

R E P O R T R E S U M E S

ED 020 817

RC 001 451

A STRUCTURAL COURSE FOR VOCATIONAL ENGLISH.

BY- ERICKSON, JOHN

SWEETWATER UNION HIGH SCHOOL, CHULA VISTA, CALIF.

PUB DATE

68

EDRS PRICE MF-\$1.00 HC-\$10.72 266P.

DESCRIPTORS- ADULT EDUCATION, \*CURRICULUM GUIDES, \*ENGLISH (SECOND LANGUAGE), \*ENGLISH CURRICULUM, MEXICAN AMERICANS, \*STRUCTURAL GRAMMAR, SPANISH SPEAKING,

A COURSE, COMPLETE WITH DETAILED LESSON PLANS AND PRACTICE DRILLS, HAS BEEN DEVELOPED AT SAN DIEGO STATE COLLEGE, TO PROVIDE THE ADULT SPANISH-SPEAKING STUDENT WITH A BASIC FOUNDATION IN AMERICAN-ENGLISH GRAMMATICAL STRUCTURE, AS WELL AS AN AMPLE DAILY AND PROFESSIONAL VOCABULARY. THE IDEA OF TRANSLATING CONCEPTS AND VOCABULARY IS USED TO TEACH FOREIGN LANGUAGE TO ADULTS, WITH MINIMAL EXPLANATION, IN A SHORT SPAN OF TIME. THE SUBSEQUENT SIMPLIFICATION OF GRAMMATICAL CONCEPTS INTO A SERIES OF COMMON STRUCTURAL EXERCISES AND PATTERNS COUPLED WITH A LARGE SELECTION OF BOTH DAILY AND PROFESSIONAL VOCABULARY GIVES THE ADULT STUDENT THE OPPORTUNITY TO DEVELOP TO THE FULL EXTENT OF HIS CAPACITY, MOTIVATION, AND INTEREST. THE IMPORTANCE IS EMPHASIZED OF HAVING EACH STUDENT UNDERSTAND THE CONCEPTS WITH WHICH HE IS WORKING AND OF BEING ABLE TO PERFORM THE MECHANICS OF FITTING WORDS INTO THE STRUCTURAL PATTERNS BEFORE PROCEEDING TO THE NEXT CONCEPT. (CL)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE  
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION  
POSITION OR POLICY.



A STRUCTURAL COURSE  
FOR  
VOCATIONAL ENGLISH

COMPOSED BY:

JOHN ERICKSON

Vocational Advisors:

Dr. Edward Aguirre  
School of Industrial Arts  
San Diego State College

Joseph Perretta

Consultants:

Mr. Jay Neff  
Mrs. Anne Neff

Special Assistance:  
Maria Molina

"PERMISSION TO REPRODUCE THIS  
COPYRIGHTED MATERIAL HAS BEEN GRANTED

BY Miles Anderson

Mexican-American Project director

TO ERIC AND ORGANIZATIONS OPERATING  
UNDER AGREEMENTS WITH THE U.S. OFFICE OF  
EDUCATION. FURTHER REPRODUCTION OUTSIDE  
THE ERIC SYSTEM REQUIRES PERMISSION OF  
THE COPYRIGHT OWNER."

*copyright process*

ED020817

RC001451

## INTRODUCTION

A STRUCTURAL COURSE FOR VOCATIONAL ENGLISH is designed specifically to provide the adult Spanish-speaking student with a basic foundation in American-English grammatical structure, as well as providing him with an ample daily and professional vocabulary, to be used within the scope of the course. Being geared primarily for Spanish-speaking adults, the approach of the course assumes that the student has developed basic grammatical concepts in his own language, that can be transferred without detailed explanation to a similar concept in English. The instructor will find that all practiced structures in English will be accompanied by the corresponding structure in Spanish. Vocabulary will likewise be translated, unless the similarities are obvious or unless the meanings of the words i. e. tools etc., can be conveyed through audio-visual devices.

Although the idea of translating concepts and vocabulary may be disputed in some circles, it is the most direct and effective method of teaching foreign languages to adults, with minimal explanation and within a short span of time.

The subsequent simplification of grammatical concepts into a series of common structural exercises and patterns coupled with a large selection of both daily and professional vocabulary gives the adult student the opportunity to develop to the full extent of his capacity, motivation, and interest.

The course is designed to give the student a maximum exposure to the language in a short period of time. The entire course could conceivably be covered in an intensive language program in nearly as many days as there are lessons, depending upon such factors as the ability of the class, class size, student motivation, the extent of vocabulary covered by the instructor, supplementary materials used etc. Under normal circumstances the average lesson should be covered in six to eight hours of instruction, plus one hour for the laboratory lessons. The more difficult lessons should be covered in eight to ten hours of instruction. This would again depend on the ability of the class to grasp the concepts and follow the structural patterns.

It is important that each student understand the concepts with which he is working and is able to perform the mechanics of fitting words into the structural patterns before he proceeds onto the next concept. For maximum results, classes should be arranged so that students of similar ability be placed in classes together. Certain groups may only progress to Lessons XIX or XX during an entire program. However, if they have mastered the concepts in those lessons, they will be conversant in the language according to their ability. On the other hand, other groups will finish all 30 lessons before the end of a program and will have a good basic foundation in the language so that supplementary materials can be introduced with maximum results.

### Supplementary Materials

Unless supplementary materials are used for the purpose of introducing specialized vocabulary of interest to the class, discretion should be used in introducing them to the lessons until the concept has been thoroughly drilled and practiced. Such materials should then be limited to short additions to the concept being practiced at the moment. The reason for this being that the lessons provide an integrated sequence of grammatical patterns and drills designed to make the student conversationally functional in the language. The course is not intended to be exhaustive but, rather, to state clearly and simply basic and essential concepts. Any materials prematurely introduced to the class might tend to confuse or distract the students so that the essential purpose of the course presentation would be lost or diluted. Once the course has been completed, the instructors will find the foundation established by the lesson plans will readily lend itself to the use of supplementary materials.

### Coordinating the structural course with the goals of the training program and with verbal testing methods.

As previously mentioned, some groups may not complete the entire course within the time limits of the program. The lessons in this course of study have been synchronized to prepare the student to meet the standards established by materials designed to test the students speaking ability in relation to that of an educated native speaker.

The graduated scale of speaking levels (signified by S) measures the student's speaking ability in several linguistic categories, the criteria for each speaking level are as follows:

## **RATING SPEAKING PROFICIENCY**

### **S-0+ RATING**

#### **PRONUNCIATION**

Mostly unintelligible

#### **STRUCTURAL CONTROL**

Accuracy limited to a small number of set expressions; very limited control of syntax, often superimposes native syntax patterns; frequently conveys the wrong information.

#### **VOCABULARY**

Inadequate even for survival, travel and basic courtesy needs.

#### **FLUENCY**

Even with memorized expressions, statements are halting, laborious, requiring an obviously enormous effort and several repetitions.

#### **COMPREHENSION**

Confused, bewildered, obviously embarrassed by his inability to understand; requires much repetition, rewording, a slow rate of speech; understands only a few, very simple, short familiar utterances

### **S-1 RATING**

#### **PRONUNCIATION**

Often unintelligible

#### **STRUCTURAL CONTROL**

Accuracy limited to set expressions; almost no control of syntax; often conveys wrong information.

## VOCABULARY

Adequate only for survival, travel, and basic courtesy needs.

## FLUENCY

Except for memorized expressions, every utterance requires enormous, obvious effort.

## COMPREHENSION

May require much repetition, slow rate of speech; understands only very simple, short, familiar utterances.

### S-2 RATING

## PRONUNCIATION

Usually foreign but rarely unintelligible.

## STRUCTURAL CONTROL

Fair control of most basic syntactic patterns; conveys meaning accurately in simple sentences most of the time.

## VOCABULARY

Adequate for simple social conversation and routine job needs.

## FLUENCY

Usually hesitant - often forced to silence by limitations of structure and vocabulary

## COMPREHENSION

In general, understands non-technical speech directed to him, but sometimes misinterprets or needs utterances reworded. Usually can not follow conversation between native speakers.

### S-3 RATING

#### PRONUNCIATION

Sometimes foreign but always intelligible.

#### STRUCTURAL CONTROL

Good control of most basic syntactic patterns; always conveys meaning accurately in reasonably complex sentences.

#### VOCABULARY

Adequate for participation in all general conversations and for professional discussions in a special field.

#### FLUENCY

Rarely hesitant; always able to sustain conversation through circumlocutions.

#### COMPREHENSION

Understands most of what is said to him; can follow speeches, clear radio broadcasts, and most conversation between native speakers, but not in great detail.

### S-4 RATING

#### PRONUNCIATION

Sometimes foreign but always intelligible

#### STRUCTURAL CONTROL

Makes only occasional errors, and these show no pattern of deficiency.

#### VOCABULARY

Professional and general vocabulary broad and precise, appropriate to the occasion.

**FLUENCY**

Speech on all professional matters apparently as effortless as in Spanish; always easy to listen to.

**COMPREHENSION**

Can understand all educated speech in moderately clear context; occasionally baffled by colloquialisms and regionalisms.

**S-5 Rating**

**PRONUNCIATION**

Native

**STRUCTURAL CONTROL**

Control equal to that of an educated native speaker.

**VOCABULARY**

Equal to vocabulary of an educated native speaker.

**FLUENCY**

Speech at least as fluent and effortless as in Spanish on all occasions.

**COMPREHENSION**

Equal to that of the educated native speaker.

The materials covered in the structural course parallel the requirements established by the above testing criteria. As the students master the concepts in each lesson, their speaking level classification will improve accordingly. Periodic administration of the verbal test will not only determine growth and achievement, but will also indicate areas in the language

that might necessitate the reviewing of certain lessons or sections for the student's benefit. The advantage to synchronizing the lessons to a testing system of this sort will enable the program directors to determine what degree of proficiency in the language they want the students to attain to meet the goals of their particular program. The student with an S-2 rating or better should be able to handle simple daily and professional conversations with minimal difficulties. The S-2 level should therefore be considered an ideal target level for most vocationally oriented programs.

The materials covered in the following lessons should prepare the students for the corresponding speaking levels.

S-0+	Lessons I	to III	S-3-	Lessons XXII to XXIV
S-1-	Lessons III	to IV	S-3	Lessons XXIV to XXVI
S-1	Lessons IV	to V	S-3+	Lessons XXVI to XXVIII
S-1+	Lessons V	to VII		
S-2-	Lessons VII	to XII		
S-2	Lessons XII	to XVI		
S-2+	Lessons XVI	to XXII		

This information will be useful to those directors who may conceivably want to pursue the lessons to the point where the students fulfill minimum language requirements in order to release them to employment opportunities or to other specialized areas of training.

### FORMAT

Each lesson consists of two major sections; the structural exercises and the laboratory section.

### STRUCTURAL EXERCISES:

#### **Introductory Lessons (I-VI)**

These six lessons are divided into three main sections.

**A. Phonetic repetition.** The phonics of American-English are systematically presented to capitalize on phonic similarities rather than strict alphabetical order. The practice words are arranged in such an order as to give the student a variety of samples with which to practice sounds and phonics patterns.

It is important that all adult students be encouraged to participate in choral and individual repetition after the instructor without being obligated to perform

from memory. This type of exercise, without putting the adult student in an embarrassing situation, will give him confidence that he can perform in the language and, in an innocuous fashion, will expose him to many of the orthographic irregularities of the English language in context with other words that sound the same but are written differently. At this point, no attempt should be made to explain the irregularities. The instructor must request that the students repeat the groups of words to familiarize them with the sounds rather than their meanings. In later lessons when the students have individual or general difficulties with pronunciation of words the instructor should refer back to the lessons where these types of words are found to refresh the students concept of the pronunciation by using a series of words with similar pronunciation patterns.

B. Sentences pattern pronunciation drills are designed to familiarize the student, through rapid repetition of the short-model sentences with the intonation patterns of the three basic types of sentences: declarative, interrogative, and exclamatory.

Once again, to keep the adult student at ease while he is learning the phonetics of the language, these phrases will not be practiced for memorization. The instructor may employ intonation keys, but since this portion of the course depends on the students responding to verbal repetitions, it would be preferable that the student learn the patterns without the intonation keys.

C. Phrases for memorization, begin with essential social phrases i.e., greetings, and simple requests, etc., which follow no particular structural pattern and gradually build into more complex phrases that lend themselves to generalized structural patterns, thus familiarizing the student with the mechanics of word placement into sentence structures that are used throughout the course.

#### Structural Patterns (Lessons VII-XXVIII)

Each lesson introduces a different grammatical concept for which a structural pattern has been designed into which a variety of vocabulary can be inserted.

EXAMPLE: The house is \_\_\_\_\_.  
big  
white  
expensive, etc.



## Vocational Vocabulary

Lessons VII through XII include vocational vocabulary to be used along with subsequent lessons. This vocabulary is presented in two main divisions; General Vocational and Specialized. The General Vocabulary includes those nouns, verbs, adjectives, and adverbs common to most daily working conditions; the Specialized vocabulary is divided into four specific categories: Auto mechanics, Metal working, Welding, and Woodworking.

These vocabularies are designed to provide the students with an adequate vocational vocabulary for use on the job.

The General Vocabulary should be drilled with the entire class. Each individual student should then be encouraged to drill and practice the vocabulary for his specific field of interest.

## Laboratory Section

The lab sections are designed to give the students a brief review and practice of the main concepts learned in the corresponding lesson. The concepts are presented with the use of several devices to enhance their learning or review.

Besides the exercise, each Lab section will feature a dialogue in which the learned concepts will be presented in a conversational form so that the students will have the opportunity to hear the concepts used in a conversation and to practice them through repetition in a conversational situation. The tape will present the dialogue twice; once as a normal conversation to give the students the opportunity to hear it without responding, and the second presentation will be in short segments followed by silence, to give the students the opportunity to repeat the segment they have just heard.

## TABLE OF CONTENTS

### Lesson I.

- A. Phonetic repetition.
  - B. Sentence structure pronunciation drill.
  - C. Phrases for memorization.
    - 1. Salutations
- Lab.

### Lesson II.

- A. Phonetic repetition.
  - B. Sentence pattern pronunciation drills.
  - C. Phrases for memorization.
    - 1. Question and Answers (where, what, who)
- Lab.

### Lesson III.

- A. Phonetic repetition.
  - B. Sentence pattern pronunciation drills.
  - C. Phrases for memorization.
    - 1. Practice of positive and negative responses.
- Lab.

### Lesson IV.

- A. Phonetic repetition.
  - B. Sentence structure pronunciation drill
  - C. Phrases and vocabulary memorization.
    - 1. Meals, food and drinks.
- Lab.

### Lesson V.

- A. Phonetic repetition.
  - B. Sentence structure pronunciation drill.
  - C. Phrases for memorization.
    - 1. Places and directions.
- Lab.

### Lesson VI.

- A. Phonetic repetition.
  - B. Contractions and abbreviations.
  - C. Sentence structure and pronunciation drill.
  - D. Phrases and vocabulary for memorization.
    - 1. Numbers, time, day, months, seasons.
- Lab.

**Lesson VII.**

- A. Drill and repetition for memorization.
- B. Position.
- C. What.
- D. Questions and answers on professions and positions.  
Lab.

**Lesson VIII.**

- A. Demonstratives
- B. Things, this, that, these and those with descriptive words.
- C. Tools most commonly used.  
Lab.

**Lesson IX.**

- A. Nouns and Adjectives.
- B. Possessives.
- C. Different possessive forms--more than one person owns something.
- D. Specialized Vocabulary and Tools.  
Lab.

**Lesson X.**

- A. Whose.
- B. Describing People.
- C. Specialized Vocabulary and Tools.  
Lab.

**Lesson XI.**

- A. Structure-Describing People.
- B. Specialized Vocabulary and Tools.  
Lab.

**Lesson XII.**

- A. The verbs TO HAVE and TO DO.
- B. Adverbs.
- C. Specialized Vocabulary and Tools.  
Lab.

**Lesson XIII.**

- A. Interrogatives - what, when, where, how, why with the verb TO DO.
- B. Prepositions - to, with, of, in, on, for, above, over, under, around, from.
- C. Time - hours, minutes, seconds.

**Lesson XIV.**

- A. Present participle ing endings for verbs.
- B. More prepositions.  
Vocabulary.

**Lesson XV.**

- A. Verbs - can, like, want and will.
- B. Future Tense.

**Lesson XVI.**

- A. To think, to know, to be sure.
- B. Quantities and Measures.

**Lesson XVII.**

- A. Commands.
- B. Superlatives.
- C. The body.

**Lesson XVIII.**

- A. Direct and Indirect (object pronouns.)
- B. Building vocabulary in present tense.
- C. Introduction to simple past tense.

**Lesson XIX.**

- A. Past tense.
- B. Irregular past tense.

**Lesson XX.**

- A. Irregular verbs in simple past.

**Lesson XXI.**

- A. Imperfect Tense.

**Lesson XXII.**

- A. Perfect Tense.
- B. Irregular Participles.
- C. Passive Voice with present perfect.
- D. Gerund with Present perfect.

**Lesson XXIII.**

- A. Participles used as Adjectives.
- B. Passive voice.
- C. Reflexives.
- D. Practice structures.
- E. Impersonal - you, they.

**Lesson XXIV.**

- A. Conditional.
- B. "IF" clauses.
- C. "IF" clauses anticipating a future conditon.
- D. "IF" clauses contrary to fact.
- E. Present participle after preposition.

**Lesson XXV.**

- A. Pluperfect.
- B. Passive voice in the past.
- C. Review.

**Lesson XXVI.**

- A. "IF" clauses in the past.
- B. Ordinal numbers.

**Lesson XVII.**

- A. "IF" clauses in the past.
- B. Fractions.

**Lesson XXVIII.**

- A. "IF" clauses in the past.
- B. Some - Any.

**Lesson XXIX.**

- A. Application for employment.

**Lesson XXX.**

- A. Interviewing for employment.

## LESSON I

## A. PHONETIC REPETITION. Not for memorization.

**Ā** (corta) ational  
 dad, bad, sad, fad, back, jack, sack, hack, pack, pat, sat,  
 rat, mat, fat, add, mad, shack, rack, sap, map, tap, rap,  
 cap, flap, tan, man, sand, can, ran, fan, pan, ban, ant, ask,  
 and, ash, cash, national, rational.

**Ā** (larga) e, ai, ay, ation, ey  
 babe, baby, fade, glade, rate, mate, fate, late, gate, made,  
 maid, shade, trade, tape, drape, grape, shape, sane, mane,  
 cane, rain, pain, gain, maintain, brain, sail, pail, fail, male,  
 hail, stain, say, may, play, lay, day, ray, nation, ration,  
 frustration, vibration, sensation.

**A** (floja) (uh)  
 about, around, sofa, dollar, above, appoint, what.

**AL**  
 tidal, final, capital, total.

**AR** r pronunciation  
 car, bar, far, mar, char, par, cart, farm, bark, mark,  
 market, large, barge, shark, garbage.

**AIR-ARE**  
 fair, hair, chair, stare, care

**AU-AW**  
 haul, fault, auto, law, flaw, claw, dawn, draw.

**B** más fuerte que la b española (con más aire)  
 baby, Bobby, bug, boss, bit, big, bag, boil, bat, bank, band,  
 back, bait, bail, bake, bad, babe, hay, bacon, bed.

**C=S** antes de la e, i y (igual que la c española)  
 civil, cigar, circuit, cent, central, center, celebrate, cedar,  
 cell, cellar, cylinder, cycle, cypress.

## LESSON I

**C=K** antes de la A, O, U

call, cab, cane, cake, calculate, calendar, calorie,  
came, canal, camp, cannon, cancel, can, case, core,  
coal, coat, cut, cup, cud, couple, cure, cuff, cover

**CH** igual que la ch española

chair, chase, chaste, champ, chap, chat, chart, chap-  
ter, chief, chin, chain, chapel, check, chess, China

**CHR=KR**

chronic, Christ, chrome, Chrysler, chronicle.

**CIOUS=SHUS**

gracious, spacious, fallacious.

**D** más fuerte, que la d española (entre la r y la d española)

dad, dig, do, dew, did, dog, died, different, difficult,  
Dick, disaster, drop, detain, dentist, day, dawn, date,  
dash, dance.

**DG**

judge, budge, drudge, dredge, sludge, fudge, edge.

**E, EA, EE, EVE=la i española**

equal, evil, elate, elapse, elastic, east, least, beast,  
feast, crease, leak, bead, read, lead, seed, greed, feed,  
deed, see, ease, easy, breed, impede, complete, eve,  
lead, meat, feet, feat

**EAR, EER, ERE**

beer, deer, mere, hear, tear, dear, fear, here

**E** (corta) algunas veces EA (eh) La mayor parte que empiezan con la E.

bed, fed, red, bet, let, examine, exact, error, escape,  
engine, energy, enemy, read, dead, lead, led, bread,  
death, met, let, threat, thread, said, Fred, echo.  
Terminos ed started, threaded, dreaded, demanded, ex-  
pected ed=T puffed, picked, discussed, dashed.

**LESSON I**

**ER** a veces **UR** (E floja)  
her, term, refer, differ, stiffer, per, general, average.

**EU-EW**  
few, ewe, feud, Eugene, Europe, spewed.

**EW**  
Jew, stew, screw, blew, new, chew.

**EX** dos sonidos = **EKS** y **EGS**

**EKS**  
expect, expert, extend, extent, excuse, excuse me, excite,  
eccentric

**EGS**  
exist, exert, exit, exile.

**B. SENTENCE STRUCTURE PRONUNCIATION DRILL. Not for memorization.**

**1. Declarative**

An apple. It is a big apple. This is a map. That is a can.  
I ran home. The apple is red. That is a big engine. This  
bed is big. I like to draw. Let's go to the market. My car is  
in the garage. My baby. He is my boss. Give me the bag.  
The bank is closed. I like to bake. I smoke cigars. We are  
going to celebrate. Call me a cab. Give me some cake. The  
cup is broken.

**2. Interrogative**

Are you sad? Who is that man? What day is it? How big is it?  
Is that your dog? Do you like fudge? Is he going? Is it easy?  
Did you see? Was that an error? Where is your dog?

**3. Exclamatory**

What a baby! What a big rat! It is a big car! Let's celebrate!

## LESSON I

## C. PHRASES FOR MEMORIZATION. Repeat and Practice.

Hello, hi	(hola)	
Good morning	(buenos días)	se contestan igualmente
Good afternoon	(buenas tardes)	
Good evening	(buenas noches)	

QUESTION OR STATEMENTANSWER

How are you?  
 How're you?  
 (¿Cómo esta Vd. ?)

I am fine thank you, and you?  
 I'm fine thank you, and you?  
 (Estoy bien gracias y Vd. ?)

Hello, hi  
 Good morning  
 Good afternoon  
 Good evening

How are you?

What is your name?  
 What's your name?  
 (¿Cuál es su nombre ?)

My name is \_\_\_\_\_

Mi nombre es \_\_\_\_\_

I am happy to meet you.  
 (Tanto gusto en conocerle.)

It is my pleasure.  
 (El placer es mío.)

Goodbye (adios)

Goodnight (buenas noches)

I'll see you later. (Hasta luego)

Yes (sí)  
 No

Thank you (gracias)

You are welcome (por nada)

**LESSON I**

**Excuse me please.**  
**(Con su permiso; Dispénseme**  
**por favor.)**

**You're excused.**

**It's all right. (OK)**  
**(Está bien; pásale)**



## LAB - LESSON I

- |     |            |                                    |
|-----|------------|------------------------------------|
| 4.  | (four)     | Good afternoon _____               |
| 5.  | (five)     | Good evening _____                 |
| 6.  | (six)      | How are you? _____                 |
| 7.  | (seven)    | Hello, how are you? _____          |
| 8.  | (eight)    | Good morning, how are you? _____   |
| 9.  | (nine)     | Good afternoon, how are you? _____ |
| 10. | (ten)      | Good evening, how are you? _____   |
| 11. | (eleven)   | What's your name? _____            |
| 12. | (twelve)   | Good-bye _____                     |
| 13. | (thirteen) | Thank you _____                    |
| 14. | (fourteen) | Excuse me _____                    |

## D. DIALOGUE

1. Listen carefully (escuche con cuidado)  
Repeat what you hear. (Repita lo que oye.)

**MIKE:** Hi, how are you?

**BILL:** Hello, I'm fine thank you, and you?

**MIKE:** I'm fine. What is your name?

**BILL:** My name is Bill Brown.  
What is your name?

## LAB - LESSON I

**MIKE:** My name is Mike Garcia.

**BILL:** I am happy to meet you.

**MIKE:** It's my pleasure.

**BILL:** Good-bye.

**MIKE:** I'll see you later.

## LESSON II

## A. PHONETIC REPETITION. Not for memorization

F. igual que la F española

FUL-careful, beautiful, grateful, hateful

G game, gate, gail, good, gas, gun, great, grand, gaff,  
gone, give, girl, gamble, gorge, goose, gust

G (soft) antes de la E=JE  
general, gentle, germ, German, gelatin, George, gesture,  
gin

GN A veces no se pronuncia  
sign, foreign, gnat, gnome

GH A veces no se pronuncia  
thought, bought, brought, taught, sought, fought, slaughter,  
daughter, weigh, height, might, slight, flight, tight, straight.

H Sonido mucho mas blando que la J española  
home, had, hard, him, hat, held, her, help, have, happy  
hairy, hate, has, hitch, horse, heavy, hail, ham

H A veces no se pronuncia - heir, hour, honor, honest, heiress

I = ay en español con Gh, Gn final, y en algunos casos co IE  
reliable, I, sign, line, fine, spine, pine, vine, vile, wine,  
fire, hire, tire, final, find, bind, kind, child, mind, mild,  
violate, digest, dialect, diamond, dial, fight, right, might,  
sight, light, tight, flight, high, mine, nine, five, alive, drive,  
pile, file, tile, mile, smile, define, vice, nice, ice, rice,  
spice, organize, realize, tire, mire, Ireland, Irene, Irish,  
Island, die, pie, lie, tie, died, lied, tried, flier, liar, allied,  
cried, spied, ties, flies, cries, dies

I la mayor parte de las  
bib, hit, him, commit, did, kid, rid, spirit, fit, mit, kit, sit,  
it, fin, kin, spin, in, minute, tin, dim, Tim, Jim, Bill, pill,

## LESSON II

kill, still, will, fill, Phil, until, ill, lid, bid, bitten,  
 hidden, ridden, rib, fib, ship, lip, trip, whip, if, whiff,  
 stiff, cliff

I (floja) UH  
 habit, possible, direct, rabbit, pitiful, beautiful

IE=i española  
 believe, relieve, piece, thief, grief, priest

I (corta) Se incluyen palabras descriptivas con e final  
 relative, pensive, descriptive, native

I Como la I española con ir y ie  
 spirit, spiritual, miracle, mirror, irritate, irrational,  
 irrelevant

B SENTENCE PATTERN PRONUNCIATION DRILLS. Not for memor-  
 ization.

## 1. Declarative

Please be careful. I am grateful. That was good. Put  
 some gas in the car. Be gentle. George is German.  
 Make a sign. I bought it. I might do it. She is my daughter.  
 Let's go home. He is an honest man. I drive. I like  
 apple pie. Do not lie. His tie is brown. The rabbit is  
 white. This is a good saw. I need a nail and a hammer.  
 This is dull.

## 2. Interrogative

Are you grateful? Do you like that girl? Are you German?  
 How much do you weigh? Is that straight? Did you like the  
 pie? Who broke your mirror? Is she a cook? Is he a good  
 mechanic? How much is this?

## LESSON II

## 3. Exclamatory

You are hateful! Do not kill the goose! What a fine daughter! Don't laugh! You are a thief! That is a miracle! Wait a minute! Don't fight! Watch that sign! Shut off that saw! I am hurt!

## C. PHRASES FOR MEMORIZATION. Repeat and practice.

Where (dónde)

What (¿qué?)

Who (¿quién?)

QUESTIONANSWER

Where are you from?  
(¿De dónde es Vd.?)

I am from \_\_\_\_\_  
I'm from \_\_\_\_\_

(Soy de \_\_\_\_\_)

Where is your house?  
(¿Dónde está su casa?)

My house is in \_\_\_\_\_  
(Mi casa está en \_\_\_\_\_)

Where is your family?  
(¿Dónde está su familia?)

My family is in \_\_\_\_\_  
(Mi familia está en \_\_\_\_\_)

What is your nationality?  
(¿Cuál es su nacionalidad?)

I'm a Mexican citizen.  
an American

What is your occupation?  
(¿Qué trabajo hace Vd.?)

I am a \_\_\_\_\_  
I am an \_\_\_\_\_

What kind of work do you do?  
(¿Qué clase de trabajo hace Vd.?)

List of vocations \_\_\_\_\_  
carpenter, plumber, truck  
driver, mechanic, dentist,  
welder, electrician, salesman,  
machinist, clerk, lawyer, priest

I am unemployed.

## LAB - LESSON II

- A. Repeat the following words:  
(Repita las palabras siguientes en voz alta.)

careful, beautiful, grateful, game, gate, gave, general,  
gentle, germ, thought, bought, brought, muff, stuff, gruff,  
home, had, hard, heir, hour, honor, reliable, sign, line,  
final, find, bind, bib, hit, him, habit, possible, believe,  
relieve, relative, pensive, descriptive, spirit, miracle,  
mirror

- B. Repeat the following sentences:  
(Repita las frases siguientes en voz alta.)

Please be careful. I am grateful. That was good. Put some  
gas in the car. Be gentle. George is German. Make a sign.  
I bought it. I might do it. She is my daughter. Let's go home.  
He is an honest man. I drive. I like apple pie. Do not lie.  
His tie is brown. The rabbit is white. This is a good saw.  
I need a nail and a hammer. This is a drill. Are you grateful?  
Do you like that girl? Are you German? How much do you  
weigh? Is that straight? Did you like the pie? Who broke your  
mirror? Is she a cook? Is he a good mechanic? How much  
is this? You are hateful! Do not kill the goose! What a fine  
daughter! Don't laugh! You are a thief! That is a miracle!  
Wait a minute! Don't fight! Watch that sign! Shut off that saw!  
I am hurt!

- C. ANSWER THE FOLLOWING QUESTIONS OR REMARKS AND LISTEN  
FOR THE ANSWER.  
(Responda a las frases siguientes y escuche la contestacion.)

1. (one)                      What is your name? \_\_\_\_\_  
   My name is \_\_\_\_\_

## LAB - LESSON II

- |                |                                    |
|----------------|------------------------------------|
| 2. (two)       | Where are you from? _____          |
| 3. (three)     | Where is your house? _____         |
| 4. (four)      | Where is your family? _____        |
| 5. (five)      | What is your nationality? _____    |
| 6. (six)       | What is your occupation? _____     |
| 7. (seven)     | Hello. How are you? _____          |
| 8. (eight)     | Good evening _____                 |
| 9. (nine)      | Good afternoon. How are you? _____ |
| 10. (ten)      | Excuse me please _____             |
| 11. (eleven)   | Good-bye _____                     |
| 12. (twelve)   | Good night _____                   |
| 13. (thirteen) | I'll see you later _____           |
| 14. (fourteen) | Good morning _____                 |

## D. Dialogue

1. Listen carefully.  
(Escuche con cuidado.)
2. Repeat what you hear.  
(Repita lo que Vd. oye.)

JOE: Good morning. How are you?  
JOHN: I am fine thank you.

## LAB - LESSON II

JOE: What is your name?

JOHN: My name is John Perez.

JOE: Where are you from?

JOHN: I'm from Los Angeles.

JOE: Where is your house?

JOHN: My house is in San Diego.

JOE: What is your nationality?

JOHN: I'm an American citizen.

JOE: What is your occupation?

JOHN: I'm a carpenter.

JOE: Thank you.

JOHN: You are welcome.

JOE: Good-bye.

JOHN: I'll see you later.

## LESSON III

## A. PHONETIC REPETITION. Not for memorization.

**J** jet, job, judge, John, Jack, Jerry, jolt, jump, jitter, jagged, jade, jail, jam, jelly, jealous, Japan, New Jersey juice, James, jewel, jolly, just.

**K** kid, kitten, keep, kettle, Karen, like, pike, kite, kiss

**KN** no suena la K  
knock, knack, knit, knife, know, knowledge, knot

**L** lad, lug, load, love, long, ladder, capital, central, intelligent, brilliant, low, light, last, loss, lush, level, life.

**LE** FINAL:  
little, trouble, double, rifle, idle, cradle, title, scuttle

**LY** FINAL:  
badly, sadly, gladly, freely, happily, merrily, fairly

**LK** (no suena la L) stalk, walk, talk

**M** igual a la m española  
man, mass, male, mail, member, mud, milk, must, mouth, my

**MN** damn, hymn, column, solemn

**MB** no suena la B  
lamb, numb, dumb, plumber, plumbing

**N** igual a la n española  
not, nose, nice, near, narrow, nail, nut, notch, north

**NG** sonido nasal-ang, ung, ong, ing  
sang, rang, bang, gang, fang, rung, hung, dung, sung, strung, strong, long, song, wrong, gong, sting, thing, king, wing, ring

## LESSON III

- ING** corresponde a los términos--ando, iendo  
ringing, singing, stinging, sitting, doing, talking, going,  
waiting, reading, sleeping, eating, coming, shouting,  
saying, willing
- O** con e final--oa, oe, oor, ow  
ocean, hope, coke, spoke, or, rope, dope, choke,  
pore, store, lore, chore, robe, stove, cove, joke, poke,  
tore, core, role, roll, stole, pole, hole, host, post,  
roast, toast, coast, toward, board, oat, goal, foal, shoal,  
boat, soap, show, know, hoe, toe, owe, follow, blow, tow,  
bow, below, coal, crow
- O** corta  
hot, tot, lot, cot, rot, spot, shot, got, hop, stop, drop,  
mop, lock, dock, stock, common, bomb, Tom, forget
- O = aw**  
dog, soft, coffee, bought, fought
- OR** borrow, sorrow, tomorrow
- OOR -ORE**  
door, poor, floor, coral
- O** floja (uh)  
actor, factor, odor, candor, neighbor, done, one, undone,  
son, forget, wonder, work, worst
- O = WU** one, wonder
- OO** O floja  
wood, good, stood, hood
- OUS = o floja**  
joyous, wondrous, vicious, delicious, fictitious, repetitious,  
malicious, cautious, gracious, spacious, fallacious, tenacious

## LESSON III

**OUL=O** floja  
could, would, should

**OW-OU**

sow, wow, cow, dow, pow, how, now, shower, tower,  
power, flower, towel, down, town, drown, brown, crowd,  
out, about, gout, stout, shout, doubt, drought, found,  
pound, astound, around, abound, mouse, house, spouse,  
sour, hour, flour, our, foul, mount.

