A STRUCTURAL COURSE FOR VOCATIONAL ENGLISH
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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.
A STRUCTURAL COURSE
FOR
VOCATIONAL ENGLISH

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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, 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-O+ 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 route 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-1- Lessons III to IV
- S-1 Lessons IV to V
- S-1+ Lessons V to VII
- S-2- Lessons VII to XII
- S-2 Lessons XII to XVI
- S-2+ Lessons XVI to XXII
- S-3- Lessons XXII to XXIV
- S-3 Lessons XXIV to XXVI
- S-3+ Lessons XXVI to XXVIII

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

\[
\begin{align*}
&\text{big} \\
&\text{white} \\
&\text{expensive}, \text{ etc.}
\end{align*}
\]
Each lesson includes ample daily vocabulary as well as vocational vocabulary for general and specialized vocations. Once the structural pattern has been mastered, the student can use as much vocabulary as he is able to manage within the limits of the structure.

The structures are arranged in simple question-and-answer patterns:

**EXAMPLE:** Is this house_____. Yes, the house is_____.

big

white No, the house is not_____.

expensive

This pattern although seemingly over-simplified, establishes three basic concepts within a mono-clause sentence structure: 1) Interrogative patterns for the structure being practiced and 2) positive and negative declarative patterns for the structure presented as the response to the interrogative patterns. The instructor may wish to break the question-and-answer sequence by having students practice the declarative sentence patterns without the initial "yes" and "no" in each pattern, thus composing positive and negative declarative sentences within the scope of the practiced structure.

Although the structural patterns would lend themselves to more complex forms and combinations, their presentation should be considered supplementary to the objectives of this course, and therefore avoided or kept at a minimum until the entire course has been covered.

The essential ingredient to the course is student practice and repetition of the structural patterns. The question-and-answer pattern should be handled so that the students will ask questions to one another according to the structure and the vocabulary with the instructor providing introduction to the concept, examples and pronunciation correction. It is natural that adult students will have a tendency to deviate from language-training material, consequently, the maintenance of strict discipline during the exercise and drill of the structural patterns as they are presented is important.

As previously mentioned, most grammatical concepts will be introduced with the corresponding structure in Spanish to assist the instructor in avoiding descriptions and explanations of the concepts.

Instructions and suggestions to the instructors are included in every lesson, although they may seem repetitious or obvious, they nevertheless serve to assure a homogenous presentation of the grammatical structures and concepts.
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.
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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.
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   A. Present participle ing endings for verbs.
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Lesson XXIII.

A. Participles used as Adjectives.
B. Passive voice.
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D. Practice structures.
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Lesson XXIV.

A. Conditional.
B. "IF" clauses.
C. "IF" clauses anticipating a future condition.
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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.

Á (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.

Á (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, chapter,
    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, expected
    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)
Good afternoon (buenas tardes)
Good evening (buenas noches)

QUESTION OR STATEMENT

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

Answer

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

How are you?

Hello, hi
Good morning
Good afternoon
Good evening

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 conocerte.)

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

A. Repeat the following words:
(Repita las palabras siguientes en voz alta.)
dad, bad, sad, babe, baby, fade, about, around, sofa, car, bar,
far, fault, auto, boss, big, boil, civil, cigar, circuit, cent, call,
cab, cane, cake, chair, chase, check, chronic, chrome, Chrysler,
gracious, spacious, fallacious, dig, do, different, judge, budge,
dredge, equal, evil, east, bed, fed, red, started, threaded, dreaded,
puffed, picked, discussed, her, term, refer, few, feud, ewe, stew,
screw, blew, practice, expect, expert, exist, exert, exit.

B. Repeat the following sentences:
(Repita las frases siguientes en voz alta.)
An apple. It is a big apple. This is a map. This 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. Are you sad? Who is that
man? What day is it? How big is it? Is that you dog? Do you like
fudge? Is he going? Is it easy? Did you see? Was that an error?
Where is your dog? What a baby! What a big rat! It is a big car!
Let's celebrate!

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

1. (one) Hi____________________
2. (two) Hello__________________
3. (three) Good morning__________
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.
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 más 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, bit, 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 memorization.

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.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>What (¿qué?)</th>
<th>Who (¿quién?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where are you from? (¿De dónde es Vd.?)</td>
<td>I am from________________</td>
<td>I'm from________________</td>
</tr>
<tr>
<td>Where is your house? (¿Dónde está su casa?)</td>
<td>My house is in________________</td>
<td>(Mi casa está en________________)</td>
</tr>
<tr>
<td>Where is your family? (¿Dónde está su familia?)</td>
<td>My family is in________________</td>
<td>(Mi familia está en________________)</td>
</tr>
<tr>
<td>What is your nationality? (¿Cuál es su nacionalidad?)</td>
<td>I'm a Mexican citizen.</td>
<td></td>
</tr>
<tr>
<td>What is your occupation? (¿Qué trabajo hace Vd.?)</td>
<td>I am a________________</td>
<td>I am an________________</td>
</tr>
<tr>
<td>What kind of work do you do? (¿Qué clase de trabajo hace Vd.?)</td>
<td>List of vocations________________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>carpenter, plumber, truck driver, mechanic, dentist, welder, electrician, salesman, machinist, clerk, lawyer, priest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I am unemployed.</td>
<td></td>
</tr>
</tbody>
</table>
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 lie 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 escuché la contestación.)

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, ow, 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 = Ó 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, soil, boy, toy, coy, joy,
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? He is my friend
(Qién es el?) He's

What is His name is ________.
What's (Su nombre es ________)
(Cuál es su nombre?)

