THE ANSWERS (**YES/NO**). YOU CAN USE THEM MORE THAN ONCE.

EAT	HAVE	HURT	KNOW	LIKE	LIVE
LOOK	NEED	SEEM	STOP	USE	

EX. *Does Miyoko know English well?*

*Yes, she does.*

1. \_\_\_\_\_ your fingers \_\_\_\_\_? No, \_\_\_\_\_.
2. \_\_\_\_\_ this lesson \_\_\_\_\_ easy? No, \_\_\_\_\_.



3. \_\_\_\_\_ the town bus \_\_\_\_\_ here? Yes, \_\_\_\_\_.
4. \_\_\_\_\_ The Olsons \_\_\_\_\_ a new house? Yes, \_\_\_\_\_.
5. \_\_\_\_\_ your teacher \_\_\_\_\_ his job? Yes, \_\_\_\_\_.
6. \_\_\_\_\_ ten years \_\_\_\_\_ like a century? No, \_\_\_\_\_.
7. \_\_\_\_\_ you \_\_\_\_\_ a soft toothbrush? Yes, \_\_\_\_\_.
8. \_\_\_\_\_ I \_\_\_\_\_ another appointment? No, \_\_\_\_\_.
9. \_\_\_\_\_ Sally \_\_\_\_\_ a lot of candy? Yes, \_\_\_\_\_.
10. \_\_\_\_\_ Akiko and her family \_\_\_\_\_ in the U.S.? No, \_\_\_\_\_.

(Markley, 1983)

**PRACTICE 3**

PAIR WORK. STUDENT "A" ASKS YES/NO QUESTIONS ABOUT THE AIRLINE SCHEDULE. USE **DO** OR **DOES**. STUDENT "B" GIVES SHORT YES/NO ANSWERS.

*EX. DOES FLIGHT 404 LEAVE AT 10:00? YES, IT DOES. (OR) DOES FLIGHT 612 LEAVE FROM GATE 4? NO, IT DOESN'T.*

AIRLINE SCHEDULE  
DEPARTURES

FLIGHT	DESTINATION	DEPARTURE	GATE
404	Boston	10:00 a.m.	4
612	Chicago	11:15 a.m.	6
492	Honolulu	12:00 p.m.	8
526	St. Louis	12:30 p.m.	9
900	Tokyo	5:00 p.m.	1

1. a: \_\_\_\_\_ flight 404 go to Boston?  
b: \_\_\_\_\_
2. a: \_\_\_\_\_ flights 404 and 612 leave in the morning?  
b: \_\_\_\_\_
3. a: \_\_\_\_\_ flight 492 leave from gate 1?  
b: \_\_\_\_\_
4. a: \_\_\_\_\_ flights 492 and 526 go to Japan?  
b: \_\_\_\_\_
5. a: \_\_\_\_\_ flight 900 go to Tokyo?  
b: \_\_\_\_\_
6. a: \_\_\_\_\_ flight 492 go to St. Louis?  
b: \_\_\_\_\_
7. a: \_\_\_\_\_ flights 492 and 526 leave from gate 4?  
b: \_\_\_\_\_

8. a: \_\_\_\_\_ flight 612 go to Honolulu?  
b: \_\_\_\_\_

(Markley, 1983)

#### **PRACTICE 4**

FILL IN THE BLANKS WITH **A QUESTION WORD** AND **DOES** OR **DO** AS IN THE EXAMPLE.

- |                                     |                     |
|-------------------------------------|---------------------|
| 1. <u>When does</u> that bus leave? | At 10:00 a.m.       |
| 2. _____ she teach?                 | At Baxter School.   |
| 3. _____ you eat for lunch?         | A bowl of soup.     |
| 4. _____ the baby wake up?          | At 3:00 a.m.        |
| 5. _____ the Wilsons live?          | In Rockdale.        |
| 6. _____ I need for the test?       | Paper and pencils.  |
| 7. _____ John listen to ?           | His father.         |
| 8. _____ the taxis stop?            | At the next corner. |
| 9. _____ Mr. Simms teach?           | American History.   |
| 10. _____ you have lunch with?      | Miriam Faber.       |

(Markley, 1983)

#### **PRACTICE 5**

a) PUT THE VERBS IN BRACKETS INTO THE **PRESENT SIMPLE**.



This is Mandy Taylor. She 1) \_\_\_\_\_ (work) at the Sip Café.  
Mandy 2) \_\_\_\_\_ (go) to the café every morning at six o'clock. She 3) \_\_\_\_\_  
(open) the café and 4) \_\_\_\_\_ (set) the tables. The other waiters 5) \_\_\_\_\_

(arrive) at seven o'clock and they 6) \_\_\_\_\_ (tidy) the kitchen. The first customers 7) \_\_\_\_\_ (come) in at about 7:30. Mandy 8) \_\_\_\_\_ (take) a break at 10 o'clock. She 9) \_\_\_\_\_ (finish) work at 2 o'clock and sometimes she 10) \_\_\_\_\_ (meet) her friends for lunch. She usually 11) \_\_\_\_\_ (get) home at about 3 o'clock.

In her free time, she 12) \_\_\_\_\_ (listen) to music. She 13) \_\_\_\_\_ (be) very happy with her job. "I 14) \_\_\_\_\_ (get) up early every day, but I don't mind because I have the whole afternoon free".

b) WORK IN PAIRS. STUDENT A: YOU ARE ASKING MANDY TAYLOR SOME QUESTIONS ABOUT HER JOB. USE THE INFORMATION BELOW.

STUDENT B: ANSWER A's QUESTIONS.

1. you/ go to the café/ at six o'clock?

*Student A Do you go to the café at six o'clock?*

*Student B Yes, I do.*

2. the others waiters/arrive/at six o'clock?

Student A \_\_\_\_\_

Student B \_\_\_\_\_

3. first customers/come in/at 7:30?

Student A \_\_\_\_\_

Student B \_\_\_\_\_

4. you/take a break/at 11 o'clock?

Student A \_\_\_\_\_

Student B \_\_\_\_\_

5. you/finish work/at 2 o'clock?

Student A \_\_\_\_\_

Student B \_\_\_\_\_

6. you/get home/at 4 o'clock?

Student A \_\_\_\_\_

Student B \_\_\_\_\_

7. you/listen to music/in your free time?

Student A \_\_\_\_\_

Student B \_\_\_\_\_

(Evans, 2000)

**PRACTICE 6**USE **ON** OR **AT** TO COMPLETE THESE SENTENCES.

- a. Martin was born 1) \_\_\_\_\_ August 21<sup>st</sup>. He was born 2) \_\_\_\_\_ Friday 3) \_\_\_\_\_ 8:20 p.m.
- b. Marina's birthday is 1) \_\_\_\_\_ December 23<sup>rd</sup>. She was born 2) \_\_\_\_\_ night.
- c. Gary's birthday is 1) \_\_\_\_\_ April 26<sup>th</sup>. He was born 2) \_\_\_\_\_ midnight.
- d. Alex's birthday is 1) \_\_\_\_\_ July 25<sup>th</sup>. He was born 2) \_\_\_\_\_ Thursday 3) \_\_\_\_\_ 5:25 p.m.
- e. Jennifer's birthday is 1) \_\_\_\_\_ November 24<sup>th</sup>. She was born 2) \_\_\_\_\_ 6:30 p.m.

(Werner, 1993)

**PRACTICE 7**

CIRCLE THE CORRECT PREPOSITION.

I'm usually awake (at/ on) 6:15 a.m. (in/on) weekdays. I'm at work (from/ at) 8:00 (in/on) the morning. I work (at/ from) 8:00 (in/to) 4:30 (at/in) the afternoon. Then I'm at school (in/from) 7:00 (on/to) 8:30 (at/in) night.

(In/On) weekends, I'm very lazy, I'm still in bed (at/from) 10:00 a.m.

(Werner, 1993)

# UNIDAD 3

**COMPLEMENTARY MATERIAL UNIT 3*****PRACTICE 1***WRITE THE CORRECT **COMPARATIVE**.

1. old \_\_\_\_\_
2. strong \_\_\_\_\_
3. happy \_\_\_\_\_
4. careful \_\_\_\_\_
5. important \_\_\_\_\_
6. bad \_\_\_\_\_

7. difficult \_\_\_\_\_
8. large \_\_\_\_\_
9. far \_\_\_\_\_
10. serious \_\_\_\_\_
11. crowded \_\_\_\_\_
12. pretty \_\_\_\_\_

(Murphy, 1993)

***PRACTICE 2***WRITE SENTENCES ABOUT LIZ AND BEN. USE **COMPARATIVES**.

LIZ



I'M 26  
 I'M NOT A VERY GOOD SWIMMER.  
 I'M A METER 68 TALL.  
 I START WORK AT 8 O'CLOCK.  
 I DON'T WORK VERY HARD.  
 I DON'T HAVE MUCH PATIENCE.  
 I'M A VERY GOOD DRIVER.  
 I'M NOT VERY FRIENDLY.

BEN



I'M 24  
 I'M A VERY GOOD SWIMMER.  
 I'M A METER 66 TALL.  
 I START WORK AT 8:30.  
 I WORK VERY HARD.  
 I HAVE A LOT OF PATIENCE.  
 I'M NOT A VERY GOOD DRIVER.  
 I'M VERY FRIENDLY.

I'M NOT A VERY GOOD DANCER.  
I'M VERY INTELLIGENT.  
I SPEAK FRENCH VERY WELL.

I'M A VERY GOOD DANCER.  
I'M NOT VERY INTELLIGENT.  
I DON'T SPEAK FRENCH VERY  
WELL.

Ex. *Liz is older than Ben.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

(Murphy, 1993)

### ***PRACTICE 3***

PUT THE ADJECTIVE IN BRACKETS INTO THE CORRECT FORM (**COMPARATIVE**).

1. These shops are \_\_\_\_\_ (expensive) than the ones in the country.
2. This city is \_\_\_\_\_ (crowded) than it was five years ago.
3. Edinburgh is \_\_\_\_\_ (cheap) than Paris.
4. Los Angeles is \_\_\_\_\_ (polluted) than Stratford.
5. Our new car is \_\_\_\_\_ (small) than our old one.

(Evans, 2000)

**PRACTICE 4**

DON FRENCH IS WRITING TO HIS BROTHER JACK, ABOUT A BUNGALOW AND AN APARTMENT. READ THE LETTER AND COMPLETE IT APPROPRIATELY, USING THE FOLLOWING WORDS + THAN.

QUIETER	MORE ATTRACTIVE	NEWER	CHEAPER	BETTER
---------	-----------------	-------	---------	--------

..... I prefer the apartment. First, it is 1) \_\_\_\_\_ (It only costs \$180 per month) and then it is 2) \_\_\_\_\_ than the bungalow. It is also in 3) \_\_\_\_\_ condition and it is 4) \_\_\_\_\_ the bungalow (there is almost no traffic). I like to look out of my window and see beautiful countryside, and the apartment has a 5) \_\_\_\_\_ view \_\_\_\_\_ the bungalow.

(Holloway, 1992)

**PRACTICE 5**

PAIR WORK: COMPARE YOURSELF AND YOUR PARTNER. USE COMPARATIVES OF FAT, THIN, DARK, FAIR, TALL, SMALL, YOUNG, OLD, CHEERFUL, CLEVER, INTELLIGENT, PRACTICAL.

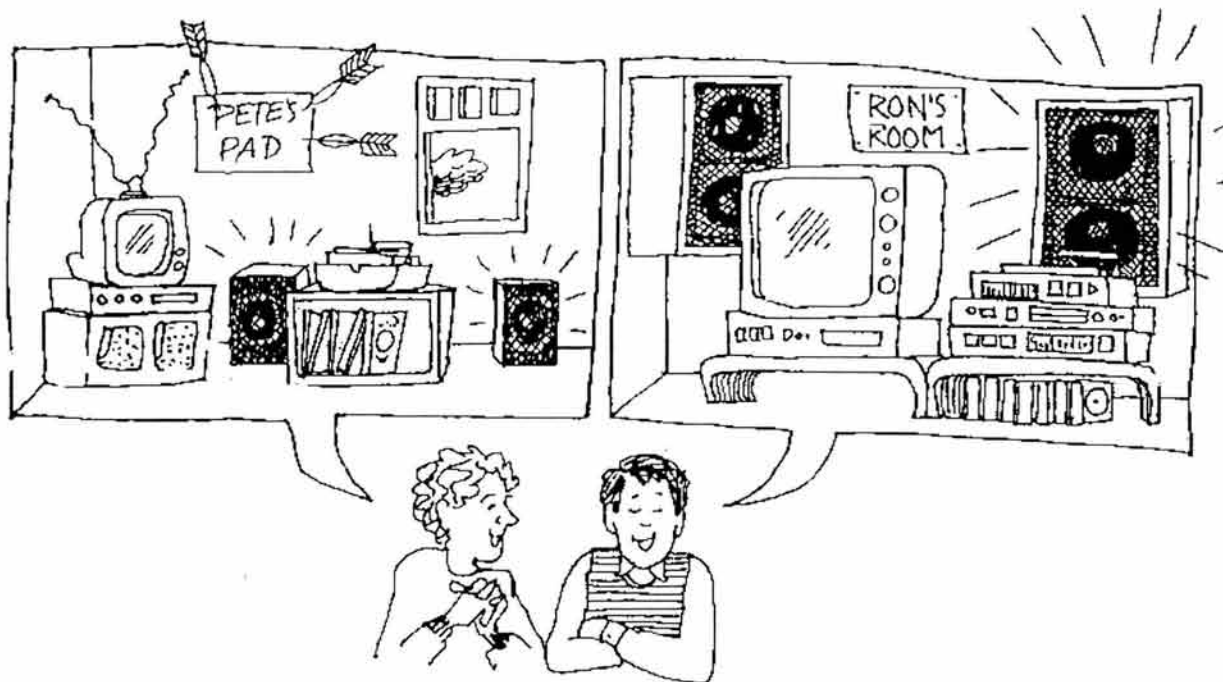
*EX. I'm fatter than he/she is.  
He's/She's more intelligent than I am.*

(Markley, 1983)



**PRACTICE 6**

STUDY THE PICTURE. USE THE WORDS BELOW TO FILL IN THE BLANKS.



BIGGER	SMALLER	GOOD
MORE	CHEAPER	BETTER
LESS	MORE EXPENSIVE.	

1. Ron thinks his electronic equipment is \_\_\_\_\_ than Pete's because it cost \_\_\_\_\_.
2. Ron's big-screen color TV is \_\_\_\_\_ than Pete's black-and-white one. Of course, it's much \_\_\_\_\_, too.
3. Pete's speakers are much \_\_\_\_\_ than Ron's.
4. Pete's VCR is \_\_\_\_\_ than Ron's because Pete bought a used one.
5. Pete spent \_\_\_\_\_ than Ron on his equipment but he thinks his stuff is just as \_\_\_\_\_ as Ron's.

(Werner, 1993)

**PRACTICE 7**

COMPLETE ALICE'S PHOTOGRAPH WITH **THIS, THESE, THAT, THOSE** AS IN THE EXAMPLE.

**ALICE'S PHOTOGRAPH**



Alice:     This     is my favorite photograph.  
                     is my mother, and  
                     are my sisters.

Betty:     That    's a beautiful photograph.  
 Is                      your brother?

Alice: Yes, it is, and                       
 is my uncle.

Betty: Are                      your cousins?

Alice: No,                      are my  
 brother's friends.

Betty: Who are                      handsome men?

Alice:                      are my neighbors,  
 and                      is my dog. Rover.

Betty: No, it isn't.                     's your cat.

Alice: Oh. You're right. I made a mistake.  
 Where are my glasses?

**PRACTICE 8**

COMPLETE THE SENTENCES. USE **THIS, THAT, THESE, THOSE** + **THE FOLLOWING WORDS**, AS IN THE EXAMPLE.

BIRDS	HOUSE	PLATES	POSTCARDS
SEAT	SHOES		



(Murphy, 1993)

# UNIDAD 4

**COMPLEMENTARY MATERIAL UNIT 4****PRACTICE 1**

PUT A CIRCLE AROUND THE CORRECT WORD.

My name is Maria. I (1) live/lives in London. I (2) speak/speaks English and Spanish. My husband's name is John. He (3) speak/speaks English.

Our children Fred and Sara, (4) speak/speaks English and Spanish. At School they (5) sing/sings English and Spanish songs. We (6) live/lives in a big house. Every day I (7) cook/cooks lunch and dinner, and I (8) clean/cleans the house. Every day my husband (9) cook/cooks breakfast, and he (10) clean/cleans the yard. We (11) eat/eats big English breakfasts and big Spanish dinners.

Every day my husband and I (12) read/reads the newspaper. We (13) drink/drinks tea and we (14) listen/listens to the radio. I (15) read/reads Spanish newspapers and my husband (16) read/reads English newspapers.

What do you (17) do/does every day? What languages (18) do/does you speak?

(Molinsky, 1989)

**PRACTICE 2**WRITE THE CORRECT WORD **DO** OR **DOES**.

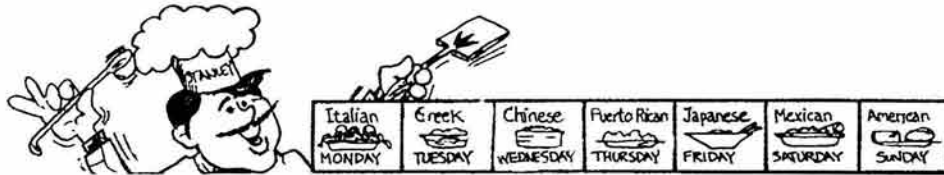
1. What kind of books do you read?
2. \_\_\_\_\_ Margarita like American TV?
3. Why \_\_\_\_\_ Marie live in Tokyo?
4. Where \_\_\_\_\_ Mr. and Mrs. Smith play cards?
5. Why \_\_\_\_\_ Mrs. Wilson clean her house every day?
6. What \_\_\_\_\_ Mr. Wilson do every day?
7. \_\_\_\_\_ you like your new school? Yes, we \_\_\_\_\_.
8. When \_\_\_\_\_ Henry do his homework?
9. What kind of music \_\_\_\_\_ your mother and father listen to?
10. How many languages \_\_\_\_\_ you speak?
11. What kind of songs \_\_\_\_\_ you and your friend sing?



(Molinsky, 1989)

### PRACTICE 3

#### STANLEY'S INTERNATIONAL RESTAURANT.



Stanley's International Restaurant is a very special place. Every day Stanley cooks a different kind of food. On Monday he cooks Italian food. On Tuesday he cooks Greek food. On Wednesday he cooks Chinese food. On Thursday he cooks Puerto Rican food. On Friday he cooks Japanese food. On Saturday he cooks Mexican food. And on Sunday he cooks American food.

Ask and answer six questions based on this model.

A. What kind of food does Stanley cook on Monday?

B. On Monday he cooks Italian food.

Ask six questions with "yes" answers based on this model.

A. Does Stanley cook Greek food on Tuesday?

B. Yes, he does.

Ask six questions with "no" answers based on this model.

A. Does Stanley cook Japanese food on Sunday?

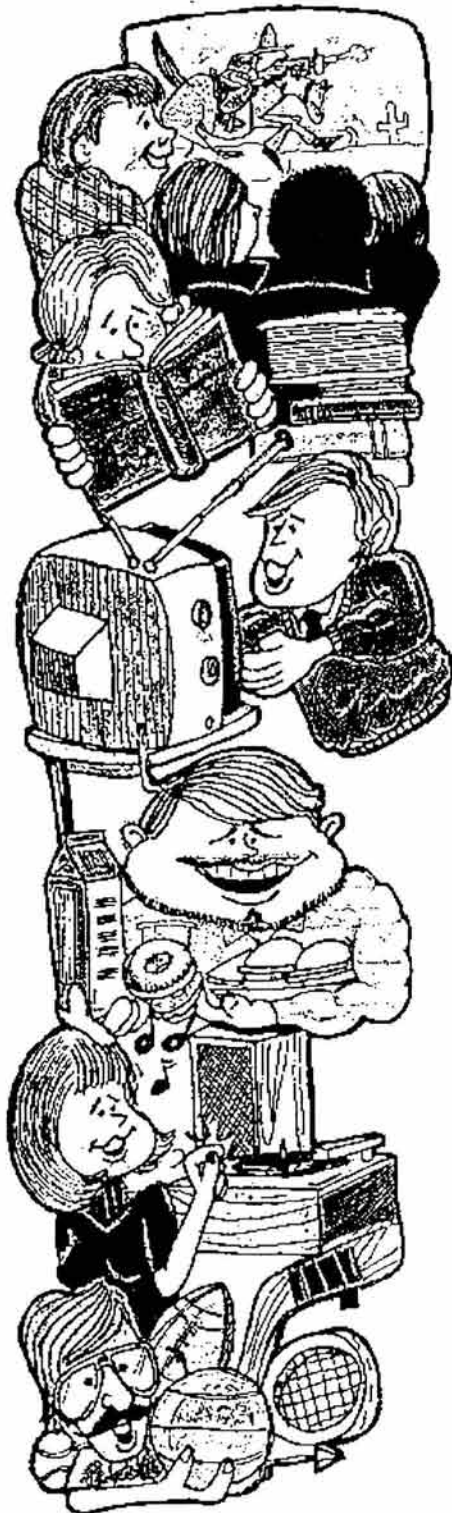
B. No, he doesn't.

A. When does he cook Japanese food?

B. He cooks Japanese food on Friday.

**PRACTICE 4**

ANSWER THE FOLLOWING QUESTIONS AND PRACTICE WITH A PARTNER.



1. a. What kind of movies do you like?  
(Do you like comedies? Dramas?  
Westerns? Adventure movies?  
Science fiction movies? Cartoons?)  
  
b. Who is your favorite actor?
2. a. What kind of books do you like?  
(Do you like novels? Poetry?  
Short stories?)  
  
b. Who is your favorite author?
3. a. What kind of TV programs do  
you like?  
(Do you like comedies? Dramas?  
Cartoons? Game shows?  
News Programs?)  
  
b. Who is your favorite TV star?
4. What's your favorite food?
- 5.a. What kind of music do you like?  
(Do you like classical music? Popular  
music? Jazz? Rock music?)  
  
b. Who is your favorite singer?  
(What kind of songs does he/she sing?)
6. a. Which sports do you like?  
(Do you like football? Baseball?  
Soccer? Golf? Hockey? Tennis?)  
  
b. Who is your favorite athlete?

(Molinsky, 1989)



**PRACTICE 5**

READ FRANKLIN'S INTERNATIONAL NIGHT CLUB AND ASK AND ANSWER THE QUESTIONS BASED ON THE MODELS.



Franklin's International Night Club is a very special place. Every day there's a different kind of music. John Franklin plays the piano, and Mary Franklin sings. On Monday John Franklin plays Russian music, and Mary Franklin sings Russian songs.

1. What kind of music does John Franklin play on Tuesday?  
 On Tuesday he plays Japanese music.

2. What kind of songs does Mary Franklin sing on Tuesday?

3. What kind of music does John Franklin play on Wednesday?

4. What kind of songs does Mary Franklin sing on Thursday?

5. On Friday she sings French songs.

6. On Saturday he plays Greek music.

7. Does Mary Franklin sing Mexican songs on Wednesday?  
*Yes, she does.*

8. Does John Franklin play Greek music on Thursday?  
\_\_\_\_\_

9. \_\_\_\_\_ on Sunday?  
*Yes, he does.*

10. \_\_\_\_\_ on Saturday?  
*No, she doesn't.*

11. \_\_\_\_\_ on Monday?  
*Yes, she does.*

12. When does John Franklin play Mexican music?  
*He plays Mexican music on Wednesday.*

13. When does Mary Franklin sing French songs?  
\_\_\_\_\_

14. When does Mary Franklin sing Japanese songs?  
\_\_\_\_\_

15. When \_\_\_\_\_ Italian music?  
\_\_\_\_\_

16. When \_\_\_\_\_ Greek music?  
\_\_\_\_\_

17. When \_\_\_\_\_ Mexican songs?  
\_\_\_\_\_

**PRACTICE 6**

a) INVITE PEOPLE TO DO THINGS. USE **WOULD YOU LIKE TO.....?**

1. Invite someone to come to a party next Friday.

Would you like to come to a party next Friday?

2. Invite someone to go to a concert on Sunday.

\_\_\_\_\_

3. Invite someone to play tennis tomorrow.

\_\_\_\_\_

4. Invite someone to dance.

\_\_\_\_\_

(Murphy, 1993)

b) WRITE A SAMPLE INVITATION FOR THESE REJECTIONS.

1. \_\_\_\_\_

I'm sorry, but loud music gives me a headache.

2. \_\_\_\_\_

I'm sorry, but I don't like Chinese food.

3. \_\_\_\_\_

I'm sorry, but I can't swim.

4. \_\_\_\_\_

No, thank you, I can't play tennis.

5. \_\_\_\_\_

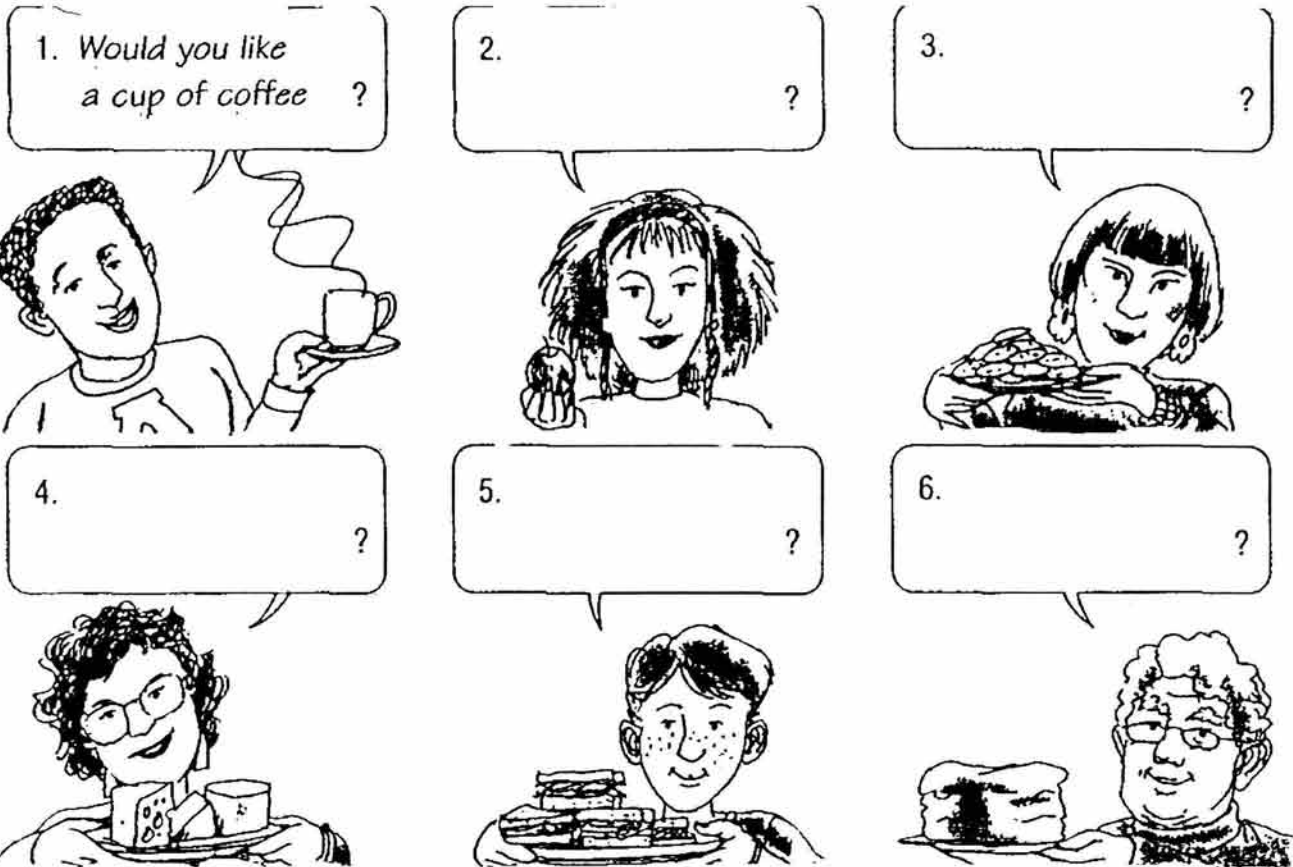
No, thank you, I don't like James Bond.

(Holloway,1992)

**PRACTICE 7**

LOOK AT THE PICTURES. WHAT ARE THE PEOPLE SAYING? USE **WOULD YOU LIKE...?** + ONE OF THESE WORDS.

