



CENTRO EDUCATIVO LABORAL BELLAS LUCES - VIRTUAL



Duodécimo 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?



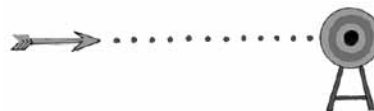
Trabajo dirigido es realizado por todo el grupo con la dirección de tu docente.



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!*”.

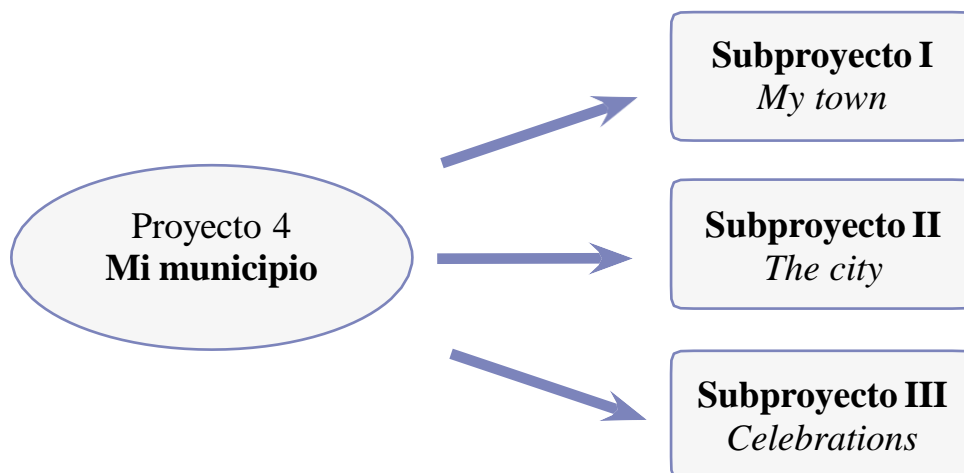
Proyecto 4. Mi municipio

En esta nueva etapa aprenderás vocabulario relacionado con tu municipio y la ciudad, así como con las celebraciones especiales que allí se desarrollan.

En el subproyecto I escucharás y después describirás un pequeño texto sobre tu pueblo, en el que incluirás algunos nombres de lugares y tipos de paisajes familiares a tu entorno.

Más adelante, en el Subproyecto II, vas a conocer los diferentes lugares que puedes encontrar en tu municipio o ciudad, luego, tendrás la posibilidad de clasificarlos de acuerdo con el lugar en donde se encuentran.

Finalmente, en el subproyecto III, ¡vamos a celebrar! Podrás revisar el vocabulario de las celebraciones y además conocer los elementos y acciones referentes a los diferentes eventos, para que luego puedas contarle a otras personas acerca de las fiestas que se celebran en tu región.



MY TOWN

Pronunciación

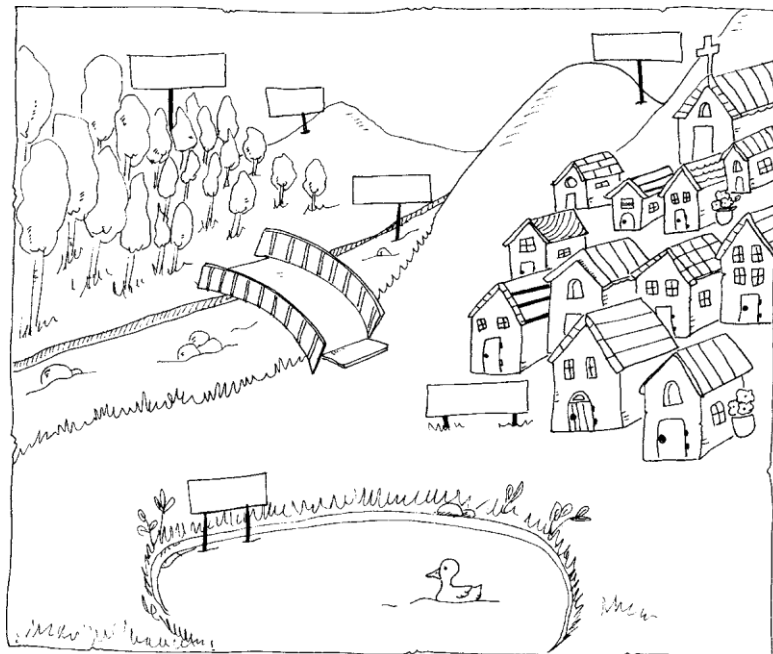
[mai táun]

Significado

Mi municipio



Observa la imagen. En ella hay un pequeño pueblo y sus alrededores. Ahora, con la lista de palabras que encontrarás más adelante, identifica los lugares en el dibujo. Escríbelos en tu cuaderno.



1.Wood

[úud]

Bosque

2.Mountain

[máunten]

Montaña

3.Town

[táun]

Pueblo-municipio

4.Lagoon

[lagúun]

Laguna

5.Hill

[jil]

Colina-cerro

6.River

[ríver]

Río



Escuchen a su docente leer un texto donde se describe su pueblo. Escuchen su lectura, pronunciación y entonación, además del nuevo vocabulario.



My town is small but beautiful . There is a big mountain

[mai táun is smól bat biútiful. Der is a big máunten

Mi pueblo es pequeño pero bonito. Hay una montaña grande

And a hill around my town. There is also a river, a lagoon,

An a jíl around mai táun . der is olso a river, a lagúun

Y una colina alrededor de mi pueblo. Hay también un río , una laguna

And a wood with many green trees. I love my town.

An a úud úíth méni gríin tríis. Ai láv mai táun

Y un bosque con muchos árboles verdes. Amo mi pueblo.



Dibujen su pueblo y sus alrededores en una hoja en blanco, coloquen los nombres de cada lugar o elemento. Incluyan las palabras del siguiente vocabulario en sus dibujos.

Beach <i>[búich]</i> Playa	Mangrove <i>[mángrouf]</i> Manglar	Plain <i>[pléin]</i> Llanura/sabana	Swamp <i>[suámp]</i> Ciénaga	Garden <i>[garden]</i> Jardín
Crop <i>[cráp]</i> Cultivo	Lake <i>[leik]</i> Lago	Channel <i>[chánel]</i> Canal/caño	Farm <i>[fárm]</i> Finca	Ranch <i>[ránch]</i> Rancho
Road <i>[roud]</i> Camino/carretera	Desert <i>[désert]</i> Desierto	Stream <i>[stríim]</i> Arroyo	Volcanoe <i>[volkéino]</i> Volcán	Jungle <i>[yángol]</i> Jungla/selva
Prairie <i>[préer]</i> Pradera	Valley <i>[váli]</i> Valle	River basin <i>[river béisin]</i> Cuenca	Bridge <i>[brich]</i> Puente	Avenue <i>[aveniu]</i> Avenida
Mountain chain <i>[máunten chein]</i> Cordillera	Snow Peak [] Nevado	Barren plain <i>[barren plein]</i> Páramo	County <i>[cáunti]</i> Vereda	Borough <i>[borou]</i> Corregimiento



Busca una fotografía o postal de tu municipio y escribe en tu cuaderno una pequeña descripción de él, incluyendo el vocabulario visto en la actividad anterior.



