

MINISTERIO DE EDUCACIÓN
EDUCACIÓN PARTICULAR
CENTRO EDUCATIVO LABORAL BELLAS LUCES

MODULO TRIMESTRAL DE INGLES
NIVEL: 10°
PROFESOR: C. DONALICIO



CENTRO EDUCATIVO LABORAL BELLAS LUCES - VIRTUAL



Décimo grado

En cada uno de los proyectos encontrarás algunos íconos dibujados en la margen izquierda de las páginas.

Estos íconos te indican el tipo de actividad que vas a realizar.

¿Cuáles son esos íconos?



Trabajo dirigido es realizado por todo el grupo con la dirección de tu docente.



Trabajo en grupo actividades que realizas en pequeños grupos.



Trabajo individual cuando las actividades las haces tú solo.



Desafío acompaña las inquietudes que te planteas al comenzar un día de trabajo.



Juego para que lo disfrutes en pequeños grupos o con toda la clase.



Evaluación sobre lo que hiciste, cómo te sentiste, lo que aprendiste y cómo lo puedes aplicar.



Tarea o trabajo para realizar en casa con la ayuda de tu familia y/o tu comunidad.

Introducción

En el módulo de inglés *Acceleration: I like English* vas a familiarizarte con expresiones pertenecientes al idioma inglés que podrás usar en diferentes situaciones comunicativas que se te presenten.

Conocer otro idioma te permitirá interactuar con otras personas del mundo, descubrir manifestaciones culturales diferentes a la tuya y comprender una gran cantidad de información.

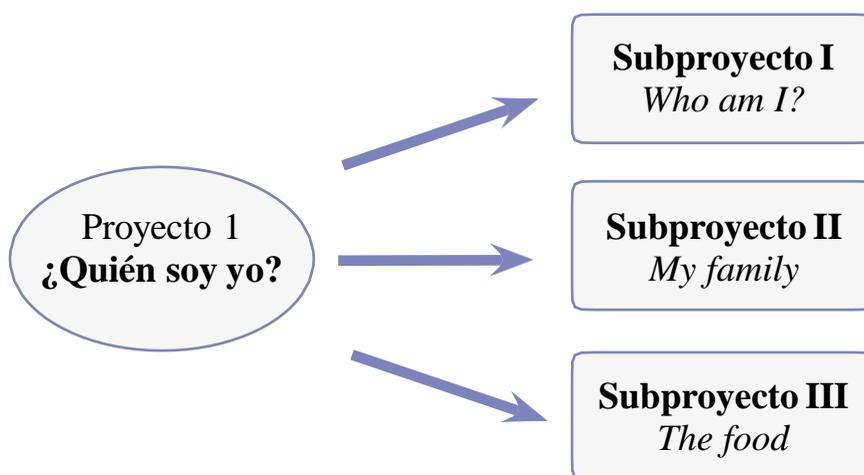
Todas las actividades que aquí encuentras están relacionadas con cada uno de los proyectos de Aceleración del Aprendizaje. Junto a tu docente, compañeros y compañeras, realizarás actividades divertidas que te ayudarán a aprender a medida que avanzas en tu proceso de formación, para que puedas decir con seguridad: “*¡I like english!*”.

Proyecto 1 ¿Quién soy yo?

A lo largo de este proyecto encontrarás actividades divertidas que te permitirán practicar el inglés, a través de palabras y expresiones que podrás usar en situaciones específicas de acuerdo con las necesidades e información de tu entorno. En el Subproyecto I, te preguntarán *¿Quién soy yo?* y conocerás el vocabulario que te permitirá describirte y describir a otras personas tanto físicamente como en su forma de ser, mediante el uso de adjetivos.

Luego, en el Subproyecto II, podrás describir a tu familia y sus integrantes, así como las actividades diarias que realiza cada uno de ellos, y de esta forma hacer pequeñas descripciones acerca de tu familia.

En el subproyecto III vas a conocer los alimentos y podrás contar acerca de lo que te gusta o no te gusta, a través de expresiones y vocabulario del idioma inglés. También podrás discutir con tus compañeros y compañeras acerca de sus alimentos favoritos, contrastar tus gustos con los de ellos, y decidir cuáles alimentos te hacen bien y cuáles no.