AN APPLE	A COOKIE	SOME CHEESE	A CUP OF
COFFEE	A SANDWICH	SOME CAKE	



(Murphy, 1993)

**PRACTICE 8**

CHANGE THE WORDS IN PARENTHESIS TO **OBJECT PRONOUNS**.

1. I often write to (my girlfriend) \_\_\_\_\_.
2. My cousin and his wife live in Vancouver. I visit (my cousin and his wife) \_\_\_\_\_.
3. Where is my grammar book? Oh no! I lost (my grammar book) \_\_\_\_\_.

4. My friends are in my country. I miss (my friends) \_\_\_\_\_.
5. Every Sunday my parents call. Every Wednesday I call (my parents) \_\_\_\_\_.

(Murphy, 1993)

## PRACTICE 9

FINISH THE SENTENCES. USE **ME, US, HIM, HER, IT, THEM.**

1. Who is that woman? Why are you looking at \_\_\_\_\_ ?
2. Do you know that man? Yes, I work with \_\_\_\_\_.
3. I'm talking to you. Please listen to \_\_\_\_\_.
4. These photographs are nice. Do you want to look at \_\_\_\_\_?
5. I like that camera. I'm going to buy \_\_\_\_\_.
6. Where are the tickets? I can't find \_\_\_\_\_.
7. We're going out. You can come with \_\_\_\_\_.
8. I don't like dogs. I'm afraid of \_\_\_\_\_.
9. Where is she? I want to talk to \_\_\_\_\_.
10. Those apples are rotten. Don't eat \_\_\_\_\_.

(Murphy, 1993)

# UNIDAD 5

**COMPLEMENTARY MATERIAL UNIT 5****PRACTICE 1**

COMPLETE THE SENTENCES WITH AN APPROPRIATE FORM (**PRESENT CONTINUOUS**) OF ONE OF THESE VERBS. USE EACH VERB ONCE.

BOIL	BURN	CRY	DRINK	GET	GO
RAIN	RING				

*Jean is a housewife. She is very busy this morning. A salesman is trying to sell her an encyclopedia. After five minutes, she says:*

I'm sorry, I'm very busy. I don't want an encyclopedia. Listen! The telephone 1) \_\_\_\_\_ and the baby 2) \_\_\_\_\_. And Oh Heavens! Look at the smoke in the kitchen! The kettle 3) \_\_\_\_\_, and the iron 4) \_\_\_\_\_ my husband's shirt. Oh no! And the cat 5) \_\_\_\_\_ the baby's milk. It 6) \_\_\_\_\_ again and the washing 7) \_\_\_\_\_ wet. And I 8) \_\_\_\_\_ mad! Please go away!

(Richards, 1994)

**PRACTICE 2**

COMPLETE THE SENTENCES WITH **PRESENT CONTINUOUS** OF THE VERB IN PARENTHESIS.

1. It \_\_\_\_\_. Take your umbrella. (rain)
2. My mother's is in the kitchen. She \_\_\_\_\_ lunch. (cook)
3. It's 8 o'clock. They \_\_\_\_\_ the news on the radio. (listen to)
4. The Browns \_\_\_\_\_ in Italy at the moment. (live)
5. John is in the tennis court but he \_\_\_\_\_ tennis now. (not play)

6. The children \_\_\_\_\_ their homework. They \_\_\_\_\_ television. (not do/watch)
7. John is in the bathroom. He \_\_\_\_\_ a shower. (take)
8. I \_\_\_\_\_ French at the moment. (not study)
9. Robert and Richard are very happy. They \_\_\_\_\_ for a very important company now. (work)
10. The baby \_\_\_\_\_. He has a stomachache. (cry)

(Werner, 1993)

**PRACTICE 3**

READ EACH SENTENCE. THEN ASK WH-QUESTIONS USING THE WORDS IN PARENTHESES.

Ex. *Jerry's going to Japan. (When)*  
*When is Jerry going?*

1. Sharon is studying music. (Where)
2. Our neighbors are leaving for their vacation. (When)
3. Bob's inviting some people for dinner. (Who)
4. Tom's cooking tonight. (What)
5. Mrs. Follette's buying some clothes. (What)
6. The children are swimming. (Where)
7. George and Edith are coming to the meeting. (When)
8. Tom and Nancy are playing. (What)
9. Jane Nelson is calling a friend. (Who)

(Markley, 1983)

**PRACTICE 4**

PAIR WORK. STUDENT 1: READ THE SENTENCES. STUDENT 2: ASK A QUESTION ABOUT THE UNDERLINE WORDS. STUDENT 1. THEN GIVE A SHORT ANSWER.

Ex. *Student 1: He's not going to the Union today.*  
*Student 2: When is he going? On Friday.*

1. I'm not watching the soccer game on T.V.



2. Susan isn't crying about her clothes.
3. Jane isn't taking Stanley to the pool.
4. We aren't going to the library.
5. Alice isn't drinking tea.
6. Jean and I aren't speaking French.
7. The Smiths aren't eating in the cafeteria tonight.
8. I'm not making a birdhouse.
9. Mr. Brady's not going to Singapore on this trip.
10. I'm not going to the baseball game tonight.
11. Laura isn't practicing the piano.

(Evans, 2000)

**PRACTICE 5**

PAIR WORK. STUDENT 1: ASK A QUESTION ABOUT EACH PICTURE. USE **THE PRESENT CONTINUOUS TENSE** OF A VERB FROM THE LIST. STUDENT 2: GIVE A SHORT ANSWER.

CARRY	HAVE	LOSE	MOVE
-------	------	------	------

Ex. Student 1: *Where are the Johnson moving?*  
 Student 2: *To Washington.*



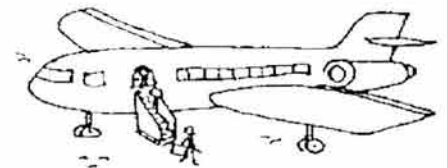
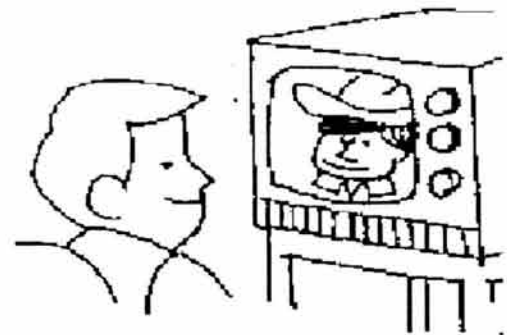
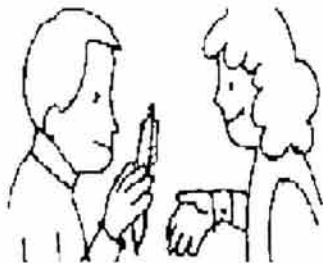
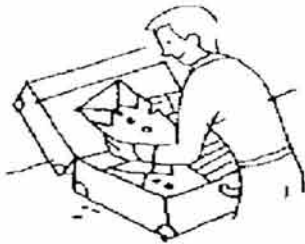
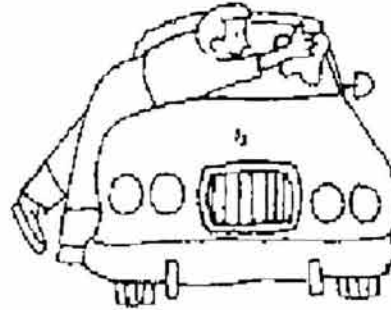
(Markley, 1983)

**PRACTICE 6**

LOOK AT THE PICTURES AND WRITE A SENTENCE. CHOOSE ONE OF THESE VERBS.

FILL	WATCH	ARRIVE	WASH
PACK	CRY	RETURN	KISS

Ex. *The woman is filling the glasses.*



(Markley, 1983)

# UNIDAD 6

**COMPLEMENTARY MATERIAL UNIT 6**

**PRACTICE 1**

WRITE THESE SENTENCES AGAIN WITH THE WORDS IN PARENTHESES.

Ex. *My brother speaks to me. (never) My brother never speaks to me.*

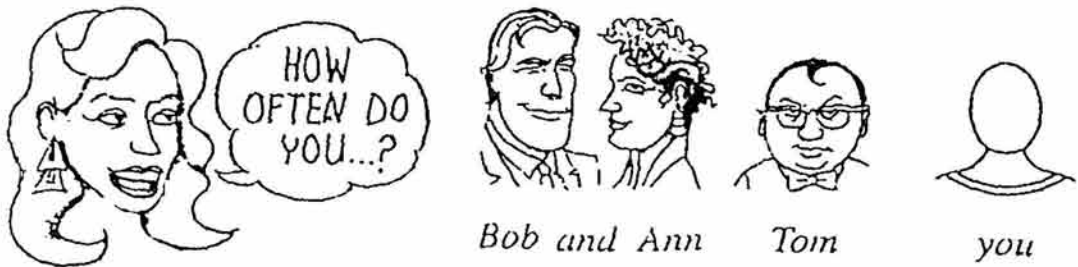
1. Sue is polite. (always) \_\_\_\_\_
2. I finish work at half past five. (usually) \_\_\_\_\_
3. The bus isn't late. (usually) \_\_\_\_\_
4. I don't eat meat. (often) \_\_\_\_\_
5. I will forget what you said. (never) \_\_\_\_\_
6. They stay in the same hotel. (always) \_\_\_\_\_
7. Pat doesn't work on Saturdays. (usually) \_\_\_\_\_
8. I can remember his name. (never) \_\_\_\_\_
9. What do you have for breakfast? (usually) \_\_\_\_\_

(Murphy, 1993)

**PRACTICE 2**

STUDY THE FOLLOWING INFORMATION AND WRITE SENTENCES ABOUT BOB AND ANN, TOM AND YOURSELF. USE **ALWAYS, USUALLY, OFTEN, SOMETIMES, NEVER.**

Ex. *Bob and Ann never drink juice in the morning.*



drink juice in the morning?	never	usually	?
read the newspaper?	often	never	?
get up before 7 o'clock?	sometimes	always	?

1. Bob and Ann often .....
2. Bob and Ann.....

3. Tom usually .....
4. Tom .....
5. Tom .....
6. I ..... drink juice in the morning.
7. I .....
8. I .....

(Murphy, 1993)

**PRACTICE 3**ADD THE **FREQUENCY ADVERB** IN PARENTHESES TO THESE SENTENCES.

Ex. *They're wrong about the weather. (seldom)*  
*They're seldom wrong about the weather.*

1. Our bank account is low. (always)
2. The children were hungry at five o'clock. (usually)
3. He was a dishwasher at that restaurant. (never)
4. The dog is waiting by the door. (often)
5. Miss Truce is going to miss her old friends in Altad. (sometimes)
6. I'm going to stay out after midnight. (never)
7. They ask for your license number. (always)
8. Mr. Traub parks his car on the street. (sometimes)
9. Fanny leaves the office at 5:30. (always)
10. Planes flew over the city. (often)
11. They'll take a late payment. (sometimes)
12. People change trains at Redrock. (usually)

(Markley, 1983)

**PRACTICE 4**LOOK AT BEN'S ANSWERS TO THE QUESTIONS AND WRITE SENTENCES WITH A **FREQUENCY ADVERB**.

Do you ever play tennis?  
Do you ever read books?  
Are you ever sick?  
Do you eat fish?  
Are you late for work?  
Do you ever write letters?

Yes, often.  
Yes, sometimes.  
Yes, often.  
No, never.  
Yes, always.  
Very rarely.

1. Ben often plays tennis.

2. He .....

3. He .....

4. ....

5. ....

6. ....

(Murphy, 1993)

**PRACTICE 5**

ANSWER THE FOLLOWING QUESTIONS. USE THE WORDS GIVEN.



- A. How often does your boyfriend call you?  
 B. He calls me every night.



1. How often do you speak to your daughter?  
*every day*



2. How often do you write to your son at college?  
*every week*



3. How often do you paint your house?  
*every year*



4. How often do you clean your windows?  
*every month*



5. How often do your grandchildren visit you?  
*every Sunday*



6. How often do you wash your car?  
*every weekend*



7. How often does your boss say "hello" to you?  
*every day*



8. How often do you think about me?  
*all the time*

(Molinsky, 1989)

LOOK AT THE EXAMPLE AND WRITE A CORRECT ANSWER. USE THE WORDS GIVEN.



- A. Does Carmen usually study in her room?
- B. No. She rarely studies in her room. She usually studies in the library.



- 1. Does Sally usually eat lunch in the cafeteria?  
*rarely*  
*outside*



- 2. Does Andrew always watch the news after dinner?  
*never*  
*game shows*



- 3. Does Irene always read *The National Inquirer*?  
*never*  
*Time magazine*



- 4. Does Henry usually wash his car on Saturday?  
*rarely*  
*on Sunday*



- 5. Does your boyfriend sometimes bring you flowers?  
*never*  
*candy*



- 6. Does your neighbor's dog always bark at night?  
*never*  
*during the day*



**PRACTICE 7**

ARRANGE THESE WORDS IN THE CORRECT ORDER TO MAKE SENTENCES.

a) do/on/you/What/usually/ Saturday/ do ?

---

b) usually/up/don't/We/early/get.

---

c) often/morning/go/We/the/to/town/in.

---

d) My/gym/to/goes/the/sometimes/wife

---

e) class/always/to/Spanish/go/I/my.

---

f) meet/for/always/We/lunch.

---

g) We/shopping/often/in/go/the/afternoon.

---

h) go/night/on/never/We/out/Saturday.

---

(Richards, 1994)

**PRACTICE 8**

CHOOSE APPROPRIATE WORDS TO COMPLETE THE SENTENCES.

ALWAYS    USUALLY    OFTEN    SOMETIMES    RARELY  
NEVER

- a) A: Do you ever go to the gym?  
B: I \_\_\_\_\_ do. I go about once a month.
- b) A: He never walks to work.  
B: That's right. He \_\_\_\_\_ drives.
- c) A: What time do the Spanish \_\_\_\_\_ have dinner?  
B: They \_\_\_\_\_ eat after 8 o'clock.
- d) A: Does Jill play bridge?  
B: No, she \_\_\_\_\_. She hates it!
- e) A: Do you have breakfast?  
B: Yes, I \_\_\_\_\_ eat breakfast but I \_\_\_\_\_ eat lunch.

(Richards, 1994)

# UNIDAD 7

**COMPLEMENTARY MATERIAL UNIT 7*****PRACTICE 1***

WRITE THE **PAST** OF THESE VERBS.

1. DO \_\_\_\_\_
2. LOVE \_\_\_\_\_
3. CALL \_\_\_\_\_
4. ADMIRE \_\_\_\_\_
5. VISIT \_\_\_\_\_
6. MAKE \_\_\_\_\_
7. LISTEN \_\_\_\_\_
8. CARE \_\_\_\_\_
9. GO \_\_\_\_\_
10. INVITE \_\_\_\_\_
11. APPEAR \_\_\_\_\_
12. BUY \_\_\_\_\_
13. DISCOVER \_\_\_\_\_
14. COMPLETE \_\_\_\_\_
15. STAR \_\_\_\_\_
16. BECOME \_\_\_\_\_

(Evans, 2000)

***PRACTICE 2***

PUT THE VERBS IN BRACKETS INTO THE **PAST SIMPLE**.

Charles Dickens 1) \_\_\_\_\_ (be) a famous English writer. He was born in Portsmouth, England on February 7<sup>th</sup>, 1812. He 2) \_\_\_\_\_ (go) to school at the age of nine but he didn't finish his education. In 1824, he 3) \_\_\_\_\_ (work) at a shoe polish factory and 4) \_\_\_\_\_ (go) back to school a year later. He 5) \_\_\_\_\_ (take) a job as a legal clerk in 1827 and 6) \_\_\_\_\_ (enjoy) success as a reporter two years later.

Dickens 7) \_\_\_\_\_ (marry) Catherine Hogarth in 1836. He 8) \_\_\_\_\_ (write) "The Pickwick Papers" that same year. This book 9) \_\_\_\_\_ (make) him famous. He wrote many popular books and was considered to be England's finest writer.

He 10) \_\_\_\_\_ (divorce) his wife in 1858 and 11) \_\_\_\_\_ (die) on June 9<sup>th</sup>, 1870. They 12) \_\_\_\_\_ (bury) him in Westminster Abbey.

(Evans, 2000)

### ***PRACTICE 3***

READ THE TEXT BELOW AND FILL IN THE GAPS WITH THE CORRECT VERB:  
**LECTURED, MOVED, WAS, INVENTED, BEGAN, DIED, OPENED, MARRIED.**

Alexander Graham Bell 1) \_\_\_\_\_ a famous inventor. He was born on March 3<sup>rd</sup>, 1847 in Edinburgh, Scotland.

Bell graduated from Edinburgh's Royal High School in 1861 and 2) \_\_\_\_\_ his first studies in sound in 1864 at Elgin's West House Academy. In 1870, together with his family, he 3) \_\_\_\_\_ to Canada. In 1871 he 4) \_\_\_\_\_ in Boston, USA about how to teach speech to the deaf and in 1872 he 5) \_\_\_\_\_ his own school for training teachers of the deaf in Boston. He became a professor at Boston University in 1873. Bell 6) \_\_\_\_\_ the telephone in 1876. He 7) \_\_\_\_\_ Mabel Hubbard a year later and in 1880 he invented the gramophone.

He was granted eighteen patents for his inventions. Alexander Graham Bell 8) \_\_\_\_\_ on August 2<sup>nd</sup>, 1922 on Cape Breton Island, Canada.

(Evans,2000)

**PRACTICE 4**

FIRST, PUT THE VERBS INTO **INTERROGATIVE FORM OF THE PAST SIMPLE**. THEN MATCH THE QUESTIONS TO THE ANSWERS, AS IN THE EXAMPLE:

- |   |  |
|---|--|
| 1. What time <u>did you get</u><br>(you/get) to work this<br>morning? | a. At 9:30 a.m.<br><u>1</u>              |
| 2. Where _____<br>(she/go) on holiday?                                | b. He was tired.<br>_____                |
| 3. Why _____<br>(he/leave) the party<br>early)?                       | c. Bacon and eggs.<br>_____              |
| 4. Whose book _____<br>(you/borrow) yesterday?                        | d. On Tuesday.<br>_____                  |
| 5. What _____<br>(you/have) for breakfast?                            | e. At his father's<br>supermarket. _____ |
| 6. Where _____<br>(Brian/work) _____ last<br>summer?                  | f. Asterix and Obelix.<br>_____          |
| 7. When _____<br>(Margaret/buy)a<br>computer?                         | g. To Paris.<br>_____                    |
| 8. What film _____<br>(you/see) last night?                           | h. Michelle's.<br>_____                  |

(Evans, 2000)

**PRACTICE 5**

PUT THE VERBS IN BRACKETS INTO THE CORRECT FORM OF THE **PAST SIMPLE**.  
(SOME OF THEM ARE QUESTIONS AND NEGATIVES).

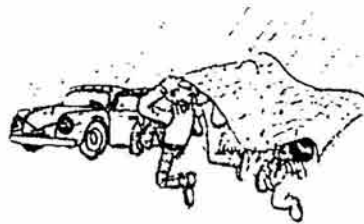
1. A: \_\_\_\_\_ to the party last night? (you/go)  
B: No, I was tired.
2. My mum \_\_\_\_\_ a cake for us yesterday. (make)
3. A: \_\_\_\_\_ football yesterday? (Bill/play).  
B: No, he didn't. He was ill.
4. I \_\_\_\_\_ the grass on Sunday. (cut)
5. Johann Strauss \_\_\_\_\_ The Blue Danube. (compose)
6. I \_\_\_\_\_ for a walk in the park with my friend yesterday. (go)
7. She \_\_\_\_\_ for four years at Oxford University. (study)
8. A: How much meat \_\_\_\_\_? (you/buy)  
B: Two kilos.
9. I looked for my watch but I \_\_\_\_\_ it. (not/find)
10. Leonardo Da Vinci \_\_\_\_\_ the Mona Lisa. (paint)
11. I \_\_\_\_\_ born on December 1<sup>st</sup>, 1971. (be)
12. A: \_\_\_\_\_ the film? (you/enjoy)  
B: No, I didn't. It was boring.
13. Alex \_\_\_\_\_ the shopping last Saturday. (do)
14. \_\_\_\_\_ the Louvre when you were in Paris? (you/visit)
15. Elvis Presley \_\_\_\_\_ on August 16<sup>th</sup>, 1977. (die)

(Evans, 2000)

**PRACTICE 6**

COMPLETE THE FOLLOWING STORY WITH THE CORRECT PAST TENSE OF THESE VERBS. YOU CAN USE THEM MORE THAN ONCE.

DECIDE	GET INTO	DRIVE	FIND	TAKE
START	TELL	PACK	MOVE	BEGIN
SEE	RUN AWAY	CAN	BE	HAVE
GET OUT	MEND	ARRIVE	GO	



Last Sunday the Smiths 1) *decided* to go on a picnic, so they all 2) \_\_\_\_\_ the car and 3) \_\_\_\_\_ to the country. They 4) \_\_\_\_\_ a nice place in the field and 5) \_\_\_\_\_ the food out of the basket. As soon as they 6) \_\_\_\_\_ to eat an angry farmer 7) \_\_\_\_\_ them to get off his land. They 8) \_\_\_\_\_ everything up again and 9) \_\_\_\_\_ to another field. The moment they 10) \_\_\_\_\_ to eat, they 11) \_\_\_\_\_ a bull running towards them. They 12) \_\_\_\_\_ as fast as they 13) \_\_\_\_\_. It 14) \_\_\_\_\_ raining very hard so they 15) \_\_\_\_\_ the car to go home. They 16) \_\_\_\_\_ not even half-way home when 17) \_\_\_\_\_ a puncture. They 18) \_\_\_\_\_ of the car and 19) \_\_\_\_\_ it. When they 20) \_\_\_\_\_ home, they 21) \_\_\_\_\_ wet and miserable. They 22) \_\_\_\_\_ a cup of tea and 23) \_\_\_\_\_ to bed.

(Evans, 1996)



**PRACTICE 7**FILL IN THE BLANKS WITH THE CORRECT WORD **WAS OR WERE**.**a) A TERRIBLE MORNING.**

<b>WAS</b> <b>WERE</b>
---------------------------



I \_\_\_\_\_ 1 very depressed last Monday. The weather \_\_\_\_\_ 2 terrible. It \_\_\_\_\_ 3 cold and foggy. My husband \_\_\_\_\_ 4 sick, and the neighbors \_\_\_\_\_ 5 angry because my children \_\_\_\_\_ 6 noisy.

The house \_\_\_\_\_ 7 dirty. There \_\_\_\_\_ 8 dishes in the sink. My children's clothes \_\_\_\_\_ 9 on floor in their bedroom, and our refrigerator \_\_\_\_\_ 10 broken. I \_\_\_\_\_ 11 tired and hungry all morning.

**b) A BEUATIFUL MORNING.**

<b>WAS</b> <b>WERE</b>
---------------------------

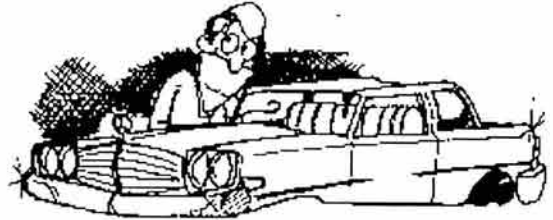


I \_\_\_\_\_ 1 very happy yesterday morning. The weather \_\_\_\_\_ 2 beautiful. It \_\_\_\_\_ 3 warm and sunny. There \_\_\_\_\_ 4 flowers in the garden. There \_\_\_\_\_ 5 a bird at the window. My children \_\_\_\_\_ 6 at school, and my husband and I \_\_\_\_\_ 7 on vacation.

(Molinsky, 1989)

**PRACTICE 8**

COMPLETE THE FOLLOWING STORY USING **WAS, WERE, WASN'T OR WEREN'T**.

**A THIEF STOLE A CAR**

A thief stole an expensive car from a garage on Main street last Sunday at 5:00. Mr and Mrs Jones were 1 in a restaurant next to the garage. Charlie Green \_\_\_\_\_ 2 across the street in a grocery store.

According to Mr. And Mrs. Jones, the thief \_\_\_\_\_ 3 tall and thin. His hair \_\_\_\_\_ 4 brown and curly. According to Charlie Green, the thief \_\_\_\_\_ 5 young and handsome. His clothes \_\_\_\_\_ 6 expensive.

The police are looking for the thief today. They're talking to Frank Harris. He's tall, thin young man with brown, curly hair.

Police: \_\_\_\_\_ 7 you on Main street last Sunday at 5:00?

Frank: No, I \_\_\_\_\_ 8. I \_\_\_\_\_ 9 at home with my wife.

Police: Are you sure?

Frank: Of course I am.

Police: That's strange. Your wife says she \_\_\_\_\_ 10 at home all evening, but you \_\_\_\_\_ 11 there.

Frank: I wasn't?!

Police: No, you \_\_\_\_\_ 12.

Frank: Oh, I forgot. Last Sunday at 5:00 I \_\_\_\_\_ 13 with my friend Tom.

Police: Where \_\_\_\_\_ 14 you and your friend?

Frank: We \_\_\_\_\_ 15 here at the police station.

Police: Why \_\_\_\_\_ 16 you at the police station?

Frank: We \_\_\_\_\_ 17 here because at 4:00 last Sunday a thief stole my friend Tom's car!

(Molinsky, 1989)

**PRACTICE 9**

YOU ARE ASKING SOMEBODY QUESTIONS. WRITE QUESTIONS WITH **DID.....?**

**WHAT'S THE QUESTION?**

- |                                   |                  |                               |
|-----------------------------------|------------------|-------------------------------|
| 1. <u>Did you go</u> to the bank? | No, I didn't.    | I went to the post office.    |
| 2. _____ a car?                   | No, he didn't.   | He bought a bicycle.          |
| 3. _____ to their uncle?          | No, they didn't. | They wrote to their sister.   |
| 4. _____ a stomachache?           | No, she didn't.  | She had a cold.               |
| 5. _____ at 9:00?                 | No, I didn't.    | I got up at 11:00.            |
| 6. _____ today's newspaper?       | No, I didn't.    | I read yesterday's newspaper. |
| 7. _____ bowling?                 | No, we didn't.   | We went dancing.              |
| 8. _____ a good time?             | No, they didn't. | They had a terrible time.     |
| 9. _____ Italian food?            | No, we didn't.   | We ate Greek food.            |
| 10. _____ a new shirt?            | No, he didn't.   | He bought a new tie.          |
| 11. _____ coffee?                 | No, they didn't. | They drank tea.               |
| 12. _____ French songs?           | No, she didn't.  | She sang German songs.        |
| 13. _____ her Spanish homework?   | No, she didn't.  | She did her English homework. |
| 14. _____ next to Robert?         | No, I didn't.    | I sat next to Fred.           |

(Molinsky, 1989)

**PRACTICE 10**

READ THE FOLLOWING SITUATIONS. COMPLETE AND ANSWER THE QUESTIONS.

**BUT THEY DIDN'T.**

Bill went to a restaurant yesterday afternoon, but he didn't eat. He drank coffee, and he studied mathematics.

1. Where did Bill go yesterday afternoon?
2. What \_\_\_\_\_ he \_\_\_\_\_?
3. What \_\_\_\_\_ he \_\_\_\_\_?

He went to a restaurant.  
 \_\_\_\_\_ coffee.  
 \_\_\_\_\_ mathematics.



Alice went to a supermarket yesterday, but she didn't buy any food. She forgot her purse and had to call her mother.

4. Where \_\_\_\_\_ Alice \_\_\_\_\_ yesterday?
5. What \_\_\_\_\_ she \_\_\_\_\_ yesterday?
6. Who \_\_\_\_\_ she \_\_\_\_\_?

\_\_\_\_\_ to the supermarket.  
 \_\_\_\_\_ her purse.  
 \_\_\_\_\_ her mother.



Steven and Nancy went to their science class this morning, but they didn't study science. They ate candy and listened to records at a birthday party for their teacher.

7. When \_\_\_\_\_ Steve and Nancy \_\_\_\_\_ this morning.  
\_\_\_\_\_ to their science class?
8. What \_\_\_\_\_ they \_\_\_\_\_ candy.
9. What \_\_\_\_\_ they \_\_\_\_\_ to records.

(Molinsky, 1989)

**PRACTICE 11**

READ BILL'S WEDDING AND PUT THE VERBS IN BRACKETS IN THE CORRECT FORM OF THE PAST.



At Bill's wedding last night, my father (play) \_\_\_\_\_ 1 the piano, and my mother (sing) \_\_\_\_\_ 2 popular songs. My little sister Sara (eat) \_\_\_\_\_ 3 cookies and candies all night.

My brother Peter is a wonderful dancer. Last night he (dance) \_\_\_\_\_ 4 with all my cousins and all my aunts.