Fotografía

My town is _____

THE CITY

Pronunciación

[de citi]

Significado

La ciudad



Escuchen a su docente pronunciar los lugares representativos de la ciudad, repitan correctamente.



Park

[párc]

Parque



Church

[chárch]

Iglesia



Hospital

[jóspital]

Hospital



School

[escúul]

Colegio



Supermarket

[supermarket]

Supermercado



Bus station

[bás stéichion]

Paradero



Stadium

[estediúm]

Estadio



Drugstore

[drágstor]

Droguería



Airport
[éirport]
Aeropuerto



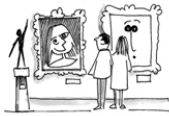
Building
[búilding]
Edificio



Police Station
[pólis stéichion]
Estación de policía



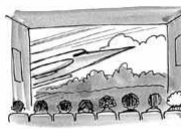
Shop
[cháp]
Tienda/almacén



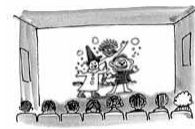
Museum
[miúsian]
Museo



University
[iúниверсити]
Universidad



Cinema
[cínema]
Cine



Theater
[tíater]
Teatro



Observa las siguientes palabras y clasifícalas de acuerdo con el lugar donde se encuentren. Algunas de ellas se encuentran tanto en la ciudad como en el pueblo.

- County Park Lagoon Shop School
 Building Supermarket Wood Borough
 Drugstore Garden Plain Farm Church
 Hospital Airport Museum Cinema
 Volcano Road Bridge Paramount University
 Swamp Stadium Theater Channel

My town <i>[mai táun]</i>	The city <i>[de citi]</i>	Both <i>[bóth]</i> Ambos



Formen grupos de trabajo y jueguen con sus compañeros y compañeras buscando las siguientes palabras en la sopa de letras.

- HOSPITAL
- PARK
- SCHOOL
- DRUGSTORE
- BUILDING
- STADIUM
- CHURCH
- AIRPORT
- MUSEUM
- UNIVERSITY
- SHOP
- THEATER

W	D	S	D	G	S	H	O	P	E	D
D	K	T	H	E	A	T	E	R	C	E
R	Q	A	S	A	S	J	R	H	H	K
U	S	D	H	L	T	O	I	L	U	B
G	E	I	O	N	O	C	D	D	R	U
S	T	U	W	O	V	H	G	F	C	I
T	U	M	U	S	E	U	M	S	H	L
O	L	E	R	C	F	R	M	H	D	D
R	M	N	G	H	S	C	C	S	L	I
E	P	A	R	O	C	H	A	I	R	N
A	I	R	P	O	R	T	K	N	O	G
O	I	L	U	L	P	A	R	K	C	A

CELEBRATIONS

Pronunciación

[*celebréishions*]

Significado

Celebraciones



Las celebraciones son reuniones especiales que nos permiten compartir y conmemorar fechas y eventos que han influenciado en la historia del lugar donde habitamos. Escuchen a su docente pronunciar las diferentes celebraciones, repitan correctamente.

Celebrations



Birthday

[*bérthdei*]

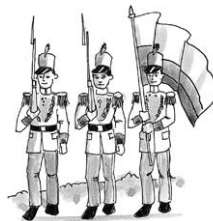
Cumpleaños



Carnival

[*kárnival*]

Carnaval/comparsa



Independance day

[*ídependans déi*]

Día de la independencia



Halloween

[*jálouin*]

Día de brujas



New year
[niúu yiar]
Año nuevo



Christmas
[crísmás]
Navidad



Holy week
[jóli uíik]
Semana santa



Wedding
[uedin]
Boda



Baptism
[bátipsm]
Bautizo



First comunión
[férst comiunion]
Primera comunión



Los siguientes elementos son comunes y no deben faltar en toda celebración. Ahora, escuchen a su docente pronunciar los diferentes elementos relacionados con las celebraciones, luego, observen las acciones referentes a cada una, repitan correctamente.

Elements for celebration



Cake
[kéik]
Torta



Mask
[másk]
Máscara



Candle
[kandól]
Vela



Meal
[míal]
Comida



Fireworks
[fáiruorks]
Fuegos artificiales



Gifts
[gífts]
Regalos



Costume
[cóstium]
Disfraz



Piñata
[piñata]
Piñata



Party
[párti]
Fiesta



Musical instruments
[míusical ínstrumnts]
Instrumentos musicales

Actions and celebrations

[akshions an celebreshions]



Pray
[prei]
Orar



Dance
[dans]
Bailar



Eat
[ít]
Comer



Give presents
[gíf préssnts]
Dar regalos



Wear costumes
[úer costiums]
Disfrazarse



Blow candles
[blou cándóls]
Soplar las velas



Break the piñata **Play instruments**
[briek de piñata] [plei ínstrumnts]
Romper la piñata Tocar instrumentos





Participate in parades

[párticipeit in pareids]
Participar en desfiles



Ask for a wish

[ask fór a a uish]
Pedir un deseo



Ahora vas a escribir oraciones de las diferentes actividades que realizas en cada una de las celebraciones. Observa el ejemplo y haz tus propias oraciones en el cuaderno.



Independance day

I participate in parades

I see fireworks

I play instruments



Halloween

I _____

I _____



My birthday

I _____

I _____



Christmas

I _____

I _____



Holy week

I _____

I _____

I _____



Wedding

I _____

I _____

I _____

TRANSPORT

Pronunciación

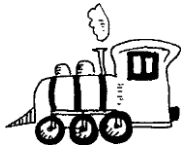
[tránsport]

Significado

Transporte



Escuchen a su docente pronunciar los nombres de diferentes medios de transporte, repitan correctamente.



Train

[tréin]

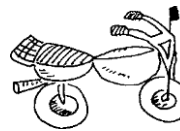
Tren



Airplane

[érplein]

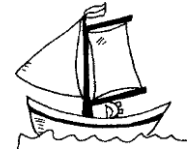
Avión



Motorbike

[mótorbáik]

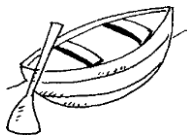
Motocicleta



Boat

[bóut]

Barco



Canoe

[kaníuu]

Canoa



Car

[cár]

Carro



Ambulance

[ámbiulans]

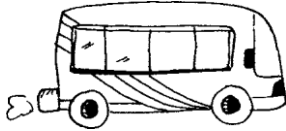
Ambulancia



Bike

[báik]

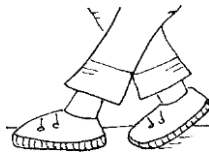
Bicicleta



Bus

[bás]

Bus



Foot

[fúut]

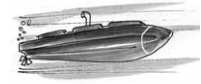
Pie



Rocket

[róket]

Cohete



Submarine

[sabmarín]

Submarino



Truck

[track]

Camión



Skateboard

[eskeitbórd]

Patineta



Helicopter

[jélicopter]

Helicóptero

- En los siguientes diálogos observa cómo se pregunta acerca de la manera de transportarse de un lugar a otro.