WHO AM I?

Pronunciación

[Jú am ái]

Significado

¿Quién soy yo?



- ¿Recuerdas cómo presentarte y saludar en inglés? Observa a Jorge y a Carlos saludándose.

Hello, my name is George.

[Jelou mai néim is yórsh]

Hola, mi nombre es Jorge.



Hi, I am Charles.

[Jai ai am Chárls]

Hola, yo soy Carlos.



- Formen grupos según la orientación de su docente.
- Practiquen el diálogo anterior entre sus compañeros y compañeras de grupo.



¿Les gustaría saber más palabras en inglés para describirse a sí mismos con más detalle? Bueno, aquí tienen una lista de palabras que les ayudarán a describir su personalidad y sus características físicas. Practiquen la pronunciación con su docente.

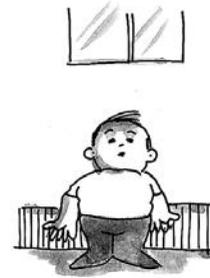
QUIET	OLD	STUDIOUS	CLEAN	BRAVE	YOUNG
[cuaiet]	[ould]	[stúdios]	[kliim]	[bréiv]	[iuang]
Callado	Viejo	Estudioso	Limpio	Valiente	Joven

TALKATIVE	HARD-WORKING	FRIENDLY	HAPPY	DIRTY	SAD
[tókatif]	[jarduorking]	[fréndli]	[jápi]	[dirti]	[sad]
Hablador	Trabajador	Amigable	Alegre	Sucio	Triste

TALL	SHORT	FAT	SLIM	STRONG	MOODY
[tól]	[short]	[fát]	[slim]	[stron]	[muudi]
Alto	Bajo	Gordo	Delgado	Fuerte	Malgeniado



Ahora escribe en tu cuaderno la palabra en inglés que mejor representa, la personalidad o apariencia física, de acuerdo con cada una de las imágenes que se muestran a continuación. Este vocabulario te ayudará a describir cómo te sientes y cómo eres físicamente.





- Lee la descripción hecha por Paula sobre su apariencia física y su personalidad.



Hello, my name is Paula. I am 15 years old

[póla] [fiftiin yiars ould]

**I am short and slim. I am happy and friendly,
and studious too**

[tuu]

También

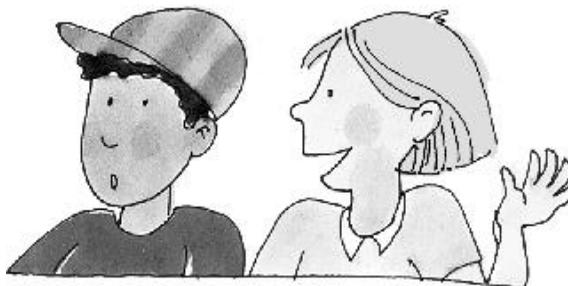
My friends say I am moody and talkative

Ahora, luego de leer la descripción de Paula, escribe en tu cuaderno una descripción corta sobre ti mismo. Cuando termines, léela a tus compañeros y compañeras y escúchalos a ellos contar su descripción.

TU FOTO

Repaso de contenidos

Llegaste al final del proyecto 1—Subproyecto I. Ahora, haz tu la descripción en una hoja, sin colocar tu nombre. Tus compañeros y compañeras podrán adivinar tu identidad, de acuerdo con la información presentada.



MY FAMILY AND I

Pronunciación

mai fámili an ái

Significado

Mi familia y yo



Escuchen a su docente pronunciar los miembros de la familia y su parentesco. Repitan la pronunciación correctamente.



Grandfather

[grándfáder]

Abuelo



Grandmother

[grándmóder]

Abuela



Father

[fáder]

Papá



Mother

[móder]

Mamá



Uncle

[ánkol]

Tío



Aunt

[aúnt]

Tía



Brother

[bróder]

Hermano



Sister

[sístér]

Hermana



Son

[són]

Hijo



Daughter

[*dórer*]

Hija



Grandson

[*gránsón*]

Nieto



Granddaughter

[*grándorer*]

Nieta



Cousin

[*cóusin*]

Primo



Cousin

[*cóusin*]

Prima



Nephew

[*néfiu*]

Sobrino



Niece

[*níi*]

Sobrina

Who is your mother?