Aunt Helen and Uncle David always sit and talk at parties. At Bill's wedding they (sit) \_\_\_\_\_ 5 on the sofa together and (talk) \_\_\_\_\_ 6 about their children all night. Bill's grandmother (sit) \_\_\_\_\_ 7 next to them and (cry) \_\_\_\_\_ 8.

What did I do at Bill's wedding? I (eat) \_\_\_\_\_ 9 a lot of food, I (drink) \_\_\_\_\_ 10 champagne, and I (talk) \_\_\_\_\_ 11 with EVERYBODY at the wedding.

(Molinsky, 1989)

**PRACTICE 12**

READ ROBERT'S PARTY AND ANSWER THE QUESTIONS. USE **DID, DIDN'T, WAS, WASN'T, WERE, WEREN'T**.

1.

Was Mary at the party last Night?

Yes, she \_\_\_\_\_, but she \_\_\_\_\_ have a good time

Why not?

Robert \_\_\_\_\_ dance with her. She \_\_\_\_\_ very angry at him.

3.

\_\_\_\_\_ Fred and Tom at the party?

No, they \_\_\_\_\_.

Why not?

Fred \_\_\_\_\_ very well, and Tom \_\_\_\_\_ busy.

5.

Why \_\_\_\_\_ Betty leave the party at 7:00?

She \_\_\_\_\_ sad because her boyfriend \_\_\_\_\_ there.

2.

\_\_\_\_\_ you have a good time at the party last night?

No, I \_\_\_\_\_.

Why not?

I \_\_\_\_\_ like the music. It \_\_\_\_\_ very loud.

4.

Why \_\_\_\_\_ you upset last night?

I missed the train, and I \_\_\_\_\_ late. When I arrived at the party, there \_\_\_\_\_ any food. I \_\_\_\_\_ hungry all night.

6.

What \_\_\_\_\_ Jane do at the party?

She sat on the corner. She \_\_\_\_\_ talk, and she \_\_\_\_\_ dance. I think she \_\_\_\_\_ tired.

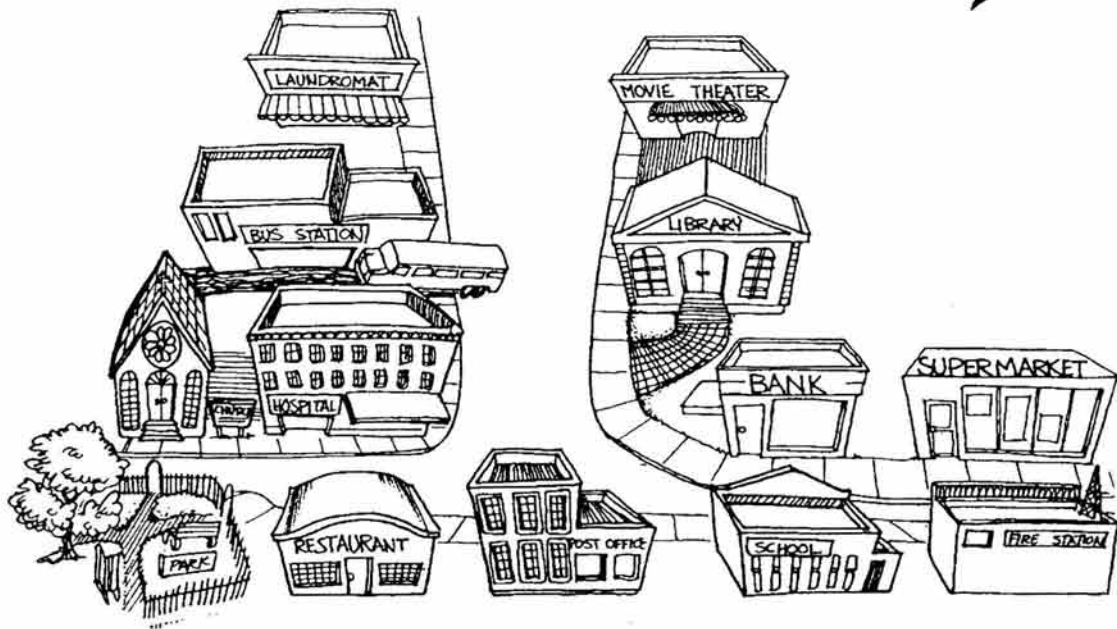


# UNIDAD 8



**PRACTICE 1**

STUDY THE FOLLOWING MAP AND ANSWER WITH THE CORRECT PREPOSITION.



across from

around the corner from

between

next to

1. The park is next to the restaurant.
2. The school is \_\_\_\_\_ the fire station.
3. The fire station is \_\_\_\_\_ the supermarket.
4. The post office is \_\_\_\_\_ the restaurant and the school.
5. The bank is \_\_\_\_\_ the library.
6. The supermarket is \_\_\_\_\_ the bank.
7. The restaurant is \_\_\_\_\_ the park and the post office.
8. The laundromat is \_\_\_\_\_ the movie theater.
9. The church is \_\_\_\_\_ the hospital.
10. The bus station is \_\_\_\_\_ the hospital.

### PRACTICE 2

LOOK AT THE EXAMPLE AND ASK AND ANSWER THE FOLLOWING QUESTIONS.

#### WHAT ARE THEY SAYING?

Is there?  
 Yes, there is.  
 There's \_\_\_\_\_

across from  
 around the corner from  
 between  
 next to

1. Excuse me. Is there a library in this neighborhood?

Yes, there is. There's  
 a library on Main Street,  
across from the school.



2. Excuse me. \_\_\_\_\_ a hospital in this neighborhood?

Yes, there is. \_\_\_\_\_ a hospital on State Street, \_\_\_\_\_ the park.



3. Excuse me. Is there a movie theater in this neighborhood?

Yes, \_\_\_\_\_ a movie theater on Central Avenue, \_\_\_\_\_ the bank.



4. Excuse me. \_\_\_\_\_ a church nearby?

Yes, there is. \_\_\_\_\_ a church on State Street, \_\_\_\_\_ the library and the \_\_\_\_\_.



5. Excuse me. \_\_\_\_\_ a post office in this neighborhood?

Yes, \_\_\_\_\_ a post office on \_\_\_\_\_ Street, \_\_\_\_\_ the laundromat.



**PRACTICE 3**

LOOK AT THE PICTURES AND ANSWER THE QUESTIONS.

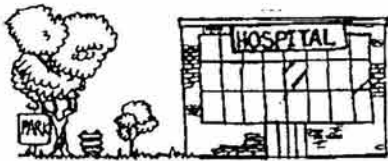
**Where's the Restaurant?**



- A. Where's the restaurant?
- B. It's next to the bank.



- A. Where's the school?
- B. It's between the library and the park.



Where's the park?



Where's the church?



Where's the restaurant?



Where's the fire station?



- A. Where's the supermarket?
- B. It's across from the movie theater.



- A. Where's the post office?
- B. It's around the corner from the hospital.



Where's the bank?



Where's the movie theater?



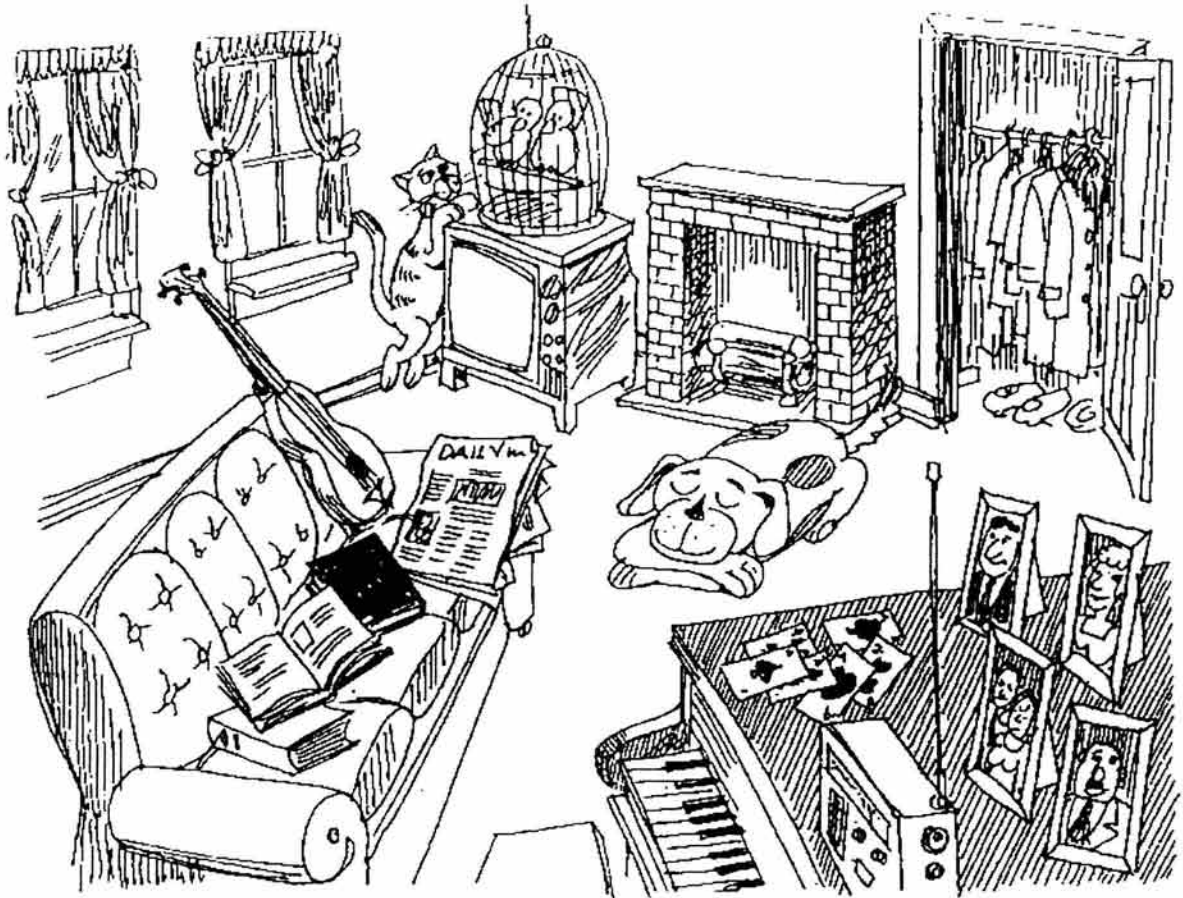
Where's the police station?



Where's the post office?

**PRACTICE 4**

LOOK AT BARBARA'S LIVING ROOM AND ANSWER THE QUESTIONS.



Yes, there is/are.  
No, there isn't/aren't.

1. Is there a TV in Barbara's living room? Yes, there is.
2. Is there a fireplace in Barbara's living room? \_\_\_\_\_
3. Are there any windows? \_\_\_\_\_
4. Are there any books on the TV? \_\_\_\_\_
5. Are there any clothes in the closet? \_\_\_\_\_
6. Is there a dog in front of the fireplace? \_\_\_\_\_
7. Is there a cat in the closet? \_\_\_\_\_
8. Are there any photographs on the piano? \_\_\_\_\_
9. Are there any cards on the sofa? \_\_\_\_\_
10. Are there any pets in Barbara's living room? \_\_\_\_\_

(Molinsky, 1989)

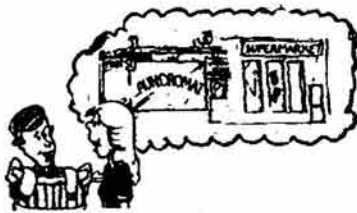
**PRACTICE 5**

LOOK AT THE EXAMPLE AND ASK AND ANSWER QUESTIONS WITH **IS THERE.....?**

**Is There a Laundromat in This Neighborhood?**

There's (There is) a bank on Main Street.

Is there a bank on Main Street?



- A. Excuse me. Is there a laundromat in this neighborhood?\*
- B. Yes. There's a laundromat on Main Street, next to the supermarket.

\*Or: Is there a laundromat nearby?



post office?



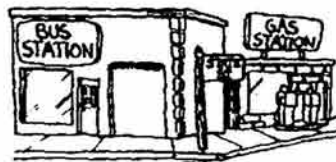
bank?



1. movie theater?



gas station?



bus station?



cafeteria?



drug store?



library?

**PRACTICE 6**

DRAW A SIMPLE MAP OF YOUR NEIGHBORHOOD. WITH ANOTHER STUDENT, ASK AND ANSWER QUESTIONS ABOUT YOUR NEIGHBORHOODS. HERE ARE SOME PLACES YOU CAN INCLUDE IN YOUR QUESTIONS:

Bakery	Church	Gas station	Police station
Bank	Clinic	Hospital	Post Office
Barber shop	Department store	Laundromat	Restaurant
Beauty parlor	Doctor's office	Library	School
Bus station	Drug store	Movie theater	Train station
Supermarket	Cafeteria	Fire station	Park

**EXAMPLES:**

*a) IS THERE A RESTAURANT IN YOUR NEIGHBORHOOD?*

*b) NO, THERE ISN'T.*

*a) IS THERE A CAFETERIA IN YOUR NEIGHBORHOOD?*

*b) YES, THERE IS.*

(Molinsky, 1989)

# ANEXO 2



## ACTIVIDADES COMUNICATIVAS

## **ANEXO 2. "ACTIVIDADES COMUNICATIVAS"**

Las actividades que se proponen, de acuerdo con las funciones comunicativas y estructuras gramaticales de cada unidad son las siguientes:

### UNIDAD 1

#### FUNCIONES COMUNICATIVAS:

- a) Presentarse con otras personas.
- b) Solicitar y proporcionar datos personales como nombre, dirección, edad, ocupación, etc.

#### Actividades sugeridas:

1. "Sitting mixer with names". El objetivo de esta actividad es aprender el nombre de todos los integrantes del grupo además ayuda a integrar al grupo. (página 114).
2. "Press conference"- En esta actividad cada estudiante recibirá una tarjeta: en el grupo A, los estudiantes serán reporteros en una conferencia de prensa, su objetivo será entrevistar a diferentes actores que intervendrán en una película. En el grupo B estarán los actores y las actrices y la información que se les dará a los reporteros en la entrevista. (página 115-116).
3. "Doppelganger". Es una actividad donde se pondrá en práctica saludos y presentaciones proporcionando y confirmando datos personales. (página 117-119).
4. "Friends". El objetivo de esta práctica es pedir y dar información personal utilizando preguntas "Wh" con respuestas cortas. (página 120-123).
5. "Lost in the Post". La actividad involucra a todo el grupo y al igual que la anterior su objetivo es preguntar y dar información personal. (página 124-126).



## UNIDAD 2

### FUNCIONES COMUNICATIVAS.

- a) Hablar acerca de profesiones.
- b) Preguntar y hablar de actividades cotidianas utilizando presente simple.

1. "Habits". En esta actividad se practicará el presente simple formulando preguntas acerca de actividades diarias de los compañeros de clase. (página 128-129).
2. "Jobmatch". Actividad en la cual se practicará presente simple con preguntas "Wh" pero utilizando vocabulario específico "profesiones". (página 130-132).
3. La actividad "School photo" es una variante de la anterior, en esta actividad también se utiliza presente simple y vocabulario de profesiones. (página 133-134).

## UNIDAD 3

### FUNCIONES COMUNICATIVAS:

- a) Comprar y vender cosas, hablar sobre precios.
- b) Comparar objetos.

1. "Buying and Selling". Con esta actividad los alumnos pondrán en práctica las estructuras vistas en la unidad, utilizando la expresión "How much" y hablarán de precios y en algunos casos comparar dos objetos. (página 136-139).
2. La actividad llamada "Prices" también se practica las estructuras vistas en la unidad así como pronombres demostrativos. (página 140).

## UNIDAD 4

### FUNCIONES COMUNICATIVAS:

- a) Hablar de gustos y preferencias.
- b) Hacer invitaciones.

1. En "Sentences in a hat", los estudiantes realizarán preguntas en presente simple con respuestas "yes/no" hablando de gustos y preferencias, "likes/dislikes". (página 142-144).
2. "Dream tickets", actividad con el mismo objetivo que la anterior, hablar sobre gustos y preferencias, "likes/dislikes". (página 145-147).
3. "Likes and dislikes" actividad de discusión donde los alumnos solamente mencionarán las cosas que les gustan y las que no. (página 148).
4. "Blind date", el objetivo de esta actividad es que los participantes utilicen la estructura "Would you like..." para hacer invitaciones. (página 149-151).
5. Las actividades sugeridas en "Role plays" son situaciones en las cuales los alumnos podrán hacer invitaciones sin seguir patrones específicos. (página 152).

## UNIDAD 5

### FUNCIONES COMUNICATIVAS:

- a) Hablar de los miembros de la familia y la vida familiar utilizando presente continuo.

1. "Weeding photos", actividad en la cual se da información acerca de la familia; aquí se utiliza vocabulario específico para nombrar a los miembros de la familia. (página 154-157).
2. "Photo album", se utilizan estructuras vistas en la unidad presente continuo y vocabulario para nombrar a los miembros de la familia. (página 158-159).
3. En "All in the family" se hará un repaso del vocabulario aprendido durante la unidad. (página 160-162).

## UNIDAD 6

## FUNCIONES COMUNICATIVAS:

- a) Hablar acerca de rutinas de ejercicio.
- b) Hablar de la frecuencia con que se realiza alguna actividad.

1. "Lie detectors" en esta actividad los participantes hablan acerca de hábitos y rutinas utilizando la estructura "How often" y preposiciones de tiempo "on y at". (página 164-166).

2. En "Daily routine" se utiliza presente simple realizando preguntas con "How often" y respondiendo utilizando adverbios de frecuencia vistos durante la unidad. (página 167-168).

## UNIDAD 7

## FUNCIONES COMUNICATIVAS:

- a) Hablar acerca de eventos pasados.

1. "Poor Fabio" se habla en pasado simple utilizando verbos regulares prediciendo una historia. (página 170-172).

2. "John Lennon", el objetivo de esta actividad es realizar preguntas "Wh" en pasado para poder obtener información y completar la historia de John Lennon. (página 173-175).

3. "A Holiday" en esta ocasión los participantes hablaran acerca de vacaciones pasadas, formulando preguntas "Wh" así como verbos irregulares y preguntas "yes/no". (página 176-177).

4. "When did you last..." al igual que las actividades pasadas se utilizará el tiempo pasado haciendo preguntas "Wh", verbos irregulares y expresiones de tiempo. (página 178-179).

5. "Souvenir shopping" actividad con uso de pasado y verbos irregulares. (página 180-186).

6. En "How was your holiday" se utiliza el tiempo pasado del verbo "to be" y preguntas "wh". (página 187-189).

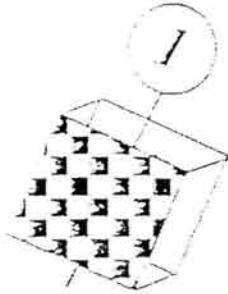
## UNIDAD 8

### FUNCIONES COMUNICATIVAS:

- a) Preguntar y describir localización de lugares en el vecindario utilizando preposiciones de lugar.
- b) Hablar acerca de cantidades.

1. "Packing" actividad que tiene por objetivo practicar preposiciones de lugar. (página 191-192).
2. En "Where can I buy some bread?" se practicarán las estructuras vistas en la unidad, "There's y There are" así como preposiciones de lugar, dando la localización de ciertos lugares. (página 193-196).
3. Al igual que la actividad anterior "Spot the differences" dará la oportunidad a los participantes de hacer una revisión de las estructuras de la unidad, buscando diferencias entre dos figuras. (página 197-200).
4. En el role play "I'm a stranger round here" los participantes darán la localización de ciertos lugares dando direcciones y preposiciones de lugar. (página 201-203).

# UNIDAD 1



# SITTING MIXER WITH NAMES

LEVELS: 3-VA  
AGES: ALL  
CLASS TIMES: 10

*Goal:* To learn everyone's name. To integrate the group. To move quickly to the proper seat.

*Application:* The ALPHABET, Q/A Structures.

*Group Division:* Whole group or two competing teams.



## Rules:

- (1) Tell students they are to sit in the ALPHABETICAL ORDER OF THEIR FIRST NAMES.
- (2) Show them which end of the circle or semi-circle will start with "A" and which will end with "Z".
- (3) Give them five minutes to complete the seating. (More if young children in a large class, but LESS if adults in a small class—the faster the better.)
- (4) Players move into the center of the "free" space and ask each other: "What's your name?" "My name is A." "What's HIS name?" "HIS name is B."
- (5) Players begin to arrange themselves by sitting in the circle in the proper alphabetical order.
- (6) After all are seated, CHECK AND REPEAT THE NAMES. Each person says his or her name, and the group repeats it afterwards.
- (7) Ring your bell or make a "FREEZE" sound at the end of the time limit.

## Variations

SEATING MIXERS are unbelievably useful. A NEWONE should be done at the beginning of each class for at least the first week. They INTEGRATE THE CLASS IMMEDIATELY, create energy and get people talking to each other. Invent your own variations, such as "Sit in the ALPHABETICAL ORDER of your mother's last name, your pet's name, the name of the street you live on, etc." "Sit in the NUMERICAL ORDER of the DAY and MONTH of your BIRTHDAY, of the house number where you live, etc."

Press conference – GROUP A

Class activity

You are actors and actresses in a new James Bond film. You are at a Hollywood press conference. Choose one of the roles below and give yourself a name. Answer the reporters' questions.



Name: \_\_\_\_\_  
 Nationality: Italian  
 Movie Role: James Bond's friend

Name: \_\_\_\_\_  
 Nationality: American  
 Movie Role: Head of CIA

Name: \_\_\_\_\_  
 Nationality: British  
 Movie Role: James Bond's boss

Name: \_\_\_\_\_  
 Nationality: French  
 Movie Role: Person with no name

Name: \_\_\_\_\_  
 Nationality: American  
 Movie Role: Villain 2

Name: \_\_\_\_\_  
 Nationality: British  
 Movie Role: James Bond's secretary

Name: \_\_\_\_\_  
 Nationality: Spanish  
 Movie Role: Gun man/woman

Name: \_\_\_\_\_  
 Nationality: American  
 Movie Role: Chief villain

Name: \_\_\_\_\_  
 Nationality: American  
 Movie Role: James Bond

Name: \_\_\_\_\_  
 Nationality: Swedish  
 Movie Role: Guy

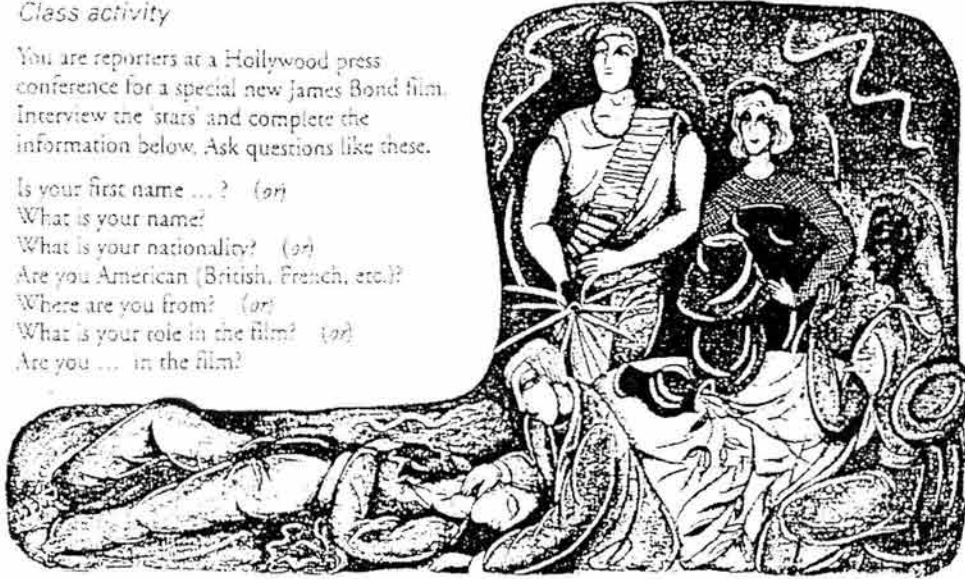
Name: \_\_\_\_\_  
 Nationality: Austrian  
 Movie Role: Villain 1

Press conference – GROUP B

*Class activity*

You are reporters at a Hollywood press conference for a special new James Bond film. Interview the 'stars' and complete the information below. Ask questions like these.

- Is your first name ...? (or)
- What is your name?
- What is your nationality? (or)
- Are you American (British, French, etc.)?
- Where are you from? (or)
- What is your role in the film? (or)
- Are you ... in the film?



Name: \_\_\_\_\_  
 Nationality: *Italian*  
 Movie Role: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Nationality: *British*  
 Movie Role: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Nationality: *American*  
 Movie Role: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Nationality: *Spanish*  
 Movie Role: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Nationality: *American*  
 Movie Role: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Nationality: *Austrian*  
 Movie Role: \_\_\_\_\_

Name: \_\_\_\_\_  
 Nationality: \_\_\_\_\_  
 Movie Role: *Head of CIA*  
 Name: \_\_\_\_\_  
 Nationality: \_\_\_\_\_  
 Movie Role: *Person with no name*  
 Name: \_\_\_\_\_  
 Nationality: \_\_\_\_\_  
 Movie Role: *James Bond's secretary*  
 Name: \_\_\_\_\_  
 Nationality: \_\_\_\_\_  
 Movie Role: *Chief villain*  
 Name: \_\_\_\_\_  
 Nationality: \_\_\_\_\_  
 Movie Role: *Spy*



# 1 Doppelganger

<b>Type of activity</b>	whole class; matching
<b>Function practised</b>	greetings and introductions
<b>Structures</b>	<i>Hello. My name is .... What's your name?</i>
<b>Topic area</b>	names
<b>Essential vocabulary</b>	no extra vocabulary needed

## Materials and preparation

Copy the NAME CARDS. Cut up as many as you need for your class, making sure each name appears twice.

## How to use the game

- Give out the name cards
- Tell the students that somewhere in the class is someone with the same name.
- **The object of the name is to find someone with the same name.**
- To do this they will have to stand up and move around the class, introducing themselves and asking for names until they find someone with the same name.
- When they have found that person they can sit down.

## Demonstration

Demonstrate how to do this by taking a matching pair of name cards. Give one to a student and keep one yourself. Ask two or three other students for their names a pantomime of looking at your own card and shaking your head. Then "find" the student with the same name and make a pantomime of looking delighted. Show the class the names are the same.

## Classroom language

Here is a card.

This is the name.

It's your name.

This is your name *(give a card to a student)*

And this is my name *(show the class your card)*

I must find the same name.

Hello. My name's... What's your name?

No. It's the same. *(shake your head and look disappointed; show the cards to the class)*

Ah look! It's the same! *(look excited and show the two cards to the class)*

Now we can sit down! *(demonstrate)*

OK, every body, stand up.

Find the same name.


When you find the same name, sit down.

**Variation**

If you have a new class and they don't yet know each others' (real) names, play this variation.

- Ask everyone to write their names on a piece of paper.
- Collect these up.
- Redistribute the names, making sure no one gets their own name.
- **The object of the game is to find the person whose name is on the piece of paper.**
- To do this, they will have to stand up and go around the class, telling everyone their (real) name and asking for names: "Hello, my name's..... What's your name?"
- When they find the person whose name is on their paper, they should give them the paper.
- When they have given away their paper and got their own name back, they should sit down.

(Hadfield,1999)

 **Doppelganger**

NAME CARDS

Peter	Sue	Rob	Beth	Mark
Jane	Tim	Anna	John	Mary
Dan	Pat	Ben	Kate	Adam
Alice	Jack	Claire	Sam	Jess
Peter	Sue	Rob	Beth	Mark
Jane	Tim	Anna	John	Mary
Dan	Pat	Ben	Kate	Adam
Alice	Jack	Claire	Sam	Jess

## Friends Worksheets 3a and 3b

<b>Activity</b>	Pairwork: speaking
<b>Aim</b>	To ask and answer questions about friends
<b>Grammar and Functions</b>	Giving personal information Questions without a questions word Negatives Short answers
<b>Vocabulary</b>	Personal Information
<b>Preparation</b>	Make one copy of Worksheets 3a and 3b for each pair of students.
<b>Time</b>	20 minutes

### Procedure

1. Draw three heads on the board, numbered 1 to 3 and write the name of a real friend of yours next to each one. In random order, write the information about each friend around the heads without indicating which piece of information goes with friend: job, age, surname, where they are from and whether they are married or single.

2. Tell the students that these are real friends of yours and that they are going to fill in the details under each head asking you questions. They must only ask questions requiring the answer yes or no. They must complete the information about person number 1 before going on to person number 2. For example:

1. Pete

Student: *Is Pete a doctor?*

Teacher: *Yes, he is.* (Write *doctor* in the space provided under Pete's head.)