How do you get to school?

[jáo du iú gét tu eskúul]

¿Cómo te vas a la escuela?



By bike

[bái báik]

En bicicleta





Completa en tu cuaderno los espacios en blanco de acuerdo con la imagen.



How do you get to work?

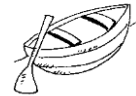
[jáo du iú gét tu uork]

¿Cómo te vas al trabajo?

By _____



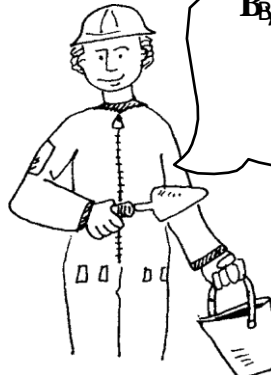
By _____

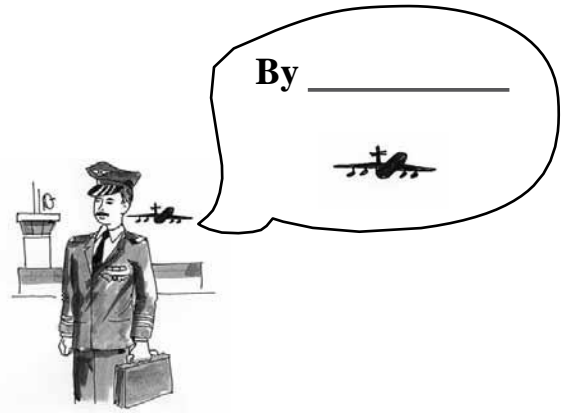
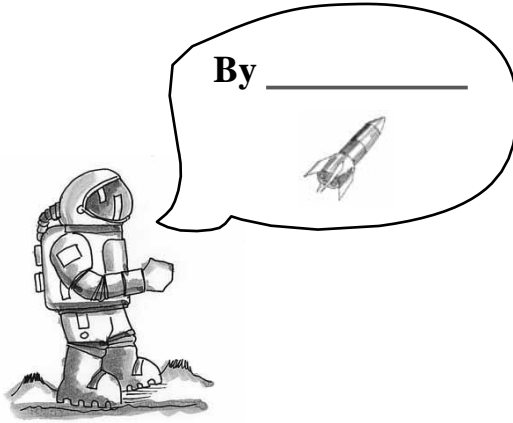


On _____

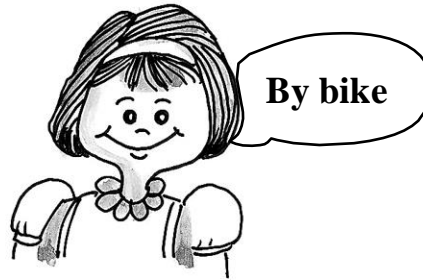


By _____





Formen grupos de trabajo y practiquen el diálogo con sus compañeros y compañeras, completando la información del cuadro, de acuerdo con sus respuestas.



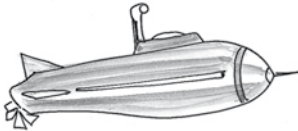
You

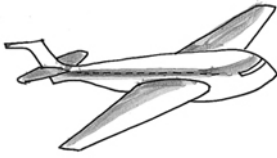
Nina

Name	Transport
Nina	By bike



Observa los dibujos a continuación; relaciona, en tu cuaderno, cada uno de los dibujos de medios de transporte, a la izquierda, con los dibujos de lugares o profesiones, a la derecha.





NATURAL RESOURCES

Pronunciación

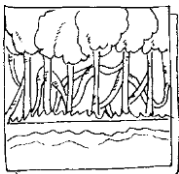
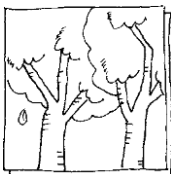
[náchural risórsis]

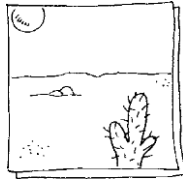
Significado

Recursos naturales

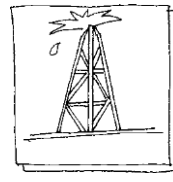


Escuchen a su docente pronunciar los nombres de los recursos naturales renovables y no renovables con los que cuenta el Planeta, y que ustedes pueden contribuir a cuidar. Repitan correctamente.

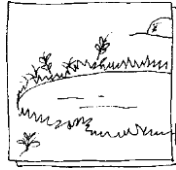
Renewable resources [reniuabol risórsis] Recursos renovables	Non renewable resources [nán reniuabol risórsis] Recursos no renovables
 <p style="text-align: center;">Forest [fárest] Bosque</p>	 <p style="text-align: center;">Wood [úud] Madera</p>



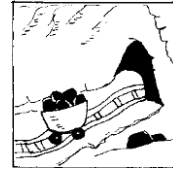
Sun light
[sán láit]
Luz solar



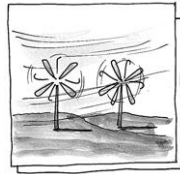
Oil
[óil]
Petróleo



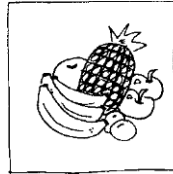
Water
[uater]
Agua



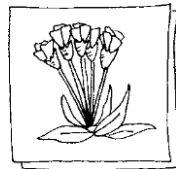
Minerals
[minerals]
Minerales



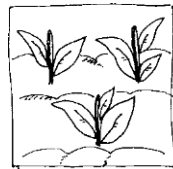
Air
[eir]
Aire



Food
[fúud]
Alimentos



Plants
[plánts]
Plantas



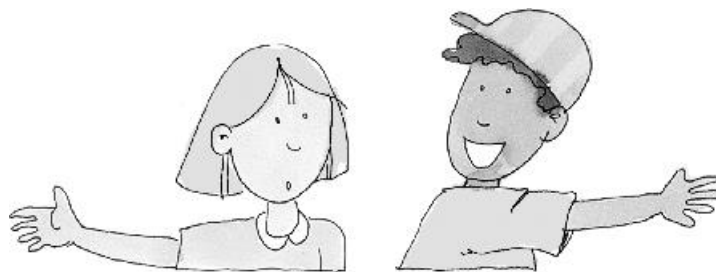
Land
[land]
Suelo



Observa las siguientes palabras y clasifícalas en tu cuaderno, de acuerdo con el tipo de recurso que éstas representen.