**OI-OY** como oy en hoy, doy, etc.

oil, boil, coil, foil, spoil, toil, soil, boy, toy, coy, toy,  
royal, joy, joyous

**P** más fuerte que la p española

pan, pick, post, pat, Pat, papa, pour, pain, paddle, pork,  
paste, per, pest, pepper, opportunity, opera, pamper  
appetite, epitomy, up, stop, mop, flop, map, gap, gape,  
shape, tap, tape,

**PH = F**

photograph, phone, phonograph, telephone, phone, phonetic,  
phony, Phil, Philip, phosphorous, philosophy, phase, phar-  
macy, Philadelphia, phantom, phobia, phenomenon, Phyllis,  
physic, physical

**B. SENTENCE PATTERN PRONUNCIATION DRILLS. Not for memorization.**

**1. Declarative**

He is an actor. She is my neighbor. There goes my son.  
Forget it. I wonder if that is true. She is so gracious.  
Hand me the towel. He went to town. They live around the  
block. The house is pretty. Sit down. Bake a cake. He  
has a good job. We are going to town. He works. I need  
a car. They are my friends. I am painting. I need a ladder.

**2. Interrogative**

Are you an actor? Is she your neighbor? Is that true?  
Will you hand me the towel? Did you go to town? Where  
do they live? Is the house pretty? Will you bake a cake?

## LESSON III

Does he have a good job? Are you going to town?  
Do you need a car?

## 3. Exclamatory

She is a good neighbor! Get out of the house! The cake is burning! Stop the car! Do not walk on the paint! That is a pretty house! That is too bad! That is a tall ladder!

## C. PHRASES FOR MEMORIZATION.

1. QUESTION

Who is he?  
(¿Quién es él?)

He is my friend  
He's

What is  
What's  
(¿Cuál es su nombre?)

His name is \_\_\_\_\_.

(Su nombre es \_\_\_\_\_)

What's his occupation?  
(¿Qué trabajo hace?)

He is a \_\_\_\_\_.  
He's an

What's his nationality?

He's a \_\_\_\_\_ citizen.  
añ

2. Students should practice both positive and negative responses. Point out that no and not have to be used together to make a negative response.

Write the following structures on the board. Have the students practice inserting various words into the structures. Have students use all subject pronouns they have learned to date.

## LESSON III

## QUESTION

Are you \_\_\_\_\_ ?

hungry  
 thirsty  
 cold  
 hot  
 sleepy

## ANSWER

Yes, I'm \_\_\_\_\_.

hungry  
 thirsty  
 cold  
 hot  
 sleepy

¿Tiene Ud. \_\_\_\_\_ ?

hambre  
 sed  
 frio  
 calor  
 sueno

No, I'm not \_\_\_\_\_.

hungry  
 thirsty  
 cold  
 hot  
 sleepy

## 3. Time (tiempo)

It is early. (es temprano)

It is late. (es tarde)

Is it early?

¿Es temprano?

Yes, it is early

(Sí, es temprano.)

No, it is not early.

Is it late?

¿Es tarde?

Yes, it is late.

(Sí, es tarde.)

No, it is not late.

## LAB - LESSON III

- A. Repeat the following words:  
(Repita las palabras siguientes en voz alta.)

jet, job, judge, kid, kitten, keep, knock, knack, knit, lad, lug, load, little, trouble, double, badly, sadly, gladly, stalk, walk, talk, man, mass, male, hymn, column, solemn, not, nose, nice, sang, rang, bang, ocean, hope, coke, hot, tot, lot, borrow, sorrow, tomorrow, or, on, actor, wood, good, stood, joyous, wondrous, vicious, sow, wow, cow, oil, boil, coil, pan, pick, post, photograph, phone,

- B. Repeat the following sentences:  
(Repita las frases siguientes en voz alta.)

He is an actor. She is my neighbor. There goes my son.  
Forget it. I wonder if that is true. She is so gracious.  
Hand me the towel. He went to town. They live around the block.  
The house is pretty. Sit down. Bake a cake. He has a good job.  
We are going to town. He works. I need a car. They are my friends.  
I am painting. I need a ladder. Are you an actor? Is he your neighbor? Is that true?  
Will you hand me the towel? Did you go to town? Where do they live?  
Is the house pretty? Will you bake a cake? Does he have a good job?  
Are you going to town? Do you need a car? She is a good neighbor!  
Get out of the house! The cake is burning! Stop the car! Do not walk on the paint! That is a pretty house!  
That is too bad! That is a tall ladder!

- C. Answer the following questions or remarks and listen for the answer.  
(Responda a las frases siguientes y escuche la contestación.)

- |    |         |                                |
|----|---------|--------------------------------|
| 1. | (one)   | Who is he? _____               |
| 2. | (two)   | What's your name? _____        |
| 3. | (three) | What's your occupation? _____  |
| 4. | (four)  | What's your nationality? _____ |
| 5. | (five)  | Are you hungry? _____          |

## LAB - LESSON III

- |     |            |                            |
|-----|------------|----------------------------|
| 6.  | (six)      | Are you thirsty? _____     |
| 7.  | (seven)    | Are you cold? _____        |
| 8.  | (eight)    | Are you hot? _____         |
| 9.  | (nine)     | Are you sleepy? _____      |
| 10. | (ten)      | Is it early? _____         |
| 11. | (eleven)   | Is it late? _____          |
| 12. | (twelve)   | How are you? _____         |
| 13. | (thirteen) | What is your name? _____   |
| 14. | (fourteen) | Where is your house? _____ |

## D. Dialogue

1. Listen carefully. (Escuche con cuidado)  
Repeat what you hear. (Repita lo que oye)

Bill: Good morning George. How are you?

George: I'm fine, thanks Bill, and you?

Bill: I'm fine. Who is he?

George: He's my friend, John Walker.

Bill: John, I'm happy to meet you.

John: It's my pleasure, Bill.

Bill: Where are you from, John?

John: I'm from Riverside, California

Bill: What kind of work do you do?

John: I'm an electrician.

Bill: Are you hungry?

George: Yes, I am hungry. It's late.

John: I'm not hungry, I'm thirsty.

## LESSON IV

## A. PHONETIC REPETITION. Not for memorization

## QU-CU

quack, quail, quaint, quake, qualify, qualification, quality, quantity, quarrel, quart, quarter, queen, queer, quest, question, quick, quiet, quilt, quintet, quip, equip, equipment, quite, quiz, quota, quote, quotient.

R, RR, WR, - Más blandas y flojas que la r y la rr española  
 race, rack, rate, ratio, raffle, raft, rake, rail, ramble, rap, wrap, wrapper, wrath, rate, rating, ration, rattle, raw, reach, read, wreath, wreck, reckless, real, rear, reason, recent, recognize, recommend, record, red, reel, refer, reference, reform, refuse, relation, relax, relief, rent, wrench, reposses, rest, wrestle, wretch, refill, rig, wriggle, write, written, rival, wrist, road, rode, roast, rock, roll, romance, wrong, room, roof, rough, round, wrote, run, rule, ruler, ruin, arrival, arrest, arrogance, torrid, carry, berry, fury, ferry, Jerry, Harry, Larry, Mary, merry, very, cherry, worry.

S igual a la s española  
 sand, sap, sort, soon, so, serve, sign, sigh, simple, sample, sit, sick, seek, insist, send, save, sin, sinister, side, sign, sister, soap, soak, sore, solo, some, sorrow, soul, sole, sound, subtle, sudden, sun, son, submit, sustain, suck, summer, sunken, super, surf, surface, suspicion, sway, swear, sweat, sweet, sort, sword, swell, swifty, swing,

SC, SL, SK, SM, SN, SP, SQ, ST. Sonido de la s antes de la consonante. Practice hissing ssss with the class before pronouncing the words.

scab, scale, scan, scar, scarf, scandal, schedule, scholar, school, scoop, scope, scout, scratch, screw, scream, slab, slam, slant, slap, slave, sledge, sleep, sleepy, slice, slick, slip, slow, slug, slum, sky, skate, ski, skin, shirt, smack, small, smash, smell, smile, Smith, smoke, smooth, smuggle, snake, snap, snarl, snow, snore, space,

## LESSON IV

spade, spank, Spanish, spare, spark, speak, (repeat) Speak Spanish, special, spell, speed, spend, spin, spine, spirit, spoil, spoon, spot, spread, spring, square, squall, squash, squawk, squeal, squeak, squeeze, squirt, stab, stack, stain, stair, stare, stake, stale, stamp, stand, star, starve, station, steal, steam, steel, steep, step, sterile, stew, stick, still, sting, stink, stir, stock, stomach, straight, stress, strike, string, struggle, stud, student, studio, study, stupid, style (Repeat this section if necessary.)

**SH** shhh (practice sound before proceeding with words)  
shape, shade, shore, shabby, ash, shanty, shame, share, sharp, shed, sheet, shift, ship, shut, shy, shift, Shirley

Excepciones : sugar, sure, tissue, issue, surely

**S-Z** at the end of words (plurals and third person)  
shoes, dues, blues, does, his, is

**B. SENTENCE STRUCTURE PRONUNCIATION DRILL. Not for memorization.**

**1. Declarative**

The wrench. I have to buy a wrench today. We can remove the stain with steam. Use the screwdriver, Hand me the pliers. The radio is on. Let's play. This is a drill. I bought it yesterday. Turn the compressor off. We can put the tar on the roof now. This is a good quality.

**2. Interrogative**

Where is the wrench? Can I use your screwdriver? Are those your pliers? Did you leave the radio on? Are we going to play? Is that a drill? When did you buy it? Is it sharp? Are you going to rent the house?

## LESSON IV

## 3. Exclamatory

- a. These are good pliers! Turn the radio off! Let's play!  
 Don't cut yourself! What a wreck! Watch the step!  
 Don't smoke! I'll scream! Shut the door!

## C. PHRASES AND VOCABULARY FOR MEMORIZATION.

Meals, food and drinks.

(Comidas, alimentos y bebidas)

QUESTIONANSWER

Do you eat \_\_\_\_\_? Yes, I eat \_\_\_\_\_.  
 breakfast, lunch, dinner

(¿ Toma Vd. el \_\_\_\_\_? No, I don't eat \_\_\_\_\_.  
 desayuno, almuerzo, la cena

Do you eat \_\_\_\_\_? Yes, I eat \_\_\_\_\_.  
 No, I don't eat \_\_\_\_\_.

meat	bread	eggs
(carne)	(pan)	(huevos)
cheese	fruit	vegetables
(queso)	(fruta)	(legumbres)
soup	sandwiches	
(sopa)		

Do you drink \_\_\_\_\_? Yes, I drink \_\_\_\_\_.

milk,	coffee,	tea,	beer
(leche)	(café)	(té)	(cerveza)

## LESSON IV

What do you eat for \_\_\_\_\_? I eat \_\_\_\_\_.  
 breakfast, lunch  
 dinner

(¿ Qué come Vd. para el desayuno etc. ?)

What do you drink with \_\_\_\_\_? I drink \_\_\_\_\_ with \_\_\_\_\_.  
 breakfast, etc.

(¿ Qué bebe Vd. con el desayuno etc. ?)

What is your favorite food?  
 (¿Cuál es su platillo favorito?)

My favorite food is \_\_\_\_\_.

**OTHER FOODS**  
 (Otras comidas)

Meat

pork chops  
 lamb chops  
 round steak  
 liver  
 chicken  
 stew  
 sausage  
 hamburger  
 bologna  
 rib steak  
 pork roast  
 ham  
 wieners

Vegetables

spinach  
 asparagus  
 broccoli  
 carrots  
 celery  
 lettuce  
 parsley  
 mushrooms  
 eggplant  
 avocado  
 cauliflower  
 tomatoes  
 potatoes

## LESSON IV

Drinks

chocolate  
 coca cola  
 root beer  
 tea  
 milk shake  
 malt  
 orange juice  
 orange drink  
 fruit punch

Fruits

orange  
 apple  
 banana  
 plum  
 peach  
 apricot  
 grapes  
 cherries  
 strawberries

**SILVERWARE (Use illustrations or objects)**  
**(Cubiertos)**

fork	(tenedor)
knife	(cuchillo)
spoon	(cuchara)
plate	(plato)
glass	(vaso)
cup	(taza)

## LAB - LESSON IV

- A. Repeat the following words:  
(Repita las palabras siguientes en voz alta.)

quack, quail, quaint, quake, quarter, race, rack, rate, refer, reference, reform, wrestle, wretch, wriggle, sand, sort, soon, scable, scan, scar, slab, slam, slant, sky, skate, ski, smack, small, smash, snake, snap, snow, space, spare, spark, squash, squeak, squeeze, stamp, station, steam, shape, shade, shore, sheet.

- B. Repeat the following sentences:  
(Repita las frases siguientes en voz alta.)

The wrench. I have to buy a wrench today. We can remove the stain with steam. Use the screwdriver. Hand me the pliers. The radio is on. Let's play. This is a drill. I bought it yesterday. Turn the compressor off. We can put the tar on the roof now. This is good quality. We are fixing the house. Where is the wrench? Can is use your screwdriver? Are those your pliers? Did you leave the radio on? Are we going to play? Is that a drill? When did you buy it? Is it sharp? Are you going to rent the house? These are good pliers! Turn the radio off! Let's play? Don't cut yourself! What a wreck! Watch the step! Don't smoke! I'll scream! Shut the door!

- C. Answer the following questions and listen for the answer.  
(Responda a las frases siguientes y escuche la contestación.)

Answer yes.  
(Conteste que sí)

1. (one) Do you eat meat? \_\_\_\_\_
2. (two) Do you eat bread? \_\_\_\_\_

## LAB LESSON IV

3. (three) Do you eat eggs? \_\_\_\_\_.
4. (four) Do you eat cheese? \_\_\_\_\_?
5. (five) Do you eat fruit? \_\_\_\_\_.
6. (six) Do you eat vegetables? \_\_\_\_\_.
7. (seven) Do you drink milk? \_\_\_\_\_.
8. (eight) Do you drink coffee? \_\_\_\_\_.
9. (nine) Do you drink tea? \_\_\_\_\_.
10. (ten) Do you drink beer? \_\_\_\_\_.

The questions will be repeated. Answer no.

(Se repetirán las preguntas. (conteste negativamente.)

**D.** Substitute the word you hear for the appropriate word in the sentence and repeat the sentence.

(Sustituya la palabra que oirá por la palabra apropiada en la frase y repita la frase.)

1. I eat eggs for breakfast.  
(meat)
2. I eat meat for breakfast  
(lunch)
3. I eat meat for lunch  
(fruit)
4. I eat fruit for lunch  
(dinner)
5. I eat fruit for dinner.  
(soup)
6. I eat soup for dinner.  
(drink)

## LAB LESSON IV

7. I drink soup for dinner.  
(milk)
8. I drink milk for dinner  
(with)
9. I drink milk with dinner.  
(breakfast)
10. I drink milk with breakfast.  
(coffee)
11. I drink coffee with breakfast  
(lunch)
12. I drink coffee with lunch.

## E. Dialogue:

1. Listen carefully  
(Escuche lo que oye)
2. Repeat what you hear  
(repita lo que oye.)

Joe: Bill, do you eat eggs for breakfast?

Bill: No, I don't.

Joe: Do you eat bread or toast for breakfast?

Bill: No.

Joe: Do you eat fruit or vegetables for breakfast?

Bill: No.

Joe: Do you eat meat?

Bill: No.

Joe: What do you eat for breakfast?

## LAB LESSON IV

**Bill:** I don't eat breakfast. I drink it.

**Joe:** What do you drink for breakfast?

**Bill:** A can of beer and a glass of milk.

**Joe:** Oh!

**Bill:** Are you hungry?

**Joe:** No, not anymore. (ya no)

## LESSON V

## A. PHONETIC REPETITION. Not for memorization.

**T** más fuerte pero con menos precisión que la t española.  
 tab, table, tablet, tack, tag, tail, take, tall, talk, tan, tank,  
 tangle, tap, tape, tar, taste, tattoo, tax, taxi, tent, terrible,  
 test, text, tin, tip, tire, title, toad, toast, together, toll, tone,  
 tomato, tong, tongue, too, to, tow, tooth, top, total, touch,  
 toy, train, trash, treat, trip, trot, trouser, try, tub, tug, turn,  
 twist

**TH** tiene dos sonidos:

1. Como la z castellana.

thank, theater, with, thick, thief, thigh, thin, thing, think,  
 third, thirst, thorn, thought, thousand, thrash, thread, throw,  
 threat, three, thrill, throat, throttle, thunder

2. TH con zumbido leve.

that, than, their, there, them, then, therefore, thereafter,  
 these, they, this, those, thus, the.

**TCH** catch, match, satchel, watch, ditch, notch, Dutch, clutch,  
 stitch, pitch, wretch, fetch

**TION=SHUN**

attention, retention, assumption, aggravation, nation, ration,  
 relation, frustration, concentration, sensation, realization,  
 temptation, legalization, organization, traction, fraction, action,  
 friction, diction, dictation, election, section, fiction, affection,  
 examination, addition

**TURE=CHUR**

Adventure, agriculture, aperture, culture, fixture, capture,  
 furniture, future, lecture, mixture, nature, picture, puncture,  
 rapture, rupture, texture, temperature, tincture, torture, suture,  
 saturate, structure, stature, sculpture

**TY=TI**

Betty; booty, crafty, crusty, dusty, empty, fifty, fatty, gusty,  
 hasty, haughty, jetty, lusty, liberty, nasty, nutty, naughty, ratty,  
 pretty, Patty, rusty, seventy, twenty, trusty

## LESSON V

**U** (iu) Con e final - ue, eau  
 unite, unit, unity, union, universal, university, use, useful,  
 using, utilize, abuse, accuse, amuse, butte, cube, cubic, cue,  
 cubit, cure, curious, cute, duty, endure, during, emulate,  
 ensue, exhume, excuse, fugitive, humid, Hubert, Hugh, humor,  
 humorous, huge, jury, juvenile, luminous, luxury, mucus, mule,  
 music, muse, mute, mutation, mutiny, nuclear, nutrition, suit,  
 punctual, puncture, pupil, pure, purist, substitute, annual,  
 tabulate, beautiful, Tuesday

**U** U corta - UR - palabras con el sufijo un.  
 us, up, upset, upper, ulcer, ulterior, ultimate, bun, bus, but,  
 bust, bumble, butter, customer, custard, custom, cub, cut, dub,  
 dud, dull, dust, dumb, fun, fuss, further, gust, hug, hull, hum,  
 lurch, hurry, hustle, judge, jump, jury, just, justice, lumber,  
 lust, lug, lunch, mud, multiply, mummy, muscle, must, mussel,  
 nun, nut, nuzzle, pub, public, puff, pulp, pump, punch, punish,  
 putty, rudder, rubber, rub, rug, run, rum, rung, rust, sub,  
 subject, submit, subsoil, suburb, success, sudden, supper, truck,  
 tub, tumble, unbend, uncoil, under, understand, uneven, ungrateful,  
 unheard, unpack, unwind, young, vulture

ULL=full, pull, bull,

UR=UHR - u floja

burst, curb, curfew, curse, curl, church, fur, fury, hurl, hurt,  
 hurry, lurch, murder, murky, purge, purse, purpose, surf, surge,  
 surface, surgery, turn, turbid, urban, urge, surprise, surplus  
 (exemption - bury)

**B. SENTENCE STRUCTURE PRONUNCIATION DRILL. Not for memorization.**

**1. Declarative**

He is right. The car has been stolen. The trash can is there.  
 I spent five dollars. Please multiply that amount for me. He is  
 judge Spencer. We need to buy more lumber. The bread needs  
 butter. It is lunch time. Let's run home. The fuel pump is broken.  
 She hurt her foot yesterday. They caught the thief last night. You  
 need screws on that screen door. The saw needs to be sharpened.

## LESSON V

## 2. Interrogative

Is he right? Who stole the car? Where is the trash-can? How much money did you spend? Is the fuel pump broken? Did you sharpen the saw? When are you going to fix the screen door? How did she hurt her foot?

## 3. Exclamatory

You stole the car! You are wrong! He is a thief! She has a broken arm! That is a sharp saw! Don't lose the screws! Don't drop the butter!

## C. PHRASES FOR MEMORIZATION. Repeat and Practice.

Places and directions  
(Lugares y direcciones)

<u>QUESTIONS</u>	<u>ANSWER - RESPONSE</u>
Where is _____? (¿Dónde está _____?)	The _____ is in _____.
the supermarket (super mercado?)	San Diego
the drugstore (farmacia)	Chula Vista
the Post Office (casa de correos)	the center of town
the school (la escuela)	downtown
the Police Station (la policia)	National City
the bank (el banco)	Imperial Beach
the shopping center( el centro de compras)	Clairmont
	Kearney Mesa

(Instructor may substitute local areas and names to give students a more recognizable vocabulary)

What street is it on? (¿En qué calle esta?)	It is on _____ street(avenue)
	1st (first)
	2nd (second)
	3rd (third)
	4th (fourth)
	5th (fifth)
	6th (sixth)
	A, B, C, D, E, F

## LESSON V

Where are you going?  
(¿ A dónde va Vd. ?)

I'm going to the \_\_\_\_\_.  
bank, store, school,  
supermarket, Post Office

I'm going to \_\_\_\_\_.  
work, Los Angeles,  
Tijuana, San Francisco  
San Diego

I'm going \_\_\_\_\_.  
home

How are you going?  
(¿ En qué va Vd. ?)

I'm going by \_\_\_\_\_.  
bus, train, car,  
airplane

OTHER PLACES

Community building  
swimming pool  
Fire Station  
Balboa Park  
Baseball Field  
Bus station

City Hall  
Church  
Bakery  
Museum  
Theater  
Zoo

Bus stop  
Notary Public  
Rest room  
Pool-Hall  
Auditorium  
Train station

## LAB - LESSON V

- A. Repeat the following words:  
(Repita las palabras siguientes en voz alta).

table, tack, take, thank, think, third, that, their, them, catch, match, watch, attention, nation, election, agriculture, furniture, picture, fifty, pretty, unit, use, accuse, us, bus, butter, church, hurt, hurry

- B. Repeat the following sentences:  
(Repita las frases siguientes en voz alta).

He is right. The car has been stolen. The trash can is there. I spent five dollars. Please multiply that amount for me. He is judge Spencer. We need to buy more lumber. The bread needs butter. It is lunch time. Let's run home. The fuel pump is broken. She hurt her foot yesterday. They caught the thief last night. You need screws on that door. The saw needs to be sharpened. Is he right? Who stole the car? Where is the trash can? How much money did you spend? Is the fuel pump broken? Did you sharpen the saw? When are you going to fix the screen door? How did she hurt her foot? You stole the car! You are wrong! He is a thief! She has a broken arm! That is a sharp saw! Don't lose the screws! Don't drop the butter!

- C. Listen to the sentences and answer the questions.  
(Escuche las frases y conteste las preguntas).

1. (one)            The Post Office is in San Diego.  
                      The supermarket is in Chula Vista.
2. (two)            Where is the Post Office? \_\_\_\_\_  
                      Where is the supermarket? \_\_\_\_\_
3. (three)          The school is in National City.  
                      The hospital is in East San Diego.
4. (four)            Where is the school? \_\_\_\_\_  
                      Where is the hospital? \_\_\_\_\_
5. (five)            The bank is downtown San Diego.  
                      The Police Station is in the center of town.
6. (six)             Where is the bank? \_\_\_\_\_  
                      Where is the Police Station? \_\_\_\_\_

## LAB - LESSON V

7. (seven) The drugstore is in Imperial Beach.  
The shopping center is in Lemon Grove.
8. (eight) Where is the drugstore? \_\_\_\_\_.  
Where is the shopping center? \_\_\_\_\_.
9. (nine) The Post Office is on E Street.  
The bank is on Fifth Avenue.
10. (ten) What street is the Post Office on? \_\_\_\_\_.  
What street is the bank on? \_\_\_\_\_.
11. (eleven) The drugstore is on Second Avenue.  
The school is on "B" Street.
12. (twelve) What street is the drugstore on? \_\_\_\_\_.  
What street is the school on? \_\_\_\_\_.
13. (thirteen) The Police Station is on Third Avenue.  
The supermarket is on "C" Street.
14. (fourteen) What street is the Police Station on? \_\_\_\_\_.  
What street is the supermarket on? \_\_\_\_\_.

## D. Dialogue

Listen and Repeat.  
(Escuche y repita).

Tom Jones is in the Bank of America in downtown San Diego. He speaks with a secretary. (El habla con una secretaria).

Tom Jones: Good morning! How are you?

Secretary: Good morning. I'm fine, thank you. May I help you?  
(En qué le puedo servir?)

Tom Jones: Yes. Where is the Post Office please?

Secretary: The Post Office is in the center of town.

Tom Jones: What street is it on?

Secretary: It's on Fifth Avenue.

## LAB - LESSON V

**Tom Jones:** My name is Tom Jones, I'm a lawyer. What is your name?

**Secretary:** Oh, really? Well, my name is Miss Fanny Hill. I'm a secretary.  
(¿De veras? Pues,)

**Tom Jones:** Where are you going for lunch?

**Secretary:** I don't eat lunch.

**Tom Jones:** Where are you going for dinner?

**Secretary:** I don't eat dinner.

**Tom Jones:** Where are you going after work?(¿ Después del trabajo?)

**Secretary:** I'm going home.

**Tom Jones:** How are you going home?

**Secretary:** I'm going in a car with my boy friend. (Con mi novio)

**Tom Jones:** Oh, where is the Post Office?

## LESSON VI

**A. PHONETIC REPETITION. Not for memorization.**

**V** Se pronuncia la v con los dientes superiores y el labio inferior.

**VAVE, VEVE, VIVI, VOVO, VUVU** (Practice these sounds with the students).

vat, van, vast, vacuum, vague, veil, valley, value, vane, very, vary, vend, vent, venture, adventure, vice, vicious, virus, virtue, vision, voice, vogue, void, vote, volt, advance, advice, reverse, subverse, converse, convince, conversation, vehicle, victim, event, eve, eventual, have, haven, love, liver, provide, divide, vigor, strive, dive, alive, receive, deceive, conceive, arrive, over, leave, Steve, grieve, heave, victory, Victor, revive, veteran, veto, vibrate, view, vision, visit, vocation, vocal.

**W=UA** Igual al diptongo UA español

water, watch, wag, wade, wasp, wash, waste, wave, wax, weak, week, weather, web, wed, weep, well, west, wide, widen, wiggle, wild, went, wind, window, wine, wise, wood, world, work, worry

**WH** no suena la w

who, whoever, whole, whom, whose, whosoever

**X =** tiene dos sonidos KS o GS. Cuando sigue una vocal. EXA=GS, EX=GS o KS

axe, axis, axle, box, boxer, cortex, convex, dexterous, exact, example, exaggerate, exasperate, expect, exchange, exercise, exert, exempt, exhaust, exile, exist, exploit, experience, flax, box, lax, laxative, relax, maximum, next, ox, oxygen, pox, smallpox, reflex, tax, taxation, taxi

## LESSON VI

**Y=** la i española

yak, yam, yank, yankee, yard, yarn, yellow, yelp,  
yield, yoke, young, your, yours, youth, early, pretty,  
lazy, crazy, Mary, dirty, ready, airy, glory, gritty,  
barely, ability, society

**Z** suena como el zumbido de la abeja

zany, zeal, zealot, zebra, zero, zest, zinc, zip, zipper,  
zither, zone, zoo, embezzle, booze, buzz, buzzed, crazy,  
cozy, dozen, doze, freeze, frozen, jazz, Elizabeth, lazy,  
lozenge, maze, realize, sneeze, breeze, quiz

**B. CONTRACTIONS AND ABBREVIATIONS.**

1. Explain that in American English there is a tendency to shorten all forms of the present tense of the verb to be, to have, and will after pronouns and such interrogative adjectives as what and where. And would in the past and conditional tenses.

**2. EXAMPLES:**

Write I am on the board.

Explain that when we pronounce I am rapidly the a sound is lost. (erase the a) Explain that whenever a sound is lost it is replaced with an apostrophe. (!) Write, I'm, on the board.

Note that similar changes occur with the following word combinations:

You are	you're	I have	I've
we are	we're	you have	you've
they are	they're	they have	they've
what are	what're	what have	what've

## LESSON VI

how are	how're	how have	how've
where are	where're	where have	where've
he is	he's	he has	he's
she is	she's	she has	she's
it is	it's	it has	it's
what is	what's	what has	what's
how is	how's	how has	how's
where is	where's	where has	where's
I will	I'll	I would	I'd
you will	you'll	you would	you'd
we will	we'll	we would	we'd
they will	they'll	they would	they'd
he will	he'll	he would	he'd
she will	she'll	she would	she'd
it will	it'll	it would	it'd
what will	what'll	what would	what'd
how will	how'll	how would	how'd
where will	where'll		

## LESSON VI

**C. SENTENCE STRUCTURE AND PRONUNCIATION DRILL. Not for memorization.****1. Declarative**

We have to wash today. Next Sunday we will visit you.  
 The valley is pretty in the spring. Her voice sounds like yours. You are going at the maximum speed. That is a good experience for you. Steve will vote for you. It was below zero. This is a cozy room. They were ready.

**2. Interrogative**

Do we have to wash? When will you visit us? Is the valley very pretty? What is the maximum speed? Will Steve vote this year? What was the temperature over there? Were they ready?

**3. Exclamatory**

Wait for me! You are going too fast! I will not vote! It was hot! What a loud voice! Don't come visit us anymore! You look the same!

**D. PHRASES AND VOCABULARY FOR MEMORIZATION.**

**Buying and Selling**  
 (comprar y vender)

**1. NUMBERS (Write arabic numerals on the board)**

1. one	6. six	11. eleven
2. two	7. seven	12. twelve
3. three	8. eight	13. thirteen
4. four	9. nine	14. fourteen
5. five	10. ten	15. fifteen

## LESSON VI

- |               |                  |                  |
|---------------|------------------|------------------|
| 16. sixteen   | 21. twenty-one   | 26. twenty-six   |
| 17. seventeen | 22. twenty-two   | 27. twenty-seven |
| 18. eighteen  | 23. twenty-three | 28. twenty-eight |
| 19. nineteen  | 24. twenty-four  | 29. twenty-nine  |
| 20. twenty    | 25. twenty-five  | 30. thirty       |

Drill students by writing a number at random on the board and requesting that each student say it aloud. Repeat this as often as necessary.

2. DOLLARS AND CENTS  
(dolares y centavos)

QUESTIONANSWER

How much is the \_\_\_\_\_? The \_\_\_\_\_ is (costs) \$\_\_\_\_\_.

( Cuanto vale la)	shirt (camisa)	1.00, 2.00
	dress (vestido)	3.00, 4.00
	wrench (llave inglesa)	5.00, 6.00
	screwdriver (desarmador)	(dollars)
	saw (sierra)	
	car (auto)	
	bill (cuenta)	
	paint (pintura)	

How much are the \_\_\_\_\_? The \_\_\_\_\_ are (cost) \$\_\_\_\_\_.

is	pants, socks	is	dollars
	pliers, gloves		
	tools, overalls		
	shoes, blouse		
	tie, pen		
	book, hose		
	skirt, brush		
	suit, shorts		
	magazine, glasses		
	handkerchief, tires		
	battery, newspaper		

## LESSON VI

soap, towels  
toothpaste, etc.

## 3. TIME

- a. Days of the Week (Write them in chronological order on the board.)

Monday (lunes)  
Tuesday (martes)  
Wednesday (miercoles)  
Thursday (jueves)  
Friday (viernes)  
Saturday (sabado)  
Sunday (domingo)

- b. Practice these words with the class:

today	tomorrow	the day after tomorrow	yesterday
(hoy)	(mañana)	(pasado mañana)	(ayer)
		the day before yesterday	
		(anteayer)	

- c. Write the following structures on the board and say them to the class, pointing to the appropriate day on the board:

Today is \_\_\_\_\_

Tomorrow is \_\_\_\_\_

The day after tomorrow is \_\_\_\_\_

## LESSON VI

- d. Write the following question structure on the board and ask the class:

What day is \_\_\_\_\_?  
 today, tomorrow  
 the day after tomorrow

(Drill until all students can answer correctly)

- e. Write the following structure on the board and say it to the class pointing to the appropriate day on the board:

Yesterday was \_\_\_\_\_  
 The day before yesterday was \_\_\_\_\_

- f. Write the following structure on the board and ask these questions:

What day was \_\_\_\_\_?  
 yesterday, the day before yesterday

(Drill until all students can answer correctly.)

- g. Practice the days of the weekend. (fin de semana)

The days of the weekend are: Saturday and Sunday.

Question: Where are you going this \_\_\_\_\_?  
 Saturday  
 Sunday  
 Weekend

4. MONTHS AND SEASONS

1. Write all of the months of the year on the board in the following groups and practice the pronunciation until

## LESSON VI

the class can do it easily.

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

2. Write month (mes) on the board and introduce the pronunciation to the class:

Introduce the following structures to the class.

- a. What month is it? It is \_\_\_\_\_.  
(month)

Point to the correct month on the board.

Point at random months asking the same question.

- b. What month was last month? Last month was \_\_\_\_\_.
- c. What was the month before last?  
The month before last was \_\_\_\_\_.

Point to appropriate month.

- d. What is next month?
- e. What is the month after next? The month after next is \_\_\_\_\_.
- f. In what month were you born? I was born in \_\_\_\_\_.  
(en que mes nacio'Vd. ?) (Nací en \_\_\_\_\_ (month)

Ask the above questions to all the class members.

## LESSON VI

3. Write the seasons with the corresponding groups of months.

Autumn (otoño)  
Winter (invierno)

Spring (primavera) ...  
Summer (verano)

(Ask the class what months are in Autumn, Spring, Winter, Summer.)

## LAB - LESSON VI

- A. Say the following numbers aloud:  
(Diga en voz alta las palabras siguientes).

1	6	2	5	11	16	12	18	20	21
2	7	4	10	12	17	16	13	23	22
3	8	7	9	13	18	14	15	25	26
4	9	8	6	14	19	20	19	27	28
5	10	3	7	15	20	11	17	24	29

- B. Listen to the following sentences and answer the questions.  
(Escuche las frases siguientes y conteste las preguntas).