Student: *Is he 45?*

Teacher: *No, he isn't.*

Student: *Is he 36?*

Teacher: *Yes, he is.* (Write *36* in the space provided under Pete's head.)

3. Continue answering the students' questions until you have filled in all the details about person number 1.

4. Repeat the procedure to complete the information about person number 2. The students will be able to give you the information about person number 3 without asking questions. The students can then ask other questions about your friends if they like.

5. Now ask the students to work in pairs of Student A and Student B.

6. Give a copy of Worksheet 3a to each student A and Student B.

7. Tell them to imagine that these are photos of three of their friends or relatives and ask them to put their first names on their worksheet.

8. Now ask them to write the following information about each person in random order in the boxes on the worksheets, without indicating which piece of information goes with each person: job, age, surname, where they are married or single. They must not write the information in the spaces provided under each person yet.



## Friends Worksheets 3a and 3b

**Activity** Pairwork: speaking

**Aim** To ask and answer questions about friends

**Grammar and Functions** Giving personal information  
Questions without a questions word  
Negatives  
Short answers

**Vocabulary** Personal Information

**Preparation** Make one copy of Worksheets 3a and 3b for each pair of students.

**Time** 20 minutes

### Procedure

1. Draw three heads on the board, numbered 1 to 3 and write the name of a real friend of yours next to each one. In random order, write the information about each friend around the heads without indicating which piece of information goes with friend: job, age, surname, where they are from and whether they are married or single.

2. Tell the students that these are real friends of yours and that they are going to fill in the details under each head asking you questions. They must only ask questions requiring the answer yes or no. They must complete the information about person number 1 before going on to person number 2. For example:

1. Pete

Student: *Is Pete a doctor?*

Teacher: *Yes, he is.* (Write *doctor* in the space provided under Pete's head.)

Student: *Is he 45?*

Teacher: *No, he isn't.*

Student: *Is he 36?*

Teacher: *Yes, he is.* (Write *36* in the space provided under Pete's head.)

3. Continue answering the students' questions until you have filled in all the details about person number 1.

4. Repeat the procedure to complete the information about person number 2. The students will be able to give you the information about person number 3 without asking questions. The students can then ask other questions about your friends if they like.

5. Now ask the students to work in pairs of Student A and Student B.

6. Give a copy of Worksheet 3a to each student A and Student B.

7. Tell them to imagine that these are photos of three of their friends or relatives and ask them to put their first names on their worksheet.

8. Now ask them to write the following information about each person in random order in the boxes on the worksheets, without indicating which piece of information goes with each person: job, age, surname, where they are married or single. They must not write the information in the spaces provided under each person yet.

9. When they have done that, ask the students to exchange worksheets and take it in turns to ask and answer questions about their partner's friend. They should write in the details about their partner's friends in the spaces provided on their partner's worksheet.

**Option**

Do the same activity using real photos of the students' friends or family.

(Kay, 1997)



FIRST NAME 1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_

Blank rectangular boxes for names, arranged in a grid-like pattern above the illustration.



Job \_\_\_\_\_  
Age \_\_\_\_\_  
Surname \_\_\_\_\_  
Where from? \_\_\_\_\_  
Married? \_\_\_\_\_



## 5 Lost in the post

<b>Type of activity</b>	whole class, matching
<b>Function practised</b>	asking for and giving personal information
<b>Structures</b>	<i>What's your address? What's your name?</i>
<b>Topic area</b>	names and addresses
<b>Essential vocabulary</b>	<i>Mr, Mrs, Miss. Ms, road, street;</i> numbers plus for recognition only; <i>postman, house, letter, address</i>

### Materials and Preparation

Mentally divide your class in half.

Copy and cut up that numbers of LETTER CARDS and their matching NAME CARDS.

### How to use the game

- Pre-teach *postman, house, letter* and *address* with a simple picture on the board.
- Divide your class into two groups.
- Ask one group to come to the front..
- The other group should stay in their seats.
- Give the seated group a name card each.
- Tell them. This is your house. This is your name and this is your address.
- Give the standing group a letter each. Tell them "you are postmen". Here is a letter. Find the right house.
- **The object of the game is for all the postmen to deliver their letters to the right houses.**
- When they have finished, you can play again, changing roles, so that postmen become householders.

### Demonstration

Take a "letter" from one of the "postmen" and demonstrate going to a "house".

Ask, "What's your name? What's your address?".

Shake your head to show it's the wrong house and try another house.

### Classroom Language

Look. This is a "postman". (*drawing a picture on the board*)

He's got a letter. On the letter is a name and an address. The postman is taking the letter to this house. (*label postman, letter, name, address, and house*)

Listen to your number. (*give all the students a number 1 or 2*)

Who is number 1? Put up your hands.

OK. All the 1s come to the front (*gesture*)

All the 2s stay sitting. (*gesture*)

This is your house. This is your name and this is your address. (*giving out the name cards*)

You are a postman. Here is a letter.

Find the house. Like this (*demonstrate*)

What's your name? And What's your address?

OH! It's not the right house. You try again and| find the right house.

(Hadfield, 1999)

**5** Lost in the post (1)

LETTER CARDS

<p><i>Mr Sam Green</i> 15 Main Street NEWTOWN</p> 	<p><i>Mr Sam Green</i> 15 High Street NEWTOWN</p> 	<p><i>Mrs Sue Green</i> 24 Main Street NEWTOWN</p> 
<p><i>Mrs Sue Green</i> 23 Main Street NEWTOWN</p> 	<p><i>Mr Sam Black</i> 30 High Street NEWTOWN</p> 	<p><i>Mr Sam Black</i> 30 Main Street NEWTOWN</p> 
<p><i>Mrs Sue Black</i> 42 Main Street NEWTOWN</p> 	<p><i>Mrs Sue Black</i> 42 High Street NEWTOWN</p> 	<p><i>Mr Sam Brown</i> 12 Main Street NEWTOWN</p> 
<p><i>Mr Sam Brown</i> 12 High Street NEWTOWN</p> 	<p><i>Ms Sue Brown</i> 16 Main Street NEWTOWN</p> 	<p><i>Miss Sue Brown</i> 14 High Street NEWTOWN</p> 
<p><i>Mr Sam Blue</i> 22 Main Street NEWTOWN</p> 	<p><i>Mr Sam Blue</i> 28 Main Street NEWTOWN</p> 	<p><i>Miss Sue Blue</i> 28 High Street NEWTOWN</p> 
<p><i>Ms Sue Blue</i> 27 Main Street NEWTOWN</p> 	<p><i>Mr Sam Grey</i> 1 High Street NEWTOWN</p> 	<p><i>Mr Sam Grey</i> 1 Main Street NEWTOWN</p> 
<p><i>Mrs Sue Grey</i> 5 High Street NEWTOWN</p> 	<p><i>Mrs Sue Grey</i> 5 Main Street NEWTOWN</p> 	

**5 Lost in the post (2)**

## NAME CARDS

<p><i>NAME</i> Mr Sam Green <i>ADDRESS</i> 15 Main Street NEWTOWN</p>	<p><i>NAME</i> Mr Sam Green <i>ADDRESS</i> 15 High Street NEWTOWN</p>	<p><i>NAME</i> Mrs Sue Green <i>ADDRESS</i> 24 Main Street NEWTOWN</p>
<p><i>NAME</i> Mrs Sue Green <i>ADDRESS</i> 23 Main Street NEWTOWN</p>	<p><i>NAME</i> Mr Sam Black <i>ADDRESS</i> 30 High Street NEWTOWN</p>	<p><i>NAME</i> Mr Sam Black <i>ADDRESS</i> 30 Main Street NEWTOWN</p>
<p><i>NAME</i> Mrs Sue Black <i>ADDRESS</i> 42 Main Street NEWTOWN</p>	<p><i>NAME</i> Mrs Sue Black <i>ADDRESS</i> 42 High Street NEWTOWN</p>	<p><i>NAME</i> Mr Sam Brown <i>ADDRESS</i> 12 Main Street NEWTOWN</p>
<p><i>NAME</i> Mr Sam Brown <i>ADDRESS</i> 12 High Street NEWTOWN</p>	<p><i>NAME</i> Ms Sue Brown <i>ADDRESS</i> 16 Main Street NEWTOWN</p>	<p><i>NAME</i> Miss Sue Brown <i>ADDRESS</i> 14 High Street NEWTOWN</p>
<p><i>NAME</i> Mr Sam Blue <i>ADDRESS</i> 22 Main Street NEWTOWN</p>	<p><i>NAME</i> Mr Sam Blue <i>ADDRESS</i> 28 Main Street NEWTOWN</p>	<p><i>NAME</i> Miss Sue Blue <i>ADDRESS</i> 28 High Street NEWTOWN</p>
<p><i>NAME</i> Ms Sue Blue <i>ADDRESS</i> 27 Main Street NEWTOWN</p>	<p><i>NAME</i> Mr Sam Grey <i>ADDRESS</i> 1 High Street NEWTOWN</p>	<p><i>NAME</i> Mr Sam Grey <i>ADDRESS</i> 1 Main Street NEWTOWN</p>
<p><i>NAME</i> Mrs Sue Grey <i>ADDRESS</i> 5 High Street NEWTOWN</p>	<p><i>NAME</i> Mrs Sue Grey <i>ADDRESS</i> 5 Main Street NEWTOWN</p>	

# UNIDAD 2

## Habits Worksheet 9

<b>Activity</b>	Whole class, writing, speaking
<b>Aim</b>	To write about habits and routines and to find people in the class with the same habits and routines.
<b>Grammar and Functions</b>	Present simple for habits and routines WH - questions How do you....? 3 <sup>rd</sup> person singular
<b>Vocabulary</b>	Routine activities
<b>Preparation</b>	Make one copy of the worksheet for each student in the class.
<b>Time</b>	20 to 30 minutes

### Procedure

1. Give a copy of the worksheet to each student in the class.
2. Ask the students to write information about themselves in the column marked you . Tell them it is OK to leave a space next to any activities they "don't do".
3. When they have done this, ask them to go around the class asking and answering questions to find people with the same answers. Make sure they know how to ask the questions. It is important to tell the students that they must ask one another questions, not read another's worksheets.
4. When they find someone with the same answer in their "you" column, they put that person's name in the *find someone with the same answer* column. It is important to tell the students that they can only put the same name twice. This is to encourage them to speak to as many different partners as possible. It is a good idea to introduce the short answers *So do I* as this as natural response to finding someone with the same answer.  
For example:  
Student 1 *What do you eat for breakfast?*  
Student 2 *Bread and Jam*  
Student 1 *So do I.* (Students 1 and 2 write each other's names in the space provided.)
5. When one student has found a name for each of the topics on the worksheet, stop the activity.
6. As a follow-up, ask the students to report back, orally or in written form. You may also want to use the expression *So do I* for this part of the activity.  
For example:  
*Petra eats bread for breakfast and so do I.*  
*Stefano reads the newspaper at school and so do I.*



*Habits*

Reward Elementary  
Resource Pack

		You	Find someone with the same answer
What / eat for breakfast?			
Where / read the newspaper?			
When / listen to the radio?			
What / watch on television?			
What music / listen to?			
Where / go for holidays?			
When / go shopping?			
What time / get up on Saturdays?			
What sports / play?			
What time / go to sleep?			
When / relax?			
How / relax?			

## 28 Jobmatch

<b>Type of activity</b>	whole class, matching
<b>Function practised</b>	asking about daily routines
<b>Structures</b>	<i>When do you (get up)? I (get up) at (five) o'clock.</i>
<b>Topic area</b>	work routines
<b>Essential vocabulary</b>	get up, go to work, have lunch, come home, go to bed, postman, teacher, doctor, secretary, factory worker, nurse, farmer, singer.

### Materials and preparation

Mentally divide your class in half.

Select that number of JOB DESCRIPTION CARDS.

Copy each twice.

On one set, cut off and discard the words so that only the pictures remain.

### How to use the game

- Divide your class in half.
- Give one half the pictures and give the other half the complete pictures and words.
- Ask the half with the pictures to stand up.
- Tell them that somewhere in the class 8 one of the students sitting down<sup>9</sup> is someone with the same job as each of them.
- **The object of the game is to find the person with the same job.**
- To do this, they will have to stand up and move around the class asking questions about daily routines: "When do you get up/go to work/have lunch/come home/go to bed?" until they find someone they think has the same job. ( they may not tell each other what the job is until they have asked all the questions).
- When they find someone they think has the same job, they may show them their picture.
- If it is the same, they can sit down together.
- Ask them to talk about their job, e.g. "Do you like your job?"

### Demonstration

Demonstrate how to do this by talking a picture card yourself and going up to one of the students sitting down (choose someone with a different job). Ask her the questions. When she has answered all the questions, shake your head and say "No, it's not the same job. You're a..., are you?".

Compare the two pictures and hold them up for the class to see they're not the same.

Repeat with another student.

Then let the students carry on the game.

Tell them when they've found their person to sit down together and talk about the question on the board (write up: "Do you like your job?").

### Classroom language

X, Y, Z. (*naming students*) You are in group A.

Come to the front.

The others you are in group B.

Stay sitting down.

This is your job. (*handing out cards to Group B*)

This is your job. (*handing out cards to Group A*)

Group A, you must find someone in group B with the same job.

Ask questions, like this (*demonstrate as above*)

OK. Now you do it.

Ask questions.

Remember, ask questions first. **Don't show your picture and Don't say the name of your job!**

When you have asked the questions, then you can show the picture.

When you find your partner, sit down together.

Talk about the question on the board.

OK. Now begin.

(Hadfield, 1999)



**28 Jobmatch**

## JOB DESCRIPTION CARDS

<p>get up 5 am go to work 6 am have lunch 11 am come home 2 pm go to bed 10 pm</p>  <p>POSTMAN</p>	<p>get up 5 am go to work 5.30 am have lunch 11 am come home 7 pm go to bed 10 pm</p>  <p>FARMER</p>
<p>get up 7.30 am go to work 8.30 am have lunch 12.30 pm come home 4 pm go to bed 11 pm</p>  <p>TEACHER</p>	<p>get up 8 am go to work 2 pm have lunch 12.30 pm come home 10 pm go to bed midnight</p>  <p>NURSE</p>
<p>get up 1 am, 3 am, 4.15 am, 7.30 am go to work 1.15 am, 3.15 am, 4.30 am, 7.45 am have lunch 12 midday come home 7.30 pm go to bed 11 pm, 2 am, 4 am, 5 am</p>  <p>DOCTOR</p>	<p>get up 3 pm go to work 10 pm have lunch 2 am come home 6 am go to bed 8 am</p>  <p>FACTORY WORKER</p>
<p>get up 1 pm go to work 7 pm have lunch 1.30 am come home 4 am go to bed 5 am</p>  <p>SINGER</p>	<p>get up 7.30 am go to work 9 am have lunch 1 pm come home 5 pm go to bed 11 pm</p>  <p>SECRETARY</p>

## 15 School photo

<b>Type of activity</b>	pairwork; information gap
<b>Function practised</b>	asking about jobs
<b>Structures</b>	<i>What does (X) do (now)? He's/She's a (bus driver).</i>
<b>Topic area</b>	jobs
<b>Essential vocabulary</b>	bus driver, doctor, teacher, journalist, businessman, dentist, cook, pilot, burglar, pop singer, filmstar, police officer.

### Materials and preparation

Mentally divide your class in half.

Copy SCHOOL PHOTO A for one half of the class and SCHOOL PHOTO B for the other half.

### How to use the game

- Divide the students into pairs A and B.
- Give out school photo A to the As and school photo B to the Bs.
- Tell them this was their infant class in 19\_\_ (i.e. the date you wrote in on your photocopy).
- **The object of the game is to find out what everyone's job is now.**
- To do this, they will have to ask each other questions e.g. "What does John do now?"
- When their partner answers, "He's a doctor", they should write it in n the photo.

### Demonstration

Demonstrate how to play by doing the first questions with the whole class.

Ask them all to look at John. Ask the students who know what John does now to put up their hands. (The As will put up their hands).

Ask them what he does and then show the Bs how to write it in on the photo by doing a quick sketch on the board.

### Classroom language

Work in pairs.

You two work together, you two, you two. (etc)

Here is a photo. **Don't show it to your friend!**

This is your school photo. (show the date 19\_\_)

Now everyone is older.

What are their jobs now?

Look at John.

Who knows John's job? Put up your hands.

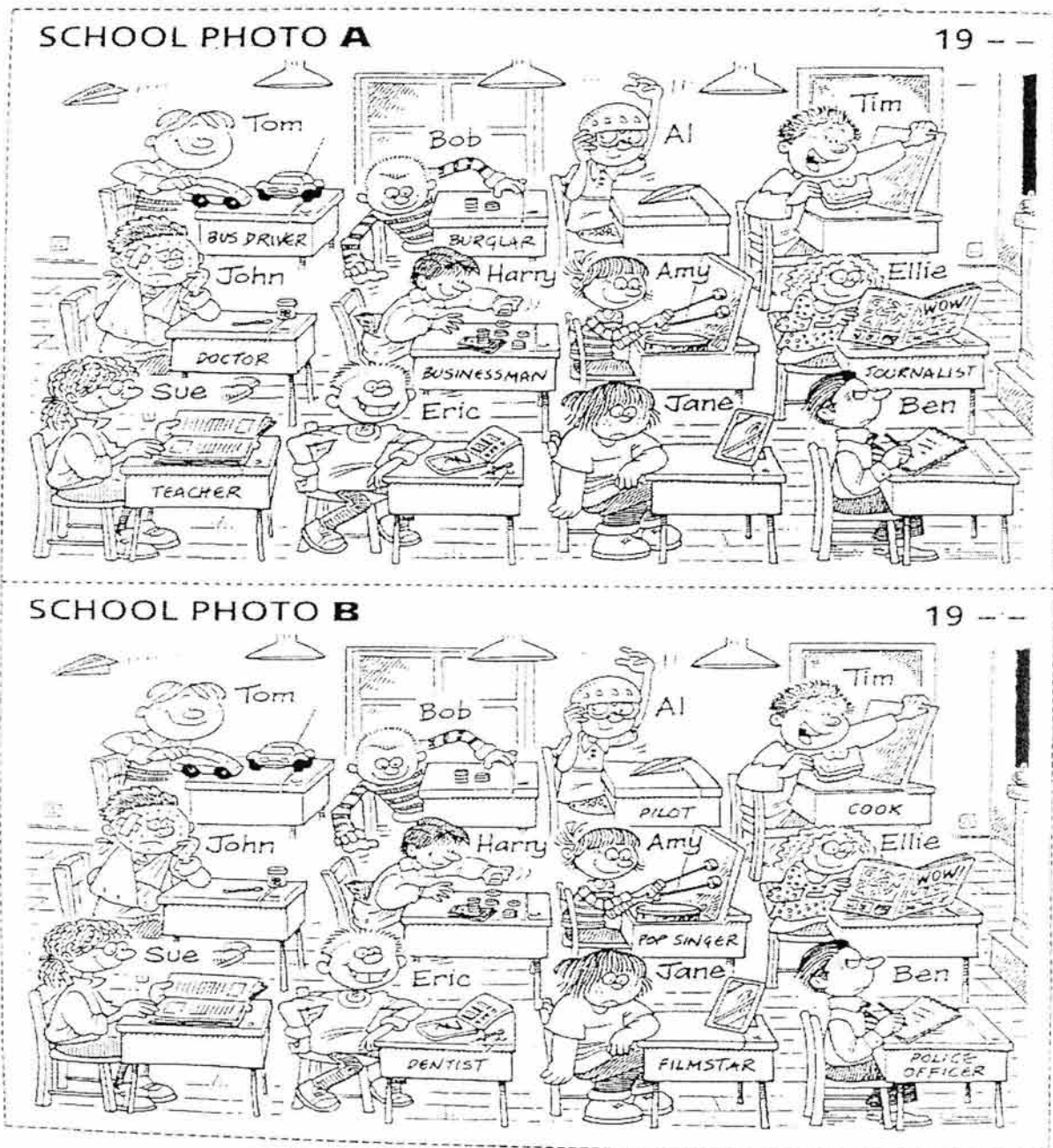
OK, everyone. (*talking to the B students*) Ask them, "What does John do now?"

Good. (*talking to the B students*) Now write on your photo. Write "doctor", like this. (*do a quick sketch on the board*)

Ok, everyone? Now you play.

(Hadfield, 1999)

### 15 School photo



# **UNIDAD 3**

1. Clothing Cards  
Information Sharing  
15 minutes

## Buying and Selling

**Task** To “buy” and “sell” items of clothing.

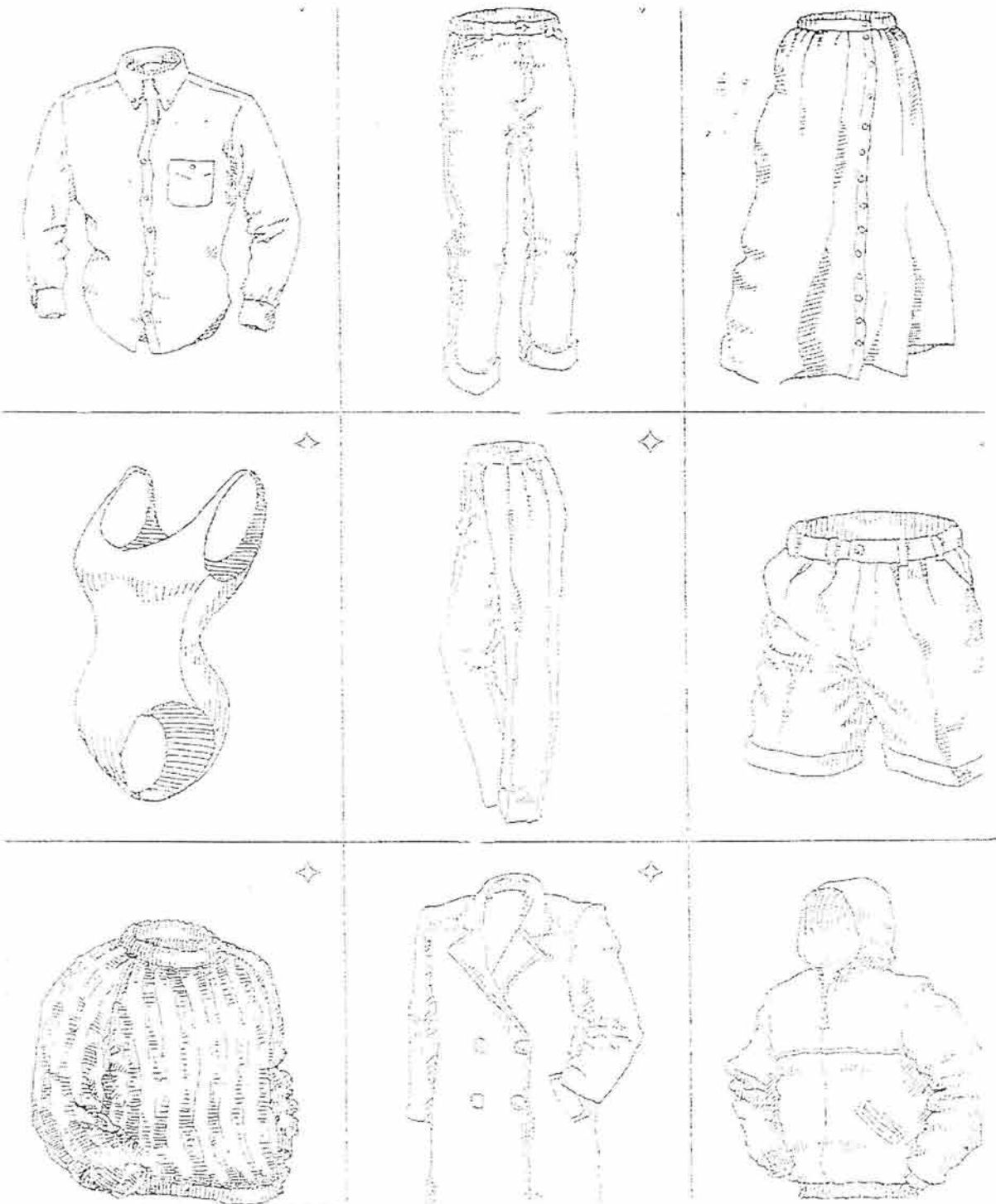
**Materials** Three complete sets of Clothing Cards. Copy one set of cards on red paper. (These will be the *buying cards*.) Copy the other two sets of cards on blue paper (These will be the *selling cards*).

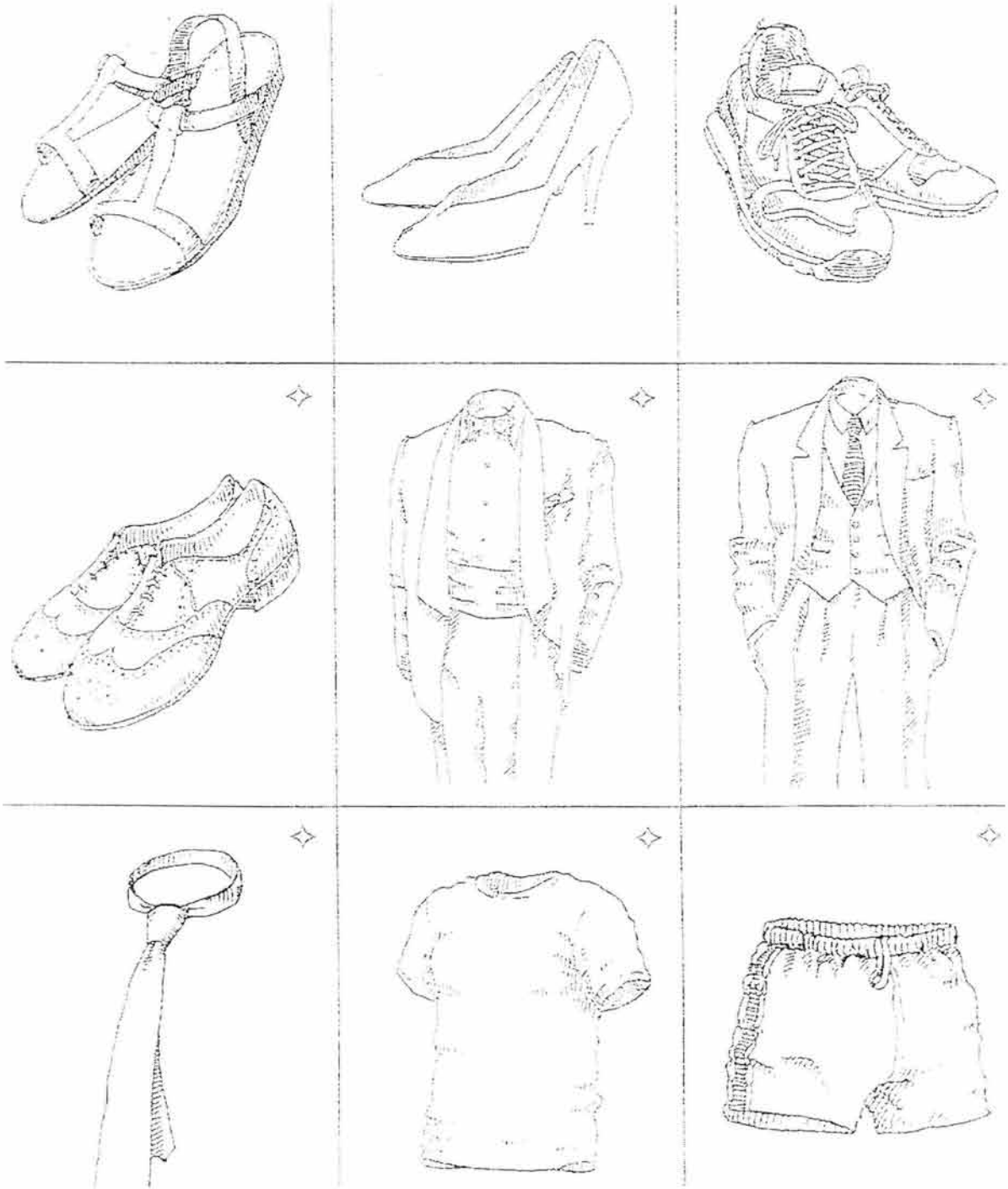
**Procedure** Give each student one buying card and two selling cards. Explain to the students that they must try to “buy” the item shown on their buying card and “sell” the items on their selling cards.