[*jú is iúr móder*]

¿Quién es tu mamá?



My mother is Juanita

[*mai*]

Mi mamá es Juanita.



Ahora, en tu cuaderno, responde las siguientes preguntas y completa la información acerca de los miembros de tu familia.

Who is your grandmother?

_____ My grandmother is Silvia.

Who is your father?

Who is your grandfather?

Who is your uncle?

Daily Activities

[déli activitís]

Actividades diarias



Observen las actividades diarias que realiza cada uno de los miembros de la familia.



My mother helps at home

[jélpz at jóm]

Mi mamá ayuda en la casa



My father works in a company

[uórks in a cómpañi]

Mi papá trabaja en una compañía



My brother sweeps at home

[swi:ps]

Mi hermano barre la casa



My sister washes the dishes

[uashes da dishes]

Mi hermana lava los platos



I help my mother at home

Yo ayudo a mi mamá en la casa



My grandmother cooks for the family

[cúuks for dá fáмили]

Mi abuela cocina para la familia

Other activities :

[oder áctivitis]

• **Go shopping**

[gou shopin]

Ir de compras

• **Take care of animals**

[teik kér óf ánimáls]

Cuidar de los animales

• **Take care of the plants**

[plánts]

las plantas

• **Make the beds**

[meik dá béds]

Tender las camas



My mother is Juanita. She is tender, hardworking and

[shii]

My madre es Juanita. Ella es tierna, trabajadora y

She is 35 years old, She is very young. She cooks for

[veri]

tiene 35 años. Ella es muy joven. Ella cocina para

the family and she takes care of the children.

[children]

la familia y cuida de los niños.

Ahora, luego de leer el ejemplo anterior, describe en tu cuaderno a un miembro de tu familia, utilizando vocabulario que refiera a los aspectos físicos, emocionales y a las actividades diarias que él o ella realiza.

Foto o dibujo de tu familiar



Numbers

[námbers]

Los números

Conocer los números te permite identificar cantidades, tamaños, direcciones e información importante. Mira la lista de números con su escritura y pronunciación.

15

Fifteen
[fiftiín]

16

Sixteen
[sikstiín]

17

Seventeen
[seventiín]

18

Eighteen
[eitiín]

19

Nineteen
[náintiín]

20

Twenty
[túenti]

21

Twenty-one
[túenti uán]

22

Twenty-two
[túenti-tú]

23

Twenty-three
[túenti-thrú]

24

Twenty-four
[túenti-for]

25

Twenty-five
[túenti-fáif]

26

Twenty-six
[túenti-siks]

27

Twenty-seven
[túenti-seven]

28

Twenty-eight
[túenti-éit]

29

Twenty-nine
[túenti-náin]

30

Thirty
[théрти]

31

Thirty-one
[théрти- uán]

40

Forty
[fóрти]

50

Fifty
[fífti]

60

Sixty
[siksti]

70

Seventy
[séventi]

80

Eighty
[éiti]

90

Ninety
[náinti]

100

One hundred
[uán jándred]

101

**One hundred
and one**
[uán jándred
and uán]

500

**Five
hundred**
[faif
jándred]

520

**Five hundred
and twenti**
[faif jándred
and tuénti]

1000

One thousand
[uán tháusand]



- Formen grupos según la orientación de su docente.
- Escriban en su cuaderno cinco cantidades en letras. Un compañero o compañera puede dictarle a otro y verificar que lo haya escrito correctamente.

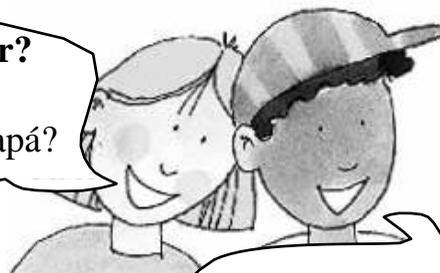


**Two hundred and
twenty four**

How old is your father?