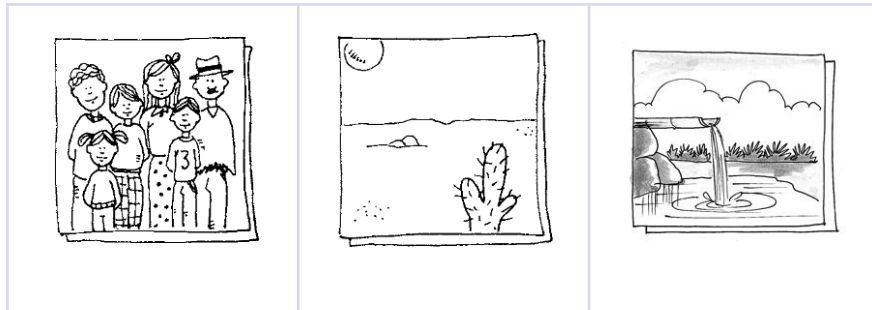
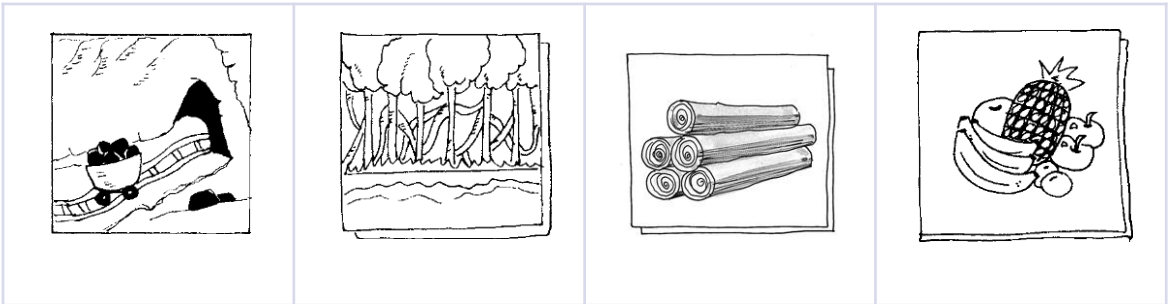
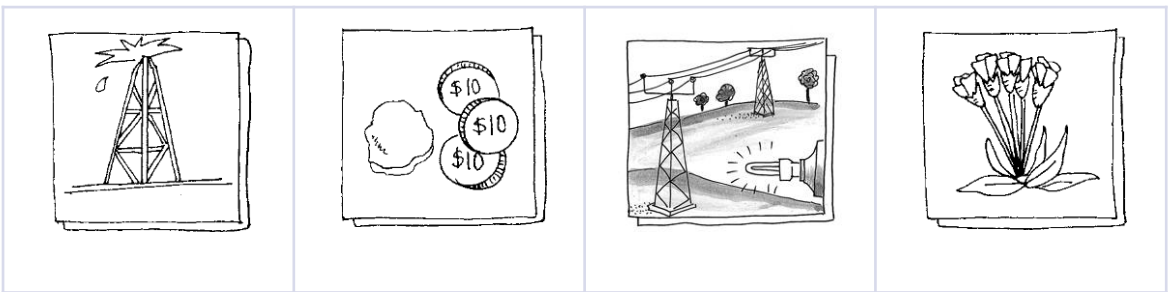
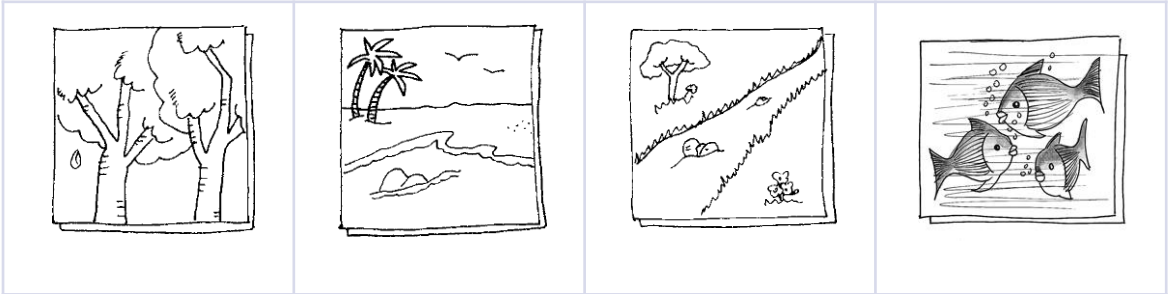
Fruits Wood Lagoon Fish Metals
Animals Energy River Land Gas Forest
Trees Water Swamp Vegetables Sun Oil

Renewable resources	Non renewable resources





Observa los dibujos y escribe en el cuaderno la palabra que le corresponde a cada imagen. Para este ejercicio puedes incluir el vocabulario del subproyecto anterior correspondiente a los recursos naturales.





Formen grupos de trabajo. Con sus compañeros o compañeras, elaboren una lista de al menos tres recursos naturales que tenga su región. Pueden tener en cuenta los que aparecen en la lista anterior o en subproyectos como “my town” o “natural resources”.

Natural resources of my region

[náchural risórsis of mai riyion]



Ahora, en grupos de trabajo, pregunten a sus compañeros o compañeras acerca de cuáles son los recursos naturales de su región. Miren el diálogo y apliquen el ejemplo para obtener la información que necesitan.

What are the natural resources of your region?

[uát ar de náchural risórsis of iúr riyion]

¿Cuáles son los recursos naturales de tu región?



There is coal in my region.

[der is cóul in mai riyion]

Hay carbón en mi región



There are fruits too.

[der ar frúuts túu]

Hay frutas también .



Also, there are flowers

[ólso, der ar flauers]

Además, hay flores



And there is a lake

[an der is a laik]

y hay un lago.



Of course, there are people

[of córs der ar pipól]

Por supuesto, hay gente.



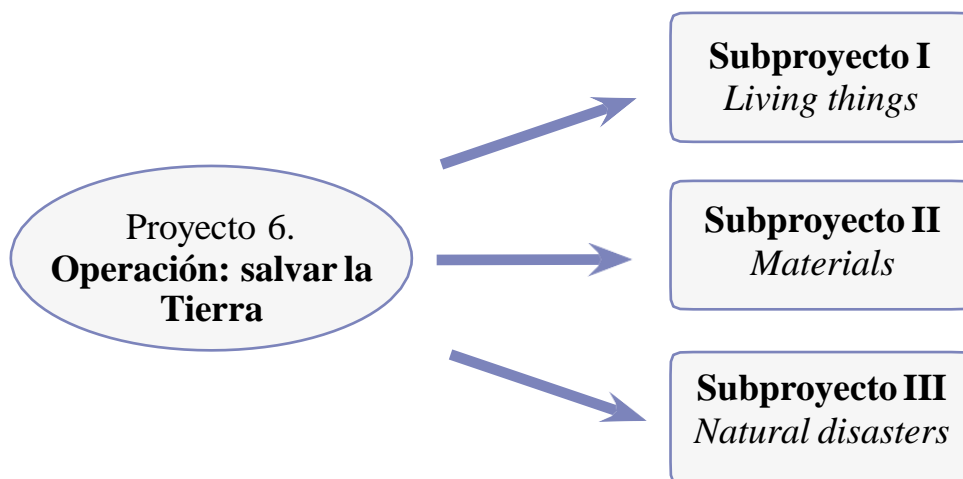
Proyecto 6. Operación: salvar la Tierra

Ahora sí: llegaste al último proyecto. ¡Cuántas cosas has aprendido! Ya comprobaste, durante este año, que es necesario seguir profundizando, practicando y aplicando tus conocimientos y competencias, este es un secreto para la vida.