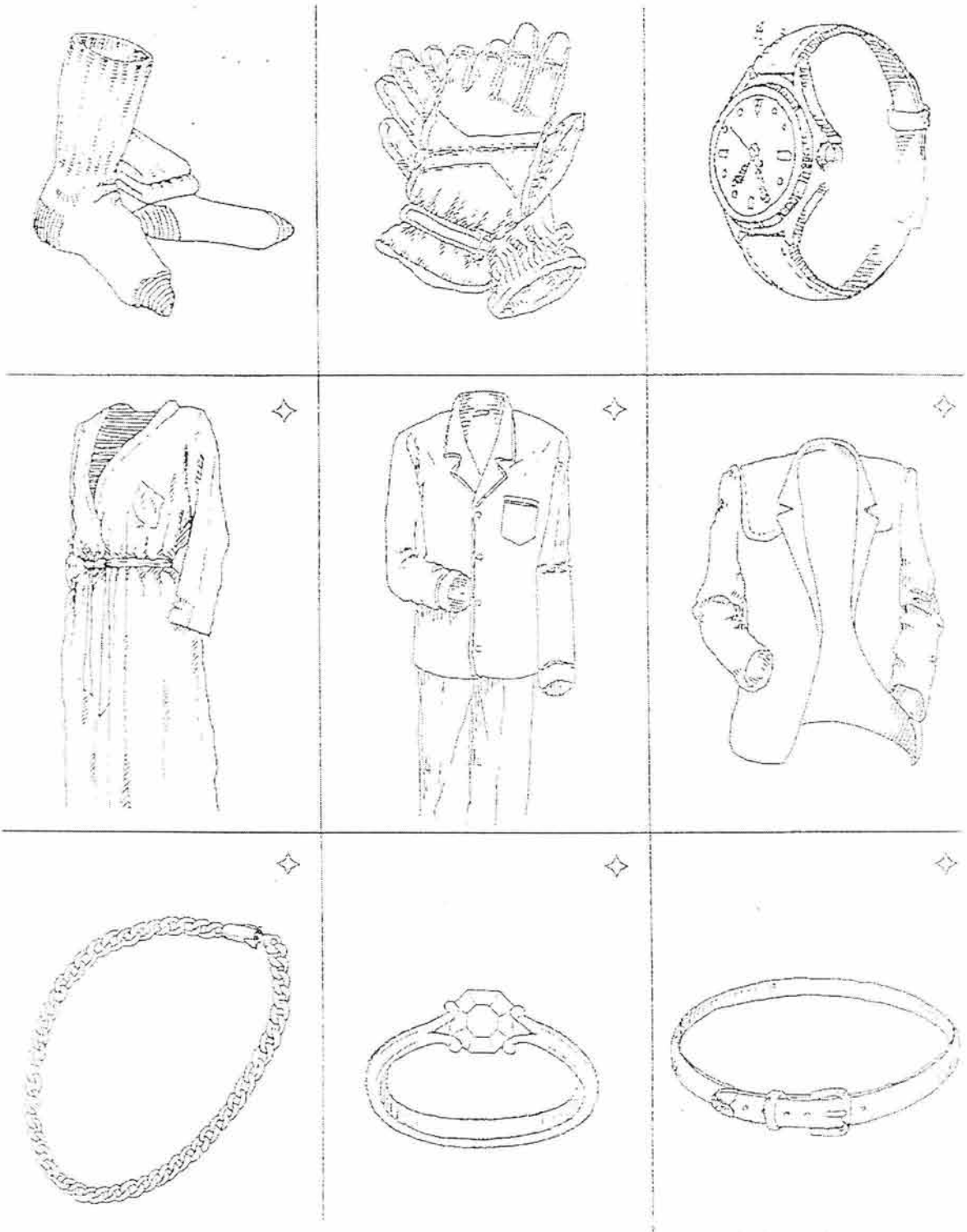
Before beginning, ask students to write a price at the bottom of each card. The price indicates how much they are willing to pay for the item they must buy, and how much they are asking for the item they must sell.

Next, have all students walk around the room trying to buy and sell their items to other students in the class. Since there will be two sellers for each item, students must bargain to get the best prices. As they bargain, students may have to change the prices they have written on their cards. Students who have not sold their items may later auction them to the whole class.

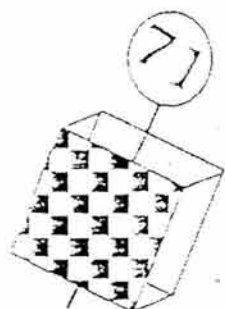
(Tom, 1991)











## PRICES



*Goal:* To improvise several scenes in stores or situations which involve spending money.

*Application:* DO/DOES. THIS/THESE. Q/A. "How much does this cost?" "Are these expensive?"  
"No, they cost..."; "Do these come in green?"

*Group Division:* Trios.

### Rules:

- (1) Each team chooses a "WHERE" for another team and either tells them or gives it to them on a slip of paper. The "WHERE" must be a store or other location where it is necessary to spend money, such as: a shoe store, a grocery store, a toy store, a clothing store, a theater box office, a movie box office, a train station, a bus station, an airport, a travel agency, a pharmacy, etc.
- (2) When the teams receive their "WHERE" they get a maximum of two minutes to PLAN. Alternatively, the game can be played spontaneously without planning time.
- (3) During the PLANNING TIME, they must quickly CHOOSE a "WHO/WHAT".
- (4) One team goes to the front to SHARE their scene. For example, they have been given:  
WHERE: a clothing store.  
WHO: one customer, one salesperson, one mother or father.  
WHAT: buying or selling clothes.

"How much does this black coat cost?"

"It costs \$50.00".

"No, Sandra, that's too expensive. You can't have it!"

### Variations

Use #14-JTS or #13-N/S.E./A with buying and selling situations.

# UNIDAD 4

## Sentences in a hat Worksheet 10

<b>Activity</b>	Whole class: Speaking
<b>Aim</b>	To complete unfinished sentences. To pick sentences out of a hat and find out who wrote them by asking questions.
<b>Grammar and Functions</b>	Talking about likes and dislikes.
<b>Vocabulary</b>	Everyday and leisure activities
<b>Preparation</b>	Make one copy of the worksheet for each group of three or four students in the class and cut into 12 pieces as indicated. You will need a hat or a box for this activity (or two hats or boxes if there are 20 or more students in the class).
<b>Time</b>	20 minutes

### Procedure

- Choose two of the unfinished sentences from the worksheet, one positive and one negative, and write them on the board. Elicit possible ways of completing the sentences.  
For example: I like cooking *cakes/at the weekend/for my friends*.  
I don't like cooking *octopus/on my birthday/for my mother in law*.
- Ask the students to work in groups of three or four for the first part of this activity. Give one set of unfinished sentences to each group.
- Ask the students to spread out the pieces of paper, face down, and to take three each.
- Ask them to complete their three sentences in any way they like. (Refer to the examples in procedure point 1.) They should not write their names or let the students next to them see what they are writing.
- The students now all work together as a class. Put the hat (or box) in the middle of the room. If there are 20 or more students in the class, divide them into two groups and put one hat in the middle of each group. Ask the students to fold up their completed sentences and put them in a hat.
- Mix up the folded sentences in the hat and then tell the students that, in a moment, they are all going to stand up, take one sentence each and find out who wrote it. Demonstrate this by taking a piece of paper from the hat and reading the sentence out.  
For example: *I don't like cooking octopus*.  
Elicit the question they will need to ask in order to find out who wrote the sentence. Make sure they know that the question is the same whether the sentence is positive or negative.  
*Do you like cooking octopus?*  
Ask several students the question until you find the person who wrote the sentence. Make it clear that even though someone may answer *yes* to the question, students are looking for the person who wrote it and may need to ask *Is your sentence?*
- Now ask the students to stand up and take one piece of paper each from the hat. If they choose their own sentence, they should put it back and take another one.

8. They are now ready to go round the class or group asking questions. All the students in the class do this simultaneously. When they find the person who wrote the sentence, they should write the person's name on the piece of paper, keep it and take another one from the hat.

9. The students repeat the activity until there are no sentences left in the hat.

10. Ask the students return to their places and count the number of completed sentences they have collected. The student with the most sentences is the winner.

11. Ask the students to take it in turns to report back to the class or group on what they found out during the activity.

For example:

*Yuko likes cooking for her friends.*

*Paolo doesn't like listening to Italian music.*

(Kay,1997)



*Sentences in a hat*

Reward Elementary  
Resource Pack



I like cooking... \_\_\_\_\_  
\_\_\_\_\_

I don't like cooking... \_\_\_\_\_  
\_\_\_\_\_

I like listening to... \_\_\_\_\_  
\_\_\_\_\_

I don't like listening to... \_\_\_\_\_  
\_\_\_\_\_

I like playing... \_\_\_\_\_  
\_\_\_\_\_

I don't like playing... \_\_\_\_\_  
\_\_\_\_\_

I like watching... \_\_\_\_\_  
\_\_\_\_\_

I don't like watching... \_\_\_\_\_  
\_\_\_\_\_

I like going to... \_\_\_\_\_  
\_\_\_\_\_

I don't like going to... \_\_\_\_\_  
\_\_\_\_\_

I like eating... \_\_\_\_\_  
\_\_\_\_\_

I don't like eating... \_\_\_\_\_  
\_\_\_\_\_

## 25 Dream Tickets

<b>Type of activity</b>	whole class, exchanging
<b>Function practised</b>	asking about likes and dislikes
<b>Structures</b>	<i>Do you like (cycling)? Yes, I do. I love it! No, I don't This is for you.</i>
<b>Topic area</b>	hobbies
<b>Essential vocabulary</b>	cycling, walking, skiing, painting, football, tennis, gardening, sailing, playing the guitar, cooking, riding, climbing, prize, have won, free holiday, hobby.

### Materials and preparation

Copy one HOBBY CARD for every student.

Copy one HOLIDAY PRIZE CARD for every student.

Make sure the holidays match the hobbies you have selected.

It would be a nice touch if you could put the holiday prizes in envelopes, as if they had really come through the post.

### How to use the game

- Give each student one hobby card.
- Let them read it, then tell them they have won a prize! It's a free holiday!
- Give out the envelopes (making sure everyone gets a holiday that is nothing to do with his hobby!).
- Ask them if they are happy with the holiday.
- Ask them to get up and see if anyone else would like their holiday.
- **The object of the game is to give away the holiday you've got and get one that matches your hobby (card).**
- To do this, students will have to stand up and move around the class asking, "Do you like...?" until they find someone who has the hobby featured in their holiday.
- They can then give their holiday away.
- When they have given away the unwanted holiday and got a better one in exchange, they can sit down.

### Demonstration

Demonstrate how to do this by taking an example hobby or holiday.

Tell them, for example, "I like sailing. But this holiday is a gardening holiday!"

Go up to a student and ask, "Do you like gardening?"

When she says, "No", look disappointed and try another student.

Tell the class, "When you find someone who likes gardening, give them the holiday."

When you have given your holiday to someone and got a holiday you like, sit down.

Here is a card.

This is your hobby

You have won a holiday!

It's very exciting.

This is your prize.

Do you like your holiday? (Look at your hobby card.)

No?, Well, maybe you can give your holiday to someone.

Stand up. Ask people, "Do you like..."

Like this. Look (*show card*) My hobby is sailing.

My prize is a **gardening** holiday. (*show prize; look fed up*).

Maybe I can find someone who likes gardening.

(*going up to a student*) Do you like gardening?

No? Do you like gardening? (*trying another student*)

Now you try.

When you find someone who likes your holiday, give it to them. (*demonstrate*)

When you have given your holiday to someone and when you get a holiday you like, (*demonstrate "give" and "get"*) sit down.

(Hadfield, 1999)

## 25 Dream tickets

### HOBBY CARDS

YOU LIKE cycling.	YOU LIKE walking.	YOU LIKE skiing.	YOU LIKE painting.
YOU LIKE football.	YOU LIKE tennis.	YOU LIKE gardening.	YOU LIKE sailing.
YOU LIKE playing the guitar.	YOU LIKE cooking.	YOU LIKE riding.	YOU LIKE climbing.

### HOLIDAY PRIZE CARDS

 CONGRATULATIONS! * * * YOU HAVE WON a cycling holiday in Switzerland	 CONGRATULATIONS! * * * YOU HAVE WON a week's Cordon Bleu cookery course	 CONGRATULATIONS! * * * YOU HAVE WON 4 tickets to the next World Cup final	 CONGRATULATIONS! * * * YOU HAVE WON a walking holiday in the Andes
 CONGRATULATIONS! * * * YOU HAVE WON a painting course in The Netherlands	 CONGRATULATIONS! * * * YOU HAVE WON a week's skiing in Italy	 CONGRATULATIONS! * * * YOU HAVE WON a Gardens of England tour	 CONGRATULATIONS! * * * YOU HAVE WON a trip across the Atlantic in a sailing ship
 CONGRATULATIONS! * * * YOU HAVE WON 2 tickets to next year's Wimbledon Tennis tournament	 CONGRATULATIONS! * * * YOU HAVE WON a place on an expedition to climb Mount Everest	 CONGRATULATIONS! * * * YOU HAVE WON a place on a camel ride across the Sahara	 CONGRATULATIONS! * * * YOU HAVE WON a week's guitar course in Spain



## **LIKES AND DISLIKES**

### DISCUSSION

**PROCEDURE:** Ask each student to write down three things they like and three things they don't like. They can decide whether they wish to refer to important things or to less important things, but what they write must be true.

Do the same thing yourself. Read out a point from your list and then add some information to it. For example: "I don't like loud noise, particularly if it's unnecessary. If it's necessary I can put up with it", etc.

Encourage the students to ask you questions. Students then contribute their likes or dislikes.

(Ur, 1992)

## 34 Blind date

<b>Type of activity</b>	Whole class; matching
<b>Function practised</b>	inviting, accepting and refusing
<b>Structures</b>	<i>Would you like to (go to the cinema)? I'd love to! I'm sorry, I can't. I'm not free that day.</i>
<b>Topic area</b>	social life and entertainment
<b>Essential vocabulary</b>	cinema, picnic, swimming, party, disco, theatre, skating

### Materials and preparation

Mentally divide your class in half. If there is an odd number, ask one student to work, with another one. Make two copies of each DIARY for that number. Keep them in two seats.

### How to use the game

- Ask half the students to stand up. Give them each a diary page from one set of diaries.
- Give a diary page each, from the other set, to the other half who are seated.
- Tell them this is their diary for next week.
- They have one free day.
- They would like to go out on that day, but they would like a friend to go too.
- **The object of the game is to find someone to go out with them.**
- To do this, the students who are standing up will have to move around the room, asking the seated students, "Would you like to ... on...?" until they find someone to go with.
- Then they should sit down together.

### Demonstration

Demonstrate how to do this by asking a diary yourself and going up to a couple of (seated) students and asking, "Would you like to go come to (a/the)... on...?"

Prompt them to answer, "Yes, I'd love to " or "sorry, I'm not free" or "sorry, I can't. I'm on holiday/away in London"

Then get them to carry on.

### Classroom language

Here is the diary.

Stand up, please/Staying sitting down, please.

This is your diary for next week.

You are only free on one day.

You want to go out that day.

But you don't want to go out that day.

You want to go with a friend.

Find a friend.

Like this (*demonstrate asking a couple of students as above*)

Now you do it.

Look for a friend

Ask, "Would you like to ...?"

Answer, "I'd love to!" or "I'm sorry, I can't".  
When you find a friend, sit down with them.  
Ready?  
OK. Off you go!

(Hadfield, 1999)

### 34 Blind date

DIARIES

<p>MON 21 cinema????</p> <p>TUES 22</p> <p>WED 23 AWAY</p> <p>THURS 24 ON</p> <p>FRI 25 HOLIDAY</p> <p>SAT 26</p> <p>SUN 27</p>	<p>MON 21 MEETING IN LONDON</p> <p>TUES 22 disco???</p> <p>WED 23</p> <p>THURS 24 AWAY</p> <p>FRI 25 ON</p> <p>SAT 26 HOLIDAY</p> <p>SUN 27</p>	<p>MON 21 London</p> <p>TUES 22</p> <p>WED 23 swimming???</p> <p>THURS 24</p> <p>FRI 25 Away</p> <p>SAT 26 on holiday</p> <p>SUN 27</p>
<p>MON 21 London</p> <p>TUES 22</p> <p>WED 23</p> <p>THURS 24 Party???</p> <p>FRI 25 Away on</p> <p>SAT 26 holiday</p> <p>SUN 27</p>	<p>MON 21 AWAY</p> <p>TUES 22 ON</p> <p>WED 23 HOLIDAY</p> <p>THURS 24</p> <p>FRI 25 skating???</p> <p>SAT 26 LONDON</p> <p>SUN 27</p>	<p>MON 21</p> <p>TUES 22 AWAY</p> <p>WED 23 ON</p> <p>THURS 24 HOLIDAY</p> <p>FRI 25</p> <p>SAT 26 theatre???</p> <p>SUN 27 LONDON</p>
<p>MON 21</p> <p>TUES 22 AWAY</p> <p>WED 23 ON</p> <p>THURS 24 HOLIDAY</p> <p>FRI 25</p> <p>SAT 26</p> <p>SUN 27 picnic???</p>		

## **SITUATIONS ROLE PLAYS**

1. You invite your friend to go to an Italian restaurant with you. He/She says she doesn't like Italian food much and would prefer a sandwich.
2. A friend invites you to see a horror film, but you don't like violent films. You suggest seeing a love story.
3. You invite a friend to a discotheque but he/she doesn't like rock music and suggests a folk music concert instead.

(Klippel, 1984)

# **UNIDAD 5**

## 6 Weeding photos

<b>Type of activity</b>	pair work, information gap
<b>Function practised</b>	asking and saying who someone is
<b>Structures</b>	<i>Who's this/that?</i> <i>This is/That's (Mary/John) .She's/he's my (sister/brother).</i>
<b>Topic area</b>	family members
<b>Essential vocabulary</b>	mother, father, sister, brother, aunt, uncle, cousin, grandmother, grandfather.

### Materials and preparation

Mentally divide your class in half

Copy and cut up enough WEEDING PHOTOS for all the class plus one for you.

Copy and cut up enough FAMILY TREE A CARDS for one half of the class plus one for you and enough FAMILY TREE B CARDS for the other half.

### How to use the game

- Divide the students into pairs A and B.
- Give everyone a weeding photo card.
- Tell them that this is a weeding picture: A's sister is marrying B's Brother
- A's family is on one side of the picture and B's family is on the other side.
- Give all the As the family tree A card and all the Bs the family tree B card.
- Tell them this is their family.
- **The object of the game is to find out who all the people in the photo and to write their names in on the photo.**
- To do this, they will have to ask each other, "Who's that?" and answer, e.g. "That's Jane. She's my mother".

### Demonstration

Demonstrate how to do this by taking your weeding photo and family tree card A, calling up one B student to the front and playing a demonstration game. Put both photos on the table so you can both see them.

Point to one figure in the photo and ask the student, "Who's that?"

Give her time to look at her family tree and work it out.

Prompt her with the reply if necessary. "That's.... She's/He's my ..."

Then show the class how to write in the name on the photo.

Then prompt B to ask you a question, "Who's that?" and get her to write in the name on the photo.

### Classroom language

Listen A (*point to one student*) B. (*point to the student next to her*) You two work together.

A, B. You two work together. (*continue right round the class until all the class is divided up into pairs*)

Look. Here is a weeding photo. (*give out the photo*)

Who is A? (*get them to raise their hands*) This is your sister. (*point*)

Who is B? (*get them to raise their hands*) This is your brother. (*point*)

A's sister is marrying B's brother.

This is your family. (*giving out the family trees A to the A's*)

Don't show it to B. (*mime keeping it secret*)

This is your family. (*giving out the family trees B to the Bs*)

Who are the people in the photo? Ask each other.

Like this.

Come up to the front, please.

Put your photo on the table. Good.

Who's that? (*pointing to a person in the photo*)

Look at your family tree. Don't show me. (*when she answers, write in the name repeating the answer*)

Good. Now you ask me, "Who's that?" (*give the answer and get her to write it in*)

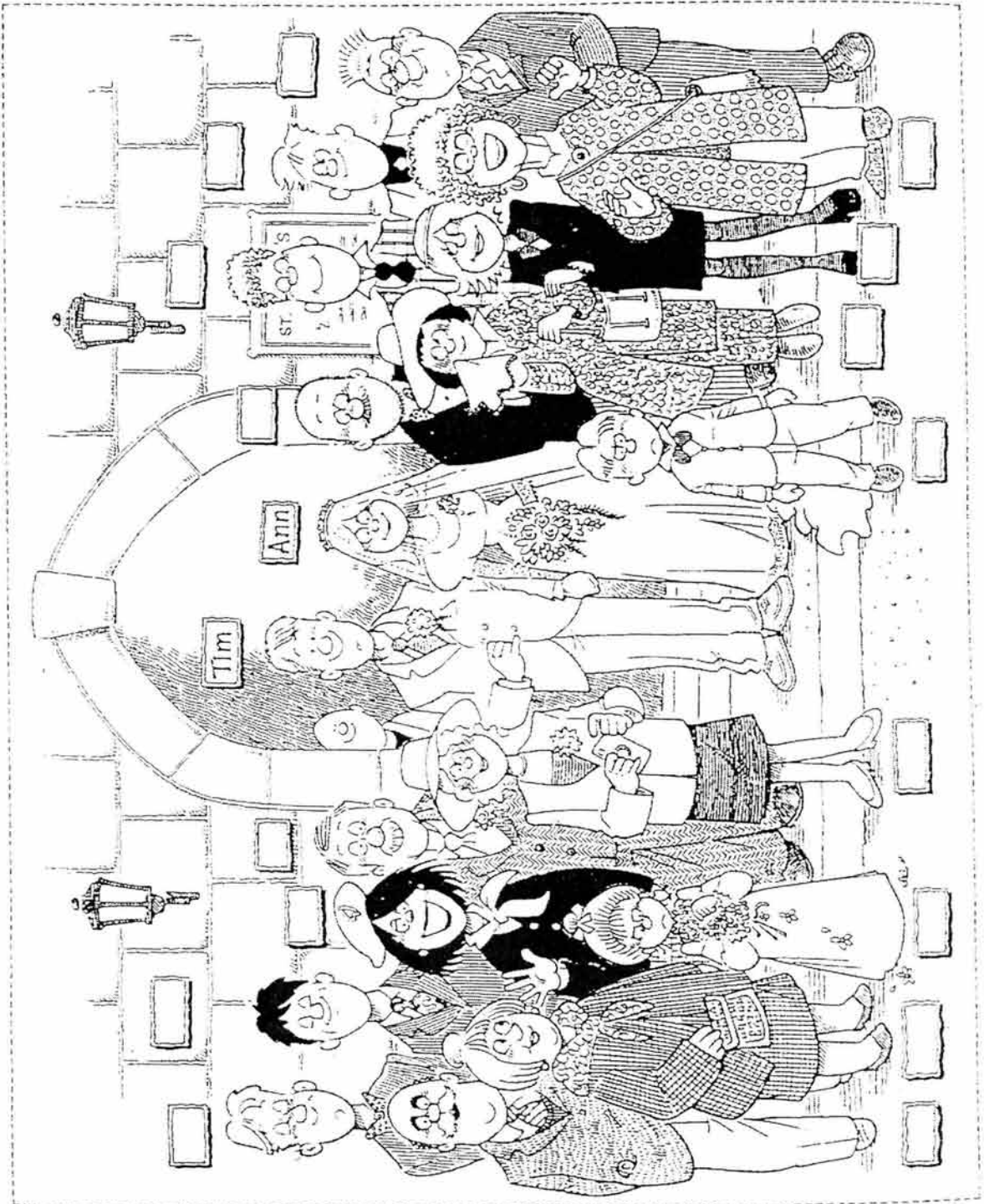
OK? Now you do it. Work together.

(Hadfield, 1999)



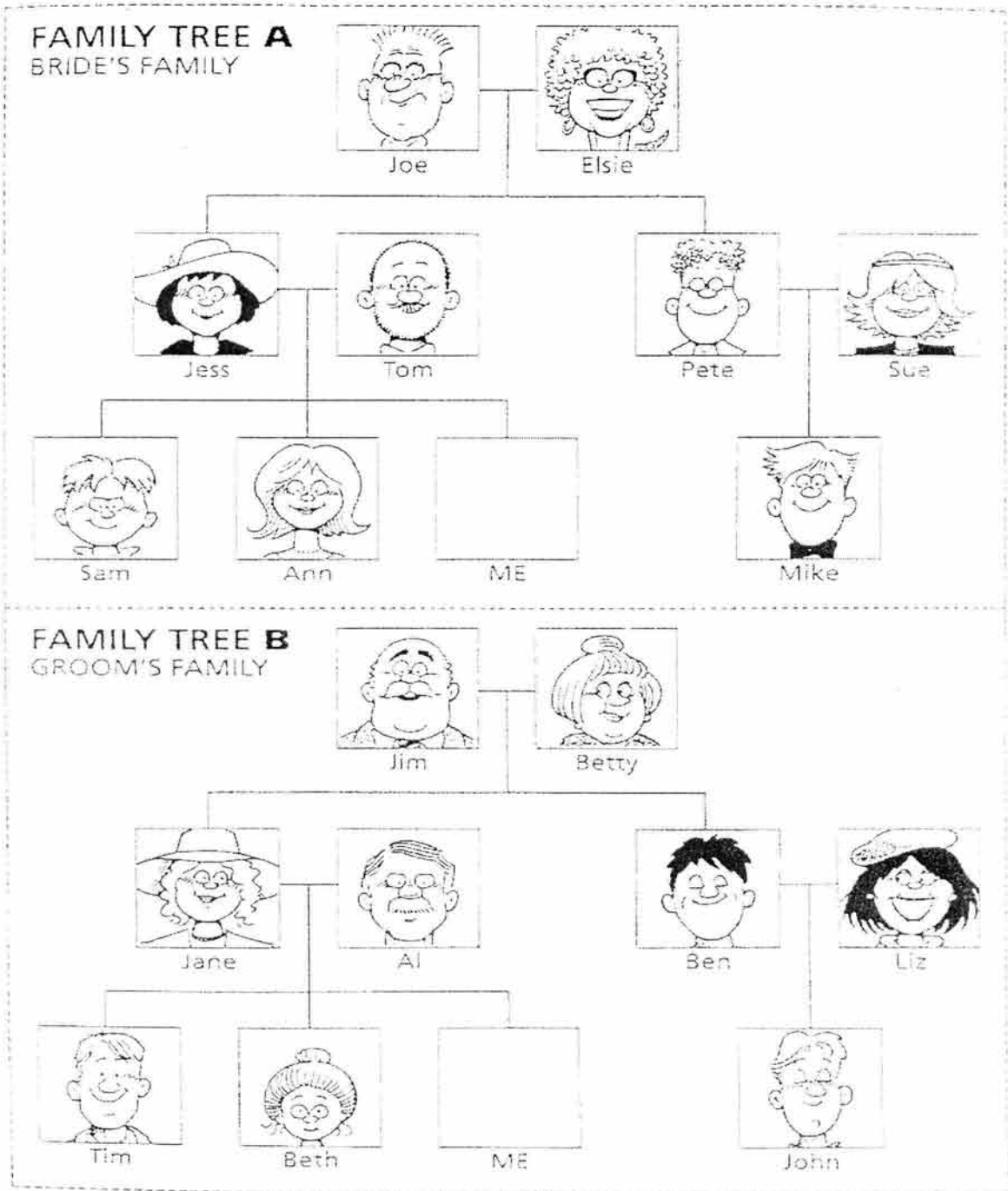
## 6 Wedding photos (1)

WEDDING PHOTO



### 6 Wedding photos (2)

FAMILY TREE CARDS



## Photo album Worksheet 6

**Activity** Groupwork, speaking

**Aim** To talk about family relationships.

**Grammar and Functions** Possessive 's

**Vocabulary** Members of the family

**Preparation** Make one copy of the worksheet for each pair or group of three students and cut the pictures out as indicated.

**Time** 20 minutes

### Procedure

1. Ask the students to work in pairs or groups of three.
2. Give each group a copy of the worksheet cut up and ask them to take three pictures each.
3. Tell the students to imagine that these are photographs from a family photo album and that the people in the photos are members of their family. Tell them that, in a moment, they are going to talk to their partners about them.
4. Before they do that, give them a few minutes to invent and write down some details about their imaginary relatives.  
Write on the board:  
NAME  
RELATIONSHIP TO YOU  
MARRIED OR SINGLE  
AGE  
JOB  
WHERE THEY LIVE
5. When the students have done that, ask them to take it in turns to show the pictures to their partners and explain who they are.

### Option

If your students' English level is good enough for them to give more details about the people in the pictures, encourage them to do so. For example have they got children, pets, a hobby, etc.?

(Kay, 1997)

6

Photo album

Reward Elementary  
Resource Pack



## II-1 ALL IN THE FAMILY

**Goal** To review vocabulary

**Materials** Handout, Work sheet

**Levels** Beginning-low intermediate

**Ages** Teenagers-adults

**Group size** 1 or more

Duplicate or copy the handout on page 35. Make a copy for each student, and pass them out.