[jáo ould]

¿Cuántos años tiene tu papá?



He is 38 years old, he is young

[jú]

El tiene 38 años, él es joven



Observa la conversación. Luego completa el ejercicio en tu cuaderno con información sobre otros miembros de tu familia.

How old is your brother?

He is _____

How old is your grandmother?

How old is your grandfather?

How old is your sister?



THE FOOD

Pronunciación

[dá fúud]

Significado

Los alimentos



Escuchen a su docente pronunciar los alimentos. Repitan la pronunciación correctamente.



Pizza

[pizza]

Pizza



Cheese

[chús]

Queso



Cake

[kéik]

Torta



Chicken

[chíken]

Pollo



Fish

[fish]

Pescado



Ice cream

[áis crim]

Helado



Soup

[súp]

Sopa



Milk

[milk]

Leche



Yoghurt

[iógurt]

Yogur



Juice

[yús]

Jugo



Rice

[ráis]

Arroz



Bread

[bréd]

Pan



Corn

[córñ]

Maíz



Potato

[potéito]

Papa



Lettuce

[létus]

Lechuga



Pineapple
[páinápol]
Piña



Coconut
[cáconot]
Coco



Watermelon
[wátermélon]
Patilla



Carrot
[cárot]
Zanahoria



Lemon
[lémon]
Limón



Pop corn
[páp córrn]
Crispetas



Onion
[ónion]
Cebolla



Spaghetti
[spaguéti]
Pasta



Avocado
[avokéido]
Aguacate



Cucumber
[kíucamber]
Pepino



Water
[uáter]
Agua



Strawberry
[stróberry]
Fresa



Hamburger
[jámburger]
Hamburguesa

Kinds of food
[káins of fúud]
Tipos de Alimentos

Existen tres grupos de alimentos que, tomados de manera balanceada, contribuyen a una buena nutrición para mantenerse saludable. Observen el siguiente cuadro y desarrollen el ejercicio.



<p>Regulating-food [regiuleitin- fúud] Alimentos reguladores</p>	<p>Body builder-food [bády bíilder- fúud] Alimentos constructores</p>	<p>Energy-food [énergy- fúud] Alimentos energéticos</p>
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Observa la tabla de los tipos de alimentos. Ahora escoge tres alimentos del vocabulario y organiza un menú balanceado que incluya los tres grupos. Escríbelo en tu cuaderno.

Regulating foods	Body builder foods	Energy foods
<ul style="list-style-type: none"> • _____ • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____ • _____



Observen los siguientes diálogos. Miren cómo Nina y Juan preguntan acerca de los alimentos que les gustan y de los que no les gustan.

Do you like tomato?
[dú iu láik toméito]

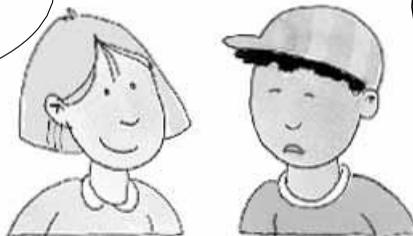


Yes, I do
[iés, ai dú]



Do you like tomato?

[dú iu láik toméito]



No, I don't

[nou, ai dóunt]



Completa los diálogos escribiendo las respuestas de acuerdo con tus preferencias personales. Sigue el ejemplo anterior escribiendo las respuestas en tu cuaderno.

Do you like bananas?

Do you like soup?

Do you like spaghetti?

Do you like pizza?



Observen en las siguientes ilustraciones cómo se expresan las preferencias respecto a los alimentos.

I Like apples
 [ai laik ápols]
 Me gustan las manzanas



I don't like chicken
 [ai dóunt laik chiken]
 No me gusta el pollo



- Formen grupos según la orientación de su docente.
- Realicen la siguiente encuesta entre sus compañeros y compañeras de grupo acerca de la comida que les gusta. Escriban los resultados en el cuaderno.

Do you like.....?.					
Name:					

Repaso de contenidos

Llegaste al final del proyecto 1—Subproyecto III. Presenta los datos de tu encuesta, escribiendo los alimentos que le gustan y no le gustan a tus compañeros y compañeras. Sigue el ejemplo y presenta la información en tu cuaderno.