En el subproyecto I trabajarás en la identificación y descripción de los seres vivos, además de conocer nuevo vocabulario relacionado con tu entorno diario.

En el subproyecto II, tendrás la oportunidad de conocer los diferentes materiales, lo cual te ayudará a conocer las palabras mágicas que se relacionan con el reciclaje.

Finalmente, en el subproyecto III, vas a poder conocer el vocabulario de los desastres naturales, los cuales están en directa relación con temas como los recursos naturales y el reciclaje. Seguramente, al final sabrás qué tipo de acciones contribuyen a preservar la vida en nuestro planeta Tierra. ¡Qué bueno poder contar contigo para el cuidado de nuestro planeta y sus recursos!



LIVING THINGS



Pronunciación

.....

[livin things]



Significado

.....

Seres vivos



Escuchen a su docente pronunciar algunas palabras referidas a las acciones que caracterizan a los seres vivos.



Breathe

[brúith]

Respirar



Eat

[íit]

Comer



Grow

[grou]

Crecer



Move

[múuf]

Mover



Reproduce

[riprodiús]

Reproducir



Die

[dai]

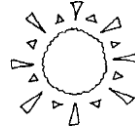
Morir



Ahora, escuchen a su docente pronunciar lo que los seres vivos necesitan para vivir:



Water
[uáter]
Agua



Sun
[sán]
Sol



Food
[fúud]
Alimentos



Shelter
[shéltér]
Hogar



Air
[éir]
Aire



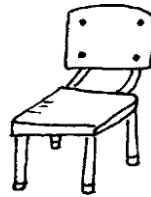
Love
[lóf]
Amor



Observa el siguiente ejemplo.

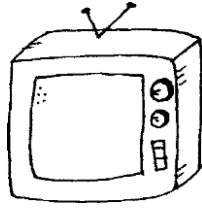


Dog
[dóg]
Living thing



Chair
[chér]
Nonliving thing

- Ahora clasifica en tu cuaderno los siguientes elementos, según representen a seres vivos o a cosas inertes, escribiendo bajo cada uno *living thing* o *nonliving thing*.



Television
[televishion]



Cat
[kát]



Plants
[plants]



Coin
[cóin]



Bird
[bérd]



Stone
[estóun]

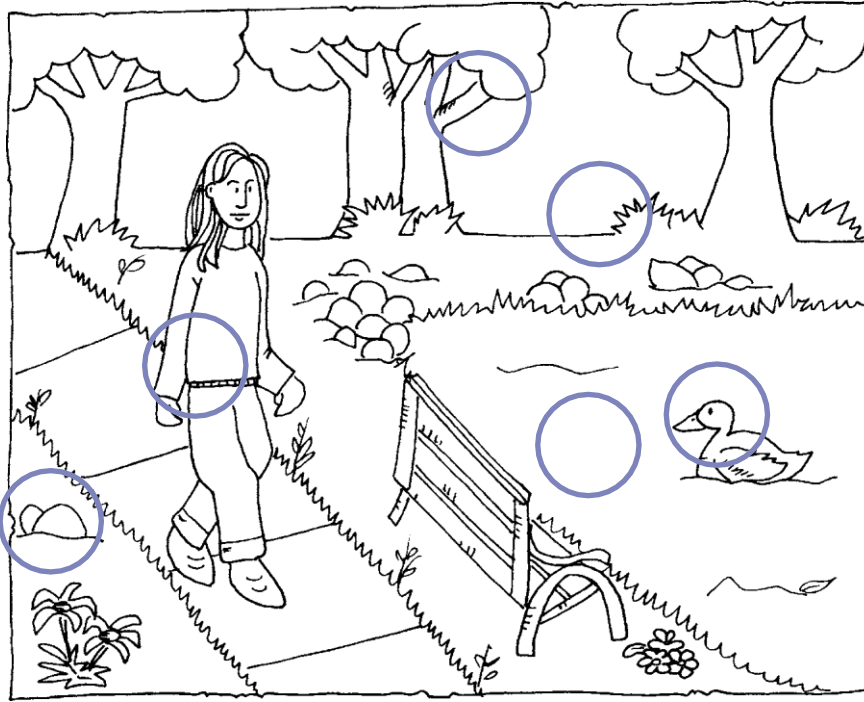


Ahora mira a tu alrededor y dibuja en tu cuaderno los seres vivos e inertes que están en tu entorno.

Living things	Nonliving things



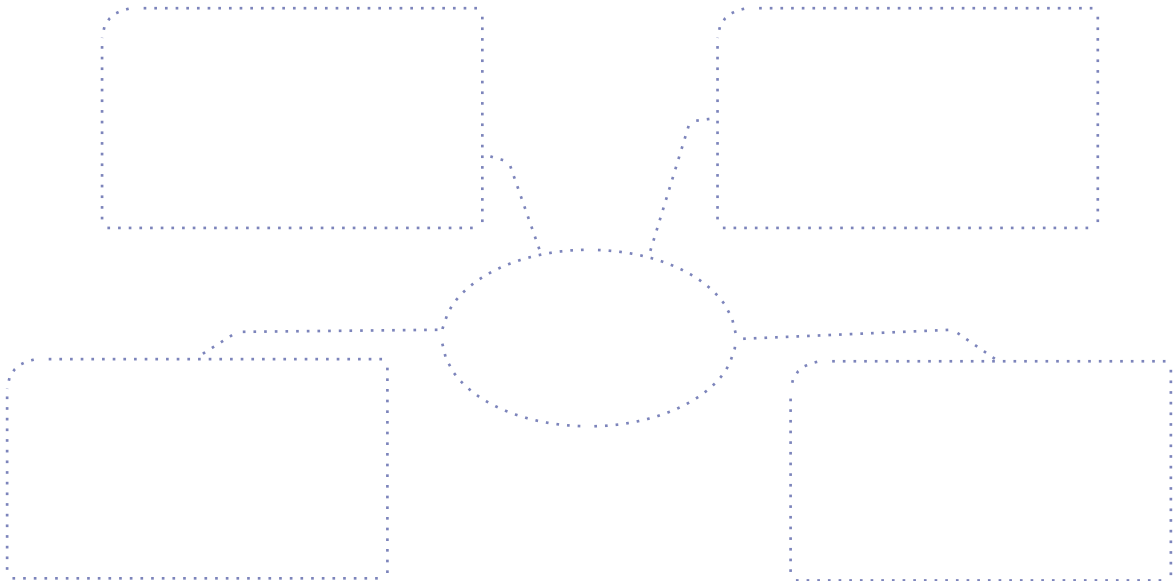
- Observa el siguiente dibujo, identifica los seres vivos allí presentes.



Tree	Árbol
Person	Persona
Stone	Piedra
Grass	Césped
Pond	Charco
Duck	Pato



- Formen grupos de trabajo, elijan un ser vivo y dibújenlo en el cuaderno dentro de un óvalo como el que aparece a continuación. Luego escriban las cosas que éste necesita para vivir.