Have the students match the names on the right with the family term whose first letter corresponds with the first letter of the name, for example, Aunt Alice. Then have the students make sentences using the names and family terms.

**Example** My *Aunt Alice* is coming to dinner.

Next, play a card game in small groups. Use the work sheet on page 36 to make the cards. The front side of each card contains the definition of family relationship. The back side has the corresponding member of the family.

**Example** Front side: my father's wife

Back side: mother

A student draws a card from the deck. He or she reads the definition aloud and tries to guess the name. Another student checks the back of the card and verifies whether the guess is correct. The student receives a point for a correct answer. The card is then reinserted into the deck. The next player draws a card from the top of the deck and proceeds as above. When time is up, the player with the most points is the winner.

**Variation** (+) In the card game phase increase the number of family relationships, thus encouraging student inference; for example, terms like *stepdaughter* and *father-in-law*.

(Schultz, 1988)

Fill in the blanks with the correct letter

- |                           |          |
|---------------------------|----------|
| 1. _____unt               | Gus      |
| 2. _____tepson            | Wilma    |
| 3. _____ister             | Fred     |
| 4. _____ather             | Henry    |
| 5. _____ousin             | Gertrude |
| 6. _____randfather        | Bill     |
| 7. _____rother            | Alice    |
| 8. _____ice               | Donna    |
| 9. _____other-in-law      | Umberto  |
| 10. _____reat grandmother | Sam      |
| 11. _____aughter          | Norma    |
| 12. _____usband           | Carl     |
| 13. _____irst cousin      | Frieda   |
| 14. _____ife              | Suzy     |
| 15. _____ncle             | Mildred  |

(Schultz, 1988)

**Work sheet****Back**

1. aunt
2. stepson
3. sister
4. father
5. cousin
6. grand father
7. brother
8. niece
9. mother-in-law
10. great grandmother
11. daughter
12. husband
13. wife
14. uncle

**Front**

- my uncle's wife
- my new wife's son, but not my son
- my mother's daughter
- my grandmother's son
- my uncle's child
- my grandmother's husband
- my father's son (It's not me)
- my sister's daughter
- my husband's or wife's mother
- my father's mother's mother
- my son's sister
- my daughter's father
- my children's mother
- my aunt's husband

(Schultz, 1988)

# UNIDAD 6



## 30 Lie detectors

<b>Type of activity</b>	small group
<b>Function practised</b>	talking about habits and routines
<b>Structures</b>	<i>How often do you (laugh)</i> <i>Frequency adverbs: once, never, often, sometimes, twice, every day/year/night/morning/week/weekend</i> <i>Prepositions of time: on, at.</i>
<b>Topic area</b>	everyday activities
<b>Essential vocabulary</b>	laugh, cry, quarrel (with someone), do (some exercise), lie, read (a book), clean (the house), stay up (all night), drive (badly), drink (champagne), go (to the cinema), spend (too much money)

### Materials and preparation

Mentally divide your class into groups of three or four.

Copy and cut up a set of ACTION CARDS and a set of FREQUENCY CARDS for each group.

There is pictorial Rules sheet for this game on page 108. Make copies for each group after making the changes that are noted there.

**NOTE** For weaker students, leave the words on the cards. For more fluent students, cut off or tippex out the words before photocopying.

- **How to use the game**

- Divide your class into groups of three or four.
- Give each group a set of action cards and a set of frequency cards.
- They should deal out the frequency cards and place the action cards face down in a pile in the middle.
- Player 1 should take an action card and ask the other players a question beginning with "How often do you....?", using the card as a cue, e.g. "How often do you do some exercise?"
- The players must each reply, producing a frequency card, e.g. "Never" or "Once every five years".
- Player 1 decides whose version is nearest the truth and gives the action card and the frequency card.
- That player can lay down the action card and the frequency card.
- **The object of the game is to get rid of all your cards.**
- The player who does so first is the winner.

### Demonstration

Demonstrate how to play by getting all groups to play the first round together.

Get them to deal out the frequency cards and lay the action cards in the middle.

Get them to decide who is to begin.

Get that player in each group to turn up the first card and ask a question beginning, "How often do you ...?"

Get all the other players to choose a frequency card and answer the question using that card

Ask player 1, "Who is telling the truth?"

Get him to give the card to that player.

Get the player to put the action card and the frequency card down.

### **Classroom language**

Here are some cards. *(give each group the frequency cards)*

Deal out the cards. *(demonstrate)*

Put these cards face down in the middle. *(give the action cards and demonstrate)*

Choose one student to begin.

Pick up a card from the pile. *(demonstrate)*

Look at it.

Ask a question. Begin: "How often do you...?"

The others: you must all answer.

Look at your cards.

Choose one. Now answer with the card "Every day" or "once a week" etc.

Now, X,Y,Z. *(addressing Player 1 in each group)*

Which answer is true?

Give the card to the best answer. *(demonstrate)*

Good. You can throw away the cards.

Now you take the next card.

(Hadfield, 1999)

### 30 Lie detectors

ACTION CARDS

			
smile	cry	argue	do some exercise
			
tell a lie	read a book	clean the house	stay up all night
			
drive too fast	drink champagne	go to the cinema	spend too much money

FREQUENCY CARDS

Every day	Once a year	Never	Every night
Not very often	Once a week	On Monday mornings	At weekends
Once every five years	Twice a week	Often	Sometimes

## Daily routine Worksheet 11

<b>Activity</b>	Pairwork: speaking
<b>Aim</b>	To predict a partner's daily routine and to find out how many predictions were right.
<b>Grammar and functions</b>	Present simple: asking how often people do things Short answers Adverbs of frequency
<b>Vocabulary</b>	Everyday actions
<b>Preparation</b>	Make one copy of the worksheet for each pair of students and cut it out as indicated.
<b>Time</b>	20 minutes

### Procedure

1. Ask to students to work in pairs of student A and student B.
2. Give a copy of the top chart to each student A and a copy of the bottom chart to each student B
3. Ask the students to write their partner's name in the space provided on their worksheet.
4. If the class already know one another, explain to the students that they are going to find out how well they known their partner. If this is a new class explain that they are going to find out how good they are at guessing.
5. Ask the students to put a tick in the TRUE column it they think the information in the sentences is true for their partner or a tick in the FALSE column if the don't think it is true. They must not ask their partner yet.
6. When they have done that, the students should take it in turns to check whether their predictions were right. Make sure they know the correct questions form:

Student A: *Do you usually wear jeans at the weekend?*

Student B: *Yes, I do. Do you often wear trainers?*

Student A: *No, I don't.*

The students should put a tick or a cross in the end column next to each question, depending on whether they have guessed correctly or not.

7. When the students have finished checking their predictions with their partner, they should add up their total number of right guesses and compare scores.



*Daily Routine*

Reward Elementary  
Resource Pack

**Student A**

PARTNER'S NAME	TRUE	FALSE	✓ = I'm right X = I'm wrong
usually wears jeans at the weekend			
always goes to bed before midnight			
eats chocolate every day			
always remembers birthdays			
usually goes out on Saturday nights			
often does the ironing			
always gets the bus to work/school			
sometimes goes out for lunch on Sundays			
often listens to classical music			
always arrives on time for appointments			



**Student B**

PARTNER'S NAME	TRUE	FALSE	✓ = I'm right X = I'm wrong
often wears trainers			
sometimes sings in the bath			
drinks coffee every day			
often writes letters to friends			
sometimes goes shopping in the evening			
usually does the washing up			
always goes to work/school by car			
usually does some sport at the weekend			
reads a newspaper every day			
often goes to the cinema			

# UNIDAD 7

## Poor Fabio Worksheet 18

**Activity** Groupwork: speaking, reading

**Aim** To predict a story from pictures and to match lines of a story to pictures.

**Grammar and functions** Past simple: regular verbs

**Vocabulary** General

**Preparation** Make one copy of the worksheet for each group of three students and cut it up as indicated

**Time** 30 to 40 minutes

### Procedure

1. Ask the students to work in groups of three.
2. Give each group a copy of the picture story but do not give them the text yet. Explain that they are going to read the story, but that before they do that, they should spend a few minutes in their group looking at the picture story and trying to work out what is happening.
3. Now write the following verbs on the board. Ask the students to work in their groups and to decide which verbs they expect to see in the story. You may need to explain the meaning of some of them.

<i>work</i>	<i>be</i>	<i>play</i>	<i>decide</i>	<i>receive</i>	<i>marry</i>
<i>smile</i>	<i>dance</i>	<i>study</i>	<i>watch</i>	<i>ask</i>	<i>die</i>
<i>want</i>	<i>walk</i>	<i>have</i>	<i>carry</i>	<i>open</i>	<i>finish</i>
<i>faint</i>	<i>notice</i>				

4. When the students have done that, work with the whole class and ask groups of students to take it in turns to call out the verbs they have chosen. Underline the verbs they call out and do not worry about whether they appear in the text of the story or not at this stage.
5. Elicit the past tense of the verbs you have underlined and pre-teach other words or expressions from the story if necessary.
6. Now the students are ready to read the story. Give each group a copy of the cut-up text and ask them to match one piece of text to each picture.
7. Check that they have put the story in correct order and note how many verbs that had predicted correctly.

### OPTION

Ask the students to work in their groups and to put the verbs from the story into three columns according to the pronunciation of the *-ed* endings.

<i>/d/</i>	<i>/id/</i>	<i>/t/</i>
studied	wanted	watched
carried	decided	walked
loved	fainted	asked

smiled

noticed  
danced

### **FOLLOW UP**

1. You can use the cut-up text of the story to do a "community dictation".
2. Ask the students to work in groups of up to 12 and give each student one part of the story in random order.
3. Now ask them to stand up and to form a line in the order of the story by saying their sentences aloud. They will need to repeat their own sentences several times and listen to the other students' sentences carefully.
4. When the story is in the correct order, ask the students to sit down in their groups and get ready to write the story.
5. Explain that each student is going to write the whole story. Each student dictates their own sentence to the rest of the group and answers questions about the spelling and punctuation of their sentence.
6. Ask the student with the first line to read it out for the rest of the group to write down. The students then take it in turns to read out their sentences in order for the rest of the group to write down.
7. When they have finished, give out copies of the complete story so that the students can correct their own work.

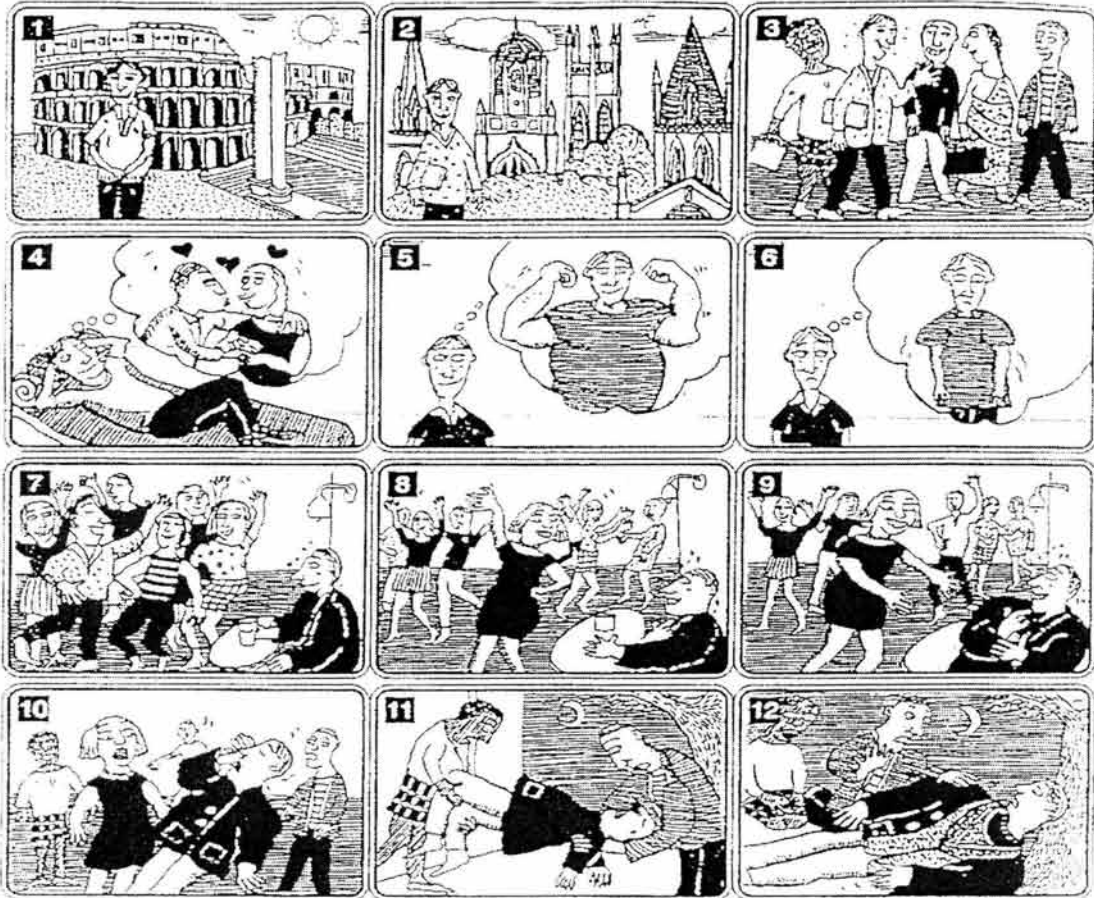
(Kay, 1997)





POOR FABIO

Reward Elementary  
Resource Pack



Fabio was from Rome in Italy.



but he really wanted an English girlfriend.

One night he decided to go to a nightclub. At the club, he watched the people dancing.

Fabio loved dancing, but after three records, he fainted.



Last summer, he studied English in Oxford.

Fabio had a problem. He wanted to be big and strong.

and then he noticed a nice young woman.

His friends carried him outside and were surprised to find

He had a lot of friends in Oxford.

but he was small and very thin.

To his surprise, she smiled at him, walked across the room and asked him to dance.

that he had six pullovers on under his jacket.

## John Lennon Worksheets 21a and 21b

<b>Activity</b>	Pairwork: reading, writing, speaking.
<b>Aim</b>	To write and ask questions to obtain information in order to complete a life history.
<b>Grammar and functions</b>	Past simple, Wh- questions
<b>Vocabulary</b>	Life history
<b>Preparation</b>	Make one copy of Worksheets 21a and 21b for each pair of students in the class.
<b>Time</b>	50 to 60 minutes

### Procedure

1. Tell the students that they are going to read some information about John Lennon's life. Make sure the students know who John Lennon was and that he died some time ago. Point out that there is some information missing from the text that you are going to give them.

2. Divide the students into Group A and Group B. Give one copy of Worksheet 21a to each student in Group A and one copy of Worksheet 21b to each student in Group B.

3. Ask the students to work with a partner from the same group for the first part of the activity. Explain that there are some details missing from their text and that they should write down the questions they need to ask to obtain the missing information. All the students must write the questions down in the spaces provided on their worksheet.

For example:

Student A: (1) *When was John Lennon born?*

(3) *What did he learn to play?*

Student B: (2) *Where did he live with his aunt and uncle?*

(4) *What did he want to be? or What was his ambition?*

While the students are doing this, be on hand to answer questions and offer help.

4. When the students have finished writing questions, ask them to work with a partner from the other group. Student A and student B should now sit facing one another and take it in turns to ask and answer questions in numerical order to find out the information in the blanks on their worksheet.

5. When they have finished exchanging information, the pairs of students compare their completed texts, which should be identical.

(Kay, 1997)

**JOHN LENNON**

Reward Elementary  
Resource Pack

**Student A**

John Lennon was born in (1) 19 \_\_\_\_\_ and lived with his aunt and uncle in Liverpool. When he was 12 he learned to play the (2) \_\_\_\_\_ but his ambition wasn't to be a musician – he wanted to be a millionaire! He was (5) \_\_\_\_\_ years old when his mother died in a car accident.

As a teenager, he created his first group and they were called the Quarrymen. He met (7) \_\_\_\_\_ in 1955 and they started the Beatles in 1960. (8) \_\_\_\_\_ became their manager in 1961.

John married Cynthia in 1962 and they had a son called (11) \_\_\_\_\_. Later, John and Cynthia divorced and in November 1966 John met Yoko Ono in an art gallery in London.

He met (13) \_\_\_\_\_ in 1967 and started doing meditation. In the same year, Brian Epstein died.

On March 20th 1969, John and Yoko (15) \_\_\_\_\_ and the following year John left the Beatles and created the Plastic Ono band. They had their first hit with 'Imagine' in (17) 19 \_\_\_\_\_.

In 1973, John and Yoko went to New York and had a son called (19) \_\_\_\_\_.

John Lennon was shot outside his home in New York on December 8th 1980.



**QUESTIONNAIRE**

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (5) \_\_\_\_\_
- (7) \_\_\_\_\_
- (8) \_\_\_\_\_
- (11) \_\_\_\_\_
- (13) \_\_\_\_\_
- (15) \_\_\_\_\_
- (17) \_\_\_\_\_
- (19) \_\_\_\_\_

# 216 John Lennon

New  
Road Elementary  
Resource Pack

## Student B

John Lennon was born in 1941 and lived with his aunt and uncle in (2) \_\_\_\_\_. When he was 12 he learned to play the harmonica but his ambition wasn't to be a musician – he wanted to be a (4) \_\_\_\_\_. He was eighteen years old when his mother died in a car accident.

As a teenager, he created his first group and they were called (6) \_\_\_\_\_. He met Paul McCartney in 1955 and they (8) \_\_\_\_\_ in 1960. Brian Epstein became their manager in 1961.

John married (10) \_\_\_\_\_ in 1962 and they had a son called Julian. Later, John and Cynthia divorced and in November 1966 John met (12) \_\_\_\_\_ in an art gallery in London.

He met Maharishi Mahesh Yogi in 1967 and started doing meditation. In the same year, (14) \_\_\_\_\_ died.

On March 20th 1969, John and Yoko got married and the following year John left the Beatles and created (16) \_\_\_\_\_. They had their first hit with 'Imagine' in 1971.

In 1973, John and Yoko went to (18) \_\_\_\_\_ and had a son called Sean.

John Lennon was shot outside his home in New York on (20) \_\_\_\_\_.



### QUESTIONNAIRE

- (2) \_\_\_\_\_
- (4) \_\_\_\_\_
- (6) \_\_\_\_\_
- (8) \_\_\_\_\_
- (10) \_\_\_\_\_
- (12) \_\_\_\_\_
- (14) \_\_\_\_\_
- (16) \_\_\_\_\_
- (18) \_\_\_\_\_
- (20) \_\_\_\_\_

## A holiday Worksheet 20

**Activity** Pairwork: speaking

**Aim** To guess details about a partner's last holiday and to find out how many predictions were right.

**Grammar and functions** Past simple: Irregular verbs.  
Yes/No questions and short answers

**Vocabulary** Irregular verbs  
Verbs associated with holidays

**Preparation** Make one copy of the worksheet for each student in the class.

**Time** 30 minutes

### Procedure

1. Give one copy of the worksheet to each student in the class.
2. Ask the students to write about their last holiday by completing the sentences in the column marked YOUR LAST HOLIDAY. Tell them not to show the other students what they are writing.
3. When they have done that, ask them to work in pairs, but tell them that it is important not to show their worksheet to their partner. They should sit facing one another.
4. Tell the students to write their partner's name in the space provided at the top of the column marked YOUR PARTNER'S LAST HOLIDAY. They then need to ask where their partner went for their last holiday and write the name of the place in the space provided under the name. They must not ask for any further information yet.
5. Now tell the students that they are going to guess what their partner did on holiday by completing the sentences in the column marked YOUR PARTNER'S LAST HOLIDAY. Emphasize again that they must not ask their partner yet.
6. When they have done that, the students should take it in turns to check whether they guessed correctly by asking their partner questions.  
For example:  
Student A: *Did you go with your family?*  
Student B: *No, I didn't. I went with my friends.*  
*Did you go with your husband?*  
Student A: *Yes, I did.*

The students should put a tick or a cross in the end column, depending on whether they guessed correctly or not.

If necessary, give the students time to write down the questions they need to ask before they begin this part of the activity.

7. When the students have finished checking their guesses with their partner, they should add up their total number of right guesses. Find out who scored the highest total.

(Kay, 1997)



*A holiday*



Reward Elementary  
Resource Pack

YOUR LAST HOLIDAY	YOUR PARTNER'S LAST HOLIDAY PARTNER'S NAME _____	✓ = I was right  ✗ = I was wrong
I WENT TO _____	HE/SHE WENT TO _____	
I went with...	He/she went with...	
I travelled by...	He/she travelled by...	
I stayed in a...	He/she stayed in a ...	
I stayed there for...	He/she stayed there for...	
The weather was ...	The weather was...	
I bought...	He/she bought...	
I visited ...	He/she visited...	
I ate...	He/she ate...	
I drank...	He/she drank...	
In the evenings, I...	In the evenings, he/she...	

## When did you last...? Worksheet Progress check 21-25

<b>Activity</b>	Whole class: speaking
<b>Aim</b>	To find out information about members of the class by asking and answering questions.
<b>Grammar and functions</b>	Simple past: irregular verbs Wh-questions Expressions of time
<b>Vocabulary</b>	Everyday and leisure activities
<b>Preparation</b>	Make one copy of the worksheet for each group of up to 12 students. Cut out the cards out as indicated.
<b>Time</b>	15 to 20 minutes

### Procedure

1. If there are more than 12 students in the class, divide them into groups. Give one card each student in the class.
2. Tell the students that they are responsible for finding the answer to the question on their own card by speaking to everybody in the class or group. Make sure each student knows how to ask their question correctly and understands that they will have to note down the times when the students last did the actions in order to answer the question.

For example:

Student A: *When did you last eat ice cream?*

Student B: *(I ate some ice cream) last weekend.*

(Student A writes Student B's name and *last weekend*.)

Student B: *When did you last write a letter?*

Student A: *I wrote to my grandmother in April on her birthday.*

(Student B writes Student A's name and *in April*.)

3. Now ask the students to go round the class or group asking and answering questions. Tell them that they can make notes on the back of their card.

When they have finished, they should sit down and take it in turns to report back to the class or group on what they found out during the activity.

For example:








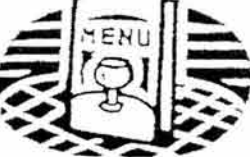



*Stefano was the last to eat ice cream. He ate it yesterday afternoon.*

*Milene was the last to write a letter. She wrote to her sister last night.*



*When did you last...?*

Reward Elementary  
Resource Pack









 <p>Who was the last person to eat ice cream?</p> <p><b>FIND OUT</b></p>	 <p>Who was the last person to write a letter?</p> <p><b>FIND OUT</b></p>
 <p>Who was the last person to buy some clothes?</p> <p><b>FIND OUT</b></p>	 <p>Who was the last person to give someone a present?</p> <p><b>FIND OUT</b></p>
 <p>Who was the last person to have a birthday?</p> <p><b>FIND OUT</b></p>	 <p>Who was the last person to go to the hairdresser?</p> <p><b>FIND OUT</b></p>
 <p>Who was the last person to make a new friend?</p> <p><b>FIND OUT</b></p>	 <p>Who was the last person to have a meal in a restaurant?</p> <p><b>FIND OUT</b></p>
 <p>Who was the last person to go dancing?</p> <p><b>FIND OUT</b></p>	 <p>Who was the last person to take a taxi?</p> <p><b>FIND OUT</b></p>
 <p>Who was the last person to lie on a beach?</p> <p><b>FIND OUT</b></p>	 <p>Who was the last person to do some exercise?</p> <p><b>FIND OUT</b></p>





*When did you last...?*

Reward Elementary  
Resource Pack

 <p>Who was the last person to eat ice cream?</p> <p><b>FIND OUT</b></p>	 <p>Who was the last person to write a letter?</p> <p><b>FIND OUT</b></p>
 <p>Who was the last person to buy some clothes?</p> <p><b>FIND OUT</b></p>	 <p>Who was the last person to give someone a present?</p> <p><b>FIND OUT</b></p>
 <p>Who was the last person to have a birthday?</p> <p><b>FIND OUT</b></p>	 <p>Who was the last person to go to the hairdresser?</p> <p><b>FIND OUT</b></p>
 <p>Who was the last person to make a new friend?</p> <p><b>FIND OUT</b></p>	 <p>Who was the last person to have a meal in a restaurant?</p> <p><b>FIND OUT</b></p>
 <p>Who was the last person to go dancing?</p> <p><b>FIND OUT</b></p>	 <p>Who was the last person to take a taxi?</p> <p><b>FIND OUT</b></p>
 <p>Who was the last person to lie on a beach?</p> <p><b>FIND OUT</b></p>	 <p>Who was the last person to do some exercise?</p> <p><b>FIND OUT</b></p>

## 40 Souvenir shopping

<b>Type of activity</b>	small group; matching
<b>Function practised</b>	talking about the past
<b>Structures</b>	<i>I saw (a temple).</i> <i>I went (walking the theatre).</i> <i>I ate (rice)</i> <i>I drank (tea)</i> <i>Did you buy (this) there?</i>
<b>Topic area</b>	holidays
<b>Essential vocabulary</b>	walking, dancing, cycling, swimming, sailing, theatre, museum, tea, beer, wine, rice, hamburger, coke, spaghetti, salad, fish and chips, sandwiches, sausages, mountains, rain, TV, (more unusual vocabulary is given on the holiday snaps cards: paella, sherry, desert, tacos, margaritas, moussaka, ouzo, Chianti, castle, snails, skyscrapers, diner, temple, pagoda, sake, tulips, windmills, fondue) (It is not necessary to know the names of the souvenirs in order to play the game.)

### Materials and preparation

Mentally divide your class into groups of three or four.

Make one copy of the SOUVENIR CARDS and one copy of the HOLIDAY SNAPS CARDS for each group.

There is a pictorial Rules sheet for this game on page 108. Make copies for each group after making the changes that are noted there.

### How to use the game

- Divide your class into groups of three or four.
- Give each group a set of souvenir cards.
- They should deal these out.
- They can look at their cards.
- Give each group a pile of holiday snaps cards.
- They should place these face down in a pile on the desk.
- One student should take the first holiday snaps card and look at it, without showing the others.
- He can tell the others four things about his holiday: "I saw..., I ate..., I drank..., I went...."
- The others should guess where he went.
- If a student has the appropriate souvenir card in her hand, she can hand it to him saying, "Did you buy (this) there?"
- **The object of the game is to match the holiday snaps with the souvenirs.**
- The player who gets rid of all their cards first is the winner.

### Demonstration

Demonstrate how to play by taking one holiday snap yourself and saying four things about it, e.g. "I saw some castle, I ate paella, and I drank sherry and I went swimming".

Ask, "where did I go on holiday?"

Then: "I bought a souvenir there. Has anyone got it?"

Get the student(s) producing the card to ask, "Did you buy this there?"

Then get them to go on in their groups.

### **Classroom language**

Here are some souvenir cards.

Deal them out. (*demonstrate*)

You can look at your cards.

Here are some holiday snaps cards.

Put them face down in the middle (*demonstrate*)

Listen. I've got a holiday snaps card. (*taking a card*)

I'm going to tell you about my holiday, e.g. "I saw a castle, I ate paella, and I drank sherry and I went swimming."

Where did I go on holiday?

Spain!

I bought a souvenir there. Has anyone got it?

Ask, "Did you buy (this) there?"

Yes! I did!

OK. Now you play.

Who is going to begin?

Right. Take the first card.