Name: Jenny
 I like soup, fruits and milk.
 But I don't like apples, cheese and chicken.

Name: _____



Conversational English

FOR EVERYDAY PRACTICE



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Learning never ends! We are eternal learners. We learn something new everyday.

Dr. Juan J. Rodríguez-González

Executive Director, Department of Education

Introduction

What do you know about famous people? Do you know about inventors, politicians, celebrities, etc. Once you learn more English you will be able to talk about famous, legendary or influential people from all over the world. Read and practice the conversations in each lesson. The lessons are based on everyday situations people encounter. Be patient and take all the risks that you need too in order to overcome the fear you might have to speak the English language.

Throughout the lessons you will build vocabulary and learn how to use new words. For example, should we say “the Olympics **is**” or “the Olympics **are**”? It’s okay to say that the **Olympics is** on everybody’s mentality these days. The Olympics makes cities become alive and energetic, full of excitement, optimistic, and help develop team spirit. Olympics seems to bring our world together. In London, the 2012 Olympic Games are off to a great start, it is the first year where every country will have female athletes competing. Remember, Olympics are celebrated every four years.

With everyone talking about the **Olympics**, it is rather important to determine if a singular or plural verb should follow this subject. A quick reminder, to go with “**the Olympics**” + **singular verb** and “**the Olympic Games**” + **plural verb**. “**The Olympics**” is a collective noun like *team*, *children*, or *United States*, and usually takes a singular verb. “**Games**,” is a plural noun that should take a plural verb.

You will be guided with examples, just like these, to understand the grammar points being discussed. Toward the end, you will become aware and more cognizant of the grammar usage being emphasized.



Practice

Practice with the introductory sample lesson.

Lesson One: How are you? - First Practice

This sample lesson begins with simple greetings that you can use at any time of the day. The grammar point focuses on the two most commonly used forms of asking questions.

• Conversation # 1:

A: Hello!

B: Hi!

A: What is your name?

B: My name is Allison, but my friends call me Alli. What is your name?

A: My name is Raúl. It's nice to meet you.

B: Nice to meet you too. By the way, how old are you?

A: I am 15. How about you?

B: Well, I am 15 years old too.

B: You don't seem to be American. Where are you from?

A: I am Puerto Rican, but I live in Guatemala. Are you American?

B: Yes, of course I am.

A: It is a pleasure to know you.

B: The pleasure is mine too. I have to leave now.

A: Okay, bye.

B: Good-bye, take care.

This dialogue can be repeated several times changing roles and emphasizing pronunciation and rate of delivery. Let's make it sound more natural.

A: Good morning Raúl.

B: Good morning Alli. How are you today?

A: I am just fine, thank you. And how about you?

B: I am okay, I guess.

A: Where are you going?

B: I am going to school.

A: Cool. Where is your school?

B: Oh, my school is in this neighborhood. Not too far from here.

A: How do you get to your school?

B: I go by bus, and sometimes I take the train.

A: You must be in a hurry to catch the bus then.

B: That's right Alli. I have to go now. Have a nice day. I'll talk to you later.

A: Enjoy your day at school.

B: Thank you. Take care.



A: Hi Alli!

B: Hi Raúl!

A: How do you do?

B: Fine, how about you?

A: How was school?

B: It was great. We had a lot of fun in the English class.

A: Oh! That's fantastic! Wonderful! What was the class about?

B: It was a conversational English class. We had role playing and my turn was funny! There are words in English which I still can't pronounce right.

A: Don't worry about it. There is a saying that "Practice makes perfect." You will soon be speaking English fluently.