What's his occupation? He is a ________.
(¿Qué trabajo hace?) He's an

What's his nationality? He's a ________ citizen.

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

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you __________?</td>
<td>Yes, I'm___________.</td>
</tr>
<tr>
<td>hungry</td>
<td>hungry</td>
</tr>
<tr>
<td>thirsty</td>
<td>thirsty</td>
</tr>
<tr>
<td>cold</td>
<td>cold</td>
</tr>
<tr>
<td>hot</td>
<td>hot</td>
</tr>
<tr>
<td>sleepy</td>
<td>sleepy</td>
</tr>
</tbody>
</table>

| ¿Tiene Vd. __________? | No, I'm not_________ |
| hambre | hungry |
| sed | thirsty |
| frio | cold |
| calor | hot |
| sueno | sleepy |

3. Time (tiempo)

| It is early. (es temprano) | Yes, it is early (Sí, es temprano.) |
| It is late - (es tarde) | No, it is not early. |

| Is it early? | Yes, it is late. |
| ¿Es temprano?) | (Sí, es tarde.) |
| Is it late? | No, it is not late. |
| (¿Es tarde?) | No, it is not late. |
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, quotient, quaint, quake, qualify, qualification, quality, quantity, quarrel, quart, quarter, queen, queer, quest, question, quick, quiet, quilt, quintet, quip, 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, 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, sta-
tion, 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)

**QUESTION**

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______.

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
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

<table>
<thead>
<tr>
<th>Drinks</th>
<th>Fruits</th>
</tr>
</thead>
<tbody>
<tr>
<td>chocolate</td>
<td>orange</td>
</tr>
<tr>
<td>coca cola</td>
<td>apple</td>
</tr>
<tr>
<td>root beer</td>
<td>banana</td>
</tr>
<tr>
<td>tea</td>
<td>plum</td>
</tr>
<tr>
<td>milk shake</td>
<td>peach</td>
</tr>
<tr>
<td>malt</td>
<td>apricot</td>
</tr>
<tr>
<td>orange juice</td>
<td>grapes</td>
</tr>
<tr>
<td>orange drink</td>
<td>cherries</td>
</tr>
<tr>
<td>fruit punch</td>
<td>strawberries</td>
</tr>
</tbody>
</table>

SILVERWARE (Use illustrations or objects)  
(Cubiertos)

<table>
<thead>
<tr>
<th>Silverware</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>fork</td>
<td>(tenedor)</td>
</tr>
<tr>
<td>knife</td>
<td>(cuchillo)</td>
</tr>
<tr>
<td>spoon</td>
<td>(cuchara)</td>
</tr>
<tr>
<td>plate</td>
<td>(plato)</td>
</tr>
<tr>
<td>glass</td>
<td>(vaso)</td>
</tr>
<tr>
<td>cup</td>
<td>(taza)</td>
</tr>
</tbody>
</table>
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, smash, 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 repitirán 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)
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, basty, haughty, jetty, lusty, liberty, nasty, nutty, naughty, ratty, pretty, Patty, rusty, seventy, twenty, trusty
U (iu) Con e final - ue, eau
unite, unit, unity, union, universal, university, use, useful,
using, utilize, abuse, acuse, 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,
bunch, 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,
umheard, 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, 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)

QUESTIONS

Where is ____________ ?
(¿Donde esta ____________ ?)

the supermarket (super mercado)
the drugstore (farmacia)
the Post Office (casa de correos)
the school (la escuela)
the Police Station (la policia)
the bank (el banco)
the shopping center( el centro de compras)

The ____________ is in ____________.

(San Diego
Chula Vista
the center of town
downtown
National City
Imperial Beach
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  City Hall  Bus stop
swimming pool  Church  Notary Public
Fire Station  Bakery  Rest room
Balboa Park  Museum  Pool-Hall
Baseball Field  Theater  Auditorium
Bus station  Zoo  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.
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, vell, 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, 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

<table>
<thead>
<tr>
<th>how are</th>
<th>how're</th>
<th>how have</th>
<th>how've</th>
</tr>
</thead>
<tbody>
<tr>
<td>where are</td>
<td>where're</td>
<td>where have</td>
<td>where've</td>
</tr>
<tr>
<td>he is</td>
<td>he's</td>
<td>he has</td>
<td>he's</td>
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<tr>
<td>she is</td>
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<td>it is</td>
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<td>what is</td>
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<tr>
<td>how is</td>
<td>how's</td>
<td>how has</td>
<td>how's</td>
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<tr>
<td>where is</td>
<td>where's</td>
<td>where has</td>
<td>where's</td>
</tr>
<tr>
<td>I will</td>
<td>I'll</td>
<td>I would</td>
<td>I'd</td>
</tr>
<tr>
<td>you will</td>
<td>you'll</td>
<td>you would</td>
<td>you'd</td>
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<tr>
<td>we will</td>
<td>we'll</td>
<td>we would</td>
<td>we'd</td>
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<tr>
<td>they will</td>
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<td>they would</td>
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<td>he will</td>
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<td>how will</td>
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<td>how would</td>
<td>how'd</td>
</tr>
<tr>
<td>where will</td>
<td>where'll</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

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)

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much is the ___<em><strong><strong>? The ______ is (costs) $</strong></strong></em>.</td>
<td></td>
</tr>
<tr>
<td>(Cuanto vale la)</td>
<td></td>
</tr>
<tr>
<td>shirt (camisa)</td>
<td>1.00, 2.00</td>
</tr>
<tr>
<td>dress (vestido)</td>
<td>3.00, 4.00</td>
</tr>
<tr>
<td>wrench (llave inglesa)</td>
<td>5.00, 6.00</td>
</tr>
<tr>
<td>screwdriver (desarmador)</td>
<td>(dollars)</td>
</tr>
<tr>
<td>saw (sierra)</td>
<td></td>
</tr>
<tr>
<td>car (auto)</td>
<td></td>
</tr>
<tr>
<td>bill (cuenta)</td>
<td></td>
</tr>
<tr>
<td>paint (pintura)</td>
<td></td>
</tr>
</tbody>
</table>

How much are the ________? The ______ are (cost) $_____.