- The shirt costs \$1.25 (one dollar twenty-five cents).  
The wrench costs \$1.10 (one dollar ten cents).
- How much does the shirt cost?
  - How much is the wrench?
- The saw costs \$3.25 (three dollar twenty-five cents).  
The hammer costs \$1.19 (one dollar nineteen cents).
- How much does the saw cost?
  - How much is the hammer?
- The dress costs \$5.25 (five twenty-five).  
The screwdriver costs \$1.05 (one dollar five cents).
- How much does the dress cost?
  - How much is the screwdriver?
- The pants cost \$2.25 (two twenty-five).  
The socks cost \$1.15 (one dollar fifteen cents).
- How much do the pants cost?
  - How much are the socks?

## LAB - LESSON VI

9. The gloves cost \$4.18 (four eighteen).  
The pliers cost \$3.15 (three fifteen).

10. a. How much do the gloves cost?  
b. How much are the pliers?

C. Say the missing words in each line.  
(Diga las palabras que faltan en cada línea.)

1. Monday, \_\_\_\_\_, Wednesday, Thursday, \_\_\_\_\_,  
Saturday, \_\_\_\_\_.
2. Monday, Tuesday, \_\_\_\_\_, Thursday, Friday, \_\_\_\_\_,  
Sunday.
3. Tuesday, Wednesday, \_\_\_\_\_, Friday.
4. Wednesday, Thursday, \_\_\_\_\_, Saturday.
5. Saturday, Sunday, \_\_\_\_\_, Tuesday, \_\_\_\_\_.
6. Friday, \_\_\_\_\_, Sunday, Monday, \_\_\_\_\_.
7. Wednesday, \_\_\_\_\_, Friday, Saturday, \_\_\_\_\_.
8. Sunday, \_\_\_\_\_, Tuesday, \_\_\_\_\_, Thursday.
9. Thursday, \_\_\_\_\_, Saturday, \_\_\_\_\_, Monday.

D. Dialogue

Repeat what you hear.  
(Repita lo que oye.)

Client: How much is the shirt?

Salesman: \$2.25, sir. (Sr.)  
(vendedor)

## LAB - LESSON VI

- Client:** How much are the pants?
- Salesman:** \$5.19, sir.
- Client:** It's too much!  
( es demasiado!)
- Salesman:** No, it's a bargain.
- Client:** What day is today?
- Salesman:** Saturday.
- Client:** What day is tomorrow?
- Salesman:** Sunday.
- Client:** Good-bye, I'll see you the day after tomorrow.
- Salesman:** Where are you going?
- Client:** Home. I never spend money on the weekend.

## LESSON VII

## A. Drill and repetition for memorization.

1. Pronouns (Practice with individuals until all get the concept and can use it individually.)

I (yo)

WE (nosotros)

YOU (Vd., Vds., Tú)

HE (él)

THEY (ellos, ellas)

SHE (ella)

IT (se refiere a cualquier cosa que no sea humana)

2. Verb TO BE (ser, estar) Tiene 3 formas AM, ARE, IS

I AM

WE

YOU

ARE

THEY

HE

SHE IS

IT

3. Practice each pronoun with the appropriate verb form three times with choral repetition.
4. Students will supply the correct form of TO BE with the following pronouns for individual response from students.  
I, you, we, they, he, she, it (repeat one time)  
I, he, you, we, it, I, she, we, it, she, I, he, they (repeat as necessary)
5. Instructor introduces himself to students. (Write the following form on the board.)

I am \_\_\_\_\_ . (repeat)

I'm

## LESSON VII

6. Question and answer drills. Write the following forms on the board.

<u>QUESTION</u>	<u>ANSWER</u>
Who am I? (¿Quién soy yo?)	You are _____ You're name-(nombre)
Who are you?	I am _____ I'm name-(nombre)
Who is he (she)?	He is _____ He's Mister (Mr.) explain abbreviation Miss Mrs. (se pronuncia misses)

If student does not know the name, have him ask the other student who he is. Have students ask each other these questions.)

B. Professional Positions

Explique que lo anteriormente mencionado con a o an se refieren a la profesion en general, y la palabra the se refiere especificamente al individuo que ocupa la posicion.

Am I the teacher?  
(¿Soy yo el maestro?)

Yes, you are the teacher.

Am I the \_\_\_\_\_? No, you are not the \_\_\_\_\_.  
(aren't)

manager (gerente)  
foreman (director del trabajo)  
owner (dueño)  
operator (operador)  
boss (jefe)  
carpenter (carpintero)  
guard (guardián)  
inspector (inspector)  
student (estudiante)  
driver (chofer)

## LESSON VII

## C. WHAT? (qualifying term) (Qué)

Teacher: What am I? You are a teacher.  
the

(a se refiere a un maestro entre muchos)  
(the se refiere al maestro de la clase,  
es decir el único en la circunstancia  
presente.)

What are you?

I am a \_\_\_\_\_  
the manager, foreman, owner,  
operator, boss, carpenter,  
guard, custodian, inspector,  
driver, worker, student

What is he?

He is \_\_\_\_\_

What are they?

They are \_\_\_\_\_  
They're

Pointing at two students:

Who are they?

They are \_\_\_\_\_  
students  
(use plurals of professions)

He is Mr.

Mr.

(she) Miss \_\_\_\_\_ he is Miss \_\_\_\_\_

Mrs.

(she) Mrs.

Pointing at appropriate persons, request rapid responses:

Who \_\_\_\_\_ is he, am I, is she, are they, etc. (repeat)

## LESSON VII

## D. Questions and answers on professions and positions:

QUESTIONANSWER

Am I a teacher?

Yes, you are a teacher.Am I a \_\_\_\_\_?  
carpenter, plumber, painter,  
machinist, mechanic,  
technician, custodian, etc.

No, you are not a \_\_\_\_\_.

Am I an \_\_\_\_\_?  
electrician, engineer,  
apprentice (aprendiz)  
architect

No, you are not an \_\_\_\_\_.

Are you a \_\_\_\_\_?  
anYes, I'm a \_\_\_\_\_.  
anNo, I'm not a \_\_\_\_\_.  
an

Pointing to another student, the phrase should be introduced. If the student does not know, he must ask another student or reply, "I don't know". (no sé)

Is he a \_\_\_\_\_? Yes, he is a \_\_\_\_\_.  
an

No, he is not \_\_\_\_\_.

Are they \_\_\_\_\_? Yes, they are \_\_\_\_\_s.

No, they are not \_\_\_\_\_s.

(Explain that the s used in the "they pattern" is used to signify plurality as it does in Spanish.)

## LESSON VII

custodian (mozo)  
 inspector  
 driver (chofer)  
 worker (trabajador)  
 student (estudiante)

## SPECIALIZED VOCABULARY

Auto  
 mechanic  
 service writer  
 gas station attendant  
 auto parts clerk  
 manager

Wood  
 helper  
 apprentice  
 journey man  
 foreman  
 superintendent

Metal  
 machinist  
 bench operator  
 layout man  
 drill press operator  
 lathe operator

Welding  
 arc welder  
 gas-shielder arc welder  
 gas welder  
 certified arc welder  
 certified pipe welder  
 foreman

Are you the \_\_\_\_\_ ? Yes, I am the \_\_\_\_\_  
 No, I'm not the \_\_\_\_\_

Is he the \_\_\_\_\_ ? Yes, he's the \_\_\_\_\_  
 No, he is not the \_\_\_\_\_

Are they the \_\_\_\_\_ ? No, he's not the \_\_\_\_\_  
 No, are the \_\_\_\_\_  
 No, aren't the \_\_\_\_\_

Drill these patterns with the students and have them ask each other questions.

## LAB - LESSON VII

- A.** Say the correct form of "TO BE" after the following words, and listen for the correct pronunciation.

(Pronuncie la forma correcta de "TO BE" después de las palabras siguientes y escuche la pronunciación correcta).

- |        |         |          |
|--------|---------|----------|
| 1. I   | 7. They | 13. You  |
| 2. You | 8. He   | 14. I    |
| 3. He  | 9. You  | 15. We   |
| 4. She | 10. I   | 16. He   |
| 5. It  | 11. It  | 17. They |
| 6. We  | 12. She | 18. It   |

- B.** Substitute the word you hear in the correct place and with the correct forms.

(Sustituya la palabra que Vd. oye en el lugar correcto y con las formas correctas.)

I'm a carpenter.  
plumber

I'm an electrician.  
You're

I'm a plumber.  
He

You are an electrician.  
painter

He's a plumber.  
machinist

You're a painter.  
They're

He's a machinist.  
You

They are painters.  
managers

You are a machinist.  
foreman

They are managers.  
the

You are a foreman.  
the

They are the managers.  
We

You're the foreman.  
He's

We are the managers.  
mechanics

## LAB - LESSON VII

He is the foreman.  
boss

We are the mechanics.  
He

He is the boss.  
I

He is the mechanic.  
I

I am the boss.  
electrician

I am the mechanic.  
apprentice

I am the electrician.  
an

I'm the apprentice.  
an

I am an electrician.

I'm an apprentice.

Repeat this section without looking at the book. (Repita esta sección sin mirar el libro.)

## C. Dialogue

Listen and repeat what you hear.  
(Escuche y repita lo que oye).

Foreman: Good morning. My name is Mike Olson. I'm the foreman. Are you the carpenter?

Carpenter: Yes, I'm the carpenter. My name is Bob Harris.

Foreman: Is he the electrician?

Carpenter: I don't know.

Foreman: Are you the electrician?

Plumber: No, I'm not the electrician. I'm the plumber.  
Maybe he's the electrician.  
(Tal vez)

## LAB - LESSON VII

- Foreman:** No, he's not the electrician. He's the owner.
- Plumber:** Oh! What's his name?
- Foreman:** His name is Carl Jordan.
- Plumber:** What is he?
- Foreman:** He's an engineer.
- Carpenter:** Here comes the electrician.  
(Aquí viene)
- Foreman:** Good morning. Are you an electrician?
- Electrician:** Good morning. Yes, I am an electrician.
- Foreman:** Good! I need an electrician. We don't have any  
electricity for the machinery. (¡Qué bueno! necesito.)  
(No tenemos electricidad para la maquinaria.)
- Electrician:** You need an electrician?
- Foreman:** Yes.
- Electrician:** Good! I'll see you later.
- Foreman:** Where are you going?
- Electrician:** I'm going home. I forgot, I'm on strike today.  
(Se me olvidó que estoy de huelga hoy.)

## LESSON VIII

## A. Demonstratives

1. THIS, THAT, THESE, THOSE. Drill and repetition for memorization.

Materials: All objects listed in Section A singular and plural.

- a. Review: What are you, etc. I am a \_\_\_\_\_.  
the

The instructor will introduce the following shop objects.  
(Turn to Lab Section for pictures).

- b. Objects: cross-cut saw, hacksaw, coping saw, cabinet file, chisel, scratch awl, block plane, steel tape measure, try square, straight blade screwdriver, claw hammer, auger bit, center punch, wrecking bar, sloyd knife, combination slip joint plier, bit brace, putty knife, jack plane, C-clamp dividers
- c. More objects for identification: (small objects that can be brought to class and held in the hand.)

glass (drinking)	pencil
(vaso)	(lápiz)
pen	wallet
(pluma)	(cartera)
toothbrush	watch
(cepillo para dientes)	(reloj)
cup	ring
(táza)	(anillo)
book	key
(libro)	(llave)
magazine	money
(revista)	(dinero)
newspaper	notebook
(periódico)	(cuaderno)

coins:

penny, nickel, dime, quarter

## LESSON VIII

e. The students will then be requested to ask other students the questions of the patterns in Section b, c and d as a pattern drill.

3. THESE (estas, estas, estos) THOSE (eso, esas, esos-aquellos, aquellas)

Same vocabulary and patterns as for this and that. (see 2)

Give special attention to plural forms. Drill the addition of s to the vocabulary words. Practice the following structures - compare these are with those are.

- a. These are \_\_\_\_\_ Those are \_\_\_\_\_ s.  
 b. What are these? These are \_\_\_\_\_ s.  
 c. What are those? Those are \_\_\_\_\_ s.

B. THINGS, THIS, THAT, THESE, and THOSE with descriptive words. (nouns, demonstratives and adjectives)

1. Statement drills.

a. The \_\_\_\_\_ is \_\_\_\_\_  
 hammer, saw, big small heavy ugly  
 pencil, pen, (grande) (pequeño) (pesado) (feo)  
 screwdriver, light cheap clean pretty  
 (same vocabulary (ligero) (barato) (limpio) (bonito)  
 as Part A, Sec. 1) old new weak expensive  
 (viejo) (nuevo) (débil) (caro)  
 dirty strong  
 (sucio) (fuerte)

b. This \_\_\_\_\_ is \_\_\_\_\_  
 That \_\_\_\_\_

c. These \_\_\_\_\_ are \_\_\_\_\_  
 Those \_\_\_\_\_



## LESSON VIII

## 3. Question and answer patterns.

Is the  
 that \_\_\_\_\_ ?  
 this (nouns) \ (adjectives)

Yes, the  
 that \_\_\_\_\_ is \_\_\_\_\_.  
 this

No, the  
 that is not \_\_\_\_\_.  
 this

(Practice the above the this that etc. drills with all words in the vocabulary.)

## LAB - LESSON VIII

## A. Dialogue:

**Bill:** Sam, I'm going to the hardware store. Do you need anything? (necesitas algo?)

**Sam:** Yes. What is that in your hand?  
(mano)

**Bill:** This is my new hammer.

**Sam:** Is it your hammer? It looks like my hammer.  
(parece)

**Bill:** No, it's my hammer. I got it yesterday at the store.  
(Lo compré ayer).

**Sam:** What's that on the handle?

**Bill:** Oh...this is the trademark.  
(marca registrada.)

S.A.M. Well...I'm going to the store to buy a new hammer.  
(nuevo)

Do you need anything?

**Sam:** Yes. A lock for my tool box!  
(para)

## B. Identification of pictures. (vocabulary)

1. Identify the objects you see in the pictures when you are asked, "What is this?" Listen for the response afterwards.

Identifique los objetos en los siguientes dibujos contestando That is \_\_\_\_\_. Cuando se le pregunte What is this? Escuche la respuesta después.

## LAB - LESSON VIII

2. Repeat Part 1-imagining that there are two of each object and answering, "Those are \_\_\_\_\_" when you are asked, "What are these?"

Repita la parte 1- imaginándose que hay dos de cada objeto contestando "Those are" cuando se le pregunte, "What are these?"

## VOCABULARY - LESSON VIII

1. cross-cut saw
2. hacksaw
3. coping saw
4. cabinet file
5. chisel
6. scratch awl
7. block plane
8. steel tape measure
9. try square
10. straight blade screwdriver
11. claw hammer
12. auger bit
13. center punch
14. wrecking bar
15. sloyd knife
16. combination slip joint plier
17. bit brace
18. putty knife
19. jack plane
20. C-clamp
21. dividers

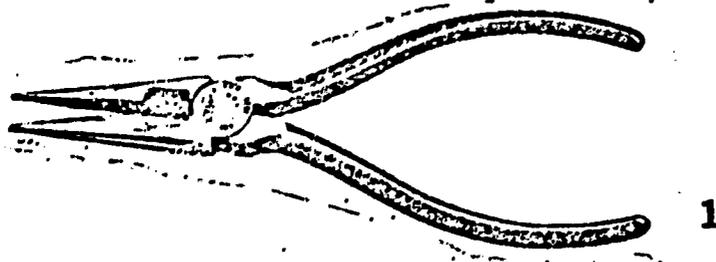
GENERAL TOOLS AND EQUIPMENT

<u>TOOLS</u>	<u>ADJECTIVE</u>	<u>VERB</u>
1. Needle-nose pliers		
2. Diagonal cutting pliers		cut wire
3. Adjustable wrench	adjustable	to adjust, to tighten
4. Bolt cutter		to cut bolts
5. File	worn	to file
6. Hydraulic jack	leaky, drained, tight	to jack up
7. File card		
8. Plastic hammer		
9. Pipe cutter	sharp, dull	to cut pipe
10. Open end wrench		to tighten or loosen bolts
11. Combination wrench		to tighten or loosen nuts and bolts
12. Box end wrench		
13. Inside caliper		to take inside measurements
14. Outside caliper		to take outside measurements
15. Breast drill		to drill, to bind
16. Scratch awl		
17. Ball-pein hammer		
18. Snips		to cut metal
19. Aviation snips		
20. Machinist's vice	tight, loose	to hold objects
21. Pipe wrench		to loosen and tighten pipe
22. Cold chisel	chipped, broken	to chisel, to chip
23. Center-punch		to punch a hole, or mark
24. tap-wrench	bent	to tap a hole
25. Tap	stripped, broken, adjusted	to tap a hole, screw bolt
26. Micrometer		to measure small objects to "mic" (mike)
<u>EQUIPMENT</u>		
27. Band-saw	sharp, dull, worn out, crooked	to cut
28. Grinder	electric, hand	to grind, hone, cut
29. Drill press		to drill
30. Lathe		to lathe

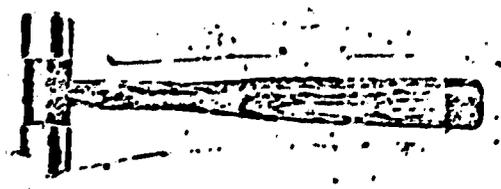
## GENERAL TOOLS AND EQUIPMENT

(not pictured)

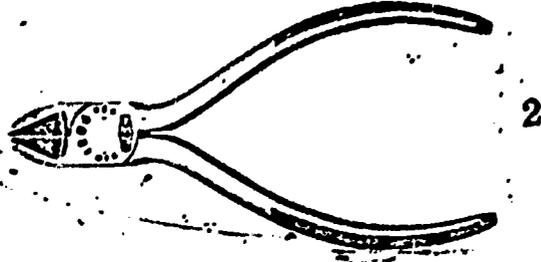
- |                           |                            |                          |
|---------------------------|----------------------------|--------------------------|
| 1. Divider                |                            | lines, scribes, circles  |
| 2. Scribe                 |                            | to scribe lines          |
| 3. Pin punch              |                            | to drive pins            |
| 4. Combination square set |                            | to measure angles        |
| 5. Countersink            |                            | to countersink holes     |
| 6. Key-hole saw           |                            | to cut holes             |
| 7. Rip-saw                |                            |                          |
| 8. Safety glasses         | clean, dirty,<br>scratched | to protect the eyes      |
| 9. Welder's goggles       | clean, dirty,<br>scratched | to protect the eyes      |
| 10. Builder's level       |                            | to level surfaces, etc.. |



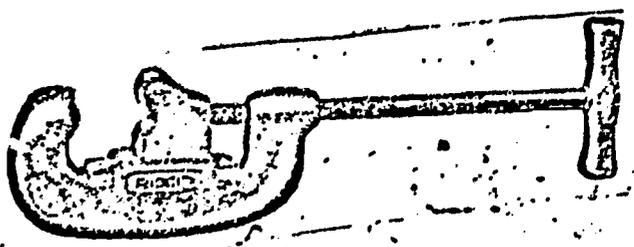
1



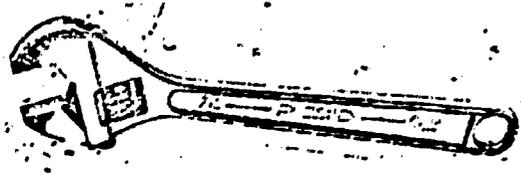
8



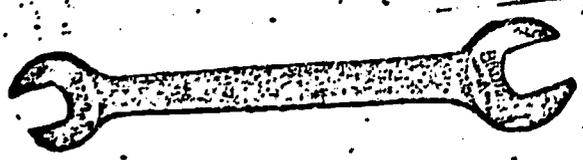
2



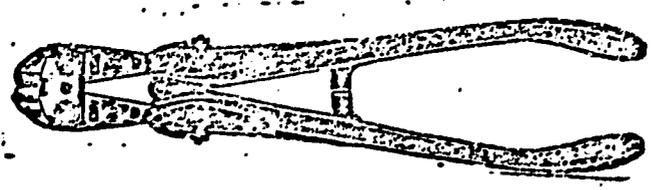
9



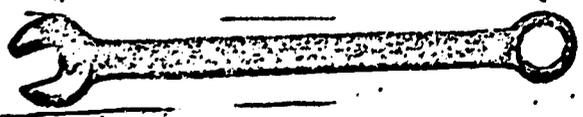
3



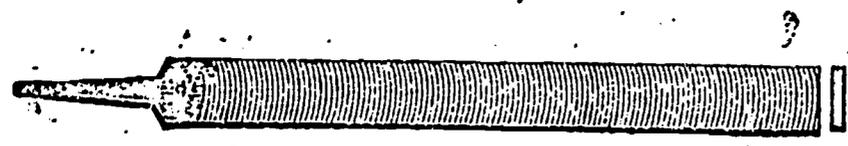
10



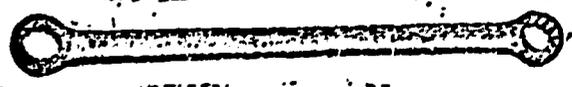
4



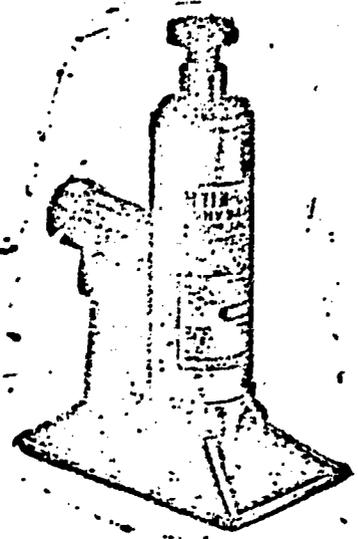
11



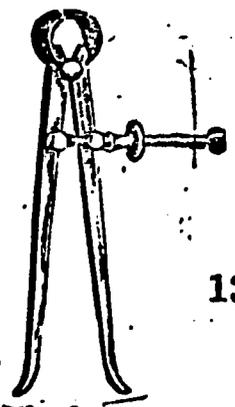
5



12



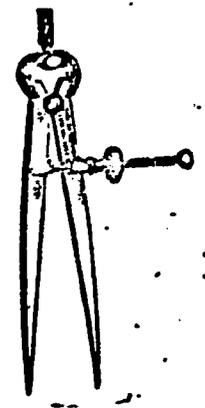
6



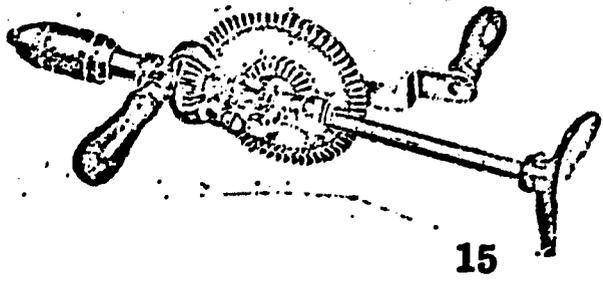
13



7



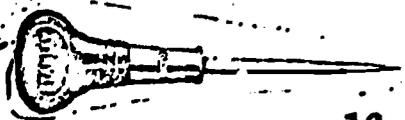
14



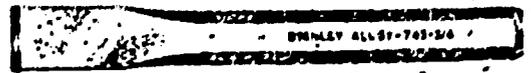
15



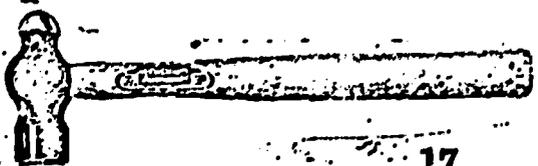
21



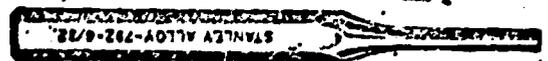
16



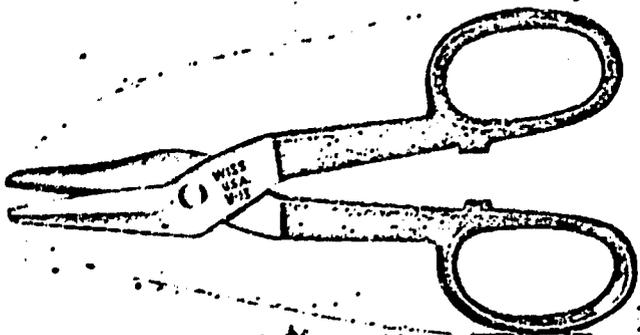
22



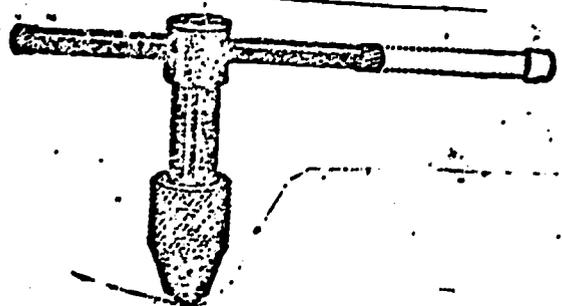
17



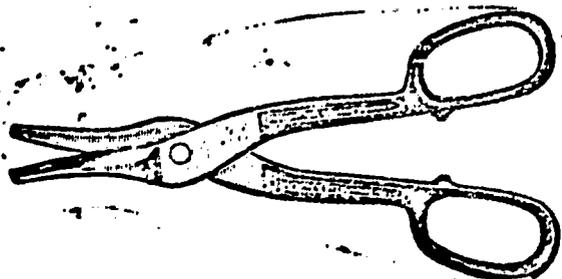
23



18



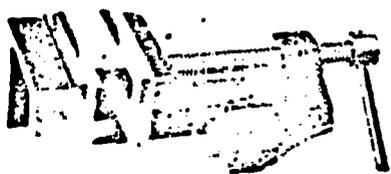
24



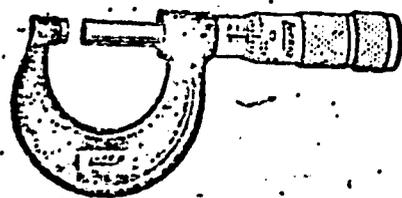
19



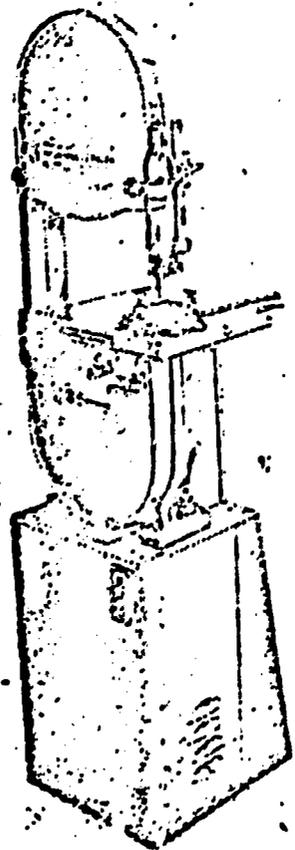
25



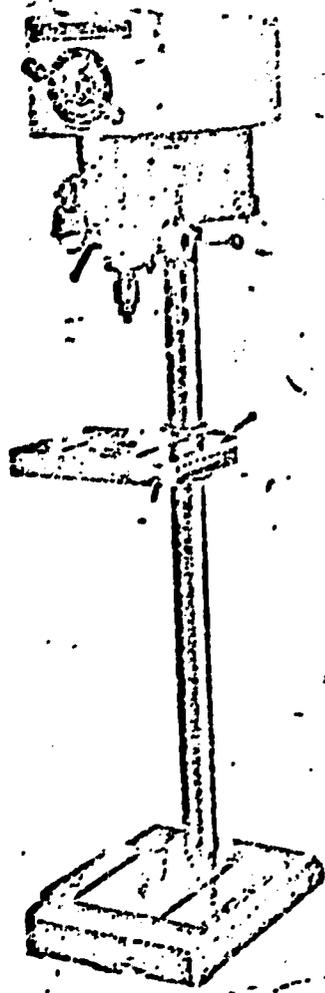
20



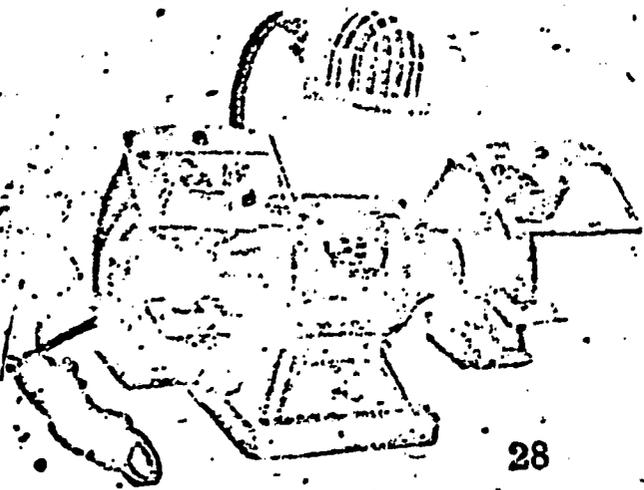
26



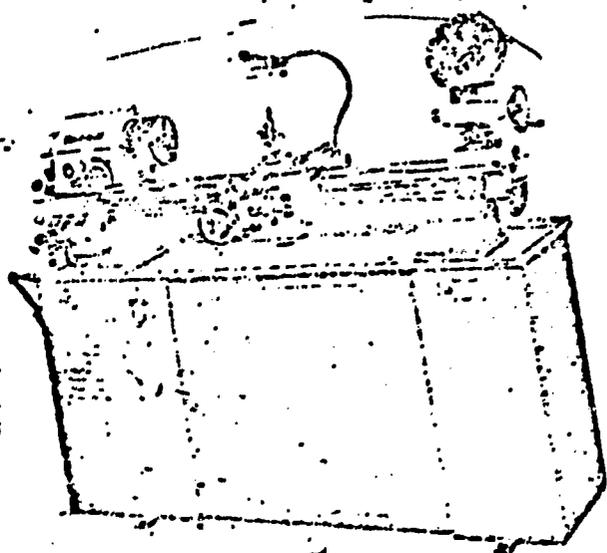
27



29



28



30

## LESSON IX

## A. Nouns and Adjectives

1. The instructor will introduce the following automotive objects (new vocabulary) (Turn to Lab Section for pictures.)

**Objects:** socket wrench set, gasket scraper, combination box-open end wrench set, Phillips screwdriver, wire brush carbon remover, offset wrench, spark plug feeler gauge, box end wrench set, Allen wrench, vise-grip wrench, battery plier, universal puller, overhead valve adjusting tool, battery cable puller, ring groove cleaner, ring compressor, screwdriver socket, attachment, rim wrench (lug), hand grease gun, ignition tool set, timing light

2. Repeat and drill the following patterns:

Is the _____ ?	Yes, the _____ is _____
vocabulary	round, flat
Sec, A. 1	square, rough
	smooth, sharp
	dull, etc.
	No, the _____ is not _____

3. Referring to the items mentioned in Section 1, the instructor will ask the students to describe certain objects within their vocabulary. Use the following pattern.

a. What is the \_\_\_\_\_ like? The \_\_\_\_\_ is \_\_\_\_\_  
(¿Cómo es (el, la) \_\_\_\_\_?)

- b. Explain to the students if they want to use more than one word to describe an object the descriptive words have to be joined by and. Practice the following pattern.



## LESSON IX

(If students become confused ask them their name again until they make the connection.)

Is it my _____ ?	Yes, it is your _____
	No, it is not your _____
Is it his _____ ?	Yes, it is his _____
	No, it is not his _____

C.. Explain that when more than one person owns something, different possessive forms are used. Practice these possessives in the same pattern.

1. OUR ( nuestro)

Is this our _____ ? (nuestro)	Yes, this is our _____
	No, this is not our _____

2. THEIR (su, de ellos)

Is this their _____ ? (su)	Yes, this is their _____
	No, this is not their _____

3. HIS, HERS, ITS (Su de él ella)

Is this _____ ?	Yes, this is his _____
his	hers
hers	its
its	

## LAB LESSON IX

Identify the following objects. (pictures)  
(Identifique los objetos siguientes)

A. Substitute the word. Put the substitute word in the right place in the sentence.

(Meta la palabra sustituida en el lugar apropiado de la frase.)

- |  |  |
|--|--|
| <p>1. The hammer is heavy<br/>wrench</p> <p>2. The wrench is heavy<br/>big</p> <p>3. The wrench is big<br/>screwdriver</p> <p>4. The screwdriver is big<br/>cheap</p> <p>5. The screwdriver is cheap<br/>brush</p> | <p>6. The brush is cheap<br/>dirty</p> <p>7. The brush is dirty<br/>table</p> <p>8. The table is dirty.<br/>flat</p> <p>9. The table is flat<br/>rough</p> <p>10. The table is rough</p> |
|--|--|

B. Listen to the following sentences and answer the corresponding questions and listen to the correct answer.

(Escuche las frases siguientes y conteste las preguntas correspondientes y escuche la contestación correcta).

1. The saw is new and expensive.  
The plane is clean and sharp.
2. What is the saw like?  
What is the plane like?

## LAB LESSON IX

3. The saws are old and dirty.  
The instruments are big and expensive.
4. What are the screws like?  
What are the instruments like?
5. My pen is cheap, small and ugly.  
Your screwdriver is long and heavy.
6. What is my pen like?  
What is your screwdriver like?
7. This block is big and heavy.  
Those nails are short and thick.
8. What is this block like?  
What are those nails like?
9. The tape measure is long.  
My spray-gun is old, dirty and weak.
10. What is the tape measure like?  
What is the spray-gun like?

## C. Dialogue:

John: Good morning, Gary. How are you today?

Gary: I'm fine, thanks. Are you going to Martin's shop today?

John: Who is Martin?

Gary: He's the Ford mechanic on 5th Street in the old building  
(edificio viejo),

John: Yes, I'm going by there. I'm going downtown.  
(paso por allí)

## LAB LESSON IX

**Gary:** Please give him these tools, the socket wrenches  
(dale)  
and the hydraulic jack.

**John:** Is the hydraulic jack his? It's a good jack.

**Gary:** Yes, it is. Maybe I should keep it here. I need one.  
(Tal vez lo deba guardar aquí. Necesito uno)

**John:** The jack is not his. It's my jack. I'll take it home.  
(me lo llevo a casa)

SPECIALIZED VOCABULARYWELDINGClothing

leather jacket  
gloves  
high top shoes  
welding hood  
safety glasses  
etc..