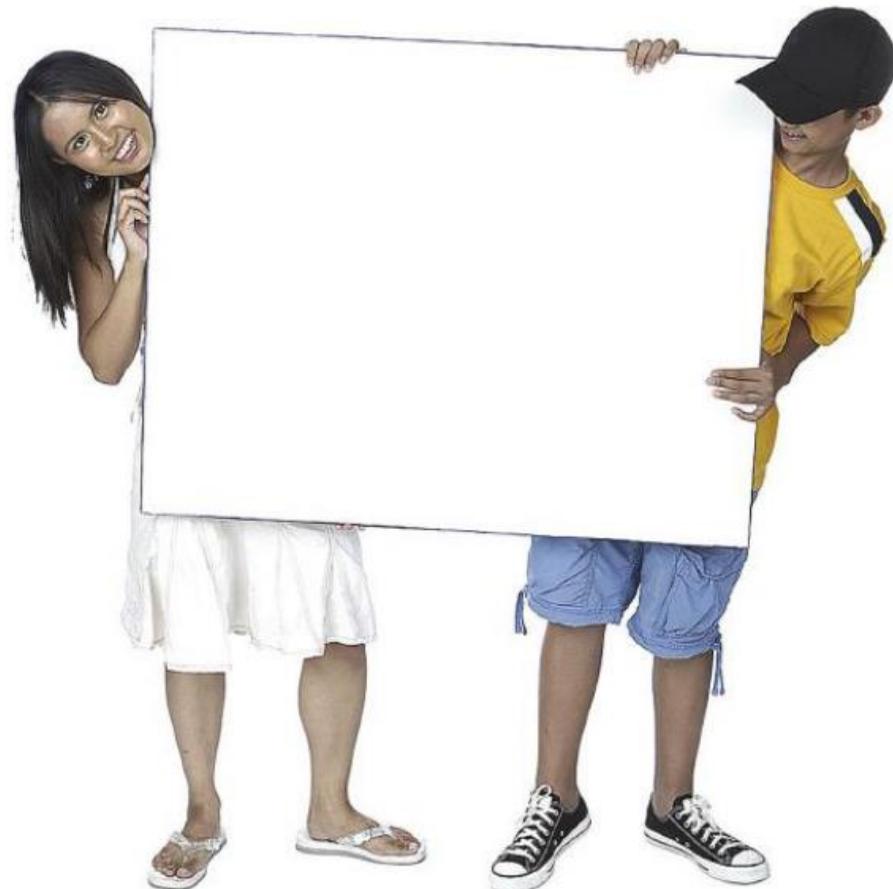
B: Thank you for the support and motivation.

A: You are kindly welcome.

B: I have to go now.

A: Ok then. I'll see you tomorrow.

B: Bye.



Unit 1

Telephone Conversations

Providing Personal Information

José is calling the Human Resources department of H. Rivera, Inc. This company works with the distribution of furniture around the island. José is applying for a managerial position at this office...

- Human Resources:** Okay, and what's your last name?
- José:** Sandoval
- Human Resources:** And your first name is?
- José:** José.
- Human Resources:** What position are you applying for, José?
- José:** The office management position.
- Human Resources:** Okay, and where are you from?
- José:** Hato Rey.
- Human Resources:** What's your position with us right now?
- José:** I'm a salesperson.
- Human Resources:** What's your home address?
- José:** 1834 Calaf Avenue, Hato Rey Puerto Rico.
- Human Resources:** What is your phone number?
- José:** 787-318-4232
- Human Resources:** How old are you?
- José:** I'm 24.
- Human Resources:** Are you married?
- José:** No, I'm not.

José:

nice day.

Thanks!

Follow-up Questions

1. Why is José calling the human resources department of H. Rivera, Inc.?

2. What position is José applying for?

3. Where does José live?

4. How old is José?

5. Is José married?

Contractions

A contraction is a shortened version of the written and spoken forms of a word, syllable, or word group. A contraction is created by the omission of internal letters. Study the examples founding this dialogue.

what's = **what is**

I'm = **I am**

I'll = **I will**

The following is a dialogue between Juan and Sandra. Think of the questions as your teacher reads the dialogue.

Questions for discussion

1. What happened when Juan called Joe last night?

2. What was Joe probably doing when Juan called him?

3. Was Juan frustrated?

4. What did the Juan and Sandra think Joe should do?

You will be successful with this lesson as long as you follow the steps below:

- 1 Listen for the main idea.
- 2 Listen carefully for details.
- 3 Study the vocabulary that is being emphasized.
- 4 Practice using the phone conversations and connect them to real-life situations.