<table>
<thead>
<tr>
<th>is</th>
<th>is</th>
</tr>
</thead>
<tbody>
<tr>
<td>pants, socks</td>
<td>dollars</td>
</tr>
<tr>
<td>pliers, gloves</td>
<td></td>
</tr>
<tr>
<td>tools, overalls</td>
<td></td>
</tr>
<tr>
<td>shoes, blouse</td>
<td></td>
</tr>
<tr>
<td>tie, pen</td>
<td></td>
</tr>
<tr>
<td>book, hose</td>
<td></td>
</tr>
<tr>
<td>skirt, brush</td>
<td></td>
</tr>
<tr>
<td>suit, shorts</td>
<td></td>
</tr>
<tr>
<td>magazine, glasses</td>
<td></td>
</tr>
<tr>
<td>handkerchief, tires</td>
<td></td>
</tr>
<tr>
<td>battery, newspaper</td>
<td></td>
</tr>
</tbody>
</table>
LESSON VI

soap, towels

mastic, etc.

3. TIME

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

Monday (lunes)
Tuesday (martes)
Wednesday (miércoles)
Thursday (jueves)
Friday (viernes)
Saturday (sábado)
Sunday (domingo)

b. Practice these words with the class:

today (hoy) tomorrow (mañana) the day after tomorrow (pasado mañana) yesterday (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   
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.

<table>
<thead>
<tr>
<th>September</th>
<th>December</th>
<th>March</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>January</td>
<td>April</td>
<td>July</td>
</tr>
<tr>
<td>November</td>
<td>February</td>
<td>May</td>
<td>August</td>
</tr>
</tbody>
</table>

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.?) (Nacio 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)          Spring (primavera)
   Winter (invierno)       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).

1. The shirt costs $1.25 (one dollar twenty-five cents).
   The wrench costs $1.10 (one dollar ten cents).

2. a. How much does the shirt cost?
   b. How much is the wrench?

3. The saw costs $3.25 (three dollar twenty-five cents).
   The hammer costs $1.19 (one dollar nineteen cents).

4. a. How much does the saw cost?
   b. How much is the hammer?

5. The dress costs $5.25 (five twenty-five).
   The screwdriver costs $1.05 (one dollar five cents).

6. a. How much does the dress cost?
   b. How much is the screwdriver?

7. The pants cost $2.25 (two twenty-five).
   The socks cost $1.15 (one dollar fifteen cents).

8. a. How much do the pants cost?
   b. 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)
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 ARE
YOU THEY

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.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who am I?</td>
<td>You are_</td>
</tr>
<tr>
<td>(¿Quién soy yo?)</td>
<td>You're name- (nombre)</td>
</tr>
<tr>
<td>Who are you?</td>
<td>I am_</td>
</tr>
<tr>
<td></td>
<td>I'm name- (nombre)</td>
</tr>
<tr>
<td>Who is he (she)?</td>
<td>He is_</td>
</tr>
<tr>
<td></td>
<td>He's Mister (Mr.) explain abbreviation Miss Mrs. (se pronuncia misses)</td>
</tr>
</tbody>
</table>

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 profesión en general, y la palabra the se refiere específicamente al individuo que ocupa la posición.

Am I the teacher?       Yes, you are the teacher.
(¿Soy yo el maestro?)

Am I the ____________?   No, you are not the ___________.
- 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.

(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 M.
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:

**QUESTION**

Am I a teacher?

Am I a [ ]

carpenter, plumber, painter,
machinist, mechanic,
technician, custodian, etc.

Am I an [ ]? 

electrician, engineer,
apprentice (aprendiz)
architect

Are you a [ ]? 

Yes, I'm a [ ]

No, I'm not a [ ]

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 [ ]

No, he is not [ ]

Are they [ ]? 

Yes, they are [ ]

No, they are not [ ]

(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
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 a plumber.  
He

He's a plumber.  
machinist

He's a machinist.  
You

You are a machinist.  
foreman

You are a foreman.  
the

You're the foreman.  
He's

I'm an electrician.  
You're a painter.

You are an electrician.  
painter

You're a painter.  
They're

They are painters.  
managers

They are managers.  
the

They are the managers.  
We

We are the managers.  
mechanics
LAB - LESSON VII

He is the foreman. We are the mechanics.
boss

He is the boss. He
I

I am the boss. I am the mechanic.
electrician

I am the electrician. 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)
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 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) (vaso)
pen (pluma)
toothbrush
(cepillo para dientes)
cup (taza)
book (libro)
magazine (revista)
newspaper (periódico)
coins:
penny, nickel, dime, quarter
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
b. What are these?
c. What are those?

Those are

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

1. Statement drills.

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

b. This is
That

c. These are
Those
LESSON VIII

Write the following structures on the board and practice by asking the students to identify the object or ask questions.

What is it?  It is a_____________.  It's a_____________.

2. THIS (este, esta, esto)  THAT (ese, esa, eso)

a. The instructor will introduce several items to the students following this pattern.  (Write it on the board.)

This is a________________________(using vocabulary)

an

b. The instructor will then ask the students to identify objects on a this and that identification pattern. (Write on the board) Explain that this refers to the object in the speaker's hand or within his reach; that is used in response and he is usually not in possession of the object.