MATERIALS

Pronunciación

.....

[*matirials*]

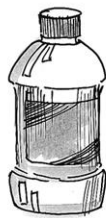
Significado

.....

Materiales



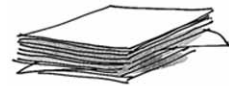
Escuchen a su docente pronunciar los nombres de los diferentes materiales que utilizan diariamente.



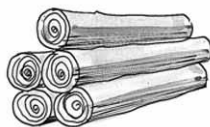
Plastic
[plastik]
Plástico



Glass
[glas]
Vidrio



Paper
[peiper]
Papel



Wood
[uúd]
Madera



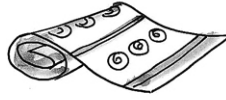
Can
[kan]
Lata



Cotton
[coton]
Algodón



Metal
[metal]
Metal



Cloth
[clóf]
Tela

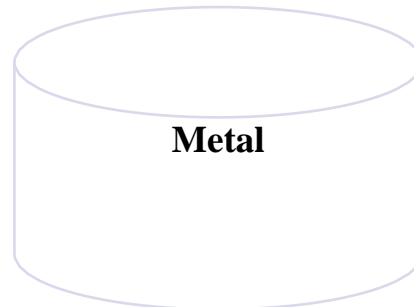
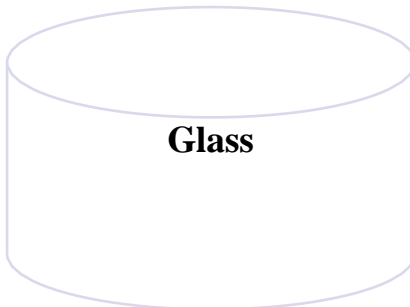
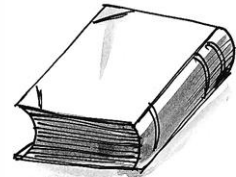
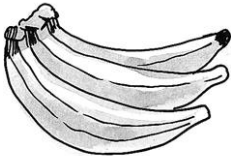


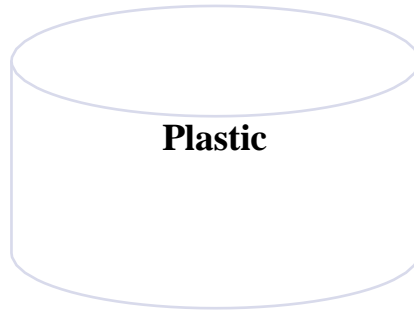
ORGÁNICO

Organic Material
[órganik matirial]
Material orgánico

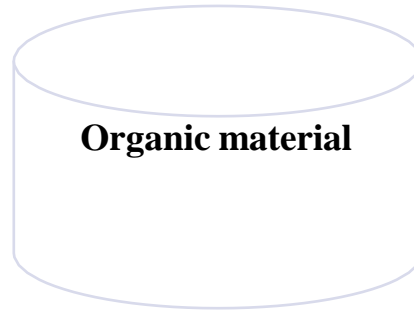


Clasifica en tu cuaderno los siguientes elementos, de acuerdo con el material con el cual está elaborado cada uno.





Plastic



Organic material



El reciclaje es la clave para la subsistencia en nuestro planeta. Existen tres acciones importantes que no se pueden olvidar, ellas son la clave para mantener los recursos de nuestra amada Tierra; todas se relacionan con el uso y manejo de los materiales que usamos y que, en muchos casos, son reutilizables; el no cuidarlos hace que estos recursos naturales renovables se agoten.

Recycling

[risaiclin]

Reciclaje



Reduce

[rédius]

Reducir

Reuse

[ríus]

Reutilizar

Recycle

[risaicól]

Reciclar



Ahora formen grupos de trabajo y con la ayuda de sus compañeros y compañeras elaboren un cartel de su escuela donde sugieran a sus amigos las tres palabras mágicas. Visiten los diferentes lugares de la escuela y dejen allí los carteles.

NATURAL DISASTERS

Pronunciación

[*náchural disasters*]

Significado

Desastres naturales



El planeta Tierra presenta diferentes ciclos y sucesos que se manifiestan como fenómenos naturales. El cuidado del Planeta y la prevención pueden contribuir a disminuir los efectos de este tipo de eventualidades naturales. Escuchen a su docente pronunciar el vocabulario referente a los fenómenos naturales.



Earthquake
[*erthcuéik*]
Terremoto



Hurricane
[*jiurikein*]
Huracán



Drought
[*drou*]
Sequía



Flood
[*flúud*]
Inundación



Eruption

[erápshion]

Erupción



Tornado

[torneido]

Tornado



Rain

[rein]

Lluvia



Thaw

[thóu]

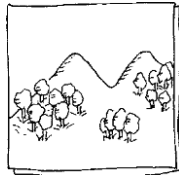
Deshielo



Observa los siguientes dibujos. En tu cuaderno, relaciona cada uno de ellos con el fenómeno natural que corresponda.



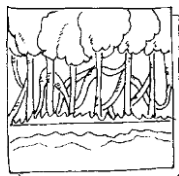
Nevado



Montaña



Volcán



Río

Landslide

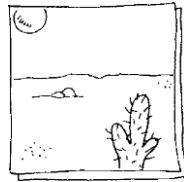
[lanslait]

Avalancha

Eruption

Drought

Hurricane



Desierto

Flood

- Descubre la palabra secreta y escríbela en la línea.

KQUAETERUHA

OROTDANR

L FOD O

ERHRAUCIN



Unit 2

Things we Love to Eat

• Dialogue # 1: This meat must taste awful if you cook it!

The situation in the following dialogue is about two people who want to fix chicken for dinner, but they later find out that the meat tastes awful. Listen to your teacher read the dialogue and think about the following questions.

Questions

1. What is Lydia going to cook for dinner?

2. Why does Marcos say that the meat is rotten?

3. When did Lydia buy the meat?

4. Why was Marcos complaining about eating outside?

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

Dialogue: This meat must taste awful if you cook it!

- Marcos:** What are we going to _____ _____ _____ ?
- Lydia:** I'm going to fix some _____ .
- Marcos:** I'm afraid the _____ _____ _____ .
- Lydia:** That's strange! I just bought it the on Monday.
- Marcos:** Well, I forgot to put it in _____ _____ .
- Lydia:** Now what are we going eat?
- Marcos:** Would you like to go _____ _____ ?

Lydia: Again? But you were _____ that it's _____ to eat out.
Marcos: I'm sorry, but this is _____ .

Let's compare your answers to the answers below. Read along silently as your teacher reads.

Dialogue: This meat must taste awful if you cook it!

Marcos: What are we going to eat for dinner?

Lydia: I'm going to fix some chicken.

Marcos: I'm afraid the meat is rotten.

Lydia: That's strange! I just bought it the on Monday.

Marcos: Well, I forgot to put it in the refrigerator.