Parts

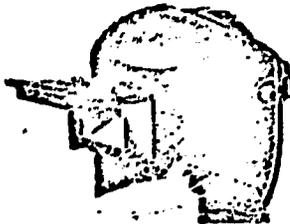
pipe  
tubing  
plates  
beams  
types of material  
aluminum  
brass  
steel  
stainless steel  
cast iron  
chrome alloy  
etc..

Activities

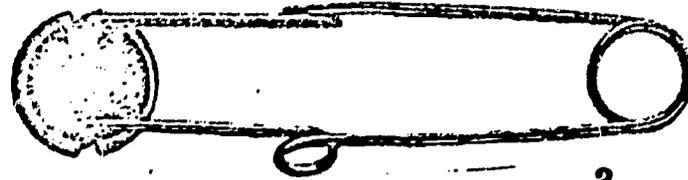
welding  
brazing  
cutting  
pipe layout  
blue print reading  
estimating  
etc..



1

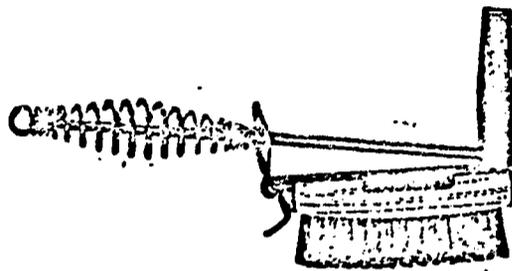


2

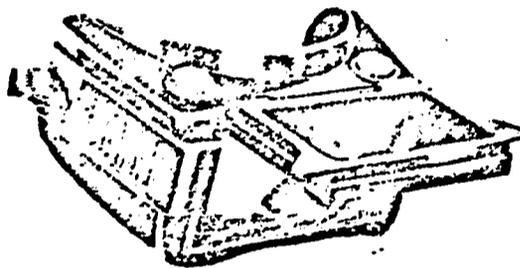


81

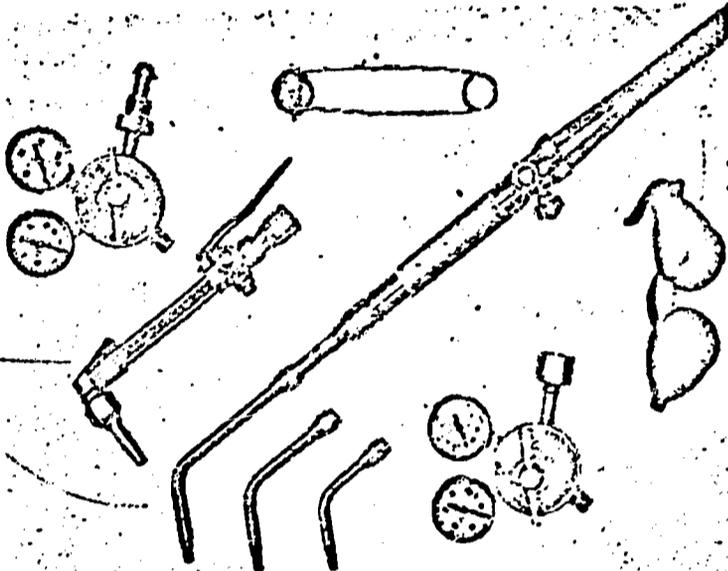
3



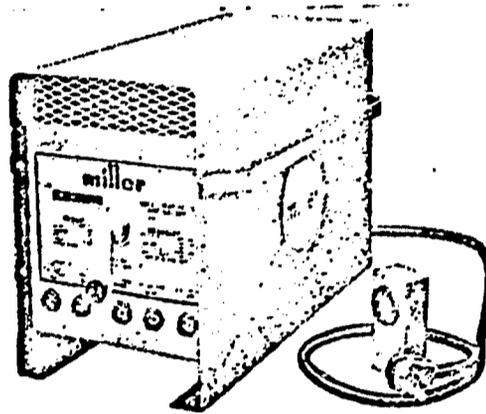
4



5



6



7

## SPECIALIZED VOCABULARY

### TOOLS AND MACHINERY

1. Welding tip cleaner
2. Welder's helmet
3. Friction lighter
4. Chipping hammer and brush
5. Welder's goggles
6. Oxy acetylene torch and cutter set
7. Arc welder

(not shown)

1. Electrode
2. Welding rod
3. Automatic cutting machine
4. Power hack saw
5. Cutting shears

## LESSON X

## A. WHOSE (¿De quién?) Possession

1. When someone wants to know to whom something belongs he uses the word WHOSE.  
(Write the following pattern on the board and practice it)

Whose _____ is this?	That is my _____
wrench, pliers, that	your
screwdriver, saw,	his
hammer	our

## 2. MINE, YOURS, OURS, THEIRS

When students have mastered the pattern, tell them a shortened form can be used when there is no question about the identity of the object.

Whose is this?	This is mine. (mío, mía)
	That is yours (suyo)
	his (suyo)
	ours (nuestro)
	theirs (suyo)

3. When the owner's name is used, possession is shown by adding an apostrophe's to the name. For example, Mary - Mary's

Practice the following pattern:

Whose is this?	This is _____'s
	John, Mary, Bill, Jim,
	Mike, Bob, Ann, Joe,
	Mr. Smith, Mr. Jones

Whose _____ is this?	That is _____'s _____.
----------------------	------------------------

## LESSON X .

## B. Describing People

Is \_\_\_\_\_ your friend?  
name

Yes, \_\_\_\_\_ is my friend

No, \_\_\_\_\_ is not my friend.

What is he like ?  
(she)

(¿Cómo es él ?)  
ella

He is \_\_\_\_\_.

tall short fat thin

(alto) (bajo) (gordo) (delgado)

handsome ugly young old

(guapo) (feo) (joven) (viejo)

pretty interesting boring

(guapa) (interesante) (aburrido)

## LAB LESSON X

- A.** Listen to the following sentences and answer the corresponding questions. Listen for the correct answer afterwards.

(Escuche las frases siguientes y conteste las preguntas correspondientes).

(Escuche la contestación correcta.)

1. This is Tom's hammer.  
That is my screwdriver.  
Those are your pliers.
2. Whose hammer is this?  
Whose screwdriver is that?  
Whose pliers are those?
3. It is Mike's band-saw  
This is the school's drill.  
Those are the shop's sockets.
4. Whose band-saw is it?  
Whose drill is it?  
Whose sockets are they?
5. Jim's wrench is expensive  
Bill's vise is old and dirty?  
John's wrench is cheap and simple.
6. Whose wrench is expensive?  
Whose vise is old and dirty?  
Whose wrench is cheap and simple?

## LAB LESSON X

B. Listen to the following sentences and answer the corresponding questions.

(Escuche las frases siguientes y conteste las preguntas correspondientes.)

1. Bill and Sam are carpenters and they are friends
2. Bill is fat, ugly and intelligent.
3. Sam is tall, good-looking and dull.
4. Bill's tools are new and expensive. His car is old and dirty.
5. Sam's tools are good and clean. His house is old and simple.

QUESTIONS

1. Who are Bill and Sam ?
2. What is Bill like?
3. What is Sam like ?
4. Whose tools are new and expensive?
5. Whose tools are good and clean?
6. Whose house is old and simple?
7. Whose car is old and dirty?

## LAB LESSON X

**Dialogue:** Listen to the dialogue once, and then repeat the dialogue after the tape the second time it is read.

**Tom:** Where are you going tonight Bill?

**Bill:** I'm going to the shop to pick up some tools and then  
(recoger)  
I'm going to Martha's house.

**Tom:** Who is she?

**Bill:** She's my girlfriend and she's real good-looking.  
(muy)

**Tom:** Oh, do you have a girlfriend.?

**Bill:** Yes, I do, don't you?

**Tom:** No, I don't get along with women very well.  
(no me llevo con)

**Bill:** That's too bad. Well, I'll see you later, I'm going  
(Qué lástima!)  
home to take a bath.  
(para bañarme)

**Tom:** It's only Tuesday. Do you take a bath every day?

**Bill:** Yeah, don't you?  
(si)

**Tom:** No, just on Sunday, sometimes  
(a veces)

SPECIALIZED VOCABULARYAUTOClothing

uniform  
shop coat  
coveralls  
fender cover  
cleaning rag  
etc..

Parts

carburetor  
condensor  
short block  
motor  
heads  
valves  
coil  
points  
wires  
spark-plugs  
starter  
generator  
differential  
oil pan  
fuel pump  
water pump  
transmission  
oil pump  
crankshaft  
camshaft  
etc..

Activities

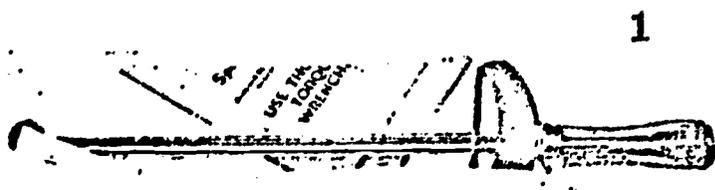
cleaning  
boring  
rebuilding  
tuning  
polishing  
overhauling  
timing  
grinding  
painting  
scraping  
adjusting  
repairing  
etc..

**SPECIALIZED VOCABULARY****TOOLS AND MACHINES**

1. Torque set
2. Lock ring pliers
3. Brake pliers
4. Brake adjusting tool
5. Piston ring cleaner
6. Compression gauge
7. Ratchet
8. Engine lift hoist
9. Tire changer
10. Valve grinder
11. Creeper
12. Electric impact wrench
13. Sockets
14. Adjustable car stand
15. Valve seat grinding set
16. Ratcheting box wrench

(not shown)

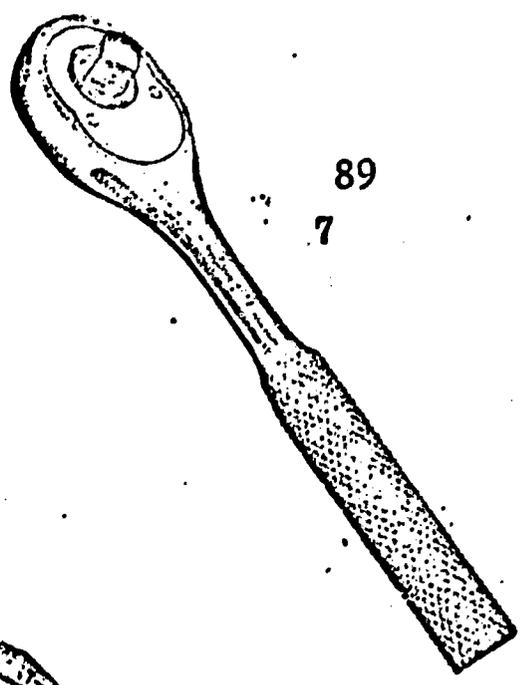
1. Engine stand
2. Cranshaft grinder
3. Engine boring machine
4. Brake drum and shoe service equipment
5. Electronic ignition scope
6. Arbor press
- 7.



1

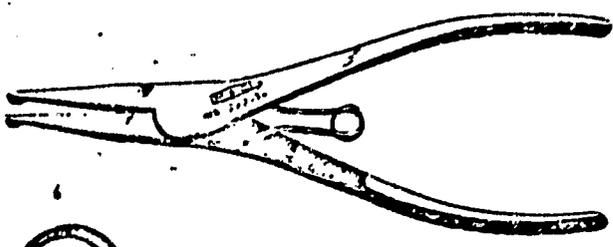


6

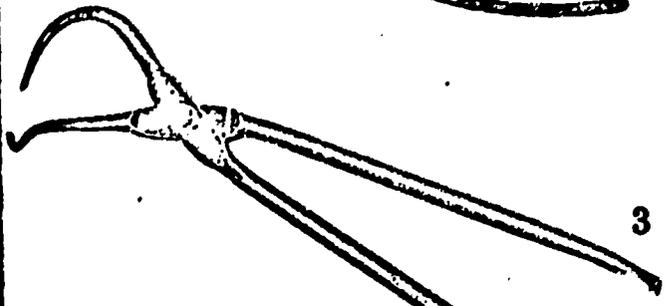


89

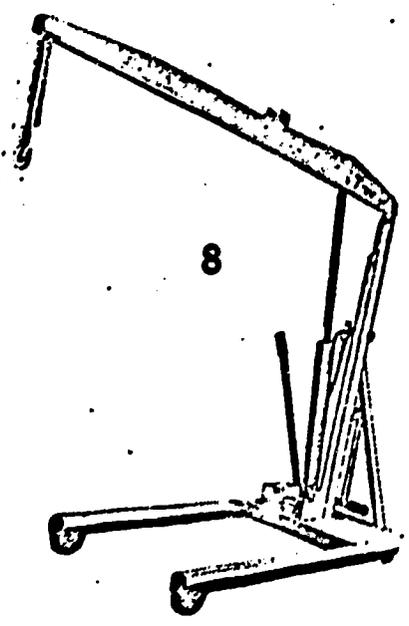
7



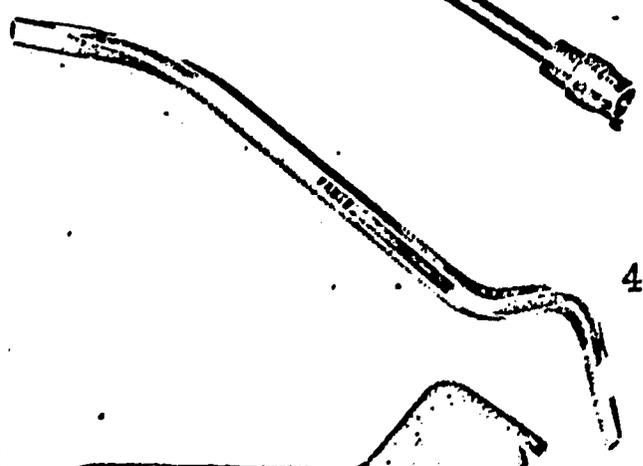
2



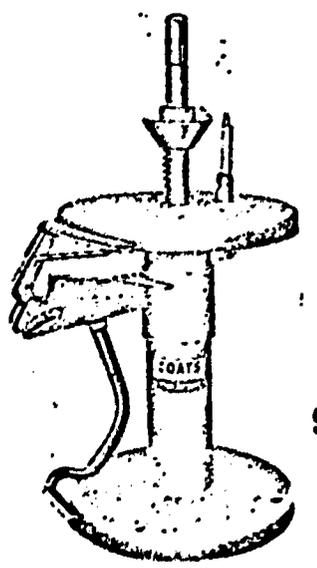
3



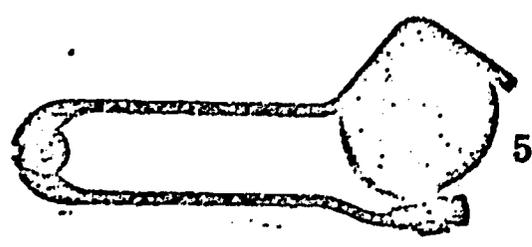
8



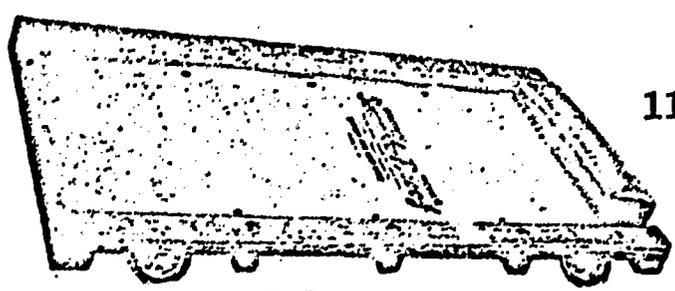
4



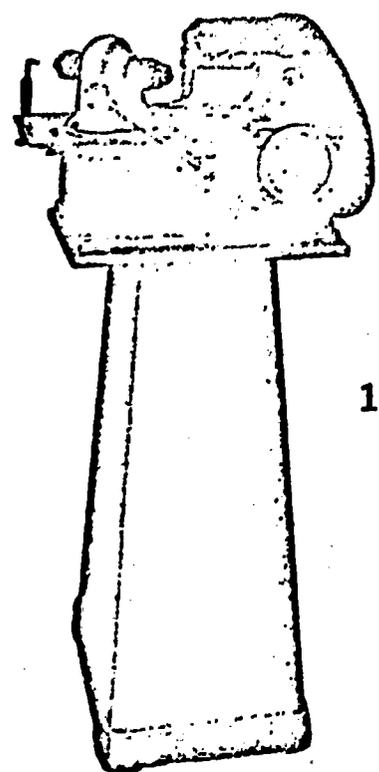
9



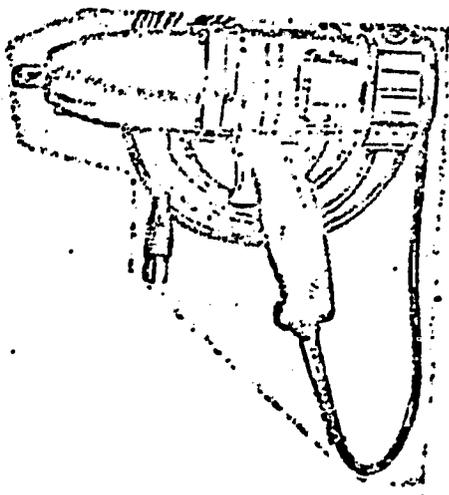
5



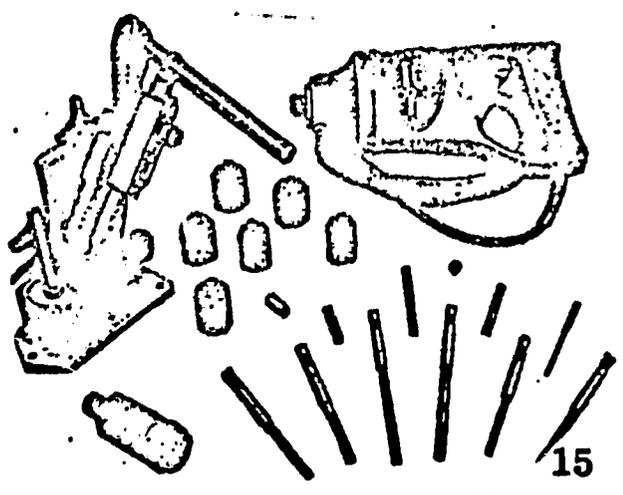
11



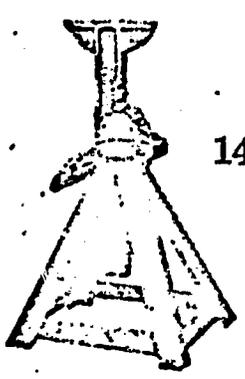
10



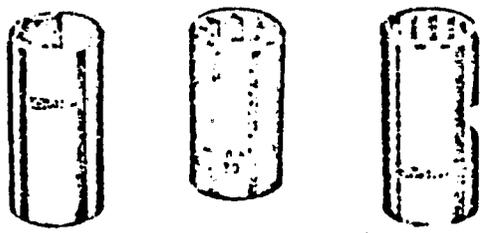
12



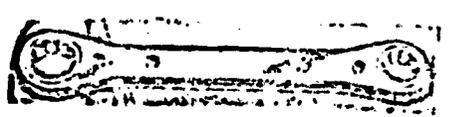
15



14



13



16

## LESSON XI

## A. Structure - Describing People

- 1: Initiate the lesson by asking the students to describe other students in the class by asking:

Who is he?  
What is he like?

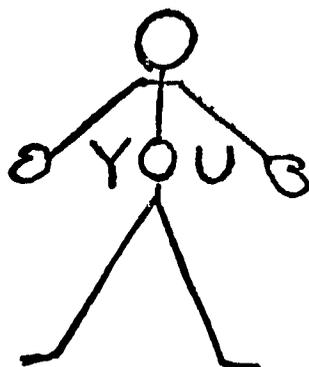
2. Put these structures on the board and ask the questions:

Is he \_\_\_\_\_? Yes, he is \_\_\_\_\_.  
tall, short, fat, thin, ugly,  
handsome, young, old, No, he is not \_\_\_\_\_.  
pretty, interesting, boring

3. Put the following words on one side of the board in a vertical line. Practice the pronunciation.

man, woman, girl, boy, husband, wife, father, mother,  
parents, brother, sister, children, son, daughter, aunt,  
uncle, cousin, nephew, niece, grandfather, grandmother.

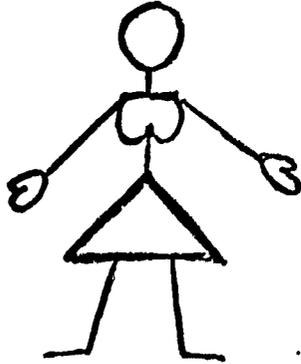
4. a. Draw a stick figure in the middle of the board with you written on it



- b. Draw a line from the figure to the word man, saying, "This is you. You are a man."

## LESSON XI

- c. Draw another stick figure next to the first one like this:



- d. Draw a line from this figure to the word woman, saying, "This is a woman." Have the class repeat this several times. Now draw a line from the same figure to the word wife, saying "This is a woman, she is your wife." (esposa)
5. Write the following structures on the board and ask each student:
- What is your wife's name? My wife's name is \_\_\_\_\_
- What is she like? She is \_\_\_\_\_
6. Ask each student to briefly describe his wife with the vocabulary from Lesson X.
7. Draw a line from the male figure to the word husband, explaining you are her husband. Below the two figures draw two or more figures. Draw a line from the husband and wife to the smaller figures saying:

These are your children.  
(sus hijos)

Practice the pronunciation by asking and having them respond:

Are these your children? Yes, they are my \_\_\_\_\_

Who is the oldest? \_\_\_\_\_ is the oldest  
youngest youngest

## LESSON XI

8. Draw a line from the male to the word boy and the word son saying:

He is a boy.  
He is your son.

Draw a line from the first figures to the words father and mother saying:

You are his father.  
She is his mother.

9. Repeat for the daughter.

She is a girl.  
She is your daughter  
(hija)

10. Structure - DO YOU HAVE? Write the following structures on the board and ask the students:

Do you have a son?	Yes, I have a (1-5)_____ (s).
(¿ Tiene Ud. ?) a daughter	No, I don't have a_____.
What is his name? her	His name is_____.
What is he like? she	He is_____. Her
Who is the oldest? youngest	The oldest is_____. youngest
(¿ Quien es el mayor /menor?)	

11. Draw two figures above the originals and draw lines from these to the words father and mother, explaining this is your father and your mother; they are your parents.  
(padres)

## LESSON XI

12. Draw figures on both sides of the two originals to explain the words brother, sister, aunt, uncle and cousins
13. Practice these concepts with the students by pointing to the drawings and asking:

Who is he?	He is my _____
Who is she?	She is my _____
What is he like?	He is _____
What is he like?	He is _____
	She _____

## 14. In-Laws

- a. Explain that in-law is used to refer to any member of his wife's family in relation to him and vice versa.
- b. Practice these structures and reinforce the concept by using the stick figures.

He is my wife's \_\_\_\_\_ and he is my \_\_\_\_\_ in law.  
 sister, brother                      sister, brother  
 mother, father                      mother, father

## LAB LESSON XI

## B. Dialogue

1. Listen to the dialogue as it is read the first time.
2. Repeat after the tape, the second time you hear the dialogue read.

Mike: Hi, George, how are you?

George: I'm fine, Mike. How is your wife, Mary?

Mike: She's fine. Oh, by the way, my sister-in-law is  
(a propósito)  
visiting us. I want you to meet her.

George: Oh, really? What is she like?  
(de veras)

Mike: She's tall, thin, and she has black hair and blue eyes.

George: I don't like tall, thin women. But my cousin, Al,  
is visiting from New York, he wants to meet some girls  
from California. Where is she from?

Mike: She's from New York too.

George: What part?

Mike: Albany.

George: My cousin is from Albany too. What's her name?

Mike: Shirley Larson.

George: Al's last name is Larson too. Mike, they can't go out  
(apellido)  
together.

Mike: Why not? (¿por qué no?)

George: Because Shirley is Al's cousin.

SPECIALIZED VOCABULARYMETALClothing

shop coat  
 apron  
 uniform  
 shoes with steel toe  
 (optional)  
 etc..

Parts

piece of stock  
 sheet metal  
 cold rolled steel  
 hot rolled steel  
 angle iron  
 flat iron  
 sheet aluminum  
 round stock  
 tubing  
 etc..

Activities

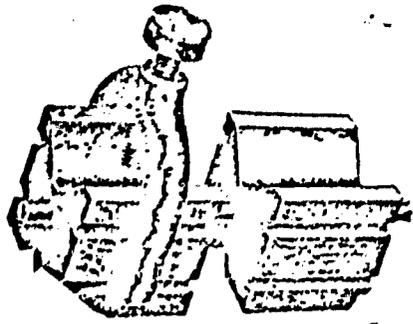
lathe turning  
 burring  
 reaming  
 drilling  
 annealing  
 heating  
 polishing  
 sawing  
 measuring  
 facing  
 knurling  
 cutting  
 grinding  
 etc..

SPECIALIZED VOCABULARYTOOLS AND MACHINERY

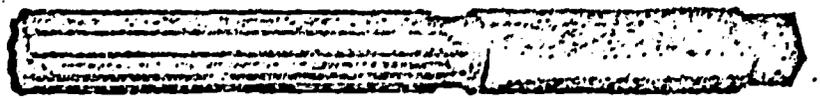
1. V-block
2. Tap and die set
3. Anvil
4. Center gauge
5. Reamer
6. Combination drill and counter sink
7. Screw extractor set
8. Telescoping gauge
9. Depth gauge
10. Tapered shank sleeve
11. Spot welder
12. Soldering and melting pot furnace
13. Jacob's chuck and key
14. Drill drift key
15. Four-jaw independent chuck
16. Right hand tool holder

(not shown)

1. Vertical end mill cutter
2. Three jaw universal chuck
3. Compound angle vise
4. Knurling tool
5. Lathe dog

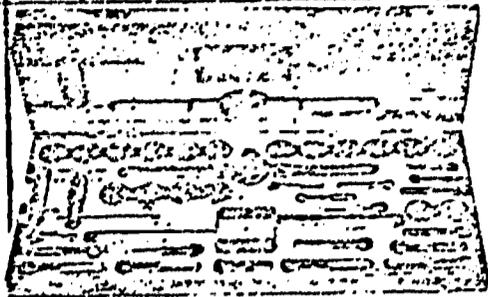


1

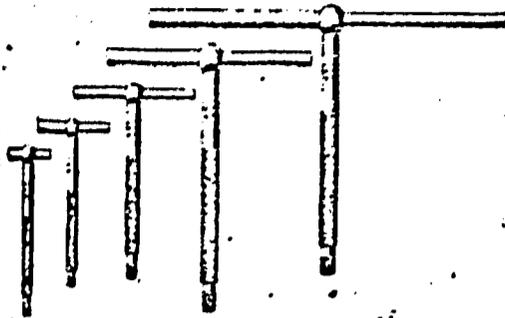


97

5

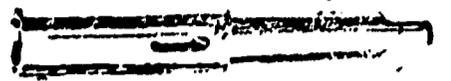


2

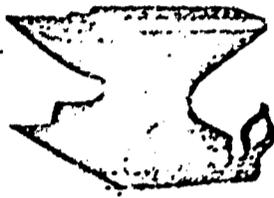


8

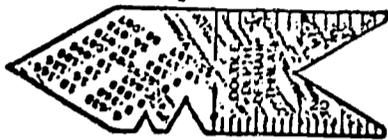
7



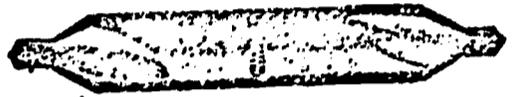
10



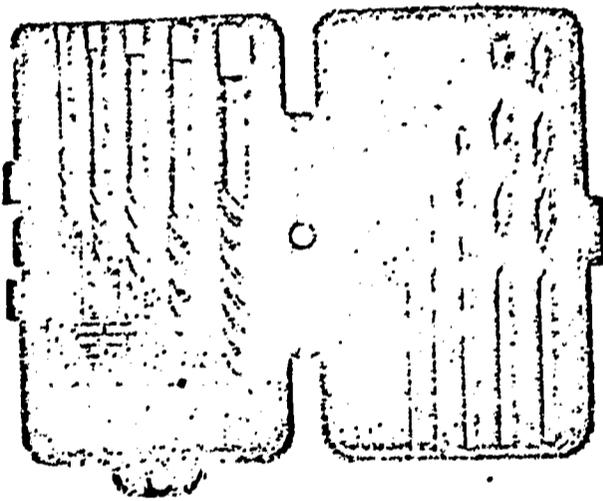
3



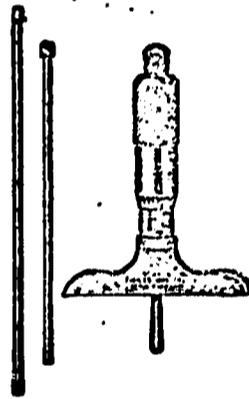
4



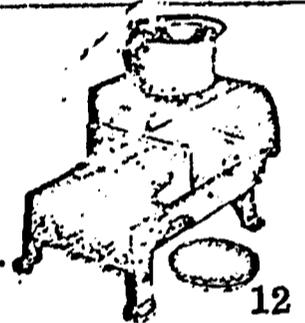
6



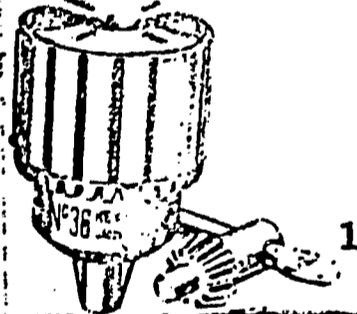
7



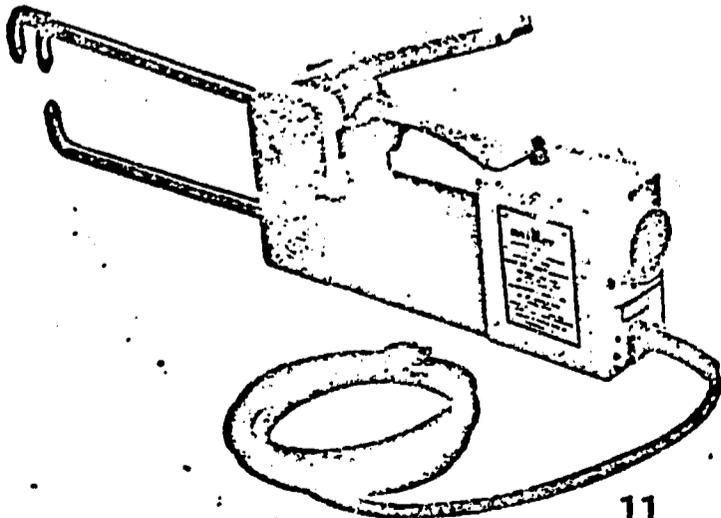
9



12



13



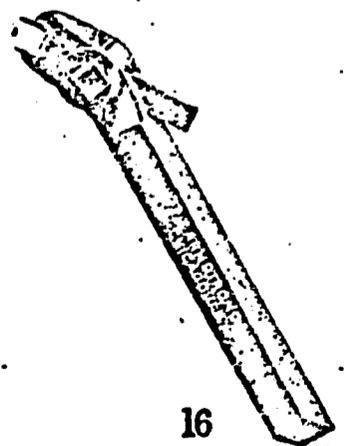
11



14



15



16

## LESSON XII

## A. The verbs TO HAVE and TO DO

1. Review: I WE  
YOU

HE THEY  
SHE  
IT

2. Write TO HAVE (tener) on the board. Explain that in English action words (verbs) in the present tense have only two different forms. The two forms for TO HAVE are HAVE and HAS. Write them on the board next to the infinitive. Explain that the word to before the verb gives the same meaning as the infinitive form in Spanish. (Use random examples in Spanish: hacer, tomar, andar, comer, salir).

Write and practice the following pattern:

I \_\_\_\_\_ (have)      WE \_\_\_\_\_ (have)  
YOU \_\_\_\_\_ (have)  
  
HE )  
SHE) \_\_\_\_\_ (has)      THEY \_\_\_\_\_ (have)  
IT )

(Practice until the class has dominated the form).

Note that I, you, we and they all use the same form; she and it always ends with an s.

(Explique que la forma TO DO abarca la acción de hacer pero no necesariamente la acción de producir.)

3. Write the verb TO DO (hacer) on the board. Practice and drill the verb in the above structure.

## LESSON XII

## 4. TO DO as an interrogative.

Write the following structure on the board. Explain that TO DO is always used in asking a question except with TO BE.

Do you \_\_\_\_\_? Yes, I \_\_\_\_\_.  
 they eat drink (verb)  
 we (comer) (beber)  
 sleep talk  
 (dormir (hablar)

No, I do not \_\_\_\_\_.  
 we (don't)  
 they

Does he \_\_\_\_\_? Yes, he \_\_\_\_\_.  
 she eat, drink, sleep she  
 it, talk it

Does he \_\_\_\_\_? Yes, he \_\_\_\_\_.  
 she  
 it  
 No, he )  
 she ) does not  
 it ) doesn't \_\_\_\_\_.

## 5. Practice the following words with the above structures:

a) work (trabajar) see (ver) give (dar) make (hacer)  
 study (estudiar) buy (comprar) sit (sentarse) live (vivir)  
 rest (descansar) run (correr) walk (caminar) go, goes (ir)  
 write (escribir) eat (comer) understand get up (levantarse)  
 go to bed (acostarse) (comprender)

b) add (sumar, añadir) act (actuar) decide (decidir) call (llamar)  
 offer (ofrecer) sail (navegar) sell (vender) send (enviar)  
 tie (atar, amarrar) pull (jalar) measure (medir) enjoy (gozar)  
 wait (esperar) make (hacer) plan (planear) appear (aparecer)  
 guard (cuidar) grow (crecer) guide (guiar) hurt (lastimar)

## LESSON XII

6. Rapidly drill each individual student until all can easily use the structure.

I	_____	He	_____	s.
We	_____	She	_____	
You	_____	It	_____	
They	_____			

7. Practice the following questions. Explain that these questions request an explanation of an action or activity.

What do you do?  
( Que hace Vd.?)