What is this?  That is a_____________.
¿Qué es esto?)  (eso es) an

That is a_____________.

(eso es) an

b. The instructor will then distribute items among the class and then follow a that this identification pattern asking students to identify objects in their possession.

What is that?  This is a_____________.

an

(Instructor: vocabulary used in shop)

(Instructor: vocabulary used in shop)

What is that?  That is a_____________.

an wall, window, door, light, switch, chair, table, desk

switch, chair, table, desk
LESSON VIII

3. Question and answer patterns.

Is the that \[\text{ (nouns) } \] \[\text{ (adjectives) } \]

Yes, the that \[\text{ is } \]

No, the that \[\text{ is not } \]

(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? (máno)

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 repuesta 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

### TOOLS

<table>
<thead>
<tr>
<th>No.</th>
<th>Tool</th>
<th>Adjective</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Needle-nose pliers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Diagonal cutting pliers</td>
<td>adjustable</td>
<td>cut wire</td>
</tr>
<tr>
<td>3</td>
<td>Adjustable wrench</td>
<td>worn</td>
<td>to adjust, to tighten</td>
</tr>
<tr>
<td>4</td>
<td>Bolt cutter</td>
<td></td>
<td>to cut bolts</td>
</tr>
<tr>
<td>5</td>
<td>File</td>
<td>leaky, drained, tight</td>
<td>to file</td>
</tr>
<tr>
<td>6</td>
<td>Hydraulic jack</td>
<td></td>
<td>to jack up</td>
</tr>
<tr>
<td>7</td>
<td>File card</td>
<td>sharp, dull</td>
<td>to cut pipe</td>
</tr>
<tr>
<td>8</td>
<td>Plastic hammer</td>
<td></td>
<td>to tighten or loosen bolts</td>
</tr>
<tr>
<td>9</td>
<td>Pipe cutter</td>
<td></td>
<td>to tighten or loosen nuts</td>
</tr>
<tr>
<td>10</td>
<td>Open end wrench</td>
<td></td>
<td>and bolts</td>
</tr>
<tr>
<td>11</td>
<td>Combination wrench</td>
<td></td>
<td>to take inside measurements</td>
</tr>
<tr>
<td>12</td>
<td>Box end wrench</td>
<td></td>
<td>to take outside measurements</td>
</tr>
<tr>
<td>13</td>
<td>Inside caliper</td>
<td></td>
<td>to drill, to bind</td>
</tr>
<tr>
<td>14</td>
<td>Outside caliper</td>
<td></td>
<td>to cut metal</td>
</tr>
<tr>
<td>15</td>
<td>Breast drill</td>
<td>tight, loose</td>
<td>to hold objects</td>
</tr>
<tr>
<td>16</td>
<td>Scratch awl</td>
<td></td>
<td>to loosen and tighten pipe</td>
</tr>
<tr>
<td>17</td>
<td>Ball-pein hammer</td>
<td></td>
<td>to chisel, to chip</td>
</tr>
<tr>
<td>18</td>
<td>Snips</td>
<td></td>
<td>to punch a hole, or mark</td>
</tr>
<tr>
<td>19</td>
<td>Aviation snips</td>
<td></td>
<td>to tap a hole</td>
</tr>
<tr>
<td>20</td>
<td>Machinist's vice</td>
<td></td>
<td>to tap a hole, screw bolt</td>
</tr>
<tr>
<td>21</td>
<td>Pipe wrench</td>
<td></td>
<td>to measure small objects</td>
</tr>
<tr>
<td>22</td>
<td>Cold chisel</td>
<td></td>
<td>to &quot;mic&quot; (mike)</td>
</tr>
<tr>
<td>23</td>
<td>Center-punch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>tap-wrench</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Tap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Micrometer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### EQUIPMENT

<table>
<thead>
<tr>
<th>No.</th>
<th>Equipment</th>
<th>Adjective</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Band-saw</td>
<td>sharp, dull, worn out, crooked</td>
<td>to cut</td>
</tr>
<tr>
<td>28</td>
<td>Grinder</td>
<td>electric, hand</td>
<td>to grind, hone, cut</td>
</tr>
<tr>
<td>29</td>
<td>Drill press</td>
<td></td>
<td>to drill</td>
</tr>
<tr>
<td>30</td>
<td>Lathe</td>
<td></td>
<td>to lathe</td>
</tr>
</tbody>
</table>
### GENERAL TOOLS AND EQUIPMENT

(Not pictured)

<table>
<thead>
<tr>
<th>No.</th>
<th>Tool</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Divider</td>
<td>Lines, scribes, circles</td>
</tr>
<tr>
<td>2</td>
<td>Scribe</td>
<td>To scribe lines</td>
</tr>
<tr>
<td>3</td>
<td>Pin punch</td>
<td>To drive pins</td>
</tr>
<tr>
<td>4</td>
<td>Combination square set</td>
<td>To measure angles</td>
</tr>
<tr>
<td>5</td>
<td>Countersink</td>
<td>To countersink holes</td>
</tr>
<tr>
<td>6</td>
<td>Key-hole saw</td>
<td>To cut holes</td>
</tr>
<tr>
<td>7</td>
<td>Rip-saw</td>
<td>To protect the eyes</td>
</tr>
<tr>
<td>8</td>
<td>Safety glasses</td>
<td>Clean, dirty, scratched</td>
</tr>
<tr>
<td>9</td>
<td>Welder's goggles</td>
<td>Clean, dirty, scratched</td>
</tr>
<tr>
<td>10</td>
<td>Builder's level</td>
<td>To protect the eyes</td>
</tr>
</tbody>
</table>

...to level surfaces, etc..
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. l square, rough
No, the_________ is not_________.
smooth, sharp
dull, etc.