Instructions:

You will listen to a dialogue that your teacher will read. Then your teacher will read the same dialogue again. This time fill in the blanks with the words you hear.

Sandra: Did you call Joe this morning?

Juan: Yes. I tried to _____ _____ _____ _____ him this morning,
but it was so difficult to _____ _____.

Sandra: Oh well, maybe he was on the Internet.

Juan: Yes! Maybe so. No wonder _____ _____ _____ _____
_____ _____ _____ was _____ all the time! Maybe he should
_____ _____ _____.

Sandra: Or maybe he should get a new phone with _____ _____.



Let's study the vocabulary words and phrases:

Study the underlined vocabulary words in the dialogue below and learn to practice using them in context. The words are the following:

get a hold of

on the Internet

call-waiting

reach him

the line was busy all the time

Sandra: Did you call Joe this morning?

Juan: Yes. I tried to get a hold of him this morning, but it was so difficult to reach him.

Sandra: Oh well, maybe he was on the Internet.

Juan: Yes! Maybe so. No wonder the line was busy all the time!
Maybe he should get another line.

Sandra: Or maybe he should get a new phone with call-waiting.

Further Practice:

Listen to your teacher read the dialogue again and answer the questions that follow the dialogue by using the expressions you have just learned.

Dialogue: It is so difficult to reach Joe!

Sandra: Did you call Joe this morning?

Juan: Yes. I tried to get a hold of him this morning, but it was so difficult to reach him.

Sandra: Oh well, maybe he was on the Internet.

Juan: Yes! Maybe so. No wonder the line was busy all the time!
Maybe he should get another line.

Sandra: Or maybe he should get a new phone with call-waiting.



1. What happened when Juan called Joe last night?

2. What was Joe probably doing when Juan called him?

3. Was Juan frustrated?

4. What did the Juan and Sandra think Joe should do?

Try writing a conversation in the spaces provided. Use the context provided and words and phrases you learned from the previous dialogue.

Dialogue: It is so difficult to reach you!

A: _____.

B: No, why? Did you try to get a hold of me?

A: _____.

B: 787-798-2409, right?

A: No! It's 787-798-2490.

B: _____.

Writing

Write a sentence with the following words or phrases:

get a hold of: _____

reach him: _____

on the Internet: _____

the line was busy all the time: _____

call-waiting : _____

Listen to obtain the main idea of the following dialogue

The following is a dialogue between Anna and Javier. Listen to your teacher read the dialogue. Think about the following questions.

Questions

1. What was Anna sad about?

2. How did Javier explain to Anna?

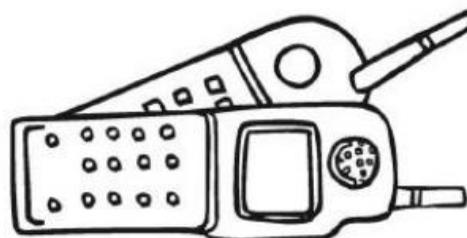
3. Was Anna convinced?

4. What do you think really happened?

Follow the recommendations given:

Follow these steps:

- 1 Listen for the main idea.
- 2 Listen for details.
- 3 Study the vocabulary.
- 4 Practice using and connecting the dialogue to real-life situations.



Dialogue: The line was busy all the time

Listen for details

Listen to your teacher read the dialogue. Then listen to the dialogue again and fill in the blanks with the words you hear.

Anna: Why didn't you call me early?

Javier: I tried _____ you, but I couldn't _____ .

Anna: What time did you call?

Javier: I tried _____ .

Anna: Then I don't know why you couldn't reach me.

Javier: I kept _____ .

Anna: Hmmmm....

Let's study the vocabulary words

Study the underlined vocabulary words and practice using them in context.

Anna: Why didn't you call me early?

Javier: I tried calling you, but I couldn't reach you.

Anna: What time did you call?

Javier: I tried all morning.

Anna: Then I don't know why you couldn't reach me.

Javier: I kept trying and trying.

Anna: Hmmmm....

Questions for oral practice

Listen to your teacher read the whole dialogue again and answer the following questions using the expressions you have just learned.