What <u>do</u> you <u>do</u>	_____	I	_____
	at work- (en el trabajo)		work, rest, sleep,
	at home-(en casa)		study, get up, eat,
	in school-(en la escuela)		go to bed, eat lunch,
	in the morning		eat breakfast, go to work,
	in the afternoon		come home, eat dinner.
	at night- (por la noche)		

What <u>does</u> he do?	_____	He	_____	s.
	she	She	_____	
	It	It	_____	

B. Adverbs

1. Explain that these words describe an action and in their correct form they usually end in ly like the ending "mente" in Spanish. But like "mente" the ly words are replaced by simpler forms in everyday speech. (Practice the pronunciation of the following words.)

Correct

El trabaja fuertemente  
well (bien)  
much (mucho)  
correctly(correctamente)  
incorrectly (incorrectamente)  
loudly (fuertemente sonido) (explain)  
nicely (bien) (explain)

Vernacular

El trabaja duro. (he works hard)  
good  
a lot  
right  
loud  
nice



## LAB LESSON XII

- A. Repeat the correct form of the verb TO HAVE after you hear each of the following pronouns and listen for the correct answer.

(Repita la forma correcta del verbo TO HAVE que corresponda a los pronombres siguientes:

I	they	we	you
you	we	they	it
he	it	you	she
she	he	she	I

Repeat the exercise with the verb TO DO. (Repita el ejercicio con el verbo TO DO.)

- B. Substitute exercise:

(See Lab Lesson VII for instructions.)

## Question Patterns:

- Do you eat breakfast?  
(he)
- Does he eat breakfast?  
(bread)
- Does he eat bread?  
(they)
- Do they eat bread?  
(buy)
- Do they buy bread?  
(have)
- Do they have bread?  
(money)
- Do they have money?  
(he)
- Does he have money?  
(she)
- Does she have money?  
(car)
- Does she have a car?

## LAB LESSON XII

11. John has a wrench.  
(they)
12. They have a wrench.  
(pliers)
13. They have pliers.  
(he)
14. He has pliers.  
(job)
15. He has a job.  
(does)
16. He does a job.  
(well)
17. He does a job well.  
(they)
18. They do a job well.  
(study a lot)
19. They study a lot.  
(he)
20. He studies a lot.
21. They eat a lot.
22. He did it wrong.  
(they)
23. They did it wrong.
24. She writes correctly.  
(they)
25. They write correctly.

## C. Dialogue (see previous lesson for instructions)

Bill: Hey John, do you have a crescent-wrench?  
(oye)

John: No, I don't, but I have a pipe-wrench. Do you want it?

## LAB LESSON XII

**Bill:** No, I have a special job and I have to use a crescent-wrench. Does Frank have one?

**John:** It's possible. What kind of a job is it?

**Bill:** I'm going to adjust Mr. Schmidt's band-saw, he has a new one and he doesn't understand it.

**John:** I have some wrenches in my truck, do you want to use them?

**Bill:** Are they metric wrenches?

**John:** No, they're standard wrenches.

**Bill:** I can't use them.

**John:** Why not?

**Bill:** Because Mr. Schmidt only uses German equipment so I have to use metric wrenches to adjust his band-saw.

**John:** Here, I have something you can use.

**Bill:** What is that?

**John:** A Japanese hair-pin.

SPECIALIZED VOCABULARYWOODClothing

shop coat  
coveralls  
uniform  
safety glasses  
gloves  
etc..

Parts and vocabulary

plywood  
oak  
pine  
chestnut  
maple  
mahogany  
pecan  
birch  
ash  
cedar

(vocabulary)

height  
width  
length  
inch  
foot  
feet  
warning "Do not use machine"  
layout  
etc..

Activities

sawing  
cutting  
ripping

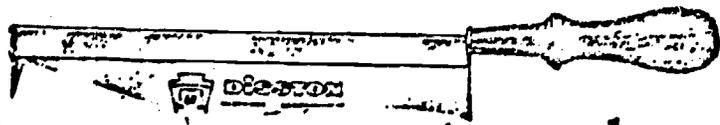
nailing  
rubbing  
sanding  
polishing  
painting  
measuring  
shaping  
planning  
sweeping  
etc..

SPECIALIZED VOCABULARYTOOLS AND MACHINES

1. Dove tail saw
2. Nail Set
3. Automatic drill
4. Back saw
5. Portable disk sander
6. Portable circular saw
7. Surface planner
8. Jig or Scroll saw
9. Circular saw
10. Wood-turning lathe

(not shown)

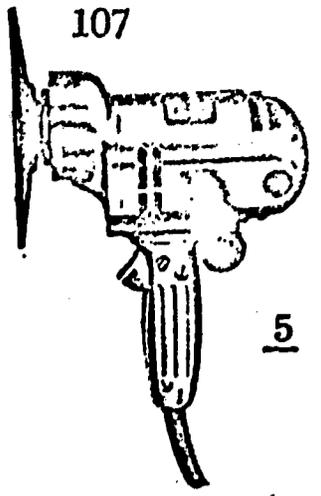
1. Jack plane
2. Disk sander
3. Wood shaper
4. Jointer
5. Radial Arm saw
6. Band saw



1



2



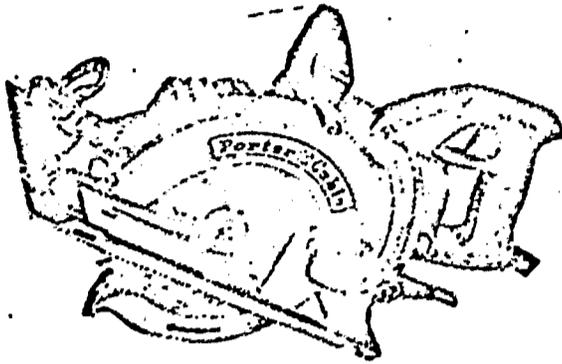
5



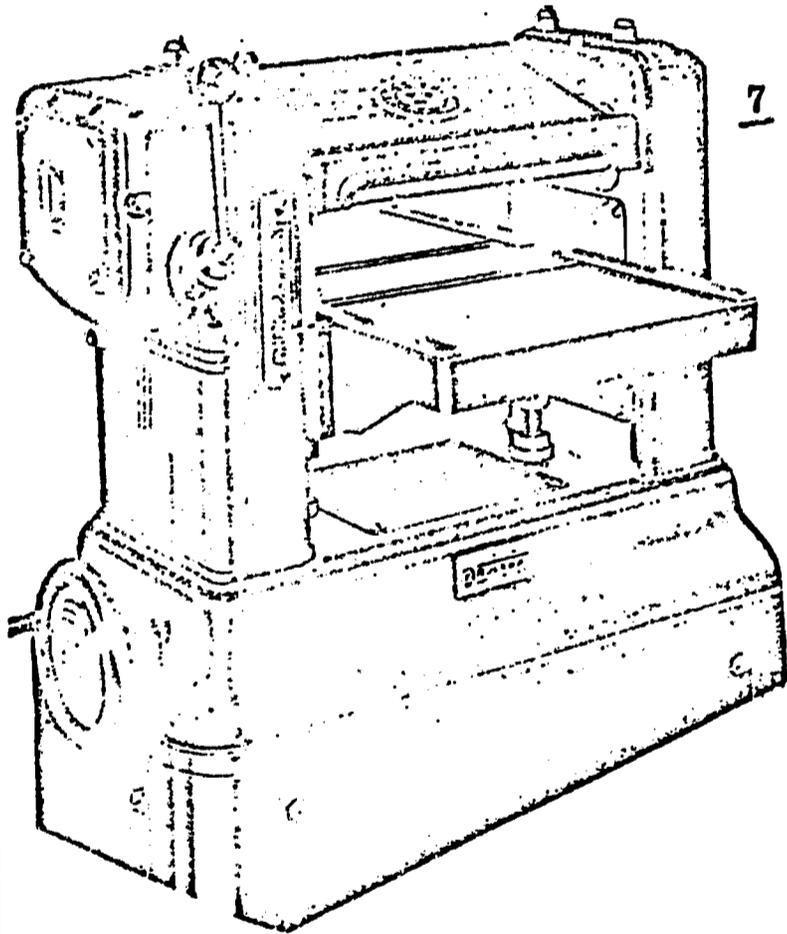
3



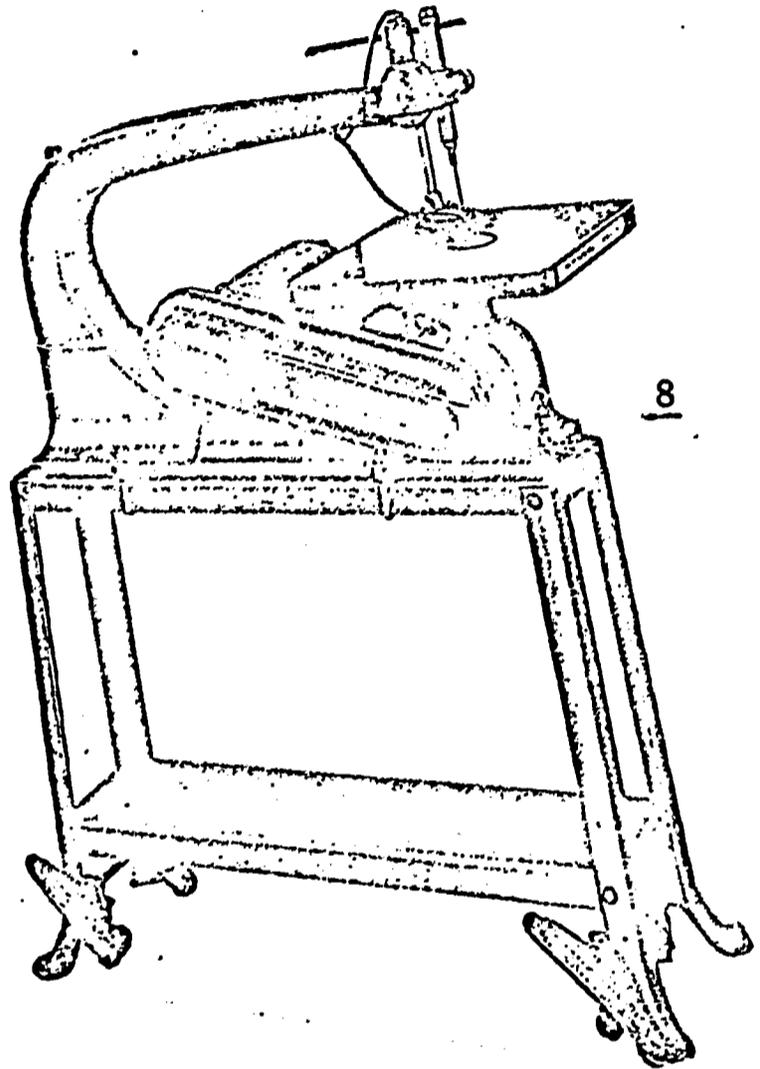
4



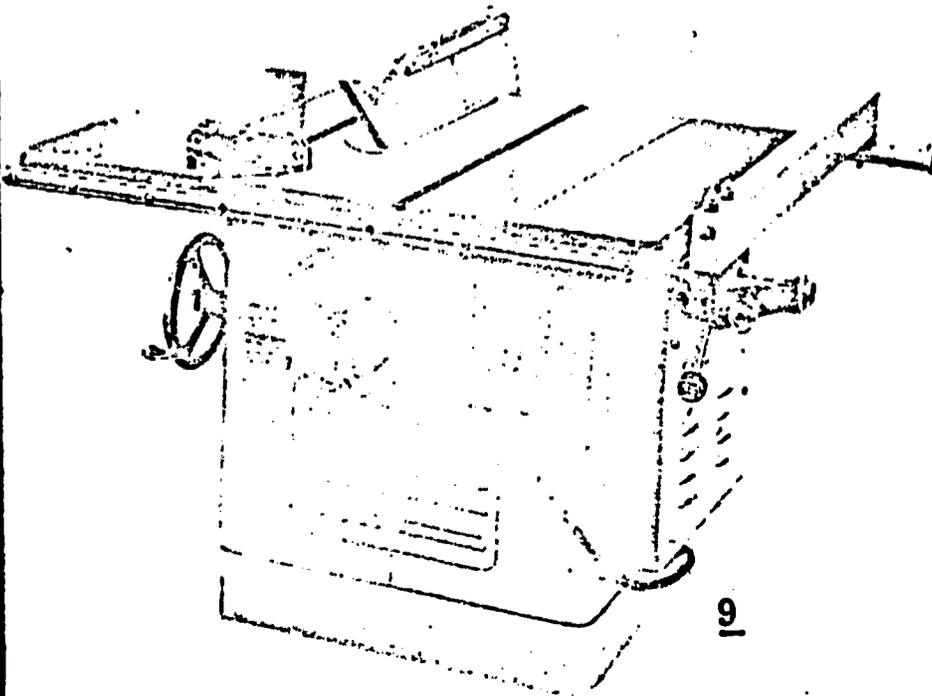
6



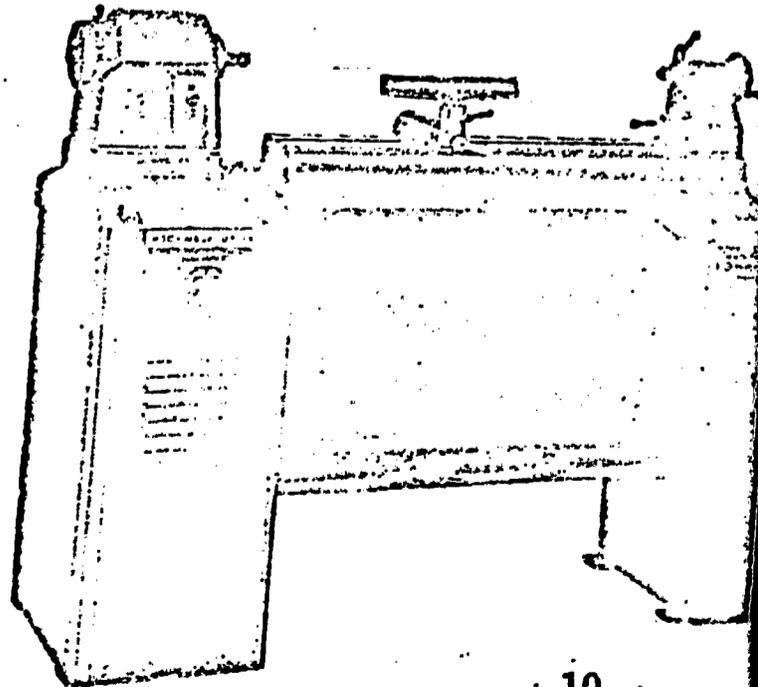
7



8



9



10

## LESSON XIII

## A. Interrogatives - WHAT, WHEN, WHERE, HOW, WHY with the verb TO DO

## 1. Practice the pronunciation of the following interrogatives:

what	when	where	how	why
( qué? )	( cuándo? )	( dónde? )	( cómo? )	( por qué? )

Explain that each of these words asks for a specific explanation about an action or a thing.

## 2. a. Write the following structure on the board.

_____	do you	_____?
When		work, eat, sleep,
Where		read, etc.
How		
Why		

Explain that each word requires a different response.

## 3. b. Practice the corresponding response structure with each word using the above interrogative structure.

a. <u>WHEN</u>	I _____	in the morning.
	work, sleep, eat,	in the afternoon.
	etc.	in the evening.
		at night.

b. <u>WHERE</u>	I _____	at home.
	eat, sleep, read,	at work.
	etc.	etc.

in a \_\_\_\_\_.

my

c. HOW - This form requires an explanation of procedure.  
There are several ways to respond to the question:



## LESSON XIII

## B. Prepositions - TO, WITH, OF, IN, ON, FOR, ABOVE, OVER, UNDER, AROUND, FROM

1. Practice the pronunciation of the following prepositions:

to with of in on - Demonstrate the difference  
(a) (con) (de) (en, dentro) between the words in and on.

for above over under around from  
(por, para) (sobre) (encima de) (debajo de) (alrededor) (desde)

2. Position - Explain that when asking questions the grammatically correct position is before the pronoun, i.e. With whom are you going? However, the most commonly practiced position is that of terminating the sentence with the preposition and is the position that will be practiced in this lesson, i.e. Who are you going with?

3. Write the following structural patterns on the board:

Where are you going (to)?	I'm going to _____.
Where are you from?	I'm from _____.
Who are you with?	I am with _____.

What do you _____ with?	I _____ with _____.
eat, sit, study, on	on
etc. in	in
over	
under	

What do you _____	with this?
mix, put,	in
wrap, etc.	on
	over
	under
	around
	above

## LESSON XIII

## C. Time - hours, minutes, seconds

Material: A clock with moveable hands.

## 1. Practice the following pronunciations:

hour	minute	o'clock	midnight	midday
(hora)	(minuto)		(media noche)	(medio día)

noon-time	thirty	half	quarter
	(treinta)	(media)	(cuarto)

## 2. Write the following patterns on the board. (Start with exact hours)

What time is it?

It is \_\_\_\_\_ o'clock.

It is \_\_\_\_\_  
5:30, 8:20, 6:45, etc.

What time is it? (after the hour)  
(antes la hora)

It is \_\_\_\_\_ minutes past \_\_\_\_\_ o'clock

It is half past \_\_\_\_\_ or \_\_\_\_\_:30.

It is a quarter past \_\_\_\_\_ or \_\_\_\_\_:15.

What time is it? (before the hour)

It is a quarter to (til) \_\_\_\_\_.

(despues de la hora) It is \_\_\_\_\_ minutes to \_\_\_\_\_.

(Faltan \_\_\_\_\_ minutos para las \_\_\_\_\_).

## LAB - LESSON XIII

- A. Listen to the following sentences and answer the corresponding questions. Listen to the tape for the correct answer.**
1. Bill Martin is a plumber.
  2. He works on Monday, Tuesday, and Wednesday at a factory. On Thursday and Friday he works at his brother's shop.
    - A. What is Bill Martin?
    - B. When does he work?
    - C. Where does he work?
  3. Charlie Snyder is a mechanic.
  4. He works at the Chevrolet Garage.
  5. He works on Chevrolets because he likes them.
    - A. What is Charlie Snyder?
    - B. Why does he work on Chevrolets?
    - C. Where does he work?
  6. Jack Hdt is a machinist, he is a good worker. He works at a factory. He goes to work in a public bus.
    - A. What is Jack Halt?
    - B. How does he work?
    - C. Where does he work?
    - D. How does he get to work?
  7. Mike Jordan is a carpenter. He works in a cabinet shop in La Mesa, every morning. In the afternoon, he works with his brother.
    - A. Where does Mike Jordan work?
    - B. When does he work?
    - C. Where does he work in the afternoon?

## LAB - LESSON XIII

8. Pete Larsen works in a metal shop. He does a very good job. His foreman likes him very much.
- A. Where does Pete Larsen work?
  - B. How does his foreman like him?
  - C. What kind of a job is he doing?
9. Robert Pickett works for Tony Davis in the airport. They repair airplanes engines from Monday through Friday.
- A. Who does Robert Pickett work for?
  - B. Where does Robert Pickett work?
  - C. What days do they work?
10. Tom Jensen is a welder. He works in a shop inside the Naval Base. He goes to work in his pick-up truck.
- A. What does Tom Jensen do?
  - B. Where does he work?
  - C. How does he get to work?

**B.** Prepositions-Listen to the following sentences and answer the corresponding questions. Listen to the tape for the correct answer.

1. Dave Conley works at a welding shop.
  2. He goes to work with Art Jensen, the shop accountant.
  3. Dave works in the shop.
  4. Art works in the office.
- A. Where does Dave Conley work?
  - B. Who does he go to work with?
  - C. Where does Dave work?
  - D. Where does Art work?

## LAB - LESSON XIII

5. Dave works for the foreman.
6. Art works for the manager.
  - A. Who does Dave work for?
  - B. Who does Art work for?
7. Dave is working on a project for the city.
8. Art is working on the books for the shop.
  - A. What is Dave working on?
  - B. What is Art working on?
9. Dave is from Arizona.
10. Art is from California.
  - A. Where is Dave from?
  - B. Where is Art from?

## C. Dialogue:

1. Listen carefully.  
(Escuche con cuidado.)
2. Repeat what you hear.  
(Repita lo que Vd. oye.)

Salesman: Can I help you?  
(¿En qué le puedo servir?)

Charlie: I'm a mechanic at the "Chevy" garage.  
I want to order a fuel pump and a carburetor.

Salesman: Who do you work for?

Charlie: For Ed Simpson, you know, "Simple Simpson, the buyer's sucker", I work in the Repair Department.

Salesman: What is the re-sale number?

## LAB - LESSON XIII

- Charlie:** I don't know, Can I use your phone to call the shop?
- Salesman:** What for?
- Charlie:** For the re-sale number.
- Salesman:** Yeah, go ahead.
- Charlie:** (on the phone) Hello, George? What's our re-sale number. . . . . Ask Sam for it. . . . . Who's he talking with? The Bureau of Internal Revenue! Why? Oh, we don't have a re-sale number anymore. Good-bye George. (ya no tenemos)  
(to salesman:) I don't have a re-sale number.
- Salesman:** I see, do you still want the merchandise?  
(todavía)
- Charlie:** No, I don't.
- Salesman:** Okay, give me 10 cents for the phone call.

## LESSON XIV

## A. (Present Participle) - ING endings for verbs

1. Explain that ING endings on verbs have the same effect as putting ando and iendo on verbs in Spanish, and that the verb TO BE is used with this form as estar is used in Spanish. (i. e. hablar, hablando)
2. Practice adding ING to the following verbs. Explain that the e is dropped before adding ING and that an extra t is added to verbs that end in t, as well as with n.

sleep	get (t)	see	liv (e)
cut (t)	mak (e)	study	understand
work	let (t)	writ (e)	run (n)
sit (t)	read	rid (e)	buy

3. Write the following structures on the board and practice:

Are you \_\_\_\_\_ ing? Yes, I'm \_\_\_\_\_ ing

we

they

No, I'm not \_\_\_\_\_ ing.

(Practice all pronouns)

Is he \_\_\_\_\_ ing?

Yes, he ) is \_\_\_\_\_ ing.

she )

No, it ) is not \_\_\_\_\_ ing

What are you doing?

I am \_\_\_\_\_ ing.

(Qué hace Vd.)

(Use other pronouns with this question).

## LESSON XIV

## B. More prepositions.

1. Review the prepositions in Lesson XIII and introduce the following prepositions:

without	into	behind	in front of
(sin)	(en)	(detrás de)	(delante de)

beside	inside	underneath
(al lado de)	(dentro de)	(debajo de)

2. Write the following structures on the board one by one and practice questions and answers.

a. WITH

Are you with your \_\_\_\_\_? Yes, I am with \_\_\_\_\_.

we	friends	
they	brother	No, I'm not with _____.
our	family	
their	father	
	wife, etc.	

Is he with his \_\_\_\_\_?

she	her
it	its

Are you \_\_\_\_\_ing with \_\_\_\_\_? Yes, I'm \_\_\_\_\_ing with \_\_\_\_\_.

live	John	No, I'm not _____ing with _____.
stay	Mary	
eat	your aunt	
work, etc.	etc.	

## LESSON XIV

WITH

Do you \_\_\_\_\_ with \_\_\_\_\_? Yes, I \_\_\_\_\_ with \_\_\_\_\_.

we live  
they work  
eat  
ride

No, I don't \_\_\_\_\_ with \_\_\_\_\_.

Does he \_\_\_\_\_ with \_\_\_\_\_?

she  
it

b. IN

Are you in a \_\_\_\_\_? Yes, I'm in a \_\_\_\_\_.

school  
building  
house  
church(iglesia)  
hospital  
store  
shop  
car  
bus, etc.

No, I'm not in a \_\_\_\_\_.

Are you \_\_\_\_\_ing in a \_\_\_\_\_? Yes, I'm \_\_\_\_\_ing a \_\_\_\_\_.

(above verbs)

No, I'm not \_\_\_\_\_ing in a \_\_\_\_\_.

Do you \_\_\_\_\_ in a \_\_\_\_\_? Yes, I \_\_\_\_\_ in a \_\_\_\_\_.

ride car  
work store  
sleep, etc. bed  
shop

## LESSON XIV

c. FOR

Are you \_\_\_\_\_ing for \_\_\_\_\_? Yes, I'm \_\_\_\_\_ing for \_\_\_\_\_.  
 work money No, I'm not \_\_\_\_\_ing for \_\_\_\_\_.  
 wait experience  
 look(buscar) a good job  
 hope(esperar)

Do you \_\_\_\_\_for \_\_\_\_\_? Yes, I \_\_\_\_\_for \_\_\_\_\_.  
 (above verbs) No, I don't \_\_\_\_\_for \_\_\_\_\_.

d. TO

Are you \_\_\_\_\_ing to \_\_\_\_\_? Yes, I'm \_\_\_\_\_to \_\_\_\_\_.  
 go the store No, I'm not \_\_\_\_\_to \_\_\_\_\_.  
 try get a job  
 (tratar de) make money  
 hope

Do you \_\_\_\_\_to \_\_\_\_\_? Yes, I \_\_\_\_\_to \_\_\_\_\_.  
 No, I don't \_\_\_\_\_to \_\_\_\_\_.

e. FROM(desde)

Are you \_\_\_\_\_ing from \_\_\_\_\_? Yes, I'm \_\_\_\_\_ing from \_\_\_\_\_.  
 call(llamar) San Diego No, I'm not \_\_\_\_\_ing from \_\_\_\_\_.  
 come Los Angeles  
 write

Are you \_\_\_\_\_ing from \_\_\_\_\_to \_\_\_\_\_? Yes, I'm \_\_\_\_\_ing from \_\_\_\_\_to \_\_\_\_\_.  
 go S.D. L.A.  
 travel

Are you \_\_\_\_\_ing \_\_\_\_\_from \_\_\_\_\_? Yes, I'm \_\_\_\_\_ing \_\_\_\_\_from \_\_\_\_\_.  
 buy wood the  
 get steel store No, I'm not \_\_\_\_\_ing \_\_\_\_\_from \_\_\_\_\_.  
 take bricks

Do you \_\_\_\_\_from \_\_\_\_\_? Yes, I \_\_\_\_\_from \_\_\_\_\_.  
 No, I don't \_\_\_\_\_from \_\_\_\_\_.

## LESSON XIV

FROM (continued)

Do you \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_? Yes, I \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_  
 No, I don't \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_

Do you \_\_\_\_\_ from \_\_\_\_\_? Yes, I \_\_\_\_\_ from \_\_\_\_\_.  
 (verb) (noun) (noun)  
 buy boats Japan

f. INTO

Use with the verb to go. Explain the concept of going into as opposed to being in or inside.

Are you going into the \_\_\_\_\_? Yes, I'm going into the \_\_\_\_\_.  
 building No, I'm not going into the \_\_\_\_\_.  
 shop

(Practice other pronouns with the above structure.)

## 3. Practice using the preposition IN with the following structure.

Where are \_\_\_\_\_? They are in the \_\_\_\_\_.  
 you, they

Where is \_\_\_\_\_? He is \_\_\_\_\_ the \_\_\_\_\_.  
 (Practice Where is\_? She  
 structure with prep- It  
 ositions listed below)

## 4. Prepositions of location or position.

Are you \_\_\_\_\_ the \_\_\_\_\_? Yes, I am \_\_\_\_\_ the \_\_\_\_\_.  
 we behind building  
 they in front of car  
 beside house

## LESSON XIV

Are you \_\_\_\_\_ the \_\_\_\_\_? Yes, I am \_\_\_\_\_ the \_\_\_\_\_.

inside school  
 in shop  
 on  
 underneath  
 above  
 over  
 under

Is he \_\_\_\_\_ the \_\_\_\_\_?

she behind  
 it in front of  
 etc.

## 5. Direct Objects of Prepositions

- a. Practice the following direct objects. Point out their relationship with the corresponding subject pronouns as follows:

I - ME (me)                      We - US

You - YOU (le, lo, la)      You - YOU

He - HIM (el)                      They - THEM  
 She - HER (ella)

- b. Explain that when someone does something to someone else these forms are used for the person who receives the action.

Examples

I am talking to him.

He is looking at me.

She is going with us.

## LESSON XIV

I buy from them.

I am looking for you.

(Practice Section B 2 (except B 2 e.) using preposition structures with the object pronouns.)

## LAB - LESSON XIV

A. add -ing- to the following words and say them aloud. They are pronounced on the tape.

sleep  
make  
type  
read  
go  
add  
listen  
ask  
live  
stand  
laugh  
visit  
buy  
see  
travel  
come  
cry  
talk  
take  
sit  
play  
work  
adjust  
follow

B. Listen to the following phrases and answer the corresponding questions. Listen to the tape for correct questions.

1. George is living with his uncle behind a service station in San Diego.
2. He works with his cousin in the service station.
3. His cousin works in the garage and George works outside.

## LAB - LESSON XIV

- A. Who does George live with?
  - B. Where does he live?
  - C. Who does he work with?
  - D. Where does his cousin work?
  - E. Where does George work?
4. Chuck (Charles) works for United Industries Co. in Los Angeles.
5. He works in the Maintenance Department.
6. He goes to work in his pick-up truck.
7. A. Who does Chuck work for?  
B. Where is United Industries Co. ?  
C. What department does he work in?  
D. What does he go to work in?
7. Dick Garcia is a carpenter and he buys his material from Mason Lumber Company.
8. He goes to work at 8:00 a.m. every day.
9. He travels from San Diego to El Cajon every day. to work at his shop.

## LAB - LESSON XIV

- A. Who is Dick Garcia?
  - B. Where does he buy his material?
  - C. What time does he go to work?
  - D. What route does he travel to get from his home to work every day?
10. Dick takes his tools with him every day.
11. He works with George Olsen and sometimes he leaves his tools with him. (a veces)
12. Dick knows Bill and Gary Martin and sometimes he works for them.
- A. What does Dick take with him every day?
  - B. Who does he work with?
  - C. Who does he leave his tools with?
13. Henry Small works with Dick Genzales
14. Henry likes to work with him, because he learns a lot from him.
- A. Who does Henry Small work with?
  - B. Does he like to work with him?
  - C. Why does he like to work with him?

## LAB - LESSON XIV

## C. Dialogue:

Dick: What time are you going to work, Henry?

Henry: At 7:30. Do you want to go with me?

Dick: Yes, please, I'm going downtown to a special job.

Henry: I'm going to Market Street, We have a job with  
(tenemos)  
Jones Construction Company.

Dick: Who are you working with?

Henry: I'm working with Southern Electric Company. They  
(estoy trabajando)  
have a contract to do all of the wiring in the new building.

Dick: That's funny. I'm working with Northern Electric  
(es extraño eso)  
Company and they have a contract to do the wiring  
in the new building.

Henry: Don't worry, We probably have different directions.  
(no te preocupes)

## LESSON XV

## A. The verbs CAN, LIKE, WANT, and WILL

1. Explain that the verb CAN (to be able) means the same as poder and only has one form in the present tense - CAN.
2. Practice it with all pronouns, asking individual students to repeat the verb with the pronouns I, you, we, they, he, she and it.
3. Write the following structures on the board and practice them by filling in the appropriate verbs in the spaces. Explain that in the response the second verb is not essential, but should be used for practice.

Can you \_\_\_\_\_? Yes, I can \_\_\_\_\_.

we drive a car (manejar)

we

they lift this (levantar)

they

he operate this machine

he

she fix this

she

it pay the bill

it

go to the store

NO, I cannot \_\_\_\_\_.

can't

4. Introduce the pronunciation of TO LIKE (gustar) and TO WANT (querer).
  - a. Put the following structures on the board:

Do you like \_\_\_\_\_ (noun) \_\_\_\_\_?

Yes, I like \_\_\_\_\_.

(¿Le gusta?) coffee, milk

No, I don't like \_\_\_\_\_.

beer, work

chicken (pollo)

Does he like \_\_\_\_\_?

Yes, he likes \_\_\_\_\_.

she

NO, he doesn't like \_\_\_\_\_.





## LAB - LESSON XV

A. Answer Yes I can \_\_\_\_\_ to the following questions. Listen to the tape for the right answers.

1. Can you drive a car?
2. Can you do the work?
3. Can you fix the motor?
4. Can you cut the wire?
5. Can you adjust the valves?

1. Repeat the same exercise with "He" and answer no to the questions and listen to the tape for the correct answer.

2. Repeat the same exercises by changing the verb can to the verb will. Practice both positive and negative patterns.

B. Answer yes to the following questions. Listen to the tape for the correct answer.

Do you like coffee?

Do you like milk?

Do you like Mr. Moore?

Do you like the color?

Do you like this car?

1. Repeat the exercise and answer no to all of the questions.

2. Repeat the same exercise, substituting he for you.

## LESSON XV

## C. Dialogue

Harry: John, can you fix this ladder?

John: Yes, I can but I won't do it now, because I don't have time. Will you come back tomorrow?  
(regresar)

Harry: No, I need the ladder now.

John: I'm sorry. I can't help you.

Harry: Where can I go to fix the ladder?

John: Go to George Harris, he fixes ladders.

Harry: I don't like his work. He's very sloppy.

John: Do you want to wait until tomorrow?

Harry: I guess I'll have to, whether I like it or not.



## LESSON XVI

Do you know \_\_\_\_\_ is?  
 (¿Sabe usted?) what, he  
                                   who, she  
   it

Yes, I know \_\_\_\_\_ is.  
 No, I don't know \_\_\_\_\_ is.

Does he know \_\_\_\_\_?  
                   she  
                   it

Who knows \_\_\_\_\_?

I know \_\_\_\_\_.  
 We  
 They

Who knows if (si) \_\_\_\_\_?  
 (¿Quién sabe?) they are going,  
                                   it is true, etc.

He knows \_\_\_\_\_.  
 She

b. Practice I don't know as a negative answer to any question.

2. TO BE SURE (estar seguro) - Practice asking questions with the following structure:

Is Tom going tonight?

Yes, I'm sure \_\_\_\_\_.  
 I'm not sure \_\_\_\_\_.

**B. Quantities and Measures**

**1. Numerical**

a. Put ten tally marks on the board and write 10 next to the marks. Put the following structure on the board.

How many marks are there?      There are \_\_\_\_\_ marks.  
 (¿Cuántas hay?)

b. Subtract one or two marks and drill the structure. Continue adding and subtracting until the students have mastered the numerical aspects of quantities. Substitute nouns for the tally marks, i.e. people, wrenches, shoes, etc.

## LESSON XVI

## 2. Volume

- a. Explain that in English we make a difference between the numerical quantity and the volume quantity to ask about volume quantities. Use the following structure and explain that each question requires an answer that includes an appropriate volume or quantity measurement.