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.
What is the __ like?  The __ is __ and __.

c. If they want to use more than two words all adjectives are connected by commas except the last - it is connected by and.

What is the __ like?  The __ is __, __, and __

4. Objects (nouns) are connected in the same way.
   a. What are those?  Those are __ and __
   b. What are __ and __ like?  __ and __ are __
      __ and __ are __ and __

B. Possessives

1. Review: What is your name?  My name is ___________
   What is my name?  Your name is ___________
   What is his name?  His name is ___________
   (Her)

2. Write the following pattern on the board using objects already introduced. After identifying the object, practice all possessive forms.

What is this?  This is a ___________

Is it your __________?  Yes, it is my __________
      No, it is not my __________
LESSON IX

(Is 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___________? Yes, this is our___________
     (nuestro) No, this is not our___________

2. **THEIR** (su, de ellos)
   - Is this their___________? Yes, this is their___________
     (su) No, this is not their___________

3. **HIS, HERS, ITS** (Su de él ella)
   - Is this___________? Yes, this is his___________
     his hers
     hers 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 sustitutia en el lugar apropiado de la frase.)

1. The hammer is heavy wrench
2. The wrench is heavy big
3. The wrench is big screwdriver
4. The screwdriver is big cheap
5. The screwdriver is cheap brush
6. The brush is cheap dirty
7. The brush is dirty table
8. The table is dirty flat
9. The table is flat rough
10. The table is rough brush

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 VOCABULARY**

**WELDING**

<table>
<thead>
<tr>
<th>Clothing</th>
<th>Parts</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>leather jacket</td>
<td>pipe</td>
<td>welding</td>
</tr>
<tr>
<td>gloves</td>
<td>tubing</td>
<td>brazing</td>
</tr>
<tr>
<td>high top shoes</td>
<td>plates</td>
<td>cutting</td>
</tr>
<tr>
<td>welding hood</td>
<td>beams</td>
<td>pipe layout</td>
</tr>
<tr>
<td>safety glasses</td>
<td>types of material</td>
<td>blue print reading</td>
</tr>
<tr>
<td>etc...</td>
<td>aluminum</td>
<td>estimating</td>
</tr>
<tr>
<td></td>
<td>brass</td>
<td>etc...</td>
</tr>
<tr>
<td></td>
<td>steel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>stainless steel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cast iron</td>
<td></td>
</tr>
<tr>
<td></td>
<td>chrome alloy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>etc...</td>
<td></td>
</tr>
</tbody>
</table>
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
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,    that      his
   hammer            that      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?
    Yes, ______ is my friend
    No, ______ is not my friend.

ame

What is he like?
    He is ________.
    (¿Cómo es él?)
    (altó) (bajo) (gordo) (delgado)
    (guapo) (feo) (joven) (viejo)
    (guapa) (interesante) (aburrido)

handsome
ugly

young
old

pretty
interesting
boring

is ______ your friend?
A. Listen to the following sentences and answer the corresponding questions. Listen for the correct answer afterwards.

(I 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?  5. Whose tools are good and clean?
2. What is Bill like?    6. Whose house is old and simple?
3. What is Sam like?    7. Whose car is old and dirty?
4. Whose tools are new and expensive?
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 I'm going to Martha's house.

Tom: Who is she?

Bill: She's my girlfriend and she's real good-looking.

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.

Bill: That's too bad. Well, I'll see you later, I'm going home to take a bath.

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

Bill: Yeah, don't you?

Tom: No, just on Sunday, sometimes
## SPECIALIZED VOCABULARY

### AUTO

<table>
<thead>
<tr>
<th>Clothing</th>
<th>Parts</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>uniform</td>
<td>carburetor</td>
<td>cleaning</td>
</tr>
<tr>
<td>shop coat</td>
<td>condensor</td>
<td>boring</td>
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<tr>
<td>coveralls</td>
<td>short block</td>
<td>rebuilding</td>
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<tr>
<td>fender cover</td>
<td>motor</td>
<td>tuning</td>
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<tr>
<td>cleaning rag</td>
<td>heads</td>
<td>polishing</td>
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<tr>
<td>etc..</td>
<td>valves</td>
<td>overhauling</td>
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<tr>
<td></td>
<td>coil</td>
<td>timing</td>
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<td></td>
<td>points</td>
<td>grinding</td>
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<td></td>
<td>wires</td>
<td>painting</td>
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<tr>
<td></td>
<td>spark-plugs</td>
<td>scraping</td>
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<tr>
<td></td>
<td>starter</td>
<td>adjusting</td>
</tr>
<tr>
<td></td>
<td>generator</td>
<td>repairing</td>
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<tr>
<td></td>
<td>differential</td>
<td>etc..</td>
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<tr>
<td></td>
<td>oil pan</td>
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<td></td>
<td>fuel pump</td>
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<td></td>
<td>water pump</td>
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<td>transmission</td>
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<tr>
<td></td>
<td>oil pump</td>
<td></td>
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<td></td>
<td>crankshaft</td>
<td></td>
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<tr>
<td></td>
<td>camshaft</td>
<td></td>
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<tr>
<td></td>
<td>etc..</td>
<td></td>
</tr>
</tbody>
</table>
**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.
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

   ![Stick Figure]

   b. Draw a line from the figure to the word man, saying,
   "This is you. You are a man."
c. Draw another stick figure next to the first one like this:

![Stick figure](image)

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
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? (¿Tiene Vd.?)
Yes, I have a (1-5)____________(s).
No, I don't have a____________.