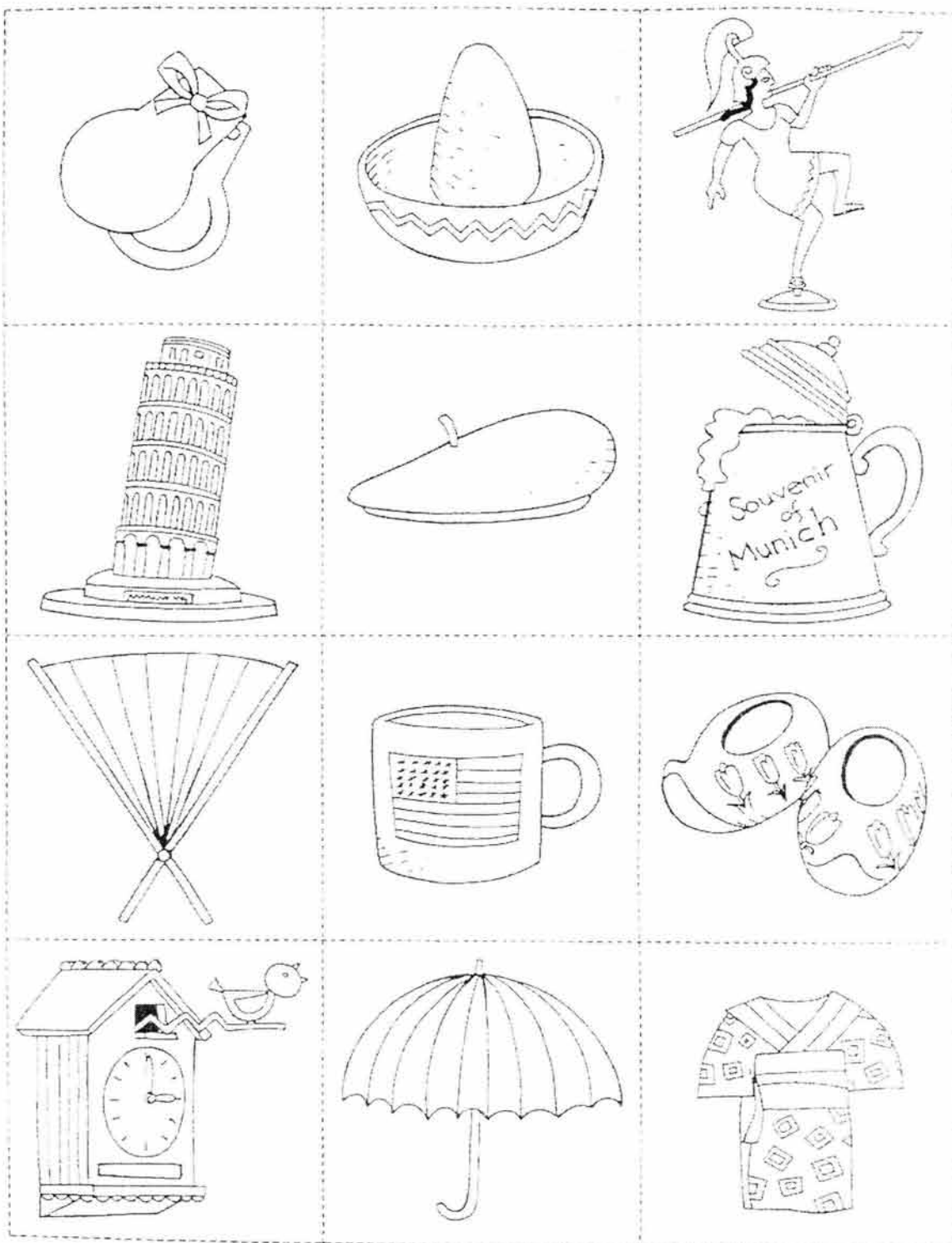
Say four things about your holiday: "I saw..., I ate..., I drank..., I went.., "

Good. Now you go on.

(Hadfield, 1999)

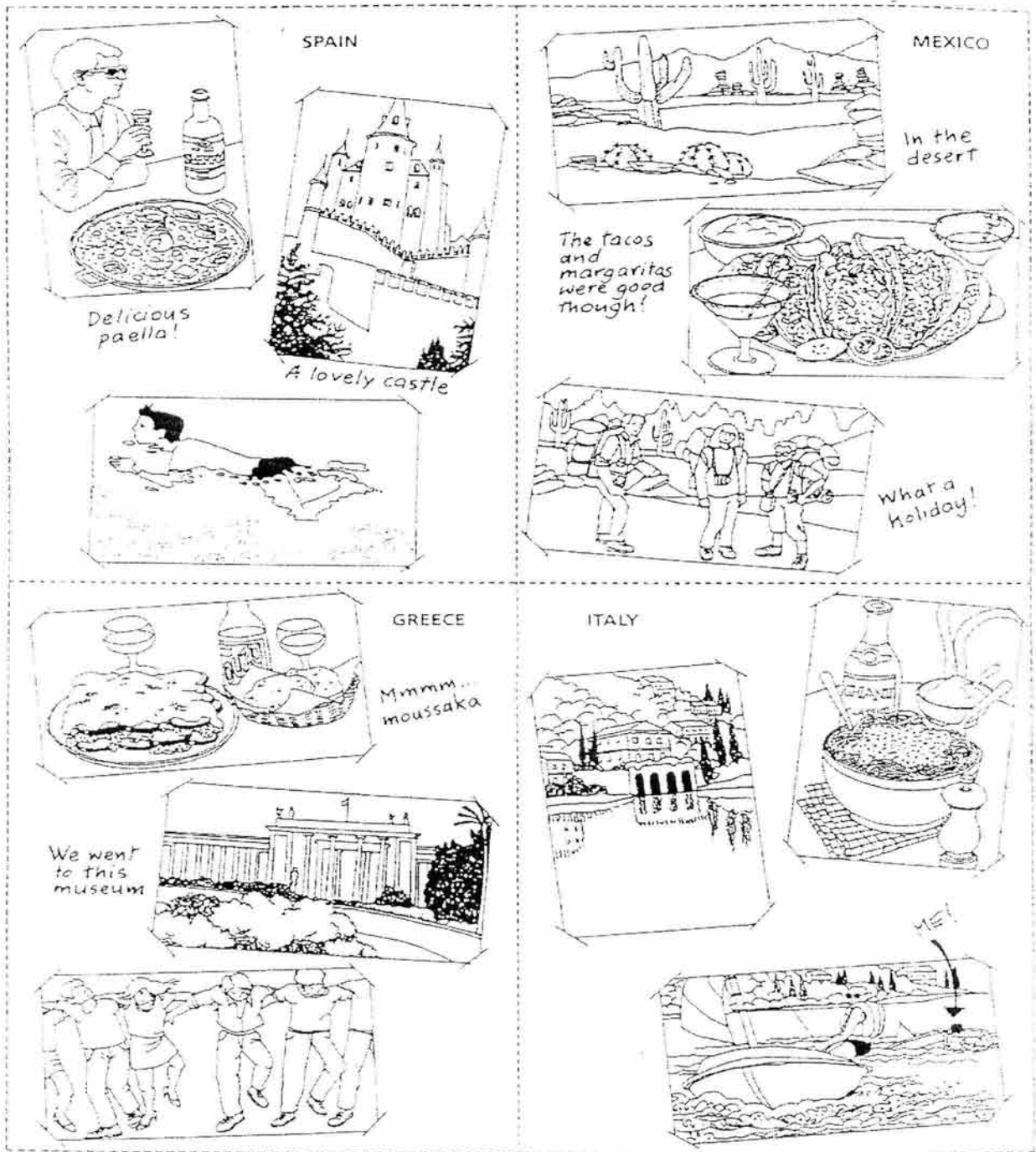
### 40 Souvenir shopping (1)

SOUVENIR CARDS



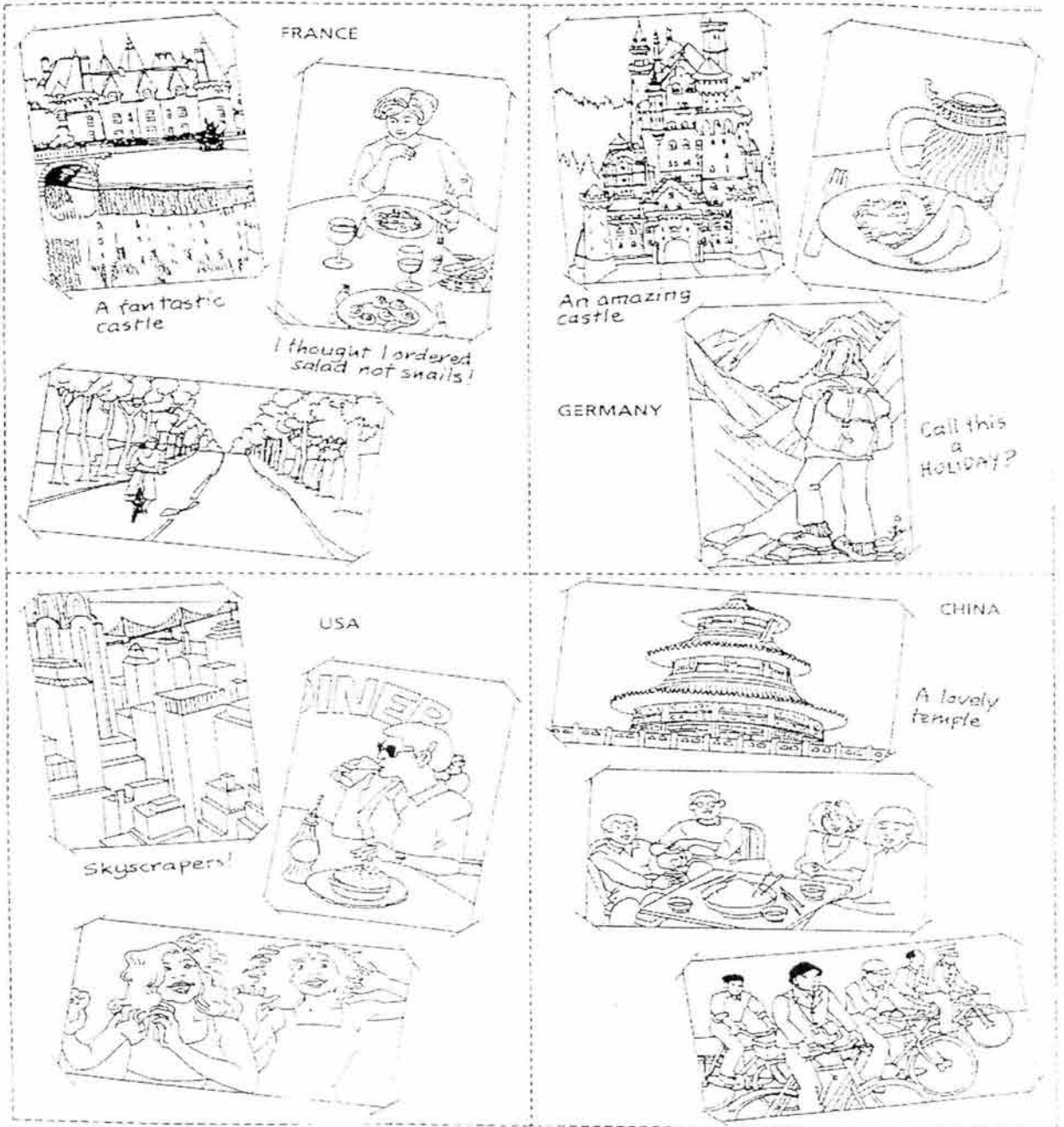
### 40 Souvenir shopping (2)

HOLIDAY SNAPS (1)



### 40 Souvenir shopping (3)

HOLIDAY SNAPS (2)



### 40 Souvenir shopping (4)

HOLIDAY SNAPS (3)



## Rules sheets

Rules for Matching Games 30, 32 and 40

 <p>1 Deal out Pack 1.</p>	 <p>2 Look at your cards.</p>	 <p>3 Put Pack 2 face down</p>	 <p>4 Player 1 takes the top card.</p>
 <p>5 Don't show it to the others.</p>	 <p>6 Ask/Tell the others/one other person.</p>	 <p>7 The player with the matching card replies/ chooses a card and replies.</p>	 <p>8 If it's a good answer, throw away both matching cards.</p>
 <p>9 The next player takes the top card.</p>	 <p>10 The player with no cards is the winner.</p>		

NOTES Make one copy of the strip cartoon. Make the following alterations for each game. Then use the copy as your copymaster.

<p><b>GAME 30</b></p> <p>Rule 5: delete 'Tell' and 'the others'. Write 'How often do you ...?' in the speech bubble.</p> <p>Rule 7: Delete 'with the matching card replies' and write 'Every day' 'On Tuesdays, etc.' in the speech bubble.</p>	<p><b>GAME 32</b></p> <p>Rule 6: delete 'Tell' and 'one other person'. Write 'Can I have ..., please?' in the speech bubble</p> <p>Rule 7: delete 'chooses a card and replies' and write 'Certainly, sir/madam' in the speech bubble.</p> <p>Rule 8: delete 'If it's a good answer.'</p>	<p><b>GAME 40</b></p> <p>Rule 6: delete 'Ask' and 'one other person'. Write 'I saw ...' 'I ate ...' 'I drank ...' 'I went ...' in the speech bubble.</p> <p>Rule 7: delete 'chooses a card and replies' and write 'Did you buy this there?' in the speech bubble.</p> <p>Rule 8: delete 'If it's a good answer.'</p>
---	--	--



## How was your holiday? Worksheet 16

**Activity** Whole class: speaking.

**Aim** To speak to as many partners as possible, asking and answering questions about a holiday

**Grammar and functions** Was/were  
What was it like?

**Vocabulary** Words associated with holidays

### Preparation

Make one copy of the worksheet for each group of up to ten students. Cut the worksheet up into cards, being careful to cut and fold as indicated. You will need to keep one card for yourself to demonstrate the activity.

**Time** 15 minutes

### Procedure

1. If there are more than ten students in the class, divide them into groups. Give one folded card to each student in the class. Keep one for yourself.

2. Tell the students that they are going to ask and answer questions about a holiday using their prompts, but, before they do this, ask them to look at the picture on their card and think of an adjective or adjectives to describe it. They should write the adjective in the space provided under the picture. Be on hand to help the students and make sure they write appropriate adjectives for their pictures.

For example:

Weather:	<i>very warm/hot and sunny</i>
Hotel	<i>big and modern/nice and clean</i>
Flight	<i>very comfortable/fine</i>
People	<i>very friendly</i>
Food	<i>delicious/very good</i>
Beach	<i>lovely and clean/nice and quiet</i>
Nightlife	<i>very lively/good fun</i>
Entertainment	<i>very good/OK</i>
Scenery	<i>lovely/beautiful</i>
Town	<i>very pretty/nice and quiet</i>

3. Now write an example dialogue on the board, indicating the language the students should use.

For example:

Student a: *How was your holiday?*

Student B: *It was great*

Student A: *What was the weather like?*

Student B: *It was hot and sunny.*

4. Demonstrate the activity with individual students, using the card you kept for yourself. Tell the students to hold their cards so that the picture is facing them and the question prompt is facing their partner. Ask several pairs of students to demonstrate the activity to the whole class, using the cards as prompts.

5. Now the students to go around the class or group and ask and answer questions with as many different partners as possible, using their cards as prompts. In this part of the activity, the students ask a different question, but give the same answer each time they change partner.

6. When the students have finished, ask them to exchange cards and to go round the class or group again, this time holding their cards the other way round so that the question prompt is facing them and the picture is facing their partner. The students take it in turns to ask and answer questions using the cards as prompts. In this part of the activity the students ask the same question, but give a different answer each time they change partner.


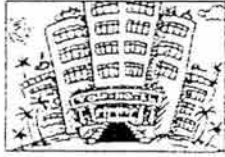








7. The students continue asking and answering in this way until they have spoken to as many different partners as possible.

(Kay, 1997)

16

How was your holiday?

Reward Elementary  
Resource Pack

fold	✂	fold	
 _____	WEATHER? _____	 _____	HOTEL? _____
 _____	FLIGHT? _____	 _____	PEOPLE? _____
 _____	FOOD? _____	 _____	BEACH? _____
 _____	NIGHTLIFE? _____	 _____	ENTERTAINMENT? _____
 _____	SCENERY? _____	 _____	TOWN? _____

# UNIDAD 8

## 16 Packing

<b>Type of activity</b>	Pairwork; information gap
<b>Function practised</b>	asking and saying where the things are
<b>Structures</b>	<i>Where's/are the (map/tickets)?</i> <i>It's/They're in/on/under/next to/near/in front of/behind the (sofa).</i>
<b>Topic area</b>	holidays and travel
<b>Essential vocabulary</b>	tickets, passports, money, travellers' cheques, map, wallet, bag, guidebook, rucksack, suitcase, sofa, table, chair, floor

### Materials and preparation

Mentally divide your class in half.

Copy and cut up enough ROOM A CARDS for one half of the class and enough ROOM B CARDS for the other half.

### How to use the game

- Divide the class into pairs A and B.
- Give the As the room A cards and the Bs the room B cards.
- **The object of the game is for the As find the things they need for going on holiday (pictured below their drawing) and the Bs to find the things they need (pictured below their drawing) and to draw them in on their pictures.**
- To do this, they will have to ask their partner, "Where's/Where are the... ?", listen carefully to what their partner tells them and draw it in on their room.

### Demonstration

Demonstrate how to do this, by taking a room A card, calling one B student up to the front and playing one round with her. Tell her you are both packing to go on holiday but you can't find the things you need. Ask her where the passports are. When she tells you, mime drawing it in on your paper. Then tell the pairs to go on by themselves.

### Classroom language

Work in pairs.

You two together, you two, you two (etc)

Here is a picture of a room. (*giving out the pictures*)

Look at it **but don't show it to your partner!**

You are going on holiday

(*talking to an A student*) You need tickets, passport, money, travellers' cheques and a map. (*show them in the pictures below the room*)

but where are they?

Ask your partner where they are, like this. (ask a B student to come up)

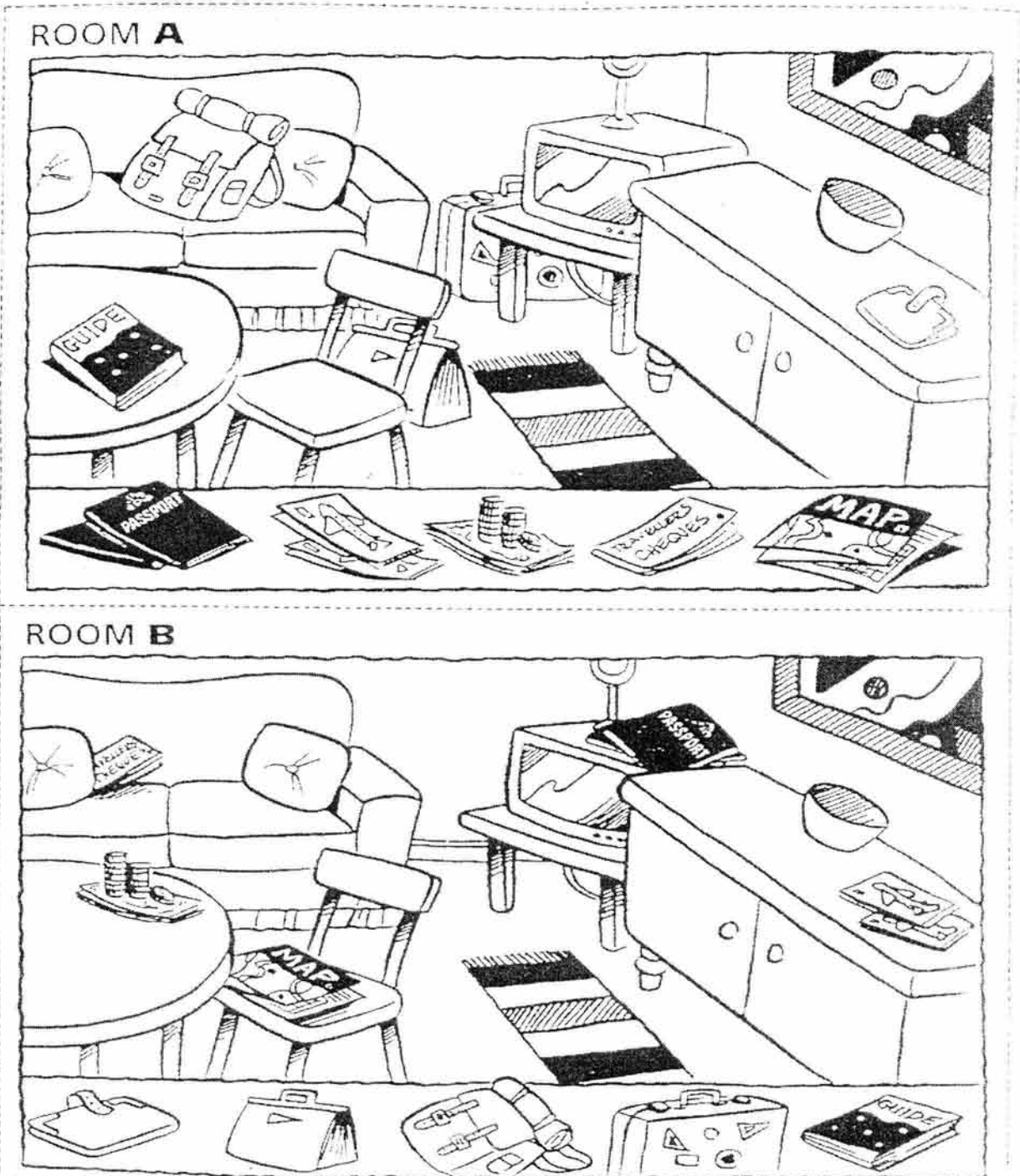
Sonia, where are the passports? Do you know? Thank you.

Now draw it in. (*show them*)

OK. Now play together.

(Hadfield, 1999)

## 16 Packing



## Where can I buy some bread? Worksheets 14a and 14b

**Activity** Pairwork: speaking

**Aim** To ask and say where places are

**Grammar and functions** Where can I ....?  
There's a.....  
Prepositions of place  
Asking for and giving directions

**Vocabulary** shops and town facilities

### Preparation

Make one copy of worksheet 14a and one copy of worksheet 14b for each pair of students in the class.

**Time** 20 minutes

### Procedure

1. Ask the students to work in pairs of student A and student B.
2. Explain that you are going to give them a plan of the centre of a town. Point out that there are some names of places missing on their plan.
3. Give a copy of worksheet 14a to each student A and a copy of worksheet 14b to each student B. Tell them not to show their plan to their partner at any time during this activity. Explain that the places which are missing from their plan are marked on their partner's plan. They are going to ask for and give information about places on their plan and write in the names of the missing places.
4. Before you start the activity ask the students to look at their plan and to give you some information. For example, ask the question:  
*Where can I have a cup of tea?*  
Elicit the answer:  
*There's a café in Queen Street, opposite the Italian restaurant/between the Museum of Modern Art and Ollie's Nightclub.*  
Ask another question.  
*Where can I see a film?*  
Elicit the answer.  
*There's a cinema in George Street, near the Grand Hotel.*  
Write an example: dialogue on the board.
5. Point out the list of things the students need to ask for (on their worksheets).
6. Ask the students to work with their partner and to take it in turns to ask for the information they need to answer their partner's questions. They should ask and answer questions as in the example dialogue on the board. Each time they find a place on their plan according to their partner's instructions, they should write in the name.
7. When they have finished they should compare plans, which should be identical.

**Option**

Instead of asking the students to ask and say where the places are, ask them to give directions for how to get to the places. Tell the students that they are at the Tourist Information Office. They should ask for and give directions for the places they need to find.

For example:

Student A *Is there a bank near here?*

Student B *Yes, there is. Go up Corn Street and it's on the left, next to the travel agent's.*

Student A *Oh yes, thank you (Student A writes the name of the place on their plan.)*

Student B *Is there a baker's near here?*

Student A *Yes, there is. Go along Oxford Avenue, turn right and it's on the right, between the greengrocer's and the bank*

Student B *Oh yes, thank you. (student B writes the name of the place on their plan.)*

(Kay, 1997)

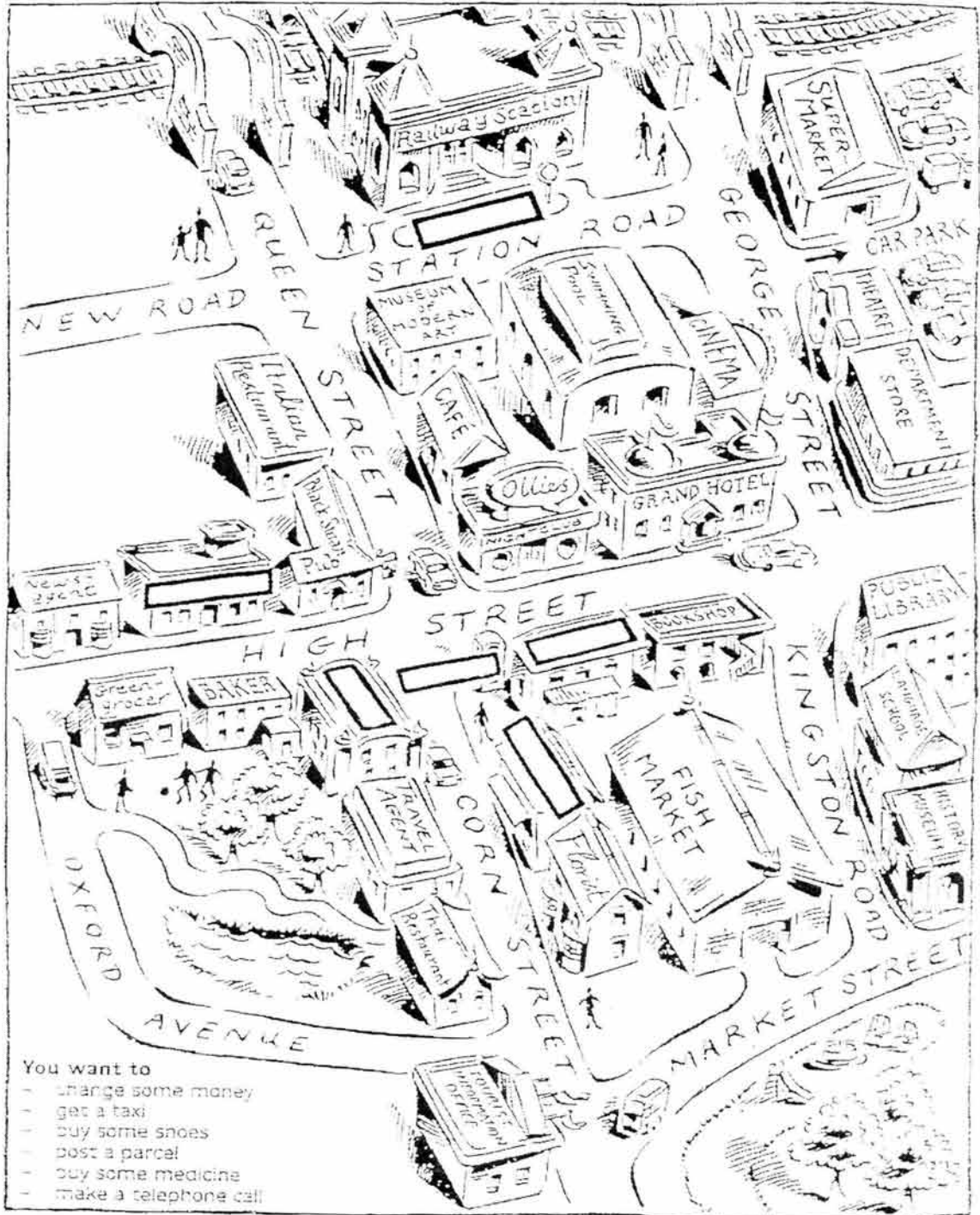


14a

Where can I buy some bread?

Reward Elementary  
Resource Pack

Student A

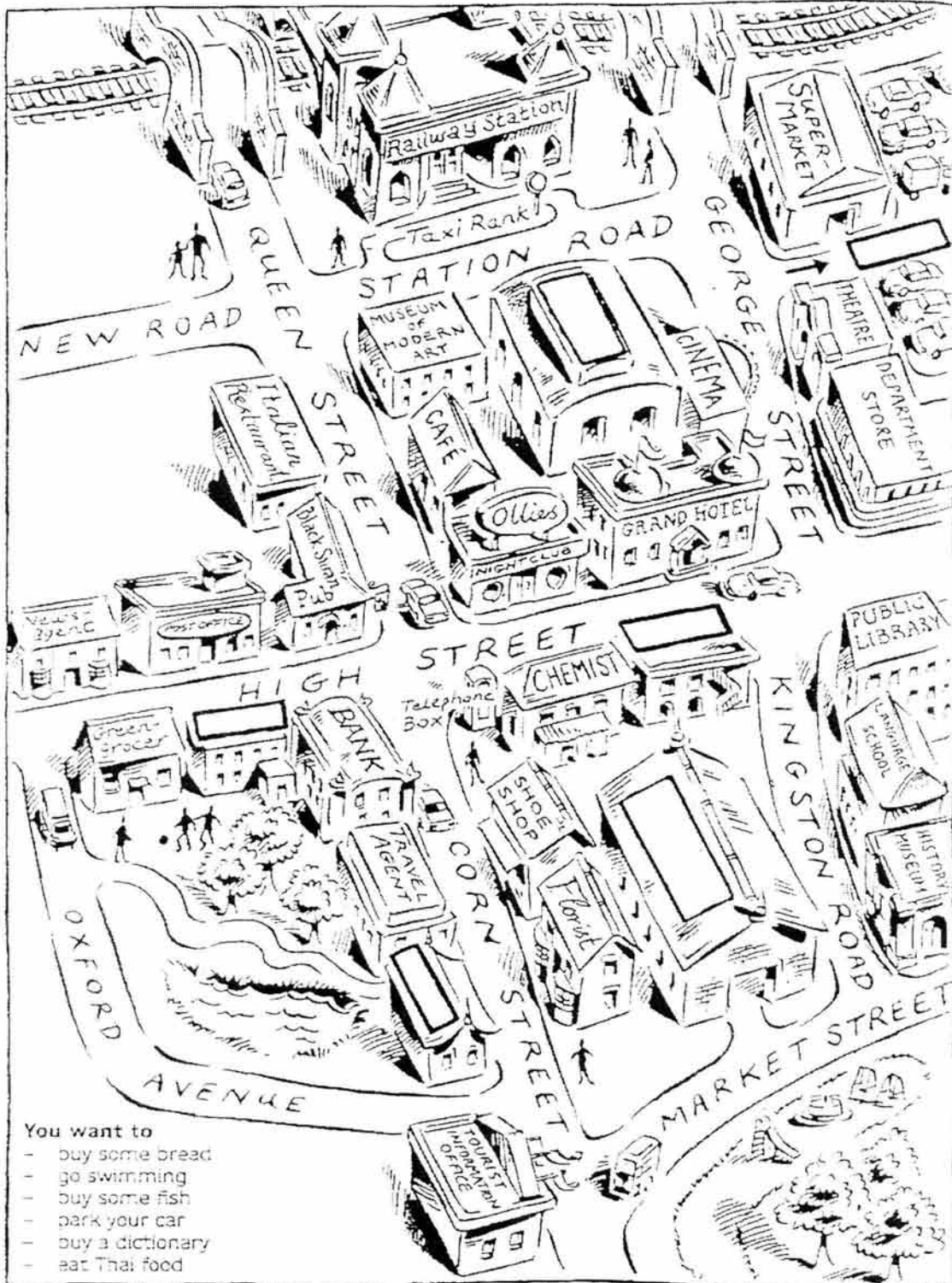


146

Where can I buy some bread?