How much \_\_\_\_\_ is there?

coffee, money, gasoline,  
time, flour, sugar, meat,  
bread, rope, wood

- b. Practice the appropriate volume measures with the following concepts: liquid, solid, weight, linear, distance, pressure, special measures.

1. Liquid (líquido): ounce (oz.) pint (16 oz.) quart (32 oz.)  
gallon, glass, cup, bottle, jar, can

How much \_\_\_\_\_ is there?

milk, cream,  
ice cream

There is one ounce.

There are \_\_\_\_\_ ounces  
of \_\_\_\_\_.

There is a pint of \_\_\_\_\_.  
one

How much \_\_\_\_\_ is there?

paint  
paint thinner

There are \_\_\_\_\_ pints of  
\_\_\_\_\_.

How much \_\_\_\_\_ is there?

milk, paint,  
paint thinner  
beer, solvent

There is a quart of  
one \_\_\_\_\_.

How much \_\_\_\_\_ is there?

gasoline (gas),  
water, kerosene

There is a gallon of  
one \_\_\_\_\_.

## LESSON XVI

## Other Liquid Measures:

A _____ of _____:	
glass	milk, water, beer
cup	coffee, tea
bottle	wine, coke,
jar	jelly, olives, pickles
can	oil, beans, nuts
shot	whiskey, gin, vodka

## 3. Solid Weights (pesos sólidos)

(Use same pattern as b. 1.)

(write it on the board)

Ounces (oz.) (onzas)

There are \_\_\_\_\_ ounces of

gold

silver

Pounds (lbs.) (libras)

There are \_\_\_\_\_ lbs. of \_\_\_\_\_.

meat (chicken, beef, lamb, pork)

coffee

flour

sugar

Tons (toneladas)

There are \_\_\_\_\_ tons of \_\_\_\_\_.

steel, iron, copper

trucks

boats

Practice the following structure using the above vocabulary:

How much does \_\_\_\_\_ weigh? The \_\_\_\_\_ weighs \_\_\_\_\_.

do it

do you

I weigh \_\_\_\_\_ lbs.

the meat

## 4. Linear

Structure: How much \_\_\_\_\_ is there?

many \_\_\_\_\_ are \_\_\_\_\_?

LESSON XVI

Inches (pulgadas)  
 string How many \_\_\_\_\_ of \_\_\_\_\_ are there?  
                                  inches            (noun)

Feet (pies)            feet  
 rope                    acres  
 string                  yards  
 wood(lumber)        square feet  
                                  cubic feet

Yards (yardas)  
 material  
 cloth  
 cotton, wool, canvas

There are \_\_\_\_\_ of \_\_\_\_\_.  
 (all questions dealing with  
 linear measures are answered  
 with this response structure)

Acres (acre)  
 land  
 property

Square Foot (pie cuadrado) practice plural of foot-feet.  
 property  
 building space  
 room  
 material, carpet, lumber

Cubic Feet (pies cúbicos)  
 gas  
 water

5. Distance

How much distance is there between  
 \_\_\_\_\_ and \_\_\_\_\_?

It is \_\_\_\_\_ feet to \_\_\_\_\_.  
                                  yards (from \_\_ to \_\_.)  
                                  miles

There are \_\_\_\_\_ feet, etc.

6. Pressure (presión)

How much pressure is there?

There are \_\_\_\_\_ lbs. of pressure.

## LESSON XVI

gas            oil  
oxygen        steam  
acetylene    water  
air

7. Special Measures  
(medidas especiales)

Electricity

How much voltage is there?  
(amperage)

There are \_\_\_\_\_ volts (amps.)

## LAB - LESSON XVI

A. Answer yes to the following questions using to think, to know, or to be sure with the appropriate question:

1. Do you think it will rain tomorrow?
2. Do you know Mr. Moreno?
3. Does George know the address?
4. Are you sure you have the money?
5. Do you think he is home?
6. Do you know how to fix a radio?
7. Are you sure he is home?
8. Do you think the paint is dry?  
(seca)
9. Do you know the road?
10. Are you sure the work is done?

B. Listen to the tape and select the right measure between the two selections. Listen to the tape for the correct answer.

1. There is one gallon of gas.  
(pound)
2. I have two pounds of meat.  
(gallons)
3. We have six pints of bread.  
(loaves)
4. I want a glass of beer.  
(box)
5. There are six tons of paint in my car.  
(gallons)

## LAB - LESSON XVI

6. I drink a cup of coffee with breakfast.  
(box)
7. General Motors use ten tons of steel an hour.  
(gallons)
8. We use three pounds of sugar a week.  
(gallons)
9. I need a gallon of gasoline.  
(pound)
10. He drinks a quart of milk everyday.  
(ton)

C. Listen to the tape and select the right term for the situation.

1. How much money do you have?  
(many)
2. How many people are there in San Diego?  
(much)
3. How many cars do you have?  
(much)
4. How much yards of material do you need?  
(many)
5. How many acres do you have in your farm?  
(much)
6. How much inches, are there in a foot?  
(many)
7. How much pressure do you need to fill a tire?  
(many)
8. How many pounds of potatoes do you want?  
(much)
9. How much cups of coffee did you drink with him?  
(many)

D. Answer Yes, I will \_\_\_\_\_ tomorrow, to the following questions.  
Listen to the tape for the right answers.

1. Will you go to school tomorrow?
2. Will you finish the job tomorrow?

## LAB - LESSON XVI

3. Will you be on time tomorrow?

4. Will you see me tomorrow?

5. Will you write this tomorrow?

- a. Repeat the exercise and answer no to the questions.
- b. Repeat the exercise substituting he for you.

## E. Dialogue

Tom: Jim, can you drive a tractor?

Jim: Yeah, I can drive a tractor. Do you want me to drive a tractor for you?

Tom: Yes, I do. I have to pick up some scrap-lumber at  
(sobras)  
the shop. Will you do the job?

Jim: Yes, I will.

Tom: Will you do it tomorrow?

Jim: Tomorrow? Well, I'm not sure.

Tom: Why not?

Jim: I have to practice a little.  
(un poco)

## LESSON XVII

## A. COMMANDS

1. Demonstrate that the command form of any verb is formed simply by dropping to from the infinitive.
2. Practice making the command forms from the following infinitives.

to sit  
(sentarse)

to get (up)  
to stand (up)  
(levantarse)

to give  
(dar)  
to look for  
(buscar)

to look at  
(mirar)

to come here  
(venir)

to take  
(tomar)  
---off---clothes  
(quitarse)

to close-----eyes, mouth, door  
(cerrar)      book, etc.

to open-----mouth, door, book  
(abrir)

to go  
(irse)

to pick---up  
(recoger)

to read---out loud  
(leer)

to count----numbers  
(contar)

to tell-----him to \_\_\_\_.  
(decir)

to put      - - - on  
(poner)      (ponerse)

Practice in chorus and individually until each student can readily give commands with the above verbs.

3. Request the students to respond to the above commands, using original commands where appropriate.

## LESSON XVII

4. Give infinitive forms to individual students, requesting them to use them, and to give commands to their neighbors, and requesting their neighbors to respond accordingly.
5. Ask students to give commands at random to their neighbors.
6. Introduce and practice the following structures.

PLEASE \_\_\_\_\_  
command form.

## B. SUPERLATIVES

1. Explain that when a person describes an object, experience or person there is always a more pronounced or exaggerated aspect of the descriptive word, (adjective) and will normally fit this pattern: (write it on the board and practice giving the first word and requesting the students to give the superlative form.

_____.	_____er.	the _____est.
small	small	small
tall	tall	tall
short	short	short
large	large	large
smart	smart	smart
wise	wise	wise
cute	cute	cute
slow	slow	slow
young	young	young

## LESSON XVII

warm	warm	warm
close	close	close
narrow	narrow	narrow
fast	fast	fast

(double consonants)

big	bigg	bigg
thin	thinn	thinn
fat	fatt	fatt

note y to i change

pretty	pretti	pretti
ugly	ugli	ugli
funny	funni	funni
heavy	heavi	heavi
dry	dri	dri
busy	busi	busi
homely	homeli	homeli
friendly	friendli	friendli
clumsy	clumsi	clumsi

## LESSON XVII

2. Explain that some words do not follow the above pattern and are irregular or need the irregular supplement of more or the most.

## a. Irregular

bad	worse	worst
good	better	the best
(bueno)	(mejor)	(el mejor)

some	more	the most
(algo)	(mas)	(lo mas)

a little	less	the least
(poco)	(menos)	(lo menos)

- b. Any participle used as an adjective will follow this pattern:

It is more \_\_\_\_\_.

It is less \_\_\_\_\_.

expensive

difficult

complicated

The most \_\_\_\_\_.

The least \_\_\_\_\_.

(Any adjective ending in \_\_\_\_\_ ed.)

3. Using objects selected for comparison, i.e. tools or any other appropriate objects selected by instructor. Write on the board and practice the following structures:

- a. Is this \_\_\_\_\_ er than this? Yes, that is \_\_\_\_\_ er than that.  
(use adjectives that  
already practiced)

Is this more \_\_\_\_\_ ed than this? Yes, it is more \_\_\_\_\_ ed.

less

No, it is not more \_\_\_\_\_ ed.

less

## LESSON XVII

b. Is the \_\_\_\_\_ er than the screw ?  
screw-driver  
Yes, the \_\_\_\_\_ is \_\_\_\_\_ er than the \_\_\_\_\_.  
No, the \_\_\_\_\_ is not \_\_\_\_\_ er than the \_\_\_\_\_.

c. Which is the \_\_\_\_\_ est,  
(cual)  
the \_\_\_\_\_ or the \_\_\_\_\_ ?  
The \_\_\_\_\_ is the \_\_\_\_\_ est.

d. Who is the \_\_\_\_\_ est?  
(Quien) \_\_\_\_\_ is the \_\_\_\_\_ est.

e. What \_\_\_\_\_ er?  
which (verb) hard  
who works  
Tom \_\_\_\_\_ er.  
(verb) hard  
works

f. What \_\_\_\_\_ the \_\_\_\_\_ est?  
(verb) works  
The \_\_\_\_\_ the \_\_\_\_\_ est.  
(noun) verb

g. What is the most \_\_\_\_\_ ?  
which least \_\_\_\_\_ ed?  
who \_\_\_\_\_ is the most \_\_\_\_\_ ed.

- ¿Cuál es el más \_\_\_\_\_ ?  
- ¿Quién es el menos \_\_\_\_\_ ado?

## C. THE BODY

## 1. General CHART I

Write on the board and introduce the following body parts using the following structure:

This is the \_\_\_\_\_.

head, neck, shoulder, chest, stomach, back, gut, groin, arm, elbow, hand, finger, leg, thigh, knee, shin, ankle, foot, toe, etc.

Ask students \_\_\_\_\_  
What is this?

That is the \_\_\_\_\_.  
a

## LESSON XVII

## 2. Specific \_\_\_\_\_ CHART II

## a. head

face (cara, rostro)

hair

forehead

eye .eyebrow----eyelashes

nose

mouth--lips    tooth---teeth---tongue

ears

cheek

jaw

chin

throat

## b. hand---palm---thumb

finger--index, middle, etc.

finger-nail

finger-print    little finger

joint

## LESSON XVII

c. foot

ankle

arch

ball

toe--big toe, little toe, etc.

toenail

d. MALE - FEMALE

Terminology left to instructors' discretions but cannot  
be overlooked for obvious reasons.

## 3. Related illnesses etc. Practice pronunciation of ache (S) (dolor)

hurt (s)  
(duele)sting(s)  
(picada )burn(s)  
(quemada, ardor)sore  
(adolorido)

Explain that certain parts of the body have maladies that  
are generally considered particular to that part of the body.

a. ACHE

Does your \_\_\_\_\_ ache?

head

ear

tooth

stomach

back

Yes, my \_\_\_\_\_ aches.

No, my \_\_\_\_\_ doesn't ache.

Do you have a \_\_\_\_\_ ache?

Does he have a \_\_\_\_\_ ache?

head.

## LESSON XVII

## b. HURT

Does your \_\_\_\_\_ hurt?  
(almost any part of the  
body that is injured.)

Yes, my \_\_\_\_\_ hurts.

(¿Le duele el \_\_\_\_\_?)

No, my \_\_\_\_\_ doesn't hurt.

## c. SORE

Is your \_\_\_\_\_ sore?  
(neck, arm, leg, etc.)

No, my \_\_\_\_\_ isn't sore.

## d. STING

Does your \_\_\_\_\_ sting?  
(anything related to the skin)  
Do your eyes sting?

Yes, my \_\_\_\_\_ stings.

No, my \_\_\_\_\_ doesn't sting.

Does \_\_\_\_\_ sting?  
(any outside source-  
alcohol, iodine, etc.)

## e. BURN

There are two types of burns that we refer to: a toxic or  
chemical burn and mechanical by fire or a hot object.

1. Chemical (is used to refer to something in the body  
that gives a burning sensation on its own accord or from  
irritation. i.e. (Do your eyes burn?))

Does your \_\_\_\_\_ burn?  
stomach, tongue

Do your eyes burn?

## LESSON XVII

2. Mechanical burns. The part of the body becomes the direct object rather than the subjects unless passive voice is used.

Did you burn your \_\_\_\_\_? Yes, I burned my \_\_\_\_\_.

No, I didn't burn my \_\_\_\_\_.

3. Is your \_\_\_\_\_ burned? Yes, my \_\_\_\_\_ is burned.

Note: The result of a burn is often a blister. (ampolla)

- f. Other types of injuries usually caused from outside sources.

1. cut          bruise          bump          scratch

Did you \_\_\_\_\_ your \_\_\_\_\_? Yes, I \_\_\_\_\_ my \_\_\_\_\_.  
cut, bruise, bump, scratch

2. Bones are usually broken or fractured.

Did you \_\_\_\_\_ your arm?  
break          leg, foot, etc.

3. Joints are often sprained.

Repeat the above exercises with all subject pronouns.

Did you sprain your \_\_\_\_\_?

finger

ankle

wrist

## A. Superlatives.

1. When you hear the model phrase, John is \_\_\_\_\_, answer  
rich  
John is rich, but I'm richer.

Pattern for exercises:

John is \_\_\_\_\_, but I'm \_\_\_\_\_er. Listen to the  
tape for the correct answer.

1. John is tall.
  2. John is short.
  3. John is big.
  4. John is thin.
  5. John is fat.
  6. John is happy.
  7. John is ugly.
  8. John is rich.
  9. John is kind.
  10. John is good.
  11. John is bad.
2. Using the same sentences as models use the superlative in the following pattern:  
i.e. John is tall, but I am taller and Sam is the tallest.
- The pattern is:  
John is \_\_\_\_\_ but I am \_\_\_\_\_er and Sam is the \_\_\_\_\_est.  
Listen to the tape for the right answers.
1. John is tall. (Same as 1., etc.)

## LAB - LESSON XVII

**B.** Identifying the parts of the body.  
Name the parts of the body when you hear the corresponding number. Listen to the tape for the correct answer.

1. Chart I General Body.

1-----25

2. Chart II Specific chart  
Head, hands, feet.

**C.** Dialogue:

**Bill:** I want to buy a tall ladder, for my store. Do you have any?

**Salesman:** I have this ladder, Is it tall enough?

**Bill:** No, I need a taller ladder than that.

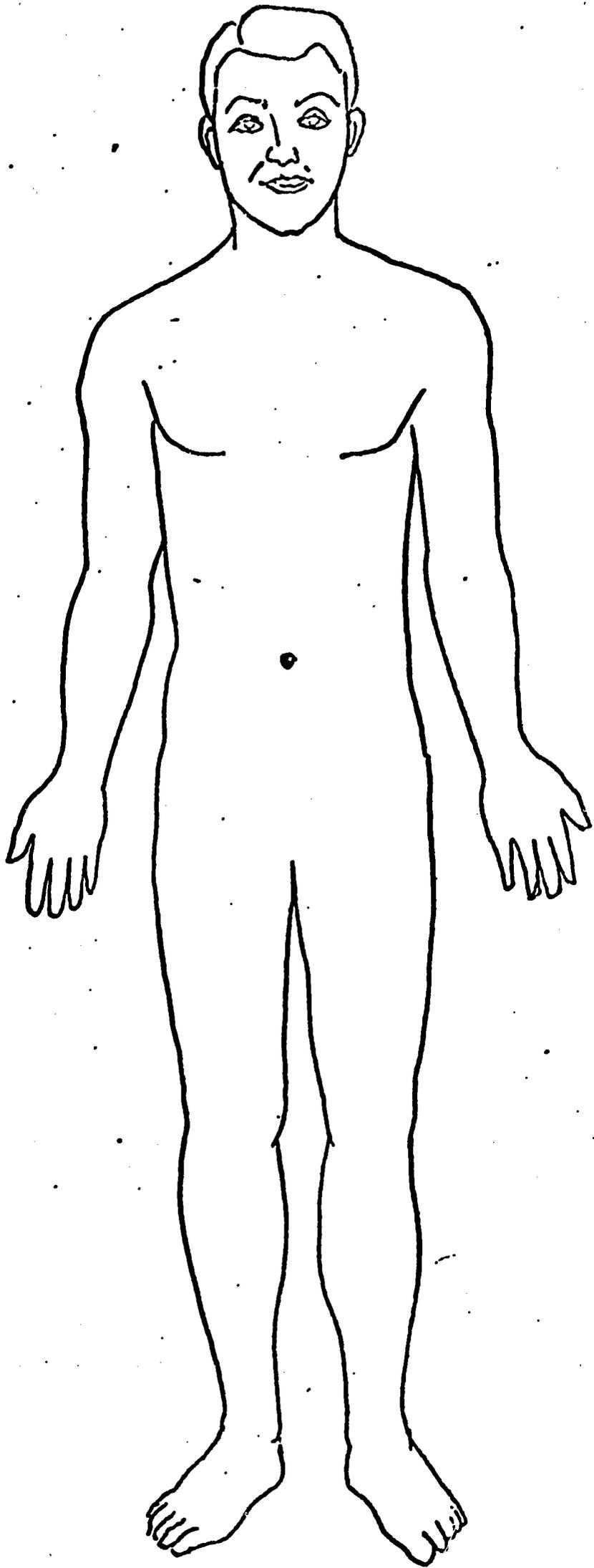
**Salesman:** How about this one? It's the tallest ladder I have.

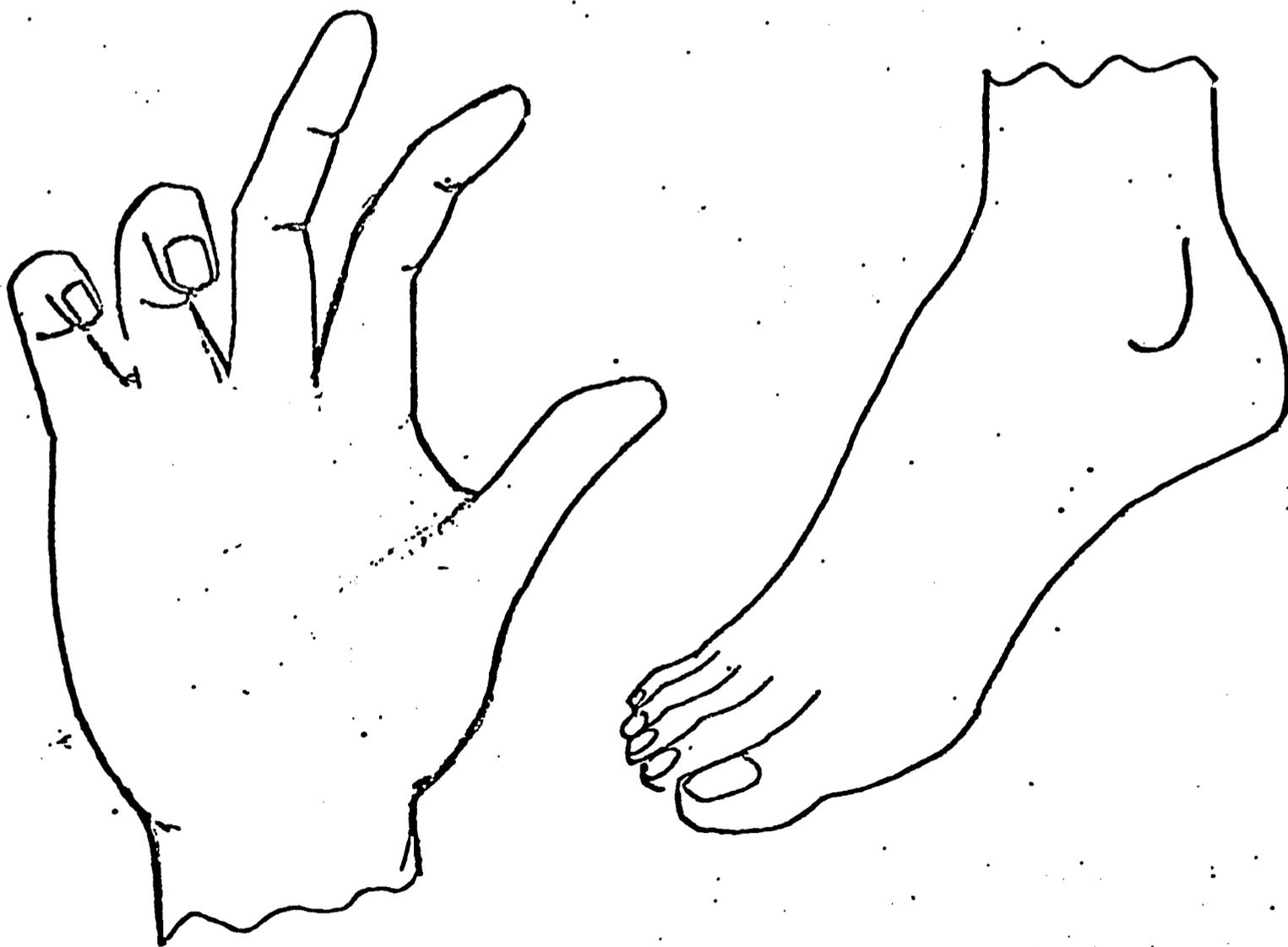
**Bill:** No, it's not quite tall enough (no es bastante alta)

**Salesman:** Why don't you go to Harry's Hardware? He has some tall ladders, but you will probably be lack.

**Bill:** Why?

**Salesman:** Because his ladders are taller and his prices are higher.





## LESSON XVIII

## A. Direct and Indirect (object pronouns)

## Direct

1. Review Lesson XIV, Section B. 2. f. direct objects of a preposition.

I'm talking to him.  
 He is looking at me.  
 She is going with us.  
 I buy from them.  
 I'm looking at you.

2. Practice the following structures, using the appropriate direct object pronouns. Write the following structures on the board.

Does it \_\_\_\_\_ you?  
 hurt him  
 cost her  
 bother it  
 them  
 us

Yes, it \_\_\_\_\_ s me.  
 hurt him  
 cost her  
 bother it  
 them  
 us

No, it doesn't \_\_\_\_\_ me.  
 hurt him  
 cost her  
 bother it  
 them  
 us

Do you \_\_\_\_\_ me?  
 like him  
 see her  
 want it  
 them  
 us

(Drill the structures having students insert different verbs and object pronouns.);

## LESSON XVIII

## Indirect

## 1. Practice the following structures:

Do you \_\_\_\_\_ me \_\_\_\_\_ ?

pay	him	money
give	her	food
get	it	a job
send	them	material
find	us	

Yes, I \_\_\_\_\_ you \_\_\_\_\_ .

pay	him	money
give	her	food
get	it	a job
send	them	material
find	us	

Does \_\_\_\_\_ me \_\_\_\_\_ ?

(noun)	(verb)	you
		her
		him
		it
		them
		us

Will you \_\_\_\_\_ me \_\_\_\_\_ ?

bring	her	a bottle
fix	him	box
prepare	it	tool
make	us	some

Are you going to \_\_\_\_\_ me \_\_\_\_\_ ?

Practice the above structures with all pronouns.

## LESSON XVIII

2. Practice the following structure, inserting the appropriate object pronouns in the structure.

Did you \_\_\_\_\_ it to \_\_\_\_\_ ? Yes, I \_\_\_\_\_ it \_\_\_\_\_.

give	from	me	me
pay	for	him	him
lend		her	her
send		them	them
buy			

No, I didn't \_\_\_\_\_ it \_\_\_\_\_.

to  
from

Does he \_\_\_\_\_ ?

Use all sub. pronouns with this structure.

C. Introduction to simple past tense.

1. Review Lesson VI: What day was yesterday, etc.
2. Practice forming the simple past tense by adding \_\_\_\_\_ ed to the following verbs.

a. Add ED.

walk	paint	play	wash	talk	hammer
repair	work	pound	change	adjust	fix
open	add	paint	need	hate	count
repeat	visit	attend	happen	owe	listen
	answer	live	move	rain	arrange
		cook	dart	smell	

b. DOUBLE CONSONANTS.

submit	commit	fit	net	pet	dot	trot
transfer	defer	refer	concur	plan	occur	remit

## LESSON XVIII

## c. T SOUND FOR ED.

equip	possess
ship	like
drop	park
ask	mash
cash	map
push	finish
pass	wish
notice	look
watch	work
wash	stop

3. Ask students to make a statement about what they did yesterday by using one of the above verbs and following this structure.

Yesterday, I \_\_\_\_\_ed (to the store).  
walk            etc.

4. Introduce the question: Have them respond with the above structure.

What did you do \_\_\_\_\_? Yesterday, I \_\_\_\_\_ed.  
yesterday  
the day before  
last week  
last month  
last year

## LAB - LESSON XVIII

A. Form the simple past tense of the following verbs by adding ED.

1. walk	wash	hammer	equip
2. repair	change	fix	ship
3. repeat	need	count	drop
4. open	happen	listen	ask
5. play	move	arrange	push
6. paint	dart	smell	notice
7. add	talk	rain	watch
8. visit	adjust	submit	wash
9. answer	hate	fit	look
10. pound	owe	refer	stop

B. Substitute the following words in the appropriate place in the following sentences: Make the necessary changes in object pronouns as you insert the words.

1. Bill Smith took the money with him.  
Ana Martin
2. Ana Martin took the money with her.  
to me
3. Ana Martin took the money to me.  
gave
4. Ana Martin gave the money to me.  
tools
5. Ana Martin gave the tools to me.  
fixed for
6. Ana Martin fixed the tools for me.  
George Harris bought
7. George Harris bought the tools for me.  
from
8. George Harris bought the tools from me.  
you
9. George Harris bought the tools from you.  
I
10. I bought the tools from you.

## LAB - LESSON XVIII

## C. Dialogue:

Henry: Did you paint Mrs. Franklin's house for her?

Mike: Yes, I painted her house for her. But she didn't pay me much money.

Henry: How much did she pay you? Tom Hansen painted her garage and she paid him a lot of money.

Mike: I have to admit she cooked lunch and dinner for me and she treated me very well. She served me coffee and cookies all afternoon.

Henry: You have no big complaint---What's wrong with you?

Mike: I'm upset because I'm on a diet and I gained eight pounds because I worked there.

## LESSON XIX

## A. Past tense: continued

## 1. Review:

Question

Answer

What did you do yesterday?

I \_\_\_\_\_ ed \_\_\_\_\_.

(¿Que hizo V !. \_\_\_\_\_ ?)

the day before yesterday

yesterday  
the day before

last week

last week

last month

last month

last year

last year

etc..

etc..

## 2. Introduce:

How long ago did you \_\_\_\_\_ ?

I \_\_\_\_\_ ed \_\_\_\_\_.

paint

minutes

walk

hours

wash

days

need

weeks ago

fix

months

repair

years

How many years ago did you \_\_\_\_\_ ? I \_\_\_\_\_ ed \_\_\_\_\_ years ago.  
a few

Practice this structure with all subject pronouns.

## B. Irregular Past tense (simple vowel change within the word.)

- Practice the following irregular verbs in the structures practiced in Section A. Practice each section by chorus repetition and then by repeating the present tense and having students give past tense.

## LESSON XIX

a.	pay (pagar)	paid	lead (conducir)	led
	lay (poner)	laid	read (leer)	read (se pronuncia <u>red</u> )
	say (decir)	said (se pronuncia <u>sed</u> )	spread (extender)	spread
	feed (dar de comer)	fed	shed	shed
			speed	sped

b. Some irregular verbs form the past tense by making a simple vowel or vowel sound change.

1. change to a

eat (comer)	ate	spit	spat
ring	rang	come	came
swim	swam	sit	sat
see	saw	begin	began
give	gave	sing	sung
drink	drank	become	became

2. change to e or ea

know	knew	grow	grew
meet	met	draw	drew
feed	fed	read	read (red)
speed	sped	spread	spread
throw	threw	lead	led

3. change to o, ou, or oo

drive	drove	<u>ea</u> changes to <u>o</u>	
shine	shone	speak	spoke
shoot	shot	tear	tore
get	got	break	broke
raise	rose		



## LAB- LESSON XIX

- A. Give the past tense of the following verbs as you hear them on the tape. Listen to the tape for the correct pronunciation:

finish	swim	win
move	give	hammer
make	drive	scratch
paint	throw	find
fix	get	eat
do	break	see
grind	drink	pay
come	meet	feed
cut	lead	know
grow	quit	raise

- B. Answer yes the first time you hear the following questions. Answer no the second time the questions are repeated. Listen to the tape for the correct answer:

1. Did you finish the job early?

Yes, I finished the job early.  
No, I didn't finish the job early.

2. Did Mr. Allen pay the bill?

Yes, \_\_\_\_\_.  
No, \_\_\_\_\_.

3. Did you start the business last year?

Yes, \_\_\_\_\_.  
No, \_\_\_\_\_.

4. Did they eat dinner last night?

Yes, \_\_\_\_\_.  
No, \_\_\_\_\_.

5. Did you drink coffee this morning?

Yes, \_\_\_\_\_.  
No, \_\_\_\_\_.

## LAB-LESSON XIX

6. Did you get the job?

Yes, \_\_\_\_\_.

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

7. Did they fix the car this morning?

Yes, \_\_\_\_\_.

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

8. Did you drive to San Francisco last year?

Yes, \_\_\_\_\_.

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

9. Did she find a new hat?

Yes, \_\_\_\_\_.

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

10. Did you clean the floor last night?

Yes, \_\_\_\_\_.

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

C. Dialogue:

**Jim:** Last year I drove to Las Vegas and my car broke down in the desert. That was a bad experience.

**Sam:** Did you like Las Vegas? I had a good time when I went there two years ago.

**Jim:** Yes, I liked it. But I lost a lot of money.

**Sam:** Did you lose it gambling?

**Jim:** No, I lost my wallet during a show.

**Sam:** How did you do that?

**Jim:** It fell out of my pocket when I left the building.

## LAB-LESSON XIX

**Sam:** Did you know you lost it?

**Jim:** No, I didn't notice it until the next day.

**Sam:** It took you that long to find out?

**Jim:** Yes, I didn't notice until I needed money to buy some aspirin for my headache.

## LESSON XX

A. Irregular verbs in simple past (continued) vowel and consonant changes. Irregular without established pattern to be practiced using the same patterns and procedure as in Lesson XIX.

1. > ent, ept

a. > ent

spend	spent
bend	bent
send	sent
mean	meant

b. > ept

keep	kept
sweep	swept
weep	wept

2. aught and ought

buy	bought
fight	fought
think	thought
catch	caught
bring	brought
seek	sought
teach	taught

3. Verbs that follow no pattern

a. make	made
go	went
can	could
have	had
leave	left
do	did

Practice all structures used in Lesson XIX with all above irregular verbs.

## LESSON XX

- b. Note that to be is the only verb that has two forms in the simple past: was and were.

1. Review: What day was yesterday?

Write was on the board.

2. Practice using these subject pronouns with writing them on the board next to the word.

I, he, she, it

Practice singular, demonstrative this, that

Write WERE on the board, and practice the following subject pronouns with the word

you, we, they

4. Write the following structures on the board and practice them with the verb to be:

- a. Were you (noun) (time) ? Yes, I was in noun
- |             |             |      |
|-------------|-------------|------|
| here        | last year   |      |
| there       | yesterday   |      |
| in L.A.     | an hour ago | time |
| in the park |             |      |

Was \_\_\_\_\_ ?

he	here	last year
she	there	yesterday
it	in L.A.	an hour ago
	in the park	

- b. Where were you \_\_\_\_\_ ?
- |      |                  |
|------|------------------|
| we   | yesterday        |
| they | last week        |
|      | an hour ago      |
|      | a day ago        |
|      | at _____ o'clock |

- c. Where was he \_\_\_\_\_ ?
- |     |                  |
|-----|------------------|
| she | yesterday        |
| it  | last week        |
| I   | an hour ago      |
|     | a day ago        |
|     | at _____ o'clock |





## -LAB - LESSON XX

- A. Give the past tense of the following verbs as you hear them in the tape. Listen to the tape for the correct answers.

spend	buy	make
bend	fight	go
send	think	can
mean	catch	have
keep	bring	leave
sweep	seek	
weep	teach	

- B. Answer yes the first time you hear the following questions. Answer no the second time the questions are repeated. Listen to the tape for the correct answer:

- Were you in Los Angeles yesterday?  
Yes, I was in Los Angeles yesterday.  
No, I wasn't in Los Angeles yesterday.
- Was Jim here yesterday?  
Yes, \_\_\_\_\_  
No, \_\_\_\_\_
- Was the dinner good?  
Yes, \_\_\_\_\_  
No, \_\_\_\_\_
- Did you ever go to New York?  
Yes, \_\_\_\_\_  
No, \_\_\_\_\_
- Did he go home after work?  
Yes, \_\_\_\_\_  
No, \_\_\_\_\_
- Did you get to work on time?  
Yes, \_\_\_\_\_  
No, \_\_\_\_\_

## LAB - LESSON XX

7. Did you buy a new truck?  
Yes, \_\_\_\_\_  
No, \_\_\_\_\_
8. Did they sweep the floor?  
Yes, \_\_\_\_\_  
No, \_\_\_\_\_
9. Did you make a lot of money yesterday?  
Yes, \_\_\_\_\_  
No, \_\_\_\_\_
10. Did she have a good time last night?  
Yes, \_\_\_\_\_  
No, \_\_\_\_\_

## C. Dialogue

**George:** Did you ever work with Southern Plumbing contractors?

**Mike:** Yes, I worked for them for two years. But, I didn't like it. The foreman, Hank Johnson, was hard to get along with. (era muy antipático).