What is his name? (¿Cómo se llama?)
His name is____________.

What is he like? (¿Cómo es?)
He is____________.
She
Her

Who is the oldest? (¿Quién es el mayor) / (¿Quién es el menor)
The oldest is____________.
Youngest

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 she like? 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
- mother, father

sister, brother
mother, father
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 VOCABULARY

### METAL

<table>
<thead>
<tr>
<th>Clothing</th>
<th>Parts</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>shop coat</td>
<td>piece of stock</td>
<td>lathe turning</td>
</tr>
<tr>
<td>apron</td>
<td>sheet metal</td>
<td>burring</td>
</tr>
<tr>
<td>uniform</td>
<td>cold rolled steel</td>
<td>reaming</td>
</tr>
<tr>
<td>shoes with steel toe</td>
<td>hot rolled steel</td>
<td>drilling</td>
</tr>
<tr>
<td>(optional)</td>
<td>angle iron</td>
<td>annealing</td>
</tr>
<tr>
<td></td>
<td>flat iron</td>
<td>heating</td>
</tr>
<tr>
<td></td>
<td>sheet aluminum</td>
<td>polishing</td>
</tr>
<tr>
<td></td>
<td>round stock</td>
<td>sawing</td>
</tr>
<tr>
<td></td>
<td>tubing</td>
<td>measuring</td>
</tr>
<tr>
<td></td>
<td>etc.</td>
<td>facing</td>
</tr>
<tr>
<td></td>
<td>etc.</td>
<td>knurling</td>
</tr>
<tr>
<td></td>
<td>etc.</td>
<td>cutting</td>
</tr>
<tr>
<td></td>
<td>etc.</td>
<td>grinding</td>
</tr>
<tr>
<td></td>
<td>etc.</td>
<td>etc.</td>
</tr>
</tbody>
</table>
SPECIALIZED VOCABULARY

TOOLS 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
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
  we (comer) (beber)
  sleep talk
  (dormir) (hablar)

No, I do not____________.
  we (don't)
  they

Does he __________________? Yes, he ____________.
  she ear, drink, sleep
  it, talk

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)

b) add(sumar, añadir) act (actuar) decide (decidir) call (llamar)
offer (ofrecer) sail (navegar) sell (vender) send (enviar)
tie (atir, amarrar) pull (jalar) measure (medir) enjoy (gozar)
wait (esperar) make (hacer) plan (planear) appear (aparecer)
guard (cuidar) grow (crecer) guide (guiar) hurt (lastimar)
6. Rapidly drill each individual student until all can easily use the structure.

I
We
You
They
He
She
It

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

What do you do?
(Qué hace Vd.?)

What do you do
at work- (en el trabajo)
at home- (en casa)
in school- (en la escuela)
in the morning
in the afternoon
at night- (por la noche)

What does he do?

He
She
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
work, rest, sleep,
study, get up, eat,
go to bed, eat lunch,
eat breakfast, go to work,
come home, eat dinner.

He
She
It

good
a lot
right
loud
nice
LESSON XII

2. Write the following structures on the board.

Do you _______ (verb) _______ (adverb) ? Yes, I _______ (verb) _______ (adverb) .

No, I do not _______ _______.

we (don't) _______.

they _______.

Does he _______ _______ ? Yes, He _______ _______.

she _______.

it _______.

No, he does not _______ _______.

she (doesn't) _______.

it _______.

Practice until the students have mastered the structure and the adverbs in the vocabulary.
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:

1. Do you eat breakfast?
   (he)
2. Does he eat breakfast?
   (bread)
3. Does he eat bread?
   (they)
4. Do they eat bread?
   (buy)
5. Do they buy bread?
   (have)
6. Do they have bread?
   (money)
7. Do they have money?
   (he)
8. Does he have money?
   (she)
9. Does she have money?
   (car)
10. 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?
   (eye)
John: No, I don't, but I have a pipe-wrench. Do you want it?
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 VOCABULARY

#### WOOD

<table>
<thead>
<tr>
<th>Clothing</th>
<th>Parts and vocabulary</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>shop coat</td>
<td>plywood</td>
<td>sawing</td>
</tr>
<tr>
<td>coveralls</td>
<td>oak</td>
<td>cutting</td>
</tr>
<tr>
<td>uniform</td>
<td>pine</td>
<td>ripping</td>
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<tr>
<td>safety glasses</td>
<td>chestnut</td>
<td>nailing</td>
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<tr>
<td>gloves etc.</td>
<td>maple</td>
<td>rubbing</td>
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<td>mahogany</td>
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<td>birch</td>
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<td></td>
<td>cedar</td>
<td>shaping</td>
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<td></td>
<td>(vocabulary)</td>
<td>planning</td>
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<tr>
<td></td>
<td>height</td>
<td>sweeping</td>
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<tr>
<td></td>
<td>width</td>
<td>etc.</td>
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<tr>
<td></td>
<td>length</td>
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<td></td>
<td>inch</td>
<td></td>
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<td></td>
<td>foot</td>
<td></td>
</tr>
<tr>
<td></td>
<td>feet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>warning &quot;Do not use machine&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>layout</td>
<td></td>
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<tr>
<td></td>
<td>etc.</td>
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</tbody>
</table>

Activities include sawing, cutting, ripping, nailing, rubbing, sanding, polishing, painting, measuring, shaping, planning, sweeping, etc.
SPECIALIZED VOCABULARY

TOOLS 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
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. WHEN  I ___________ in the morning.
            work, sleep, eat, in the afternoon.
            etc.           at night.

   b. WHERE 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

1. **Qualitative** requires a response about quality.