Reward Elementary  
Resource Pack

Student B



## Spot the differences Worksheets 11-15a and 11-15b

**Activity** Pairwork: speaking

**Aim** To find ten differences between two pictures by asking and answering questions.

**Grammar and functions** There is/are  
Is/Are there....?  
How many....?  
Some and any  
Prepositions of place  
Present continuous  
The article

**Vocabulary** general

### Preparation

Make one copy of worksheets 11-15a and 11-15b for each pair of students in the class.

**Time** 20 minutes

### Procedure

1. Ask the students to work in pairs of student A and student B. They should sit facing one another.
2. Give a copy of worksheet 11-15a to each student A and a copy of worksheets 11-15b to each student B. Tell the students not to show their picture to their partner.
3. Tell the students that their partner's picture is almost identical to their own picture, but that there are ten differences.
4. Explain that they are going to try to find the ten differences by describing their pictures and asking and answering their partner's questions, not showing their pictures to one another.
5. When they have finished, check their answers. The differences are as follows:

#### PICTURE A

1. There's a florist between the greengrocer's and travel agent's.
2. The man coming out of the greengrocer's is carrying a shopping basket.
3. The woman outside the café is playing a guitar.
4. There's a dog next to the woman.
5. The bus is almost empty.
6. The motorbike has no passenger.
7. The person riding the bicycle is wearing a helmet.
8. The two people sitting at a table in front of the café are eating sandwiches.
9. The other person sitting at a table in front of the café is doing a crossword.
10. A man is taking a photograph of two children eating ice cream.

#### PICTURE B

1. There's a newsagent's between the greengrocer's and the travel agent's.
2. The man coming out of the greengrocer's is carrying some flowers.
3. The woman outside the café is playing a violin.
4. There's no dog next to the woman.

5. The bus is very crowded.
6. There are two people on the motorbike.
7. The person riding the bicycle is not wearing a helmet.
8. The two people sitting at a table in front of the café are drinking tea.
9. The other person sitting at a table in front of the café is writing postcards.
10. A man is taking a photograph of two children eating hamburgers.

**OPTION**

Ask the students to say in their pairs and to look at worksheet 11-15a for one minute. Then ask them to put the picture away and write down as many details as they can remember about the picture. After five minutes, ask the pairs of students to give their sentences to another pair to check.

(Kay, 1997)



Spot the differences

Reward Elementary  
Resource Pack

Picture A



11-156 *Spot the differences*

Kewars Elementary  
Resource Pack

Picture B



I'm a stranger round here!

*Role play*

Finding out about a new neighbourhood or town.

Roles: Assistants (3)

Neighbour (1)

New tenants, visitors, students (rest of class)

The neighbour and the assistants sit at the front of the class and answer the students' questions using the information on this page. Each student uses one of the sets of instructions on pages 134 and 135 and follows the directions on it.

*Assistant at the bus station*

Bus Schedule

KINGSTON: leaves at 10.00 am and 3 pm  
 PORTLAND: leaves at 9.00 am, 12.30  
 and 4 pm

*Assistant at the 7-Eleven market*

Item	Price
ASPIRIN	£1.89
TOOTHPASTE	£1.20
HONEY	£0.90
CHICKEN SOUP	£0.45

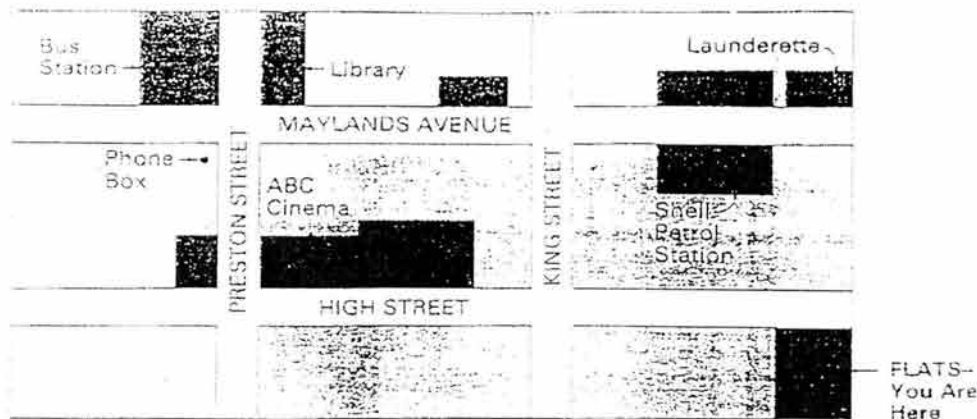
*Assistant at Robinson's Department Store*

ITEM	PRICE
RADIO	£42.00
DICTIONARY	£3.50
KETTLE	£17.00
HAIRDRYER	£23.00

Neighbour

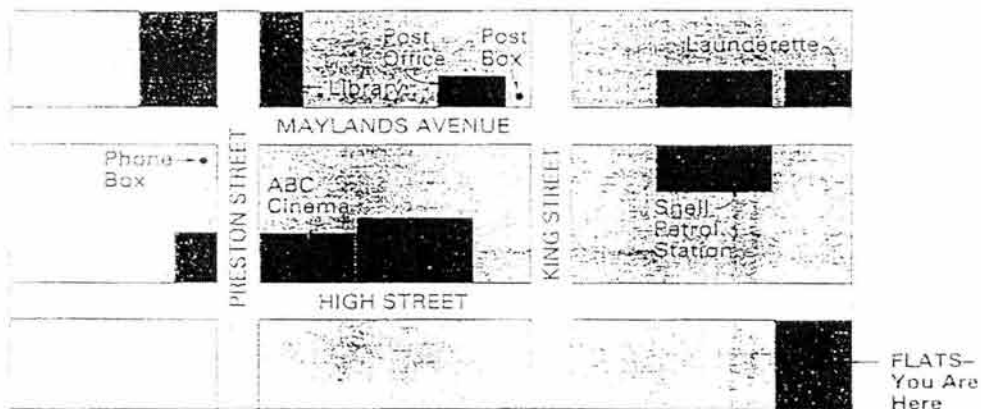


I'm a stranger round here! (continued)



Student 1:

1. Go to the Bus Station. Ask what time the bus for Kingston leaves.  
Write the time here: .....
2. Ask someone where the 7-Eleven market is. Mark it on your map.
3. Go to the 7-Eleven. Buy a bottle of aspirin. How much is it? .....
4. Ask someone where Robinson's Department Store is. Mark it on your map.
5. Go to Robinson's. Buy a dictionary. Write the price here: .....
6. Ask your neighbour where the post box is. Where is it? .....

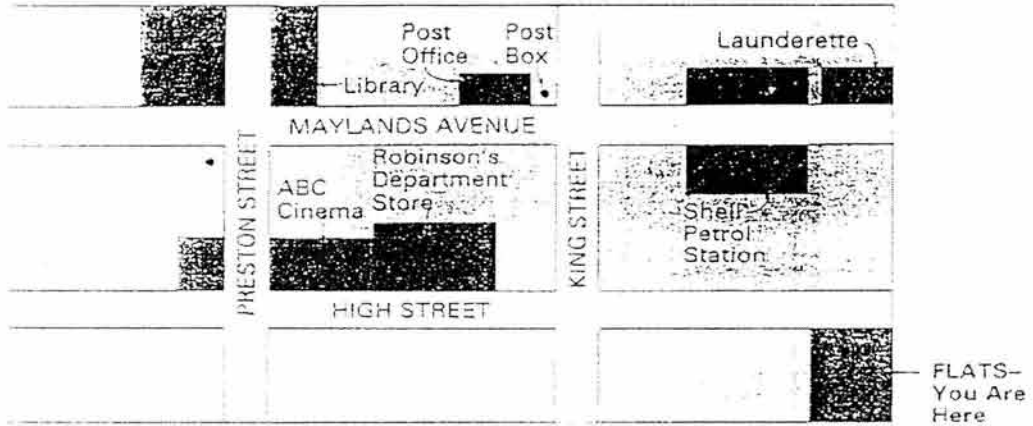


Student 2:

1. Ask someone where the 7-Eleven market is. Mark it on your map.
2. Go to the 7-Eleven. Buy some toothpaste. How much is it? .....
3. Ask someone where Robinson's Department Store is. Mark it on your map.
4. Go to Robinson's. Buy a hairdryer. Write the price here: .....
5. Ask your neighbour where the bookshop is. Where is it? Mark it on your map.
6. Go to the Bus Station. Ask what time the bus for Portland leaves.  
Write the time here: .....

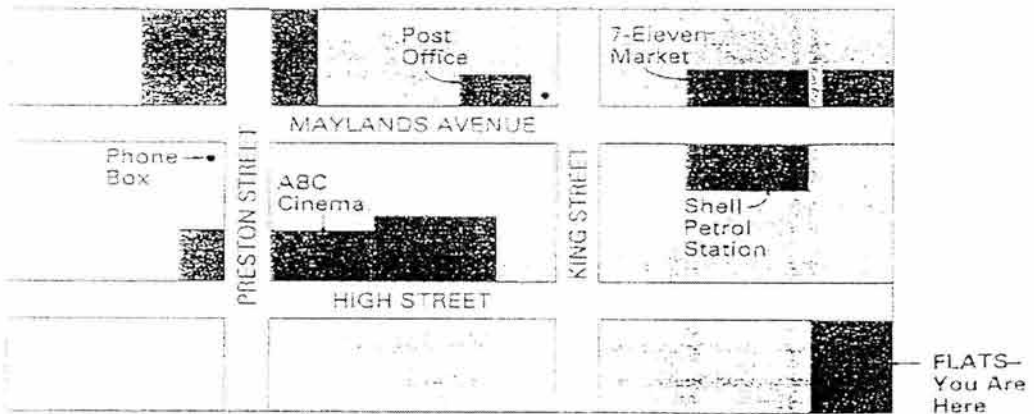


I'm a stranger round here! (continued)



Student 3:

1. Go to Robinson's Department Store. Buy a kettle.  
Write the price here: .....
2. Ask your neighbour where the 7-Eleven market is. Mark it on your map.
3. Go to the 7-Eleven. Buy a jar of honey. How much is it? .....
4. Ask someone where the Bus Station is. Mark it on your map.
5. Go to the Bus Station. Ask what time the buses for Portland leave.  
Write the times here: .....
6. Ask someone if there is a phone box nearby. Mark it on your map.



Student 4:

1. Ask your neighbour where Robinson's Department Store is. Mark it on your map.
2. Go to Robinson's. Buy a radio. Write the price here: .....
3. Ask someone if there is a launderette nearby. Mark it on your map.
4. Go to the 7-Eleven. Buy some chicken soup. How much is it? .....
5. Ask someone where the Bus Station is. Mark it on your map.
6. Ask someone if there is a library in town. Where is it? Mark it on your map.

# ANEXO 3



# CLAVE DE RESPUESTAS

**CLAVE DE RESPUESTAS.**

## UNIT 1

## PRACTICE 1

1. Are
2. am
3. is
4. am
5. Is
6. is
7. Is
8. isn't
9. is
10. Is
11. is
12. Are
13. am not
14. am
15. Is
16. isn't
17. is

## PRACTICE 2

1. isn't, is
2. Are, am, am
3. is, is
4. Are, aren't, are
5. Is, is
6. Are, am, am
7. Is, isn't, is
8. are, are
9. Is, isn't, is
10. is, is

## PRACTICE 3

1. She is an ice-skater.
2. We are not Portuguese.
3. The Black Forest is in Germany.
4. I am not Dutch.
5. What is your favorite sport?
6. We are twenty-two years old.

7. What is the capital of Denmark?
8. Where are you from?
9. Pasta is his favorite food/His favorite food is pasta.
10. Are they from New Zealand?

## PRACTICE 4

1. What's his name?
2. How old is he?
3. Where is he from?
4. What is his job?
5. What is her name?
6. How old is she?
7. What is her job?

## PRACTICE 5

a)

1. Our
2. Our
3. our
4. Our
5. We
6. Our

b)

1. I
2. My
3. My
4. I
5. My
6. My

## PRACTICE 6

1. their
2. they
3. She
4. her
5. her
6. his
7. he
8. his/their

## PRACTICE 7

1. you

2. you
3. you from Mexico
4. your teacher from Oxford
5. she Japanese
6. is your first name
7. is your last name
8. is your major
9. are you from
10. are their names

## PRACTICE 8

a)

1. are
2. is
3. are
4. are
5. is, is
6. is, is
7. is, is
8. is, is
9. are, is, is

b)

1. isn't, is
2. isn't, is
3. aren't, are
4. isn't, is
5. isn't, is
6. aren't, are
7. aren't are
8. aren't, are

## UNIT 2

## PRACTICE 1

1. gets
2. falls
3. come
4. uses
5. taste
6. sits
7. ask
8. earn
9. speaks

10. takes
11. drink
12. crosses

## PRACTICE 2

1. Do/hurt. They, don't.
2. Does/look/seem. It doesn't.
3. Does/stop. It, does.
4. Do/ have/need. They do.
5. Does/like. He does.
6. Do /seem. They do.
7. Do/use. I do.
8. Do/need. You don't.
9. Does/eat. She does.
10. Do/live. They don't.

## PRACTICE 3

1. Does flight 404 go to Boston? Yes, it does.
2. Do flights 404 and 612 leave in the morning? Yes, they do.
3. Does flight 492 leave from gate 1? No, it doesn't.
4. Do flights 492 and 526 go to Japan? No, they don't.
5. Does flight 900 go to Tokyo? Yes, it does.
6. Does flight 492 go to St. Louis? No, it doesn't.
7. Do flights 492 and 526 leave from gate 4? No, they don't.
8. Does flight 612 go to Honolulu? No, it doesn't.

## PRACTICE 4

1. When does
2. Where does
3. What do
4. What time does
5. Where do
6. What do
7. Who does
8. Where do
9. What does
10. Who do

## PRACTICE 5

a)

1. works
2. goes
3. opens
4. sets
5. arrive
6. tidy
7. come
8. takes
9. finishes
10. meets
11. gets
12. listens
13. is
14. get

b)

1. A. Do you go to the café at six o'clock?  
B. Yes, I do.
2. A. Do the other waiters arrive at six o'clock?  
B. Yes, they do.
3. A. Do first customers come in at 7:30?  
B. Yes, they do.
4. A. Do you take a break at 11 o'clock?  
B. No, I don't.
5. A. Do you finish work at 2 o'clock?  
B. Yes, I do.
6. A. Do you get home at 4 o'clock?  
B. No, I don't.
7. A. Do you listen to music in your free time?  
B. Yes, I do.

## PRACTICE 6

- a) 1. on
2. on

3. at
- b) 1. on
2. at
- c) 1. on
2. at
- d) 1. on
2. on
3. at
- e) 1. on
2. at

## PRACTICE 7

I'm usually awake **at** 6:15 a.m. **on** weekdays. I'm at work **at** 8:00 **in** the morning. I work **from** 8:00 **to** 4:30 **in** the afternoon. Then I'm at school **from** 7:00 **to** 8:30 **at** night. **On** the weekends, I'm very lazy, I'm still in bed **at** 10:00 a.m.

## UNIT 3

## PRACTICE 1

1. older
2. stronger
3. happier
4. more careful
5. more important
6. worse
7. more difficult
8. larger
9. farther/further
10. more serious
11. more crowded
12. prettier

## PRACTICE 2

1. Ben is a better swimmer than Liz.
2. Liz is taller than Ben.
3. Liz starts work earlier than Ben.
4. Ben works harder than Liz.
5. Ben is more patience than Liz.
6. Liz drives better than Ben.
7. Ben is more friendly/friendlier than Liz.
8. Ben is a better dancer than Liz.

9. Liz is more intelligent than Ben.
10. Liz speaks better French than Ben.

3. those birds
4. these postcards
5. this seat
6. these plates

## PRACTICE 3

1. more expensive
2. more crowded
3. cheaper
4. more polluted
5. smaller

## PRACTICE 4

1. cheaper
2. newer than
3. better
4. quieter than
5. more attractive than

## PRACTICE 5

Any logical sentence.

## PRACTICE 6

1. better, more
2. bigger, smaller
3. cheaper
4. more expensive
5. less, good

## PRACTICE 7

## ALICE

1. this, this, these
2. this
3. these
4. these, this

## BETTY

1. that, that
2. those
3. those
4. that

## PRACTICE 8

1. these shoes
2. that house

## UNIT 4

## PRACTICE 1

1. live
2. speak
3. speaks
4. speak
5. sing
6. live
7. cook
8. clean
9. cooks
10. cleans
11. eat
12. read
13. drink
14. listen
15. read
16. reads
17. do
18. do

## PRACTICE 2

1. do
2. Does
3. does
4. do
5. does
6. does
7. Do, do
8. does
9. do
10. do
11. do
12. Does, does

## PRACTICE 3

Any logical sentence could be correct.

## PRACTICE 4

Any logical sentence could be correct.

#### PRACTICE 5

1. On Tuesday he plays Japanese music.
2. On Tuesday he sings Japanese songs.
3. On Wednesday he plays Mexican music.
4. On Thursday she sings Italian songs.
5. What kind of music does Mary Franklin sing on Friday?
6. What kind of music does John Franklin play on Saturday?
7. Yes, she does.
8. No, he doesn't.
9. Does John Franklin play German music on Sunday?
10. Does Mary Franklin sing French songs on Saturday?
11. Does Mary Franklin sing Russian songs on Monday?
12. He plays Mexican music on Wednesday.
13. She sings French songs on Friday.
14. She sings Japanese songs on Tuesday.
15. When does John Franklin play Italian music? / He sings Italian songs on Thursday.
16. When does John Franklin play Greek music? / He plays Greek music on Saturday.
17. When does Mary Franklin sing Mexican songs? / She sings Mexican songs on Wednesday.

#### PRACTICE 6

a)

1. Would you like to come to a party next Friday?
2. Would you like to go to a concert on Sunday?
3. Would you like to play tennis tomorrow?
4. Would you like to dance?

b)

1. Would you like to go to a concert?
2. Would you like to eat Chinese food?
3. Would you like to go swimming?
4. Would you like to play tennis?
5. Would you like to go to see a James Bond's film?

#### PRACTICE 7

1. Would you like a cup of coffee?
2. Would you like an apple?
3. Would you like a cookie?
4. Would you like some cheese?
5. Would you like a sandwich?
6. Would you like some cake?

#### PRACTICE 8

1. her
2. them
3. it
4. them
5. them

#### PRACTICE 9

1. her
2. him
3. me
4. them
5. it
6. them
7. us
8. them
9. her
10. them

## UNIT 5

## PRACTICE 1

1. is ringing
2. is crying
3. is boiling
4. is burning
5. is drinking
6. is raining
7. is going
8. am getting

## PRACTICE 2

1. is raining
2. is cooking
3. are listening to
4. are living
5. isn't playing
6. aren't doing, are watching
7. is taking
8. am not studying
9. are working
10. is crying

## PRACTICE 3

1. Where is she studying?
2. When are they leaving?
3. Who is he inviting?
4. What is he cooking?
5. What is she buying?
6. Where are they swimming?
7. When are they coming?
8. What are they playing?
9. Who is she calling?

## PRACTICE 4

Suggested answers.

1. What are you watching? An old movie.
2. What is she crying about? Her bad grades.
3. Who is she taking? Eugene.
4. Where are you going? To the post office.

5. What is she drinking? Hot chocolate.
6. What are you speaking? Italian.
7. Where are they eating? At home.
8. What are you making? A dollhouse.
9. When is he going there? On his next trip.
10. Where are you going? To the school dance.
11. What is she practicing? The violin.

## PRACTICE 5

1. Where are the Johnson moving? To Washington.
2. When is Mr. Long having an operation? On Monday.
3. What is Mrs. Forest carrying? Groceries.
4. Who is losing the basketball game? The Lions.

## PRACTICE 6

1. The woman is filling the glasses.
2. The man is washing his car.
3. The boy is packing his suitcase.
4. The woman is kissing the baby.
5. He is returning the pen.
6. He is watching TV.
7. The child is crying.
8. The passengers are arriving at the airport.

## UNIT 6

## PRACTICE 1

1. Sue is always polite.
2. I usually work at half past five.
3. The bus isn't usually late.
4. I don't often eat meat.
5. I will never forget what you said.
6. They always stay in the same hotel.
7. Pat doesn't usually work on Saturdays.
8. I can never remember his name.
9. What do you usually have for breakfast?



## PRACTICE 2

1. Bob and Ann often read the newspaper.
2. Bob and Ann sometimes get up before 7 o'clock.
3. Tom usually drinks juice in the morning.
4. Tom never reads the newspaper.
5. Tom always gets up before 7 o'clock.
6. I \_\_\_\_\_
7. I \_\_\_\_\_
8. I \_\_\_\_\_

## PRACTICE 3

1. Our bank account is always low.
2. The children were usually at five o'clock.
3. He was never a dishwasher at that restaurant.
4. The dog is often waiting by the door.
5. Miss Truce is sometimes going to miss her old friends in Altad.
6. I'm never going to stay out after midnight.
7. They always ask for your license number.
8. Mr. Traub sometimes parks his car on the street.
9. Fanny always leaves the office at 5:30.
10. Planes often flew over the city.
11. They will sometimes take a late payment.
12. People usually change trains at Redrock.

## PRACTICE 4

1. Ben often plays tennis.
2. He sometimes reads books.
3. He is often sick.

4. He never eats fish.
5. He is always late for work.
6. He rarely writes letters.

## PRACTICE 5

1. I call her every day.
2. I write him every week.
3. I paint my house every year.
4. I clean my windows every month.
5. They visit us every Sunday.
6. I wash my car every weekend.
7. He says "Hello" to me every day.
8. I think about you all the time.

## PRACTICE 6

1. No, She rarely eats lunch in the cafeteria. / She usually eats lunch outside.
2. No, he never watches the news after dinner. / He always watches the game shows.
3. No, she never reads The National Inquirer. / She always reads Time Magazine.
4. No, he rarely washes his car on Saturday. / He usually washes his car on Sunday.
5. No, he never brings me flowers. / He sometimes brings me candy.
6. No. It never barks at night. / It always barks during the day.

## PRACTICE 7

- a) What do you usually do on Saturday?
- b) We don't usually get up early.
- c) We often go to town in the morning.
- d) My wife sometimes goes to the gym.
- e) I always go to my Spanish Class.
- f) We always meet for lunch.
- g) We often go shopping in the afternoon.
- h) We never go out on Saturday night.

## PRACTICE 8

- a) sometimes
- b) always
- c) often/usually
- d) never

e) always/rarely

8. died

## UNIT 7

### PRACTICE 1

1. did
2. loved
3. called
4. admired
5. visited
6. made
7. listened
8. cared
9. went
10. invited
11. appeared
12. bought
13. discovered
14. completed
15. started
16. became

### PRACTICE 2

1. was
2. went
3. worked
4. went
5. took
6. enjoyed
7. married
8. wrote
9. made
10. divorced
11. died
12. buried

### PRACTICE 3

1. was
2. began
3. moved
4. lectured
5. opened
6. invented
7. married

### PRACTICE 4

1. did you get / a
2. did she go / g
3. did he leave / b
4. did you borrow / h
5. did you have / c
6. did Brian work / e
7. did Margaret buy / d
8. did you see / f

### PRACTICE 5

1. Did you go
2. made
3. Did Bill play
4. cut
5. composed
6. went
7. studied
8. did you buy
9. didn't find
10. painted
11. was
12. Did you enjoy
13. did
14. Did you visit
15. died

### PRACTICE 6

1. decided
2. got into
3. drove
4. found
5. took
6. started
7. told
8. packed
9. moved
10. began
11. saw
12. ran away
13. could

14. started
15. got into
16. were
17. had
18. got out
19. mended
20. arrived
21. were
22. had
23. went

## PRACTICE 7

a)

1. was
2. was
3. was
4. was
5. were
6. were
7. was
8. were
9. were
10. was
11. was

b)

1. was
2. was
3. was
4. were
5. was
6. were
7. were

## PRACTICE 8

1. were
2. was
3. was
4. was
5. was
6. were
7. were
8. wasn't
9. was
10. was

11. weren't
12. weren't
13. was
14. were
15. were
16. were
17. were

## PRACTICE 9

1. Did you go
2. Did he buy
3. Did they write
4. Did she have
5. Did you get up
6. Did you read
7. Did you go
8. Did they have
9. Did you eat
10. Did he buy
11. Did they drink
12. Did she sing
13. Did she do
14. Did you sit

## PRACTICE 10

1. did, go, went
2. did, drink, drank
3. did, study, He studied
4. did, go, she went
5. did, forget, she forgot
6. did, call, she called
7. did, go, they went
8. did, eat, They ate
9. did, listen, they listened

## PRACTICE 11

1. played
2. sang
3. ate
4. danced
5. sat
6. talked
7. sat
8. cried

9. ate
10. drank
11. talked

## PRACTICE 12

1. was, was, didn't, didn't, was
2. Did, didn't, didn't, was
3. Were, weren't, wasn't, was
4. were, was, wasn't, was
5. did, was, wasn't
6. did, didn't, didn't was

## UNIT 8

## PRACTICE 1

1. next to
2. next to
3. across from
4. between
5. around the corner from
6. next to
7. between
8. across from
9. next to
10. around the corner from

## PRACTICE 2

1. There's, across from
2. Is there, There's, next to
3. there is, There's, around the corner from
4. Is there, There's, between, bank
5. Is there, there is, There's, main, across from.

## PRACTICE 3

1. It's next to the Hospital
2. It's across from the Supermarket
3. It's between the Bank and the Library
4. It's around the corner from the Bank

5. It's across from the Library
6. It's next to the Fire Station
7. It's around the corner from the Bus Station
8. It's between the Bus Station and the Train Station

## PRACTICE 4

1. Yes, there is
2. Yes, there is
3. Yes, there are
4. No, there aren't
5. Yes, there are
6. Yes, there is
7. No, there isn't
8. Yes, there are
9. No, there aren't
10. Yes, there are

## PRACTICE 5

1. Excuse me. Is there a post office in this neighborhood? Yes, there's a post office on Main Street across from the laundromat.

2. Excuse me. Is there a bank in this neighborhood? Yes, there's a bank on Central Ave. around the corner from the post office.

3. Excuse me. Is there a movie theater in this neighborhood? Yes, there's a movie theater on Central Ave. between the bank and the restaurant.

4. Excuse me. Is there a gas station in this neighborhood? Yes, there's a gas station on Central Ave. next to the restaurant.

5. Excuse me. Is there a bus station in this neighborhood? Yes, there's a bus station on State St. around the corner from the gas station.

6. Excuse me. Is there a cafeteria in this neighborhood? Yes, there's a cafeteria on State st. across from the bus station.

7. Excuse me. Is there a drugstore in this neighborhood? Yes there's a drugstore on State St. next to the cafeteria.

8. Excuse me. Is there a library in this neighborhood? Yes, there's a library on Main St. in front of the school.

#### PRACTICE 6

ANY LOGICAL QUESTION COULD BE CORRECT.