Questions

1. What was Anna sad about?

2. How did Javier explain it to Anna?

3. Was Anna convinced?

4. What do you think really happened?

Further practice

Complete the following dialogue. Be creative!

A: Were you calling me early?

B: _____ .

A: That's strange. I was home all day.

B: _____ .

A: You're right! It might be true.



If you want to be successful in completing this lesson, you must follow the recommendations:

Follow these steps:

- 1 Listen for the main idea.
- 2 Listen for details.
- 3 Study the vocabulary.
- 4 Practice responding and connecting the conversations to real-life situations.

Listen for the main idea

The following is a dialogue between Oscar and Daisy. While your teacher reads it aloud, think of the following questions.

Questions

1. Did Oscar reach Daisy on the phone?

2. Was there something wrong with Daisy's phone?

3. How did Daisy feel about Oscar not being able to reach her?

4. What did Oscar recommend that Daisy should do?

Listen to your teacher read the dialogue again. This time, fill in the blanks with the words you hear.

Oscar: Is your phone _____ ?

Daisy: I don't know what you mean.

Oscar: I was calling you all morning, but I couldn't _____ .

Daisy: Oh, I _____ to my Mom all morning. Sorry about that.

Oscar: Well, maybe you should add _____ service if you're always speaking on the phone.

Daisy: I guess so.

Let's study the vocabulary words

Study the underlined vocabulary words and understand how to practice using them in context.

Oscar: Is your phone still connected?

Daisy: I don't know what you mean?

Oscar: I was calling you all morning, but I couldn't reach you.

Daisy: Oh, I was speaking to my mom all morning. Sorry about that.

Oscar: Well, maybe you should add call-waiting service if you're always speaking on the phone.

Daisy: I think so, maybe I'll do that this afternoon.

Listen to your teacher read the whole dialogue again. Try to answer the following questions using the expressions you have just learned.

Questions

1. Did Oscar reach Diana on the phone?

2. Was there something wrong with Diana's phone?

3. What did Diana feel about Oscar not being able to reach her?

4. What did Oscar suggest that Diana should do?

Making meaning and applying what you have learned

Apply what you have learned and complete the dialogue. Be creative!

A: Can I borrow your cellular? I need to call my mom.

B: _____.

A: Wow! This is a nice unit! Where did you get it?

B: _____.

A: Thanks! I'll call again, the line is busy.

(A few minutes later)

B: _____.

A: Yes, but Mom put me on hold. I haven't spoken to her yet.

B: You must be waiting then, I hate call-waiting.

A: I hate it, too.

Can you tell what the main idea is?

The following is a dialogue between Mary and Dan. While listening to your teacher read it, think of the following questions.

Questions

1. Was Mary able to get a hold of Dan?

2. Was there anyone able to get a hold of him on his cellular yesterday?

3. What happened to Dan's cellular phone?

4. Did Dan do anything wrong?

Listen for details as your teacher reads

Listen to your teacher read the dialogue. Then listen to the dialogue again and fill in the blanks with the words you hear.

Dialogue: My telephone is out of service

Mary: What's _____ your cellular, Dan? I tried to call you yesterday.

Dan: I'm sorry. No one was able to _____ yesterday. My cellular was _____ by the company.

Mary: _____ ? Didn't you _____ ?

Dan: Well... I forgot. I have so many things in my mind.

Let's study the underlined vocabulary words used in the dialogue.

Mary: What's wrong with your cellular, Dan? I tried to call you yesterday.

Dan: I'm sorry. No one was able to reach me yesterday. My cellular was disconnected by the company.

Mary: What happened? Didn't you pay the bill?

Dan: Well... I forgot. I have so many things in my mind.

Putting it together

Listen to your teacher read the whole dialogue again and try to answer the questions using the expressions you have just learned.

Mary: What's wrong with your cellular, Dan? I tried to call you yesterday.

Dan: I'm sorry. No one was able to reach me yesterday. My cellular was disconnected by the company.

Mary: What happened? Didn't you pay the bill?

Dan: Well... I forgot. I have so many things in my mind.

Questions

1. Was Mary able to reach Dan?

2. Was there anyone able to reach him yesterday?

3. What happened to Dan's cellular?

4. Did Dan do anything wrong?