How does he_________? He_________ fine, well, work, works, good, etc. read, etc. reads, etc. speak

2. **Functional** requires an explanation or description of a process or function.

How does this work? This works by_________.

How do you_________? I_________ by_________.

we

I

they

d. **WHY** - This form requires an explanation of motive or intent and often follows this structural pattern:

Why do you_________? I_________ because______.

(Original parenthetical note: porque)

e. **WHAT** - This form requires the identification of an object or purpose.

1. What do you_________? I_________ with______.

(With) work with

(For) eat for I_________ for______.

(see Sec.B 2)

2. Practice the question:

What do you do_________?

at home, at work, in the shop, etc.

3. Practice the above structures with: I, we, they, he, she, it
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
   - for
   - above
   - over
   - under
   - around
   - from

   Demonstrate the difference between the words in and on.

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?
   - eat, sit, study ____________
   - mix, put ____________
   - wrap, etc. ____________

   with?
   - on
   - in
   - over
   - under

   What do you ______________ with this?
   - mix, put ______________
   - wrap, etc. ______________

   etc.

   etc.

   etc.

   etc.
LESSON XIII

C. Time - hours, minutes, seconds

Material: A clock with moveable hands.

1. Practice the following pronunciations:

<table>
<thead>
<tr>
<th>Term</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>hour</td>
<td>hora</td>
</tr>
<tr>
<td>minute</td>
<td>minuto</td>
</tr>
<tr>
<td>o'clock</td>
<td>(hora)</td>
</tr>
<tr>
<td>midnight</td>
<td>(minuto)</td>
</tr>
<tr>
<td>midday</td>
<td>(media noche)</td>
</tr>
<tr>
<td>noon-time</td>
<td>(medio dia)</td>
</tr>
<tr>
<td>thirty</td>
<td>treinta</td>
</tr>
<tr>
<td>half</td>
<td>media</td>
</tr>
<tr>
<td>quarter</td>
<td>cuarto</td>
</tr>
</tbody>
</table>

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) 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)_______.
(Faltan____ minutos para las____).
It is____ minutes to______.
(Después de la hora)
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 Hdt?
   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?
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 airplane 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?
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?
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. (of no, gracias)

(to salesman:) I don't have a re-sale number.

Salesman: I see, do you still want the merchandise? (todaña)

Charlie: No, I don't.

Salesman: Okay, give me 10 cents for the phone call.
LES ON 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 the verbs that end in t, as well as with n.

   - sleep
   - cut
   - work
   - sit
   - get
   - mak
   - let
   - study
   - real
   - see
   - study
   - wrt
   - let
   - run
   - rid
   - buy
   - liv

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

   Are you__________ing? Yes, I'm________________ing
   we
   No, I'm not________________ing.
   they
   (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 (sin)
   - into (en)
   - behind (detras de)
   - in front of (delante de)
   - beside (al lado de)
   - inside (dentro de)
   - underneath (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
   - 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
   - stay Mary
   - eat your aunt
   - work, etc. etc.
LESSON XIV

WITH

Do you____ with____?  Yes, I____ with____.
   we live
   they work
   eat
   ride

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.

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
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 prepo-
it
sitions 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.
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.
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 Gonzales

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?
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 Jones Construction Company.

Dick: Who are you working with?

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

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

Henry: Don't worry, we probably have different directions.
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 be
   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_________? Yes, I like_________.
   (Le gusta?) coffee, milk
   beer, work
   chicken (pollo)

   Does he like_________? Yes, he likes_________.
   she

   NO, he doesn't like_________.

LESSON XV

Do you want (noun)?
- Yes I want ______.
- No, I don't want ______.

Introduce: some a few a little any (algo de) (pocos) (un poco)
and use them in the following structures:

Does he want ______? Yes, he wants ______.
she No, he doesn't want ______.

b. Ask the following questions.

What do they like? I like ______.
What does he (she) like? He (she) likes ______.
What do you want? I want ______.
What does he (she) want? He (she) wants ______.
How do you like ______? (Como le gusta?)

Add the word TO to the structure on the board from Section B.
to look like this:

Do you like to (verb)? Yes, I ______ to ______.
Does he like to (verb)? No, I don't ______ to ______.
Do you want to (verb)?
Does he want to (verb)?

Explain that another way of saying "Do you want to" is: Will you ______? Practice the following structure:

Will you ______? Yes, I will ______.
he No, I will not ______.
she No, I won't ______.
they (Practice won't)
we
LESSON XV

B. Future Tense

1. The future tense is expressed with the verb WILL.

2. Practice the pronunciation for the following future time concepts:

<table>
<thead>
<tr>
<th>Tomorrow</th>
<th>The day after tomorrow</th>
</tr>
</thead>
<tbody>
<tr>
<td>(mañana)</td>
<td>(pasado mañana)</td>
</tr>
<tr>
<td>Next:</td>
<td>In a:</td>
</tr>
<tr>
<td>(próximo)</td>
<td>(dentro de)</td>
</tr>
<tr>
<td>Week (semana)</td>
<td>Month (mes)</td>
</tr>
<tr>
<td>In a:</td>
<td>Month (un mes)</td>
</tr>
<tr>
<td>Few days (pocos días)</td>
<td>Week (una semana)</td>
</tr>
<tr>
<td>In a:</td>
<td>Year (año)</td>
</tr>
<tr>
<td>Next week, etc.</td>
<td>Year (un año)</td>
</tr>
</tbody>
</table>

3. Practice the following structure:

Will you__ (verb) _________? Yes, I will_____.

- Eat, read tomorrow
- Sleep, work the day after tomorrow

No, I will not_____.