Lydia: Now what are we going eat?

Marcos: Would you like to go eat out?

Lydia: Again? But you were just complaining that it's too expensive to eat out?

Marcos: I'm sorry, but this is an emergency.



I'm afraid the meat is rotten.



Writing a Dialogue

Now that you have used the phrases in sentences, prepare a dialogue in which you can use the vocabulary.



1. What is Lydia going to cook for dinner?

2. Why does Marcos say that the meat is rotten?

3. When did Lydia buy the meat?

4. Why was Marcos complaining about eating outside?



Betty is a little hungry. She wants to eat some chocolate chip cookies she bought at the supermarket, but she finds out that there are no more cookies. All the cookies are gone! Listen to your teacher read the dialogue and reflect about the questions. When you listen to your teacher read the dialogue for a second time, try filling in the missing words.

Questions

1. Who ate the cookies? Why?

2. What are Carlos' favorite flavored cookies?

3. Do you like cookies?

4. What are your favorite flavored type?



Dialogue: I ate all the cookies. I just couldn't help it!

Betty: Carlos, _____? Don't tell me you ate them all! Again!

Carlos: Yes, I did. _____. They tasted delicious.

Betty: I thought you didn't like chocolate chip cookies.

Carlos: Well, I don't like _____ at all. But chocolate is different. I love them _____.

Betty: Hmm, I didn't know that.

Carlos: And guess what? Chocolate chip cookies taste even better with _____.

Practice reading the dialogue below and pay attention to the underlined words. Check the answers you wrote in the previous dialogue.

Dialogue: I ate all the cookies. I just couldn't help it!

Betty: Carlos, where are the cookies? Don't tell me you ate them all! Again!

Carlos: Yes, I did. I couldn't help it. They were so good.

Betty: I thought you didn't like cookies.

Carlos: Well, I don't like cookies flavored with vanilla at all. But chocolate is different. I love them to death.

Betty: Huh, I didn't know that.

Carlos: Well, let me tell you, chocolate cookies taste even better with a glass of cold milk.

Practicing YES/NO questions and answers

Does Betty eat cookies? Yes, she does. No, she doesn't.

Does Carlos eat cookies? Yes, he does. No, he doesn't.

Does Carlos like vanilla cookies? Yes, he does. No, he doesn't.

Does Carlos like chocolate cookies? Yes, he does. No, he doesn't.

Does Carlos love chocolate cookies to death? Yes, he does. No, he doesn't.

Do Carlos and Betty like cookies? Yes, they do. No, they don't.

Do Carlos and Betty fight over the cookies? Yes, they do. No, they don't.

Dialogue: After-dinner agreement

It is after dinner in Mr. Rosario's house. Mrs. Rosario is not home. Kevin is studying in his bedroom. He is in college. He is writing an essay about racism. Mr. Rosario is in the kitchen. Javier, Kevin's fifteen year old brother is upstairs.

Kevin: Dad? There is too much noise upstairs. Who's making that noise?

Mr. Rosario: Javier? Why are you making so much noise? Kevin is writing an essay and needs to concentrate.

Javier: I'm sorry, Dad. I'm building a project for school. It's for tomorrow.

Mr. Rosario: Are you almost done? Kevin needs to finish his essay today.

Javier: Yes, Dad. I'll be done in five more minutes.

Mr. Rosario: Thank you, Javier. (He goes to Kevin) Kevin? Your brother will be done in five minutes.

Kevin: Okay, I'll wait for him to finish.



Javier, listen to me. Your brother is writing an essay and needs concentration. Are you almost done? Thank you.

Answer the following YES/NO questions?

1. Does Kevin complain about the noise?

2. Does Kevin need to concentrate?

3. Does Javier complain about Kevin?

4. Does Mr. Rosario speak to Javier?

5. Does Kevin need to finish writing his essay?

6. Does Kevin tell Javier to stop making noise?

7. Do Kevin and Javier have homework to do?

8. Do Kevin and Javier live with Mr. Rosario?

Dad? I already finished my homework. I'm sorry for all the noise.



Mirna eats out together with her friend. She orders a hamburger and the waitress asks her how she wants her meat done. Listen to your teacher read the dialogue. When your teacher reads the dialogue again, try to fill in the blanks.

Dialogue: How do you want it?

Waitress: Can I take _____ ?

Mirna: Yes. I'll have a Caesar's _____, a _____, and _____ .

Waitress: How do you want the hamburger? Rare, medium, or _____ ?

Mirna: Well-done, please.

Waitress: No problem. What would you _____ ?

Mirna: I'd like a _____ milkshake.

Waitress: Anything else? Would you like some _____ ?

Mirna: No, thank you.

Anything else? Would you like some coffee or tea?



check your answers with the dialogue below.

Dialogue: How do you want it?

Waitress: Can I take your order?

Karla: Yes. I'll have a Caesar's salad, a hamburger, and French fries.

Waitress: How do you want the hamburger? Rare, medium, or well-done?

Karla: Well-done, please.

Waitress: No problem. What would you like to drink ?

Karla: I'd like a vanilla milkshake.

Waitress: Anything else? Would you like some coffee or tea ?

Karla: No, thank you.

Answer the following questions:

Questions

1. Who takes the order?

2. What does Karla order?

3. How does Karla want her hamburger?

4. What does Karla have for a drink?

Imagine you are at a restaurant. A waiter is about to take your order. Complete the dialogue.

Dialogue: I want it small, please!

(Order some eggs and a glass of juice, etc...)

Waiter: What would you like to order?

Me: _____.

Waiter: How do you want your eggs?

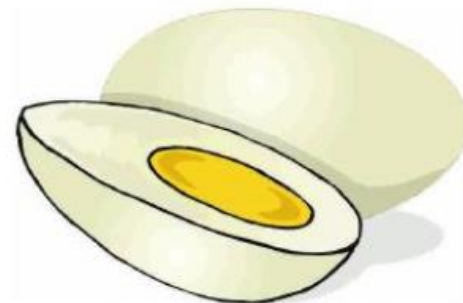
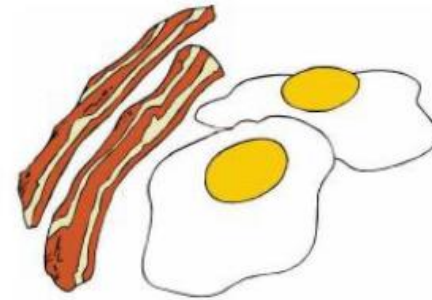
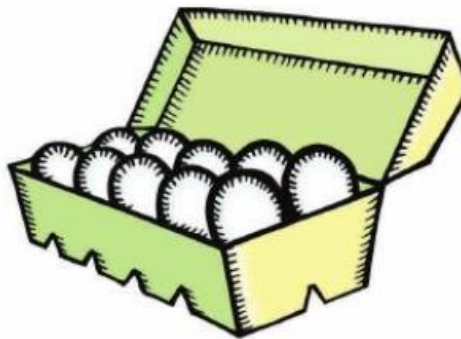
Me: _____.