**George:** I knew Hank, He seemed like a nice guy. What was wrong with him? I thought he was a good man to work for.

**Mike:** He wasn't fair to me (a mí). He kept trying to get my money (insistió en quitarme el dinero).

**George:** That's strange. What did you do?

**Mike:** I borrowed \$100.00 from him.

## LAB - LESSON XX

George: Did you ever pay it back?

Mike: No, it wasn't important.

George: Why don't you pay it back?

Mike: Oh, that was a long time ago.

George: Well, it's your business.....

Mike: Say George, will you loan me \$50.00 until pay-day?

---

Name

---

School

Family history:

Disposition:

1. Date

---

Signature

2. Date

---

Signature



## LESSON XXI

3. Review adverbs: Lesson XII sec. B.

How was he \_\_\_\_\_ ing yesterday?      Yesterday he was \_\_\_\_\_ ing \_\_\_\_\_.

she	look	(time) she	(adverb)
it	do	it	
	work		
	perform		
	act		

## 4. Weather in the past.

Drill the following structures in the Imperfect Past.

1. What was the weather like yesterday? It was a \_\_\_\_\_ day yesterday.  
or: How was the weather yesterday?

nice  
foggy  
windy  
cloudy  
rainy

Did it \_\_\_\_\_ yesterday?      No, yesterday it was  
rain      not \_\_\_\_\_ ing.  
etc.      Yes, it \_\_\_\_\_ ed yesterday.

5. Review the simple past briefly with these structures: Lesson XIX.

Did you \_\_\_\_\_?      Yes, I \_\_\_\_\_.

No, I didn't \_\_\_\_\_.

## 6. Imperfect and simple past used in the same sentence.

Were you \_\_\_\_\_ ing when I \_\_\_\_\_ ed?      Yes, I was \_\_\_\_\_ ing when you \_\_\_\_\_ ed.

eat	regular
sleep	irregular
work	

## LESSON XXI

Was he \_\_\_\_\_ ing when I \_\_\_\_\_ ed? He was \_\_\_\_\_ ing when you \_\_\_\_\_ ed.  
 she  
 it

What were you doing when \_\_\_\_\_ ? I was \_\_\_\_\_ ing when \_\_\_\_\_ ed.  
 I saw you  
 etc.  
 that happened  
 (research)

7. Used to. Explain that this concept describes an action that was habitually performed during a certain time and might still be performed.

Drill the following structure to practice the concept of Used to.

- a. What did you do when \_\_\_\_\_ ? When I \_\_\_\_\_ I used to \_\_\_\_\_.  
 you worked there                      worked there  
 were a child                              was a child  
 etc.    etc.

What did he do when \_\_\_\_\_ ? When he \_\_\_\_\_ he used to \_\_\_\_\_.  
 she    she  
 it    it

.Introduce: Always, never, hardly ever.

Note: Always is optional in positive statement and gives emphasis to the habitual act.

- b. When you were \_\_\_\_\_ did you used to \_\_\_\_\_ ?  
 they    they

Yes, when I was \_\_\_\_\_ I used to \_\_\_\_\_.  
 No, when I was \_\_\_\_\_ I didn't \_\_\_\_\_.

I didn't \_\_\_\_\_.  
 never did  
 (nunca)  
 hardly ever

## LESSON XXI

When he was \_\_\_\_\_,  
 did he used to \_\_\_\_\_?  
 she  
 it

Yes, he used to when he was \_\_\_\_\_.

No, he didn't when he was \_\_\_\_\_.  
 she never  
 it hardly ever

Use the above structure with all subject pronouns.

8. Time in the Simple Past:

a. What time was it when \_\_\_\_\_ed? It was \_\_\_\_\_o'clock when \_\_\_\_\_.

b. What \_\_\_\_\_was it when \_\_\_\_\_ed? It was \_\_\_\_\_when \_\_\_\_\_ed.  
 day  
 week  
 month  
 year

c. When was it that \_\_\_\_\_? It was \_\_\_\_\_o'clock when \_\_\_\_\_.  
 (¿Cuándo fue que) you arrived  
 it happened  
 etc.

## LAB - LESSON XXI

- A. Answer yes to the following questions the first time you hear them on tape. Answer no the second time you hear the questions. Listen to the tape for the correct answer.

(translate)

1. Were you eating when I called?

Yes, I was eating when you called.

No, I wasn't eating when you called.

2. Was she sleeping when the phone rang?

Yes, \_\_\_\_\_.

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

3. Were they working at 3 o'clock?

Yes, \_\_\_\_\_.

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

4. Were you welding yesterday?

Yes, \_\_\_\_\_.

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

5. Was George cleaning the shop this morning?

Yes, \_\_\_\_\_.

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

6. Was Susan fixing her hair when you saw her?

Yes, \_\_\_\_\_.

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

## LAB - LESSON XXI

7. Was it raining when you arrived?

Yes, \_\_\_\_\_.

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

8. Did you used to go to bed early when you were a child?

Yes, \_\_\_\_\_.

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

9. Did you spend a lot of money when you were working?

Yes, \_\_\_\_\_.

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

10. Did you used to work hard when you lived in San Pedro?

Yes, \_\_\_\_\_.

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

**B. Substitution Exercise.**

Substitute the words you hear in the appropriate places in the sentences, and with the correct forms.

1. I used to work at the shipyard.

he

2. He used to work at the shipyard.

United Plastics

3. He used to work at United Plastics.

was working

4. He was working at United Plastics.

I

5. I was working at United Plastics.

You

6. You were working at United Plastics.

in the shipyard.

## LAB - LESSON XXI

7. You were working in the shipyard.  
standing
8. You were standing in the shipyard.  
She
9. She was standing in the shipyard.  
garden
10. She was standing in the garden.  
digging
11. She was digging in the garden.  
they
12. They were digging in the garden.  
street
13. They were digging in the street.  
laying concrete
14. They were laying concrete in the street.  
the company
15. The company was laying concrete in the street.

## C. Dialogue:

**Boss:** What time did you come to work today, Frank?

**Frank:** I came to work at 8:00 o'clock on the dot.

**Boss:** What was happening when you came to work at 8:00 o'clock?

**Frank:** Oh, everybody was working as usual, sir.

## LAB - LESSON XXI

**Boss:** O.K., what was your crew doing this morning?

**Frank:** Oh, they were working as usual, sir.

**Boss:** Where were they working at 8:00 o'clock this morning?

**Frank:** I think they were working the west wing of the building.

**Boss:** Do you know what happened in the west-wing at 8:15?

**Frank:** I think so, sir.

**Boss:** Well, look at the west wing. What do you see?

**Frank:** It's all burned up, sir.

**Boss:** Where were you when this happened, Frank?

**Frank:** Oh - uh - I was changing a tire. I was just a little late.

## LESSON XXII

## A. PERFECT TENSE.

1. Review the verb
- TO HAVE**
- . Present perfect.

I	he
you have	she has
we	it
they	

2. Practice making participles of the following verbs by adding
- ED**
- .

add	finish	type	look
aid	paint	print	walk
ban	practice	measure	talk
cash	complain	explain	wash
cook			

3. Drill the following structure explaining that the concept gives an immediacy to the action having been done in the
- present
- . (yo he hablado.)

a. Have you \_\_\_\_\_ ed?      Yes, I have \_\_\_\_\_ ed.

No, I haven't \_\_\_\_\_ ed.

b. Has he \_\_\_\_\_ ed?      Yes, he has \_\_\_\_\_ ed.

she

it

No, he has not \_\_\_\_\_ ed.

she

it

4. Practice making participles of the following verbs by adding
- N**
- or
- EN**
- to them. Explain double consonants.

fall	write (tt)	<u>drop e</u> from <u>en</u> with these five.
eat	forgot (tt)	grow n
beat	hide (dd)	know n
take	ride (dd)	unknow n
shake	forbid (dd)	blow n
give		sow n

## LESSON XXII

Introduce the words ever, already, yet:  
(siempre) (ya) (todavía)  
(alguna vez)

Practice the structures from #3 adding ever, already and yet.

a. Have you \_\_\_\_\_ en?

I  
we  
they

Yes, I have \_\_\_\_\_ en.

No, I haven't \_\_\_\_\_ en. (yet)

Have you ever \_\_\_\_\_ en?  
(Ha \_\_\_\_\_ Vd. alguna vez?)

Yes, I \_\_\_\_\_ once.  
(simple past) twice  
three  
etc.

No, I have never \_\_\_\_\_ ed.

No, I haven't \_\_\_\_\_ ed yet.

Have you \_\_\_\_\_ en yet?  
(Ha \_\_\_\_\_ ado Vd. ya.)

ido  
(Ya ha \_\_\_\_\_ ado Vd.?)  
ido

Yes, I've already \_\_\_\_\_ en.

No, I haven't \_\_\_\_\_ en yet.

Have you already \_\_\_\_\_ ?

(Emphasize use of already  
and yet in affirmative and  
negative responses.)

b. Explain that these two forms ask essentially the same question  
and require the same response.

Has he \_\_\_\_\_ en?

she  
it

Yes, he has \_\_\_\_\_ en.

she  
it

No, he has not \_\_\_\_\_ en yet.

she  
it

Has he ever \_\_\_\_\_ en?

she  
it

Yes, he \_\_\_\_\_  
she (simple past) once  
it twice  
etc.

No, he never has \_\_\_\_\_ en.

she  
it

## LESSON XXII

No, he hasn't \_\_\_\_\_ en yet.  
 she  
 it

c. Has he \_\_\_\_\_ en yet?  
 she  
 it

Yes, he has already \_\_\_\_\_ en.  
 she  
 it

No, he hasn't \_\_\_\_\_ en yet.  
 she  
 it

d. Has he already \_\_\_\_\_ en?  
 she  
 it

Yes, he has already \_\_\_\_\_ en.  
 she  
 it

6. Present perfect with superlatives; Review superlatives  
 (Lesson XVII if necessary.)

a. Is the \_\_\_\_\_ the \_\_\_\_\_ est  
 most  
 you have ever \_\_\_\_\_ ?

Yes, this is the \_\_\_\_\_ est I  
 have ever \_\_\_\_\_ en.  
 \_\_\_\_\_ ed.

b. Is this the \_\_\_\_\_ est you  
 have ever \_\_\_\_\_ ed.  
 \_\_\_\_\_ en.

Yes, this is the \_\_\_\_\_ est I  
 have ever \_\_\_\_\_ .

c. What is the \_\_\_\_\_ est \_\_\_\_\_  
 noun  
 you have ever \_\_\_\_\_ en?  
 \_\_\_\_\_ ed.

The \_\_\_\_\_ est \_\_\_\_\_ I have  
 noun  
 ever seen is the \_\_\_\_\_ .

B. IRREGULAR PARTICIPLES:

1. Most verbs that are irregular in the past tense have the same form in the participle. These following have the same form in the simple past and the participle and are listed in the simple past.

bred  
 brought  
 built  
 burned  
 (burnt)  
 burst  
 bought  
 caught  
 clung  
 cost

crept  
 cut  
 dealt  
 fed  
 felt  
 fought  
 found  
 ground  
 hung  
 had

heard  
 hit  
 held  
 hurt  
 kept  
 laid  
 led  
 leaned  
 learned  
 left

lent	shav	stuck
let	shone	struck
lighted, lit	shot	strung
lost	shred	sweat
made	shut	swept
meant	sat	swung
met	slept	taught
mow	slid	told
paid	slit	thought
put	speeded, sped	understood
quit	spell	wept
read	spent	wetted, wet
said	spill	won
sought	spit	wound
sold	split	withheld
sent	spoil	withstood
set	spread	wrung
sew	stood	

Practice the above participles with the auxiliary to HAVE at random until students manage them without difficulty.

2. Certain verbs have special forms for the participle the most important of which come from the verb to be, to go and to do.  
been gone done

The others are as follows:

break-broken	shake-shaken
choose-chosen	shrink-shrunk
come-come	sing-sung
do-done	sink-sunk
draw-drawn	speak-spoken
fly-flown	spring-sprung
freeze-frozen	stole-stolen
get-gotten	stink-stunk
give-given	strive-striven
go-gone	swell-swelled, swollen
grow-grown	swim-swum
hide-hidden	tear-torn
ride-ridden	throw-thrown
ring-rung	wear-worn
rise-risen	weave-woven
run-run	write-written
see-seen	

Drill the above words in the practiced structures for the present perfect. (A. 3, 4, 5.)

## LESSON XXII

3. Write the following structures on the board and drill them with the class: gone---done---been.

a. Where have you gone?  
Where've I  
          they

I have gone to \_\_\_\_\_.  
I've

Where has he gone?  
Where's she  
          it  
(A donde has ido?)

He has gone to \_\_\_\_\_.  
She  
It

b. What have you done?  
          I  
          they

I have \_\_\_\_\_en( or irregular)  
          ed

What has he done?  
What's she  
          it

He has done \_\_\_\_\_.  
She  
It

Also practice responses using simple past.

Have you done \_\_\_\_\_  
                  the work  
                  the job  
                  this

Yes, I have \_\_\_\_\_.

No, I haven't done \_\_\_\_\_.

(Ha hecho Vd.?)

## LAB LESSON XXII

## A. PRACTICE FORMING THE PARTICIPLE WITH THE FOLLOWING WORDS:

Following this pattern:

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

add	guard	name	aid	hate	pick
borrow	judge	reason	cash	knit (t)	share
cook	loan	talk	finish	mix	wash

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

beat	take	hide	eat	shake	ride
fall	forgot	shake	give	write	

3. Irregular

bring	break	grow	see	shake	rise
choose	speak	give	do	write	draw
sing	go	get	freeze	find	mistake

## A. ANSWER THE FOLLOWING QUESTIONS, AS ASKED BY THE TAPE, AND RESPOND.

1st positive Yes, \_\_\_\_\_ I have \_\_\_\_\_.

2nd negative No, \_\_\_\_\_ I haven't \_\_\_\_\_.

1. Have you eaten already?

Yes, I've already eaten.

No, I haven't eaten yet.

2. Have you already spoken to the people?

Yes, \_\_\_\_\_ already.

No, \_\_\_\_\_ yet.

3. Has she seen the new car?

Yes, \_\_\_\_\_.

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

## LAB LESSON XXII

4. Have you found a job yet?

Yes, \_\_\_\_\_ already.

No, \_\_\_\_\_ n't \_\_\_\_\_ yet.

5. Has he known you for a long time?

Yes, \_\_\_\_\_.

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

6. Have you ever eaten at that restaurant?

Yes, \_\_\_\_\_.

No, \_\_\_\_\_ never \_\_\_\_\_.

7. Have you been busy?

Yes, I've been busy.

No, I haven't been busy.

8. Has he been happy in San Diego?

Yes, he's been happy in San Diego.

No, he hasn't been happy in San Diego.

9. Have they been in Colorado?

Yes, they've been in Colorado.

No, they haven't been in Colorado.

10. Has she been here a long time?

Yes, she has been here a long time.

No, she hasn't been here long.

C. DIALOGUE

Joe: Harry have you ever gone to San Francisco on the new freeway?

Harry: No, I haven't gone to San Francisco on the new freeway. As a matter of fact, I've never gone to San Francisco by car. I always fly when I go. Have you ever gone by plane?

## LAB LESSON XXII

**Joe:** No, I've never flown, as a matter of fact I've never been in an airplane. I've thought about taking a flight to San Francisco to see what it's like. Is it expensive to fly?

**Harry:** It costs more than going by car, but I've saved a lot of time when I've gone by plane.

**Joe:** I don't care about time. I have always had a lot of time, but (el tiempo no me importa)  
I've never had a lot of money.

**Harry:** Well, Joe, I've got to go now, I have to be at work at 5:00 o'clock. I haven't arrived late for work in twenty years.

**Joe:** I usually get to work late, I've always had trouble keeping a job because of it. But I've never worried too much about it.

## LESSON XXIII

## A. PARTICIPLES USED AS ADJECTIVES.

1. Quickly review present perfect structures at random from Lesson XXII to reinforce participle forms. Explain that descriptive words are formed from action words as they are in Spanish (i. e. Juan ha terminado el trabajo, el trabajo está terminado. Es un trabajo terminado).
2. Practice inserting participles as adjectives in the following structure:

a. The \_\_\_\_\_ ed \_\_\_\_\_.

finish          product

etc.

(research)

b. Plural

The \_\_\_\_\_ ed \_\_\_\_\_ s.

(vocab for reference)

c. Irregulars:

The \_\_\_\_\_ .

swept          floor

written        letter

d. Irregulars Plural

The \_\_\_\_\_ .

ground        valves

## 3. Question and Answer structures.

- a. Is the \_\_\_\_\_ ed?          Yes, the \_\_\_\_\_ is \_\_\_\_\_ ed.
- work    finish
- No, the \_\_\_\_\_ is not being \_\_\_\_\_ ed. (yet)

## LESSON XXIII

b. Are the \_\_\_\_\_ s \_\_\_\_\_ ed? Yes, the \_\_\_\_\_ are \_\_\_\_\_ ed.  
 No, the \_\_\_\_\_ are not \_\_\_\_\_ ed. (yet)  
 aren't

c. Irregulars (see Lesson XXII sec. B)

Is the \_\_\_\_\_ ? Yes the \_\_\_\_\_ is \_\_\_\_\_ .  
 work done No, the \_\_\_\_\_ is not \_\_\_\_\_ . (yet)  
 isn't

d. Are the \_\_\_\_\_ ? Yes, the \_\_\_\_\_ are \_\_\_\_\_ .  
 molds made No, the \_\_\_\_\_ are not \_\_\_\_\_ . (yet)  
 aren't

Use all pronouns with the above structures.

Am I \_\_\_\_\_ ed. Are they \_\_\_\_\_ ed. etc.

4. Review Lesson IX section A to practice use of adjectives.  
 Use the following list of infinitives to make adjectives.  
 (Research vocab. list)  
 (sect. on 29)

**B. PASSIVE VOICE.**

1. Explain that the participle is used in this case to describe the state or condition of an object as a result of an action---generally on the part of another object or person. (i.e. La casa está hecha. Hecha de madera. La casa fue construída por Juan.)

2. Write the following structures on the board, inserting appropriate adjectives formed from participles and nouns:

a. Is the \_\_\_\_\_ being \_\_\_\_\_ ed? Yes, the \_\_\_\_\_ is being \_\_\_\_\_ ed.  
 work finished No, the \_\_\_\_\_ is not being \_\_\_\_\_ ed. (yet)

b. Are the \_\_\_\_\_ s being \_\_\_\_\_ ed? Yes, the \_\_\_\_\_ are being \_\_\_\_\_ ed.  
 No, the \_\_\_\_\_ are not being \_\_\_\_\_ ed. (yet)  
 (aren't)









## LESSON XXIII

## D. Practice the following question and answer structures:

Were you \_\_\_\_\_ Yes, I was \_\_\_\_\_  
 participle prep. object participle prep. object  
 we told by him told by him  
 they given about the party  
 hired money(a raise) No, I wasn't \_\_\_\_\_

(¿Fue Ud. informado por \_\_\_\_\_?)

Was he \_\_\_\_\_? Yes, he was \_\_\_\_\_  
 she told by him prep

(¿Fue él, ella, informado por \_\_\_\_\_?)

Was it \_\_\_\_\_? Yes, it was \_\_\_\_\_  
 done by him (prep. and object)  
 made for me No, it wasn't \_\_\_\_\_

E. IMPERSONAL YOU, THEY. Explain that this form is used to refer to something that is done generally and does not refer to the individual but gives emphasis to the fact that the action is being done.

Practice following structure:

1. You \_\_\_\_\_ (one does this)  
 (Uno hace esto)

2. What do you \_\_\_\_\_? You \_\_\_\_\_  
 (¿Qué hace uno \_\_\_\_\_?) You don't \_\_\_\_\_

3. They \_\_\_\_\_  
 do this  
 (Se hace esto \_\_\_\_\_)

4. What do they \_\_\_\_\_? They \_\_\_\_\_?  
 (¿Qué se hace \_\_\_\_\_?)

## LAB LESSON XXIII

A. MAKE ADJECTIVES FROM THE FOLLOWING WORDS BY ADDING ED TO THEM AS YOU HEAR THEM ON THE TAPE. SAY THE PHRASES ALOUD AND THEN LISTEN TO THE CORRECT PRONUNCIATION ON THE TAPE:

1.        finish  
The \_\_\_\_\_ ed product.
2.        twist  
The \_\_\_\_\_ ed bolt.
3.        paint  
The \_\_\_\_\_ ed chair.
4.        repair  
The \_\_\_\_\_ ed generator.
5.        fill  
The \_\_\_\_\_ ed tooth.
6.        lease  
The \_\_\_\_\_ ed car.
7.        rent  
The \_\_\_\_\_ ed house.
8.        cook  
The \_\_\_\_\_ ed meat.
9.        cash  
The \_\_\_\_\_ ed check.
10.      wreck  
The \_\_\_\_\_ ed car.

Do the same with the following words and phrases by adding en or n to the words:

1.        beat  
The \_\_\_\_\_ en team.
2.        fall  
The \_\_\_\_\_ en roof..
3.        grow  
The \_\_\_\_\_ n man.

## LAB LESSON XXIII

4.           unknow  
The \_\_\_\_\_ n woman.

5.           hide  
The \_\_\_\_\_ n word.

Do the same with the following words and phrases by using the irregular participle:

1.           break  
The \_\_\_\_\_ en window.

2.           freeze  
The \_\_\_\_\_ en ice.

3.           forget  
The \_\_\_\_\_ en people.

4.           think  
The well \_\_\_\_\_ answer.

5.           grind  
The \_\_\_\_\_ valve.

6.           spend  
The \_\_\_\_\_ money.

7.           sweep  
The \_\_\_\_\_ t floor.

8.           wear  
The \_\_\_\_\_ n out machine.

9.           pay  
The \_\_\_\_\_ d bills.

10.          catch  
The \_\_\_\_\_ thief.

B. LISTEN TO THE FOLLOWING QUESTIONS. ANSWER YES THE FIRST TIME YOU HEAR THEM. ANSWER NO THE SECOND TIME YOU HEAR THEM. LISTEN TO THE TAPE FOR THE CORRECT ANSWER.

1. Is the work being done?

Yes, the work is being done.

No, the work is not being done.

## LAB LESSON XXIII

2. Are you being helped?

Yes, \_\_\_\_\_

No, \_\_\_\_\_

3. Is the house being painted?

Yes, \_\_\_\_\_

No, \_\_\_\_\_

4. Are the boards being cut?

Yes, \_\_\_\_\_

No, \_\_\_\_\_

5. Are the parts being made?

Yes, \_\_\_\_\_

No, \_\_\_\_\_

6. Has the job been finished?

Yes, \_\_\_\_\_

No, \_\_\_\_\_

7. Have you been given a job?

Yes, \_\_\_\_\_

No, \_\_\_\_\_

8. Has he been directed to the house?

Yes, \_\_\_\_\_

No, \_\_\_\_\_

9. Have the walls been repaired?

Yes, \_\_\_\_\_

No, \_\_\_\_\_

10. Have you been taught how to paint?

Yes, \_\_\_\_\_

No, \_\_\_\_\_

C. DIALOGUE

Willie: Hi, Mike, how have you been?

Mike: I've been fine, What have you been doing?

Willie: I've been working on a new carburator design. I hope to finish it tomorrow. What have you been doing?

Mike: I haven't been doing very much. My truck broke down so I can't do much while it's being repaired. (se descompuso)

Willie: Oh, it hasn't been fixed yet? How have you been getting to work?

Mike: I've been walking. It has been hard getting there on time.  
(difícil)

Willie: That's too bad. I had been hoping that you would let me use my new carburator on your truck.

Mike: I don't think so. That's why I've been having so much trouble. Sam Harris has been trying his new carburator on it and he burnt the valves.

Willie: I'm sorry to hear that. I guess I'll have to try it on my own truck.  
(mi propio)

## LESSON XXIV

## A. CONDITIONAL

1. Practice the following structures writing them on the board.
2. Corresponding structure in Spanish.  
ending: (ía i.e. Hablaría etc.)  
Mex. Hablara or hablaba.)
3.
 

<p>a. Would you _____ ?</p> <p style="padding-left: 40px;">eat drink sleep etc.</p> <p>(Quisiera Vd. _____ ?</p> <p>Would you like to _____ ?</p> <p style="padding-left: 40px;">verb</p>	<p>Yes, I would _____.</p> <p>No, I would not _____.</p> <p style="padding-left: 40px;">wouldn't</p> <p>Yes, I would like to _____.</p> <p>No, I wouldn't like to _____.</p>
---	--

  - b. Explain to the students that although this is a conditional clause and incomplete, it is used as a softened request.
  - c. Practice would \_\_\_\_\_, with all subject pronouns and demonstratives until students have grasped the concept.
4. Write could under would on the board and practice using could in the same structural pattern. Explaining that this also is a softened request but is more concerned with the person's ability to do something rather than his willingness.
 

<p>Could you _____ ?</p> <p>(Podiera Vd. _____ ?</p>	<p>Yes, I could _____.</p> <p style="padding-left: 40px;">can</p> <p>No, I could not _____.</p> <p style="padding-left: 40px;">couldn't can't</p>
--	---
5. Write should under could and practice using should in the same structural pattern. Explaining that it is a concept that questions the discretion or decision of a certain act or states resolution or decision about a certain act.
 

<p>Should you _____ ?</p> <p>(Debería Vd. _____ ?</p>	<p>Yes, I should _____.</p> <p style="padding-left: 40px;">should not</p> <p>No, I shouldn't _____.</p>
---	---

Practice with all.



## LESSON XXIV

If I \_\_\_\_\_ could \_\_\_\_\_ ?

Yes, if \_\_\_\_\_ I could \_\_\_\_\_  
he  
she

No, if \_\_\_\_\_ I couldn't \_\_\_\_\_.

If he \_\_\_\_\_ could \_\_\_\_\_ ?  
she \_\_\_\_\_ you go  
etc.

If I \_\_\_\_\_ should \_\_\_\_\_ ?

Yes, if \_\_\_\_\_ I should \_\_\_\_\_  
he  
she  
itIf he \_\_\_\_\_ should \_\_\_\_\_  
she  
itNo, if \_\_\_\_\_ I shouldn't \_\_\_\_\_  
he  
she  
it

## D. "IF" CLAUSES CONTRARY TO FACT.

1. Explain that the concept expressed with this structure expresses the possibility of what might happen if things were different.
2. Explain that what is used in Spanish as the imperfect subjunctive (i.e. fuera, hiciera, hablara, diera, etc.) is expressed in English in the simple past. Point out the exception of were or was in all aspects of this concept.
3. Use the following sentences as patterns for contrary-to-fact, If clause statements: Practice the sentences and responses with students: Explain that the responses are not complete thoughts but require a conditional addition to make them complete.

FACTCONTRARY-TO-FACT

- |                                  |                              |
|----------------------------------|------------------------------|
| a. Tom doesn't want a job _____. | If he wanted a job _____.    |
| b. I don't like milk _____.      | If I liked milk _____.       |
| c. Mary doesn't eat meat _____.  | If she ate meat _____.       |
|                                  | Mary                         |
| d. They can't buy oil _____.     | If they could buy oil _____. |
| e. She is not pretty _____.      | If she were pretty _____.    |
|                                  | Si fuera _____.              |

Colloquial (not grammatically correct but widely used)

If she was pretty \_\_\_\_\_.

4. Practice the above exemplary sentences by adding the appropriate conditional clauses as follows: (Introduce but as an introduction to the "if clause",  
(pero)

- |    |  |  |
|----|--|--|
| a. | Tom doesn't want a job, so he doesn't get a job. | (But) If he wanted a job, he would get a job.<br>(Pero)  |
| b. | I don't like milk, so I don't drink it.          | (But) If I liked milk, I would drink it.   |
| c. | Mary doesn't eat meat, so she doesn't buy it.    | (But) If Mary ate meat, she would buy it.  |
| d. | They can't buy oil.                              | (But) If they could buy oil, they would. (Explain that cutting the sentences short of repetition instead of saying--would buy oil "they would" is simply stated. |

Practice "d" with other similar sentences using can.

5. Structure for "If" clauses---contrary to fact.

- | <u>STATEMENT</u>        | <u>RESPONSE</u>  |
|-------------------------|--|
| a. <u>Positive:</u>     | <u>Contrary to fact</u>  |
| 1. Bill is good looking | If Bill were not good looking, he would be <u>ugly</u><br>etc. |

2. Structure:

Write the structure on the board and have students respond according to their own vocab.

_____ is _____.	If _____ were not _____ would not _____.
-----------------	---

Colloquial

If \_\_\_\_\_ was \_\_\_\_\_, etc.

b. Negative

- |                            |  |
|----------------------------|--|
| 1. Joan is <u>not</u> fat. | If Joan were fat she would be <u>ugly</u><br>was |
|----------------------------|--|

2. Structure:

\_\_\_\_\_ is not \_\_\_\_\_. If \_\_\_\_\_ were \_\_\_\_\_  
 \_\_\_\_\_ would be \_\_\_\_\_.

Colloquial If \_\_\_\_\_ was \_\_\_\_\_, etc.

Practice this structure with verbs, adjectives, etc.

c. General "If" clauses structures with interchangeable vocab.

1. If I \_\_\_\_\_ will \_\_\_\_\_? Yes, if \_\_\_\_\_ I \_\_\_\_\_  
 \_\_\_\_\_ would \_\_\_\_\_ would

No, if \_\_\_\_\_ didn't I \_\_\_\_\_  
 \_\_\_\_\_ wouldn't \_\_\_\_\_

2. If \_\_\_\_\_ could \_\_\_\_\_? Yes, if \_\_\_\_\_ I could \_\_\_\_\_.

No, if I hadn't been \_\_\_\_\_  
 I would.

3. If \_\_\_\_\_ what should \_\_\_\_\_ If \_\_\_\_\_ you should \_\_\_\_\_  
 this happens \_\_\_\_\_  
 \_\_\_\_\_? If \_\_\_\_\_ you should not \_\_\_\_\_  
 I do \_\_\_\_\_

E. GERUNDS AFTER PREPOSITIONS.

1. Explain that this concept emphasizes an action that immediately follows a subordinate ( or less important action.)

After reviewing I am \_\_\_\_\_ ing. Lesson XIV.  
 (present participle)

2. Put the following structure on the board.

Before _____	ing I _____.
After _____	he present
	she simple past
	it imperfect
	you

- a. i.e. Before eating I wash my hands.  
 washed  
 used to wash

This structure states the action responsible for an effect.

## LESSON XXIV

3. a. Because of \_\_\_\_\_ ing.

b. Because of \_\_\_\_\_  
having to  
etc.

i. e. Because of being poor, he had no extra money.

4. Possessive Gerund. Explain that this structure identifies a persons actions before an effect or conclusion.

a. His \_\_\_\_\_ ing \_\_\_\_\_.

My \_\_\_\_\_ ing \_\_\_\_\_.

Your \_\_\_\_\_ ing \_\_\_\_\_.

i. e. Your leaving surprised me.  
His saving money is a good idea.

## LAB - LESSON XXIV

A. Listen to the following questions: Answer yes the first time you hear them. Answer no the second time. Listen to the tape for the correct answer.

1. Would you come earlier?

Yes, I would come earlier.

No, I wouldn't come earlier.

2. Would you buy a new car?

Yes, \_\_\_\_\_.

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

3. Would he like this?

Yes, \_\_\_\_\_.

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

4. Would they make more parts?

Yes, \_\_\_\_\_.

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

5. Would she stay here?

Yes, \_\_\_\_\_.

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

6. Should I buy a new hammer?

Yes, you \_\_\_\_\_.

No, you \_\_\_\_\_.

7. Should you find a new job?

Yes, I \_\_\_\_\_.

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

## LAB - LESSON XXIV

8. Should we go to the show?  
(cine)

Yes, \_\_\_\_\_.  
No, \_\_\_\_\_.

9. Should we paint the walls?

Yes, \_\_\_\_\_.  
No, \_\_\_\_\_.

10. Should they be here?

Yes, \_\_\_\_\_.  
No, \_\_\_\_\_.

11. Could you help me lift this?  
(levantar)

Yes, I could \_\_\_\_\_.  
No, \_\_\_\_\_.

12. Could Tom clean up tonight?

Yes, \_\_\_\_\_.  
No, \_\_\_\_\_.

13. Could I go with them?

Yes, you \_\_\_\_\_.  
No, \_\_\_\_\_.

14. Could they do the work?

Yes, \_\_\_\_\_.  
No, \_\_\_\_\_.

## LAB - LESSON XXIV

15. Could you bring your truck?

Yes, \_\_\_\_\_.

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

B. Listen to the following "If Clause" questions. Answer yes the first time you hear them. Answer no the second time you hear them. Listen to the tape for the right answer.

1. If I go to the store will you stay here?

Yes, if you go to the store, I will stay here.

No, if you go to the store, I won't stay here.

2. If he arrives early, will you be here?

Yes, \_\_\_\_\_.

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

3. If you go will Mary go too?

Yes, \_\_\_\_\_.

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

4. If you happen to be home tomorrow will you call me?

Yes, \_\_\_\_\_.

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

5. If she happens to come early, would it be all right?

Yes, \_\_\_\_\_.

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

## LAB - LESSON XXIV

- C. Listen to the following sentences and make "If Clauses" out of them. Listen to the tape for the correct answer.

Statement:

Example: I don't like milk, so I don't drink it.

Response: If I liked milk, I would drink it.

1. I don't like coffee, so I don't drink it.

2. Tom doesn't have a car, so he doesn't drive.

3. They don't buy bread because they don't eat it.

Answer: If they ate bread, they would buy it.

4. You don't have a job because you don't want to work.

Answer: If you wanted to work, you would.

5. We can't buy oil because we can't find it.

Answer: If we could find oil, we would buy it.

6. Bill is handsome and he has many girl friends.

Answer: If he weren't \_\_\_\_\_.

7. Mary is fat and ugly.

Answer: If she weren't \_\_\_\_\_.

8. Meat is so expensive, I don't buy it.

Answer: If the meat weren't \_\_\_\_\_.

9. He does good work so he always has a job.

Answer: If he didn't \_\_\_\_\_.

10. Dorothy is too serious so she doesn't have many friends.

Answer: If she weren't too serious \_\_\_\_\_.

## LAB - LESSON XXIV

## D. Dialogue:

**Ted:** Sam, if you weren't so stupid, you would have a good job right now.  
(ahora mismo)

**Sam:** I'm sorry. I just can't do the work that they ask me to do.

**Ted:** If you tried to do the work you could do it. Why don't you take some classes at the adult school?

**Sam:** I would take classes if I had more time.

**Ted:** What do you do with your time?

**Sam:** I have a girl friend and she wants me to be with her all of the time.

**Ted:** Don't be silly Sam! You have to think of your future. If you put her in her place you wouldn't have any problem. You can get a good job at the Greengold Company where I work.