Waiter: Scrambled, sunny side-up, over-easy, and over-hard.

Me: _____.

Waiter: Is there anything else?

Me: _____ . I want it small, please.



Valeria is preparing lunch. She asks Christian to help her...

Valeria: Christian, please do me a favor? Can you help me cut these pork chops? I need to season and fry them.

Christian: Of course I will. How do you want me to cut them?

Valeria: I would like them in thin slices. Once fried, they will taste crispy.

Christian: OK. Thin slices!

Valeria: Oh, I also want them to be very lean. I don't even want to see a piece of fat.

Christian: Sure. I'll cut off all the fat.

Vocabulary study

Choose the phrase that best defines the word in italics

1. To *season* pork chops means:

- a. to cook them
- b. to freeze them
- c. to condiment them
- d. to cut them

3. To be *lean* means:

- a. to be free of fat
- b. to clean
- c. to bend forward
- d. to wash before frying

2. To taste *crispy* means:

- a. to eat them
- b. they are crunchy
- c. to swallow them
- d. they are stale

4. To cut off *the fat* means:

- a. to make skinny
- b. to take away red meat
- c. to separate into parts
- d. to trim off grease

Practice reading the dialogue with a friend.

Valeria is preparing lunch. She asks Christian to help her...

Valeria: Christian, please do me a favor? Can you help me cut these pork chops? I need to season and fry them.

Christian: Of course I will. How do you want me to cut them?

Valeria: I would like them in thin slices. Once fried, they will taste crispy.

Christian: OK. Thin slices!

Valeria: Oh, I also want them to be very lean. I don't even want to see a piece of fat.

Christian: Sure. I'll cut off all the fat.

Answer the following questions:

Questions

1. What does Valeria want Christian to do?

2. What does Valeria need to do with the pork chops?

3. How does Valeria want Christian to cut the pork chops? Why?

4. What does Valeria want Christian to cut off?

5. Do you prepare pork chops? Explain the process.

Your teacher will read the following dialogue to you. Listen carefully to the pronunciation of all the words. You will have the opportunity of practicing the dialogue with a friend.

Dialogue: How many times a week do you eat out?

Antonio wants to know how many times a week Cathy eats out.

Antonio: How many times a week do you eat out, Cathy?

Cathy: Well, you know I'm very busy and when I get home I don't have time to cook any thing, so I go out. I would have to say, it's very often. I eat out practically every single day.

Antonio: That's a lot, but I really prefer homemade food.

Cathy: I do too. But I'm always doing business and I end up eating at a restaurant. And guess what? I'm sick and tired of eating restaurant food. Sometimes I want to have the time to enjoy some homemade cooked meal.

Writing Questions

In the spaces below, write three questions related to the dialogue with the questions words: What? Where? And Why?

What?

Where?

Why?

The strategies below will help you formulate questions for tests and homework assignments.

When you ask questions you are required to follow a model or process that you can use yourselves; you are encouraged to use the following questioning strategies to assess what you have learned, to develop your thinking skills, and to study for all your classes.

General Strategies for Asking Questions:

- When planning questions, keep in mind your goals. The questions you ask should help communicate the facts, ideas, and ways of thinking that are important to your learning.
- Follow a “yes-or-no” question with another question. For example, follow up by asking the other person to explain why they answered the way they did.
- In class discussions, remember to ask one question at a time.
- Ask a different types of questions. Good “Open” questions will prompt multiple answers, and are often the most effective in encouraging discussion in a classroom.

When answering a question:

- Do not interrupt while other colleagues are answering. Show them that you are interested and respect what they are saying.
- Also, when answering, develop responses that keep your colleagues thinking.

Questions

Questions

Questions

Pedro wants to eat out and is making a phone call to the restaurant to reserve a table for him and his friends for dinner....

Alfredo: Italy's House. How may I help you?

Pedro: Yes. I'd like to make reservations for a big table for dinner.

Alfredo: How many people are you making reservations for?

Pedro: Twelve people.

Alfredo: We have private dining rooms, would you like to reserve one?

Pedro: That's a great idea!

Alfredo: Okay. May I have your name, sir?

Pedro: My name is Pedro Valdez. I'll spell the last name... V-a-l-d-e-z.

Alfredo: When will you be arriving?

Pedro: At around 8:00 PM.

Alfredo: All right, Mr. Valdez. We have reserved a private dining room for you, a party of twelve, at 8:00 PM. Thanks for calling Italy's House.

Pedro: Thank you! I'll be there at 8:00 PM.

Reflection

Think about the way you would make a reservation to a restaurant. Then think about the way you would make a reservation for a hotel. Write about what you will do. Be very brief and specific. Use the spaces below.

With a partner, observe the vacationing spots below. Decide upon which one you would like to visit. Write a dialogue with your partner about a reservation to one of the vacationing spots. Be creative!



Enjoy the beach in sunny Cancun. Stay at one of our all-inclusive hotels. Enjoy all the activities you can while staying at our hotel.

OFFER # 1 \$2,232.00



A Hot Air Balloon ride. What fun! Are you afraid of flying high? This is a five hour traveling experience. We can accommodate up to six people. Come and have fun!

OFFER # 3 \$1,658.00



Are you an adventurer? Do you like the wild life. Enjoy the zoo and see all the things these zoo animals can do. Then take a safari with our experts and enjoy a two-day stay at one of our fine hotels.

OFFER # 2 \$ 845.00



Climb up to the crown or the torch. The Statue of Liberty is a wonderful place to visit. Enjoy the ferryboat ride back and forth. Plan dinner at a restaurant and then buy your tickets to see a Broadway show.

OFFER # 4 \$1,899.00



Maybe you have received dozens of post cards. On one side of the postcard there is a photo of the place you are visiting.



On the other side, there is a short space for you to write and then mail the postcard. You have to be very brief with your message.

You have to mail your postcards. The mail carrier will deliver them to their final destination.



Dialogue: It's my treat

Víctor takes Lina to a delicious dinner meal at a restaurant....

- Víctor:** Shall we go out to eat dinner tonight?
- Lina:** I don't have any money. I've paid many bills with my paycheck.
- Víctor:** You don't have to worry about anything. It's my treat.
- Lina:** Are you serious? You're so special!
- Víctor:** And don't forget, very nice, too.
- Lina:** Okay! So, where are you planning to take me?
- Víctor:** I'd like to take you to a place you've never been before.
- Lina:** ... And what place do you have in mind?
- Víctor:** Just trust me!

Answer the following questions

1. Who doesn't have money? Why?

2. What has Lina done with her money?

3. Where is Víctor planning to take Lina?

Plan a dinner meal to one of the following places and write a dialogue with a classmate. Practice reading it so you can volunteer and read to your other classmates.



Delicious seafood straight from the Atlantic Ocean



Delicious Mexican food and Fajitas are our specialty



Delicious Chinese food including Egg Foo Wong



Delicious and crusty fresh pizza with a lots of toppings



Where would you like to eat tonight? Tell us about it in the conversation you are going to write.