**Sam:** I would like to, but I can't work there.

**Ted:** Why not? They need workers.

**Sam:** Because my girl friend, Maggie Greengold, owns the company and she doesn't want me to work.

## LESSON XXV

## A. PLUPERFECT. ( Past Perfect)

## 1. Review: Present perfect: Lesson XXII.

Have you \_\_\_\_\_ ed?

Have you already \_\_\_\_\_ ed?

Have you \_\_\_\_\_ ed yet?  
etc.

Practice irregular verbs also.

2. Review had as the past tense of have.3. Write the following structures one by one on the board and practice them with the class until they have mastered the time concepts.

a. When \_\_\_\_\_ ed, did you \_\_\_\_\_ ?  
 I talk he listen  
 he  
 she rained  
 it

When I talked, did you  
hear me?  
(¿Cuándo hablé me oyó Vd?)

When I talked, did you  
listen?

b. 1. When I \_\_\_\_\_ ed, had  
he arrive  
she  
it  
you already \_\_\_\_\_ ed?  
en

Yes, when \_\_\_\_\_ ed I had  
already \_\_\_\_\_ . he  
she

(¿Cuándo \_\_\_\_\_ ó, ya había  
Vd. \_\_\_\_\_ ?)

Irregular Refer to Lesson XX.

When \_\_\_\_\_ ed had you \_\_\_\_\_  
yet?  
(¿Cuándo \_\_\_\_\_ é, ya  
había \_\_\_\_\_ ado? ó

Yes, when \_\_\_\_\_ I had  
already \_\_\_\_\_ .  
etc.

(¿Cuándo yo hablé, ya  
había Vd. terminado?)

( Sí cuando \_\_\_\_\_ é, ya  
había \_\_\_\_\_ ado.) ó

## LESSON XXV

2. Substitute "by the time" or "by \_\_\_ o'clock" for when.

a. By the time \_\_\_\_\_ ed  
had you already \_\_\_\_\_ ed?  
he  
she  
it

Yes, by the time \_\_\_\_\_ ed  
I had already \_\_\_\_\_ ed.

By the time \_\_\_\_\_ ed  
had you \_\_\_\_\_ ed yet?  
en

No, by the time \_\_\_\_\_ ed  
I hadn't \_\_\_\_\_ ed yet.  
he  
she

b. By \_\_\_ o'clock had you  
already \_\_\_\_\_ ed? he  
en she

Yes, by \_\_\_ o'clock, I had  
already \_\_\_\_\_ ed.  
en

By \_\_\_ o'clock had you  
\_\_\_\_\_ ed yet?

No, by \_\_\_ o'clock, I hadn't  
\_\_\_\_\_ ed yet.  
en

Practice reversing the order of the above clauses explaining that either form is correct.

i.e. Had you already \_\_\_\_\_ ed when \_\_\_\_\_ ?

Had you already \_\_\_\_\_ by \_\_\_ o'clock?  
etc.

## B. PASSIVE VOICE IN THE PAST.

1. Review passive Lesson XXIII

2. Write the following structures on the board and practice them with the class until the concept is mastered:

a. When \_\_\_\_\_ ed  
simple past tense  
I start  
it happen  
etc.

Yes, when \_\_\_\_\_ ed I was al-  
ready \_\_\_\_\_ ed.  
en

were you already \_\_\_\_\_  
past

No, when \_\_\_\_\_ ed I wasn't  
\_\_\_\_\_ ed yet.  
etc.

\_\_\_\_\_ ed?  
participle en  
(irreg.) (gone)

When \_\_\_\_\_ ed was he already \_\_\_\_\_ ed?  
(simple past) (past participle) en

irreg.





## LAB- LESSON XXV

A. Listen to the following questions and answer yes the first time you hear the tape. Answer no the second time you hear them.

1. Had you already eaten when we arrived?

Yes, I had already eaten when you arrived.  
No, I hadn't eaten yet when you arrived.

2. When I finished the job, had you already paid the bill?

Yes, \_\_\_\_\_  
No, \_\_\_\_\_

3. When I sent you the money did you spend it?

Yes, \_\_\_\_\_  
No, \_\_\_\_\_

4. When we left had you swept the floor?

Yes, \_\_\_\_\_  
No, \_\_\_\_\_

5. When I saw you had you broken the bottles yet?

Yes, \_\_\_\_\_  
No, \_\_\_\_\_

6. Had he found the money when I reported the robbery?

Yes, \_\_\_\_\_  
No, \_\_\_\_\_

7. By the time I called Mary had you already seen her?

Yes, \_\_\_\_\_  
No, \_\_\_\_\_

8. Had you already left the job by the time I got there?

Yes, \_\_\_\_\_  
No, \_\_\_\_\_

## LAB LESSON XXV

9. Did you get home by 9 o'clock?

Yes, \_\_\_\_\_  
No, \_\_\_\_\_

10. Had they already eaten by 3 o'clock?

Yes, \_\_\_\_\_  
No, \_\_\_\_\_

B. Listen to the following questions and answer yes the first time you hear them. Answer no the second time you hear them.

1. When the show started were you already in San Diego?

Yes I was already in San Diego when the show started.  
No I wasn't in San Diego yet when the show started.

2. When you fixed the windows were the walls already painted?

Yes, \_\_\_\_\_  
No, \_\_\_\_\_

3. When you found the material was the truck already broken?

Yes, \_\_\_\_\_  
No, \_\_\_\_\_

4. When I lost my tools were you already gone?

Yes, \_\_\_\_\_  
No, \_\_\_\_\_

5. When you saw them, were the parts already adjusted?

Yes, \_\_\_\_\_  
No, \_\_\_\_\_

6. By the time we got there were our seats already taken?

Yes, \_\_\_\_\_  
No, \_\_\_\_\_

7. By the time we saw you were you already employed?

Yes, \_\_\_\_\_  
No, \_\_\_\_\_

## LAB LESSON XXV

8. Had you been tested before you entered the class?

Yes, \_\_\_\_\_  
No, \_\_\_\_\_

9. By the time you went to bed had the doors been closed?

Yes, \_\_\_\_\_  
No, \_\_\_\_\_

10. Had the floors been swept when you left?

Yes, \_\_\_\_\_  
No, \_\_\_\_\_

## C DIALOGUE

George: What did you do last night after work Tony?

Tony: I went out to eat, and then I went to the show with my wife.

George: Did Henry finish welding the braces on the table when you left?

Tony: I don't remember but I know he had swept the floor and he had taken inventory before he ate lunch.  
(inventario)

George: How much time did he take for lunch?

Tony: He took ten minutes.

George: Ten minutes is alright. Did he finish painting the trucks?

Tony: Yes.

George: What time did he finish?

Tony: He finished painting the trucks by one o'clock.

George: When I telephoned at two o'clock, had he already ground the valves for the Chevy and the Ford?

Tony: Yes, he had already ground the valves but hadn't finished washing the windows.

## LAB LESSON XXV

**George:** What time did he finish washing the windows?

**Tony:** At three o'clock.

**George:** Had the shelves been washed yet?

**Tony:** Yes, the shelves had been washed.

**George:** Did Henry get his check for the week?

**Tony:** Yes, I gave him \$52.00.

**George:** Fifty-two dollars! Are you crazy? For the work he did?

**Tony:** Yes, boss--- how much should I have paid him for the work he did?

**George:** Fifty dollars, and not one cent more.

## LESSON XXVI

## A. "IF" CLAUSES IN THE PAST.

Contrary to the past fact.

If clauses contrary to positive fact.

1. Review Lesson XXIV "If" clauses contrary to present fact. Explain that this concept expresses an imaginary or hypothetical thought about a past action.

2. Contrary to positive fact.

a. Positive fact.

i.e. Tom went to the store and he bought bread.  
(Tomás fue a la tienda y compró pan.)

Explain that because of the past action the hypothetical situation will make reference to a conditional result as a completed action in the past or to a situation in the present that would be a result of the hypothetical situation. The conditional result can either be positive or negative.

Write the following structures on the board one-by-one as each concept is considered. Drill each individual concept until the class can handle it easily.

b. Conditional Action in the past.

1. Negative conditional

If _____	had not _____,	_____	would not have _____.
subject	participle		participle
Tom	hadn't	he	bought bread.
		Tom	

(Si no hubiera \_\_\_\_\_ ado, no habría \_\_\_\_\_ ado.)  
ido ido

## LESSON XXVI

**i.e.** If Tom hadn't gone to the store he wouldn't have bought bread.  
(Si Tomás no hubiera ido a la tienda, no habría comprado pan.)

Use the following sentences as models for original sentences more specifically suited to the needs of the class.

Practice forming "if" sentences with

I worked for a week and earned a hundred dollars.  
(\_\_\_\_\_ed participles.)

Bill took the car to the mechanic and he fixed it.  
(\_\_\_\_\_en participles.)

We were downtown and we saw the accident.  
(irregular participles.)

Using the above structure practice forming "if" sentences with the above examples until all students grasp the concept: Then have students compose similar sentences, reading or stating them to the other students who will in turn use the practiced structure to form the "if" clause.

## 2. Positive conditional

If \_\_\_\_\_ had not \_\_\_\_\_, \_\_\_\_\_ would have \_\_\_\_\_.  
Tom hadn't participle

(Si \_\_\_\_\_ no hubiera \_\_\_\_\_ ado, habría \_\_\_\_\_ ado.)  
ido ido

**i.e.** If Tom hadn't gone to the store, he would have stayed home.  
(Si Tomás no hubiera ido a la tienda, se habría quedado en casa.)

## LESSON XXVI

Note that this structure will require a little more imagination because of the infinite number of actions that would have taken place as opposed to simple stating that something wouldn't have happened. This form of the conditional can be precipitated by making a simple statement about the past without a subordinate clause.

I saw him yesterday.  
 We ate at the restaurant.  
 I came to work late.  
 George went home early.  
 etc.

- c. Conditional Result in the Present of hypothetical action in the past.

Explain that this is what things would be like now, if something had not happened in the past. (imaginary event)

1. Negative conditional. Write the following structure on the board making special note of would in the conditional present tense.

If \_\_\_\_\_ had not \_\_\_\_\_ ed \_\_\_\_\_ would not \_\_\_\_\_  
                   hadn't            en            wouldn't  
   etc.

(Si \_\_\_\_\_ no hubiera \_\_\_\_\_ ado \_\_\_\_\_ ía.)  
   ido            estar

i. e. If Tom hadn't gone to the store, we  
 wouldn't have any bread.

Use model sentence from section b., using the above structure to form "if" clause sentences.

Use the original sentences that the students composed for that section or have them compose new sentences for the exercise.

## LESSON XXVI

## 2. Positive present conditional:

Write the following structure on the board:

If \_\_\_\_\_ had not \_\_\_\_\_ ed \_\_\_\_\_ would \_\_\_\_\_ .  
                   hadn't                    en  
   etc.

(Si \_\_\_\_\_ no hubiera \_\_\_\_\_ ado \_\_\_\_\_ ía \_\_\_\_\_ .)  
   ido estar  
   etc.

i.e. If Tom hadn't gone to the store he would be here.  
 (Si Tomas no hubiera ido a la tienda, estaría aquí.)

Use the same model sentences as in sections b. 1, and b.2, once again note the infinite possibilities of the positive conditional.

Drill this structure until all members of the class can handle it easily.

Review all of the structures just practiced by making statements about past actions and then asking leading questions that will require the use of the desired structure.

Follow these question patterns to encourage the desired response from the student.

If \_\_\_\_\_ had not \_\_\_\_\_ ed, would \_\_\_\_\_ have \_\_\_\_\_ ed?  
                   hadn't                    en    en  
   (irreg.)    (irreg.)

Conditional result in the present.

If \_\_\_\_\_ had not \_\_\_\_\_ ed, would \_\_\_\_\_ ?  
                   hadn't                    en  
   (irreg.)

## LESSON XXVI

Example: Tom went to the store and bought bread.

1. If Tom hadn't gone to the store, would he have bought bread?
2. If Tom hadn't gone to the store would he be here?

**B. ORDINAL NUMBERS:** (streets, dates, anything that follows a numerical order.)

1. Explain that this type of number is used for such things as streets, dates, and anything else that follows or is arranged in a numerical order.
2. Review numbers 1-30 rapidly Lesson VI to be sure that there are no difficulties with cardinal numbers.

Write the numbers 1-5 on the board.

3. Introduce the pronunciation of the ordinal numbers 1-5 in numerical order.

The corresponding numerical order in Spanish is (primero, segundo, tercero, cuarto, quinto, etc.)

1. first
2. second
3. third
4. fourth
5. fifth

After practicing the pronunciation several times erase the ordinal numbers and have students give the ordinal form as you point to the cardinal numbers.

## LESSON XXVI

Explain that all other ordinal numbers up to 20 are formed by simply adding th on the end of the cardinal number. The one exception is twelve which follows the same pattern as five--the ve changes to 'f' twelve--twelfth. Write the numbers 5-19 and the following structure on the board and have students rapidly give the ordinal form as you point to the cardinal.

6	11	16	
7	12	17	
8	13	18	_____th
9	14	19	
10	15		

Write twenty on the board. Explain that y changes to i before adding the th.

Then write twentieth. Explain that just as in counting by adding one through nine to twenty, thirty, etc., the ordinal numbers are added in the same way.

- i.e. 21. twenty-first  
 22. twenty-second  
 23. twenty-third  
 24. twenty-fourth  
 25. twenty-fifth  
 etc.

Practice all decimal groups 20, 30, 40, 50, 60, 70, 80, 90, and 100. Will all ordinal numbers.

## LAB - LESSON XXVI

A. Make "If Clause" sentences from the following simple past statements:

Listen to the tape for the correct answers:

1. Jim earned fifty dollars yesterday and he spent it all on car parts.

Answer: If he hadn't earned fifty dollars, he wouldn't have spent it on car parts.

2. I found the tools and I took them to the garage.

Answer: If I hadn't found the tools, I wouldn't have taken them to the garage.

3. They went to Los Angeles and bought a new truck.

Answer: If they hadn't gone to Los Angeles, they wouldn't have bought a new truck.

4. We gave our papers to the janitor and he put them in the truck.

Answer: If we hadn't given our papers to the janitor, he wouldn't have put them in the truck.

5. George got up at 5:30 a.m. to catch the train.

Answer: If he hadn't got up at 5:30 a.m., he wouldn't have caught the train.

6. I didn't arrive on time so I didn't go with them to Los Angeles.

Answer: If I had arrived on time, I would have gone with them to Los Angeles.

7. I didn't see Mr. Watkins so I didn't give him the message.

Answer: If I had seen Mr. Watkins, I would have given him the message.

8. We didn't like the car so we didn't buy it.

Answer: If we had liked the car, we would have bought it.

## LAB - LESSON XXVI

9. The blade wasn't sharp so it didn't cut well.

Answer: If the blade had been sharp, it would have cut well.

10. They didn't clean the tools properly, so they rusted.

Answer: If they had cleaned the tools properly, they wouldn't have rusted.

B. Repeat the ordinal number as you hear the cardinal members read on the tape.

Listen to the tape for the correct answer:

Example: 1---first  
7---seventh  
9---ninth

1	14	34
2	18	3
4	22	13
36	21	8
5	20	9
6	7	15
25	11	17
28	12	19
27	32	10
26	38	40

C. Dialogue

Dick: Harry, how was your vacation in Las Vegas:

Harry: If I hadn't gone to Las Vegas, I would be a lot better off.

Dick: What happened in Las Vegas?

Harry: I lost five hundred dollars.

## LAB - LESSON XXVI

**Dick:** That's too bad, how did you do that?

**Harry:** I thought I would win at Black-Jack so I played and lost.

**Dick:** If you hadn't played Black-Jack, you wouldn't have lost \$500.00 (five hundred dollars) I told you not to gamble. If you had listened to me, you wouldn't be complaining now.

**Harry:** I should have gone to Hawaii or San Francisco. I would have had a better time. My wife wanted to go to San Francisco.

**Dick:** But Las Vegas is a great place. If you had gone to the right places, you would have had a good time.

**Harry:** Why didn't you tell me where to go?

**Dick:** You didn't ask me. If you had asked me, I would have told you.

**Harry:** If I hadn't listened to you, I wouldn't have gone to Las Vegas.

**Dick:** Okay. How about letting me arrange your trip to Hawaii next vacation?











## LESSON XXVII

- a. Write the following structures on the board.

Exceptions to the pattern.

one/half  $1/2$

one/third  $1/3$

Practice each number within the structure, writing the resulting fractions on the board.

one/\_\_\_\_\_th

4, 5, 6,

7, 8, 9, 10,

11, 12, 13, 14,

15, 16, 17, 18,

19, 20, 21, 22,

23, 24, 25, 26,

etc.

Write

Point at random to the fractions written on the board, having individual students recite the fractions aloud. If students have difficulty with the concept, review the structure just practiced until the students can handle them easily.

- b. Write the following structure on the board for  
\_\_\_\_\_ of more than one.

numerators

Exception to the form.

Two-thirds

$2/3$

two/\_\_\_\_\_ths

three/ 4

four/ 5

five/ 6

## LESSON XXVII

six	7
seven	8
(etc.)	9
	etc.
	ad infinitive

Point out the obvious reductions of fractions as you run across them with the above structure.

Examples:

$2/4=1/2$	$3/6=1/2$	$4/8=1/2$
$2/6=1/3$	$2/8=1/4$	$3/12=1/4$ , etc.

Practice the above structure with as many examples as is considered appropriate for the specific training of the class. Repeat the above structures until the class can handle them without difficulty.

- c. Write the following structures on the board to practice using whole numbers with fractions.

_____ and one/_____ th
1/2/3/                      4/5/6/
4/5/6/etc.                7/8/9/etc.

Example:

1 1/4  
One and one fourth.

_____ and _____ ths
1/2/3/                      4/5/6/
4/5/6/etc.                7/8/9/etc.

Example:

2 3/4  
Two and three-fourths.

Write whole numbers and fractions on the board as students recite them and have students recite the numbers from the board at random.

## LAB - LESSON XXVII

- A. Make "If Clause" sentences from the following simple past statements:

Listen to the tape for the correct answers:

1. I didn't see any machines that we needed, so I didn't buy any.

Answer: If I had seen any machines that we needed, I would have bought them.

2. Bill didn't get to work on time so he didn't get the job.

Answer: If he had gotten to work on time, he would have gotten the job.

3. Mr. Miller wasn't home so I didn't give him the message.

Answer: If Mr. Miller had been home, I would have given him the message.

4. I didn't like the merchandise so I didn't keep it.

Answer: If I had liked the merchandise, I would have kept it.

5. We didn't go to the plant yesterday, so we didn't work.

Answer: If we had gone to the plant we would have worked.

6. I didn't paint the house because I didn't want to.

Answer: If I had wanted to paint the house, I would have.

7. The car isn't repaired because they didn't finish grinding the valves.

Answer: If they had finished grinding the valves the car would be finished.

8. We didn't lay the bricks because the foundation wasn't dry.

Answer: If the foundation had been dry, we would have laid the bricks.

## LAB - LESSON XXVII

9. John didn't pick up the parts because they weren't finished.

Answer: If the parts had been finished, John would have picked them up.

10. I didn't talk to Harry because he wasn't in his office.

Answer: If he had been in his office, I would have talked to Harry.

B. Repeat aloud the following fractions. Listen to the tape for the correct answer:

1/2	1/7	2/3	3/4	4/5	5/8	7/10
1/3	1/8	2/5	3/8	4/10	5/12	7/16
1/4	1/9	2/7	3/10	4/15	5/16	7/24
1/5	1/10	2/9	3/16	4/19	5/24	7/32
1/6	1/11	2/11	3/24	5/6	5/32	8/13
7/8	1/12	2/13	3/32	3/5	7/8	8/15
9/10	9/16	9/32	11/16	13/16	15/16	11/32
13/32	15/32	17/32				

C. Dialogue:

Foreman: Bill, what did you do to the door frames, they're all crooked!  
(chuecos)

Bill: I didn't cut the door frames. I only put them together. If I had cut them, they would be straight.

Foreman: Who cut the frames?

Bill: Frank Anderson.

Foreman: He's my brother. He wouldn't cut door frames like that!

Bill: If he weren't your brother, you would admit that he is a poor carpenter.

## LAB - LESSON XXVII

Foreman: Well----- I have to admit he didn't finish school and he could be more accurate.

Bill: If he had finished school, he would be able to read fractions.

Foreman: What do you mean?

Bill: Did you measure the pieces for the door?

Foreman: No, I didn't measure the pieces.

Bill: If you had measured the pieces, you would see that he can't read fractions.

Foreman: How do you mean?

Bill: All of the pieces on the right side are 6 feet 3 and 5/6 inches and all of the pieces on the left are 6 feet 3 and one-eighth inches.

Foreman: That's almost a whole inch.

Bill: Yes.

Foreman: There must be a mistake in the blue-prints.

## LESSON XXVIII

A. "If" clauses in the past. The passive voice.

1. Briefly review the passive voice (Lesson XXII, XXIII, XXV).

2. Example:

The work wasn't done, so I had to stay late.  
(No estaba terminado el trabajo por eso me tuve que quedar tarde.)

Imagined situation, contrary to fact.

If the work had been done, I wouldn't have had to stay late.

(Si el trabajo hubiera estado terminado no habría tenido que quedarme tarde.)

3. The passive voice in the "if" clauses follows basically the same pattern as the other "if" clauses in the past tense. The basic structures will be presented in the same order as in Lesson XXVI and XXVII without elaborate explanation if there are difficulties with explanations or presentation, refer to the lesson and section that deals with that concept in question.

a. Contrary to Positive fact.

1. Conditional action in the past.

Example: The work was done so I left early.  
(El trabajo estaba terminado y salí temprano.)

a. Negative conditional

Write the following structure on the board.

If \_\_\_\_\_ hadn't been \_\_\_\_\_ ed \_\_\_\_\_ wouldn't have \_\_\_\_\_ ed  
en en  
(irreg.) (irreg)



## LESSON XXVIII

Example:

If the work had been done, I wouldn't be at the shop.  
(Si el trabajo hubiera estado terminado, no estaría en el taller.)

b. Positive.

Write the following structures on the board.

If \_\_\_\_\_ had been \_\_\_\_\_ ed \_\_\_\_\_ would \_\_\_\_\_.  
en  
(irreg.)

Example:

If the work had been done I would be at home.  
(Si el trabajo hubiera estado terminado, estaría en casa.)

Practice the above structures with sentences composed after the model sentences. Practice each structure separately until the students have mastered each concept.

B. Some - Any

Negatives and Positives.

Explain that in English there are no double negative forms used in the same sentence to express a negative thought.

Example:

QUESTION

ANSWER

Do you have any money?

No, I don't have any money.

Point out that although the answer is negative any still remains the same.



## LESSON XXVIII

1. Write the following structure on the board, following the question and answer pattern used in the example.

Introduce the pronunciation of some.  
(algo de)

Do you _____ any _____?	Yes, I _____ some _____.
we have money	No, I don't _____ any _____.
they want	we
earn	
spend	

Does he _____ any _____?	Yes, he _____ some _____.
	etc.

No, he doesn't _____ any _____
she verb

Is there any _____?	Yes, there is some _____
	No, there isn't any _____

Introduce much instead of any in the question structure.  
(mucho)

Do you _____ much _____?	Yes, I _____ some _____.
	a lot
	a great deal of

No, I don't _____ any _____
much

Practice these structures until all students have mastered the concept.



## . LAB LESSON XXVIII

A. (See Lab Lesson XXVI)

1. The parts were made in Japan, so we saved money.

Answer: If the parts hadn't been made in Japan, we wouldn't have saved money.

2. The floors were swept, so we left early.

Answer: If the floors hadn't been swept, we wouldn't have left.

3. The window was broken, so I called the police.

Answer: If the window hadn't been broken, I wouldn't have called the police.

4. You were excited, so I didn't tell you about the accident.

Answer: If you hadn't been so excited, I would have told you about the accident.

5. It was so dark I couldn't see the sign.

Answer: If it hadn't been so dark, I could have seen the sign

6. I didn't go with you because it was too late.

Answer: If it hadn't been so late, I would have gone with you.

7. We didn't buy the house because it wasn't painted.

Answer: If the house had been painted, we would have bought it.

## LAB LESSON XXVIII

8. George didn't bring the lumber because it wasn't cut the right length.

Answer: If the lumber had been cut the right length, George would have brought it.

9. The Nelson Company didn't rent the building because it was badly constructed.

Answer: If the building hadn't been so badly constructed, the Nelson Company would have rented it.

10. I didn't eat the steak because it was burnt.

Answer: If the steak hadn't been burnt, I would have eaten it.

B. Listen to the following questions; answer Yes the first time you hear the question. Answer No the second time you hear the question

1. Do you have any money?  
Yes, I have some money?  
No, I don't have any money

2. Does Mike have any oil?  
Yes, \_\_\_\_\_  
No, \_\_\_\_\_

3. Do they have any paint?  
Yes, \_\_\_\_\_  
No, \_\_\_\_\_

## LESSON LAB XXVIII

4. Does Henry have any friends?  
Yes, \_\_\_\_\_.  
No, \_\_\_\_\_.
5. Does Mr. Thomas have much property?  
Yes, Mr. Thomas has a lot of property.  
No, Mr. Thomas doesn't have any property.
6. Is there any gas in the tank?  
Yes, there is gas in the tank.  
No, there's no gas in the tank.
7. Is there any oil in the can?  
Yes, \_\_\_\_\_.  
No, \_\_\_\_\_.
8. Is there any food in the house?  
Yes, \_\_\_\_\_.  
No, \_\_\_\_\_.
9. Are there any tools in the car?  
Yes, there are tools in the car.  
No, there aren't any tools in the car.
10. Are there any rocks on the road?  
Yes, \_\_\_\_\_.  
No, \_\_\_\_\_.
11. Are there any carpenters on the job?  
Yes, \_\_\_\_\_.  
No, \_\_\_\_\_.
12. Are there many mechanics at the shop?  
Yes, there are many mechanics at the shop.  
No, \_\_\_\_\_.

## LAB LESSON XXVIII

## C. Dialogue :

George: Where were these parts made, Joe?

Joe: In Germany. Why?

George: If they were made in Japan they would be cheaper.

Joe: Are you kidding? These are parts for a German-made car.

George: I know, but it would be a good business move to get  
(maniobra)  
the parts from Japan, and to sell them as German  
parts. There aren't many people who would know the  
difference.

Joe: There are a lot of people who would know the difference  
Besides the Japanese don't make parts for German cars.  
They make their own cars.

George: Is there any chance of having them buy parts from the  
Germans?

Joe: I don't think so.

George: If they would, I would like to sell them.

Joe: Do you sell many cars here at your car-lot?

George: No, but I would like to.

## LESSON XXIX

## I. APPLICATIONS FOR EMPLOYMENT

There are two copies of typical questions found in applications. Fill out the first set as a general class project, entertaining questions and commentaries from the class. Then have the students fill out the second set of questions by themselves without conferring with other students. Check the students progress on the second set of questions, taking special note of problem questions. After the class is finished, review those questions causing general difficulty with the entire class.

## A. NAMES

Mr.

1. Name-Mrs. \_\_\_\_\_  
 Miss (Last) (First) (middle name  
 or initial)

Married applicant give first name of spouse. Maiden name if female.

## B. ADDRESSES

Address \_\_\_\_\_  
 (Street) (City) (State) (Zip Code)

Residence Address

\_\_\_\_\_ - \_\_\_\_\_  
 (Street) (City) (State) (Zip Code)

Phone Number \_\_\_\_\_

Tel. No. \_\_\_\_\_

Telephone \_\_\_\_\_

How long have you lived at the above address? \_\_\_\_\_ - \_\_\_\_\_  
 (years, months) (weeks)

## LESSON XXIX

How long have you lived in this city? \_\_\_\_\_  
 (years, months) (weeks) (days)

## C. PERSONAL DATA

Age \_\_\_\_\_ Date of birth \_\_\_\_\_ Sex- Male \_\_\_\_\_ Female \_\_\_\_\_

Birth Place \_\_\_\_\_  
 Place of birth \_\_\_\_\_  
 Where were you born? \_\_\_\_\_

Height \_\_\_\_\_ Ft. \_\_\_\_\_ in. Weight \_\_\_\_\_ lbs.

Color of eyes \_\_\_\_\_ Color of hair \_\_\_\_\_

What is your height? \_\_\_\_\_ Ft. \_\_\_\_\_ in.  
 What is your weight? \_\_\_\_\_ lbs.

Are you right or left handed? \_\_\_\_\_  
 Do you write with your right or left hand? \_\_\_\_\_

U.S. Citizen Yes \_\_\_\_\_ No \_\_\_\_\_ Are you a citizen of U.S.A.? Yes \_\_\_\_\_ No \_\_\_\_\_

Marital Status \_\_\_\_\_  
 Married Single Divorced Separated Widow(er)

Are You: Single \_\_\_\_\_ Married \_\_\_\_\_ Divorced \_\_\_\_\_ Separated \_\_\_\_\_ Widow \_\_\_\_\_

Name of Spouse \_\_\_\_\_

Do you live with Spouse? \_\_\_\_\_ Parents \_\_\_\_\_ Other \_\_\_\_\_  
 Number of dependents \_\_\_\_\_  
 Number of Dependents minor childrer \_\_\_\_\_  
 Number of other dependents \_\_\_\_\_

## LESSON XXIX

Ages of children \_\_\_\_\_

In case of emergency please notify \_\_\_\_\_.

Person to notify in case of accident \_\_\_\_\_.

Do you own your house \_\_\_\_\_ rent \_\_\_\_\_ board \_\_\_\_\_.

## PHYSICAL STATUS

What serious illness or operations have you had? \_\_\_\_\_ give  
details and dates.

What serious accidents or operations have you had? \_\_\_\_\_

Have you ever had a back injury? \_\_\_\_\_

What physical defects or ailments do you have now? \_\_\_\_\_

Do you have: hernia, heart trouble, kidney trouble, high blood  
pressure, or (list other) \_\_\_\_\_

List all chronic ailments and physical defects \_\_\_\_\_

## POLICE AND DRIVING RECORD

Are you a licensed motor vehicle operator? Yes \_\_\_\_\_ No \_\_\_\_\_

Type of valid drivers license California \_\_\_\_\_ Other state \_\_\_\_\_  
None \_\_\_\_\_

Has your drivers license ever been revoked or suspended? Yes \_\_\_ No \_\_\_

Drivers license Number \_\_\_\_\_

Number of moving traffic violations during the past five years \_\_\_\_\_

Have you ever been arrested or convicted of any criminal offense? Yes \_\_\_ No \_\_\_

If yes explain in space below: \_\_\_\_\_

Have you ever been arrested for other than minor traffic violations? Yes \_\_\_  
No \_\_\_

If yes, give 1) offenses 2) dates 3) places of arrest  
4) disposition of cases. \_\_\_\_\_



## LESSON XXIX

## WORK EXPERIENCE

Where have you worked? \_\_\_\_\_  
 Position held \_\_\_\_\_ department \_\_\_\_\_  
 Type of work \_\_\_\_\_ Date employed \_\_\_\_\_  
 Date leaving \_\_\_\_\_ Wages or Salary \_\_\_\_\_  
 Firm's name \_\_\_\_\_  
 Why did you leave? \_\_\_\_\_  
 Name under which employed, if different \_\_\_\_\_  
 List former employer \_\_\_\_\_  
 Please start with most recent employer: \_\_\_\_\_

Names and addresses of former companies or employers, beginning with most recent: \_\_\_\_\_

Did you use your present name on the above jobs? \_\_\_\_\_  
 Name of superior \_\_\_\_\_  
 Title \_\_\_\_\_ Duties \_\_\_\_\_  
 State reason for and length of inactivity between last employer and second employer \_\_\_\_\_  
 Under whom did you work? \_\_\_\_\_  
 What experience or training have you had which would help you in the position for which you are applying? \_\_\_\_\_

## PERSONAL REFERENCES

Preferably residents of this city, but not relatives or former employers listed above:

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

Do not include any former employer listed above \_\_\_\_\_

List personal references (not relatives or persons you have worked for?)

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

## LESSON XXIX

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

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

---

Any misrepresentations of facts contained on this application is  
cause for dismissal, if you are employed.

Signature \_\_\_\_\_

## LESSON XXX

1. With the lesson in front of them, review the following information with the students, making sure that each student understands the questions and is able to present an acceptable answer verbally.
  2. Have students close their lesson books. Review each section with the class, asking them questions about each section. Some model questions are included with each section.
- A. PREPARING FOR INTERVIEW HAVE ALL FACTUAL INFORMATION ABOUT YOURSELF:**  
Question: What information about yourself will you need?
- a. Address
  - b. Telephone number
  - c. Social Security Number
  - d. Name and address of previous employers
  - e. Dates you worked.
- B. HAVE NECESSARY PAPERS READY:**  
Question: What papers should you have ready?
- a. License
  - b. Health certificate
  - c. Working papers
  - d. Proof of age
  - e. Union membership cards
- C. LEARN AS MUCH AS YOU CAN BEFOREHAND ABOUT THE FIRM TO WHICH YOU WILL APPLY. SUCH AS:**  
The instructor should select firms and companies in the area where students are likely to be working and ask them questions about those firms.
- D. CHECK YOUR PERSONAL APPEARANCE:** Be neat, clean, with combed hair, fingernails clean, shoes shined, and clean shave.

## LESSON XXX

## INFORMATION ON WHAT EMPLOYER MIGHT ASK:

Ask the following questions of the students, making sure that each student gets to answer each question at least once.

- a. Where did you work last?
- b. Who was your last employer?
- c. What kind of work did you do?
- d. How long did you work there?
- e. What was your job title?
- f. Why did you leave the job?
- g. What did you like about the job?
- h. What did you dislike about the job?
- i. What part of the job did you like best?
- j. Who was your foreman?
- k. Who was your supervisor?
- l. Would you object if I talked to your last employer?
- m. How much education have you had?
- n. Where did you graduate from?
- o. Did you use any special tools or equipment?
- p. How much did you earn?
- q. How much did they pay you?
- r. How much will you work for?
- s. Have you done any volunteer work?
- t. What kind of hobbies do you have?
- u. Do you have any hobbies which might help you on the job you are applying for?

THE END

12-9