(Practice this structure with all pronouns)

4. Ask the following questions:

What will you do_____________?
(Que hara Vd.?) tomorrow, etc.

(Practice this structure with all pronouns)

5. Explain that the verb TO GO can be used in the same way as ir a is used in Spanish to refer to a future action. Practice the following structure:

Are you going to__ (verb) ___? Yes, I'm going to_____.

No, I'm not going to_____.

(Practice this structure with all pronouns)
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

A. TO THINK, TO KNOW, TO BE SURE

1. TO THINK - Practice the pronunciation of TO THINK (creer, pensar) with all personal pronouns. Explain that when one uses the verb TO THINK in a question, statement or response, he expresses a non-committal opinion or requests a non-committal answer to his question or statement based on his belief.

a. Write the following structures on the board; think of questions and ask the students to respond.

Is Bill going to San Diego?  I think Bill is going ________.
I don't think Bill is going ________.

I think so. (Yo creo que sí.)
I don't think so. (Creo que no.)

b. Add the interrogative structure for TO THINK on the board.

Do you think that__________? Yes, I think that________.
No, I don't think that______.

c. Practice the following structure explaining that it requests an opinion on a certain subject:

What do you think about__________? I think that________.
high taxes, etc. (Creo que)

2. TO KNOW - Practice the pronunciation of TO KNOW with all pronouns. Explain that this verb expresses both conocer y saber.

a. Do you know___________? Yes I know__________.
(¿Conoce usted al Sr.?)
Jones, No, I don't know__________.
etc.
LESSON XVI

Do you know ________ is? Yes, I know ________ is.
(¿Sabe usted?) what, he
No, I don't know ________ is.
who, she
it

Does he know ___________?
she
it

Who knows ________? I know ________.
We
They

Who knows if (si) ________?
(¿Quién sabe?) they are going,
He knows ________.
it is true, etc.
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?  There is one ounce.
   milk, cream, ice cream
   There are __________ ounces of ________.
   There is a pint of ________ one

   How much __________ is there?  There are __________ pints of ________.
   paint
   paint thinner

   How much __________ is there?  There is a quart of ________ one.
   milk, paint, paint thinner
   beer, solvent

   How much __________ is there?  There is a gallon of ________ one.
   gasoline (gas), water, kerosene
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)**

<table>
<thead>
<tr>
<th>string</th>
<th>How many ________ of ________ are there?</th>
</tr>
</thead>
<tbody>
<tr>
<td>inches</td>
<td>(noun)</td>
</tr>
</tbody>
</table>

**Feet (pies)**

<table>
<thead>
<tr>
<th>rope</th>
<th>acres</th>
</tr>
</thead>
<tbody>
<tr>
<td>yards</td>
<td>square feet</td>
</tr>
<tr>
<td>wood( lumber)</td>
<td>cubic feet</td>
</tr>
</tbody>
</table>

**Yards (yardas)**

<table>
<thead>
<tr>
<th>material</th>
<th>cloth</th>
</tr>
</thead>
<tbody>
<tr>
<td>cotton, wool, canvas</td>
<td></td>
</tr>
</tbody>
</table>

**Acres (acre)**

<table>
<thead>
<tr>
<th>land</th>
<th>property</th>
</tr>
</thead>
</table>

**Square Foot (pie cuadrado)** practice plural of foot-feet.

<table>
<thead>
<tr>
<th>property</th>
<th>building space</th>
</tr>
</thead>
<tbody>
<tr>
<td>room</td>
<td>material, carpet, lumber</td>
</tr>
</tbody>
</table>

**Cubic Feet (pies cúbicos)**

<table>
<thead>
<tr>
<th>gas</th>
<th>water</th>
</tr>
</thead>
</table>

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.
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?
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 give
- to stand (up) (levantarse) to look for (buscar)
- to come here (venir) to take (tomar)
- to 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.

<table>
<thead>
<tr>
<th><em>small</em></th>
<th><em>smaller</em></th>
<th><em>the smallest</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>tall</em></td>
<td><em>taller</em></td>
<td><em>the tallest</em></td>
</tr>
<tr>
<td><em>short</em></td>
<td><em>shorter</em></td>
<td><em>the shortest</em></td>
</tr>
<tr>
<td><em>large</em></td>
<td><em>larger</em></td>
<td><em>the largest</em></td>
</tr>
<tr>
<td><em>smart</em></td>
<td><em>smarter</em></td>
<td><em>the smartest</em></td>
</tr>
<tr>
<td><em>wise</em></td>
<td><em>wiser</em></td>
<td><em>the wisest</em></td>
</tr>
<tr>
<td><em>cute</em></td>
<td><em>cuter</em></td>
<td><em>the cutest</em></td>
</tr>
<tr>
<td><em>slow</em></td>
<td><em>slower</em></td>
<td><em>the slowest</em></td>
</tr>
<tr>
<td><em>young</em></td>
<td><em>younger</em></td>
<td><em>the youngest</em></td>
</tr>
</tbody>
</table>
LESSON XVII

<table>
<thead>
<tr>
<th>Warm</th>
<th>Warm</th>
<th>Warm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close</td>
<td>Close</td>
<td>Close</td>
</tr>
<tr>
<td>Narrow</td>
<td>Narrow</td>
<td>Narrow</td>
</tr>
<tr>
<td>Fast</td>
<td>Fast</td>
<td>Fast</td>
</tr>
</tbody>
</table>

**(double consonants)**

<table>
<thead>
<tr>
<th>Big</th>
<th>Bigg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thin</td>
<td>Thinn</td>
</tr>
<tr>
<td>Fat</td>
<td>Fatt</td>
</tr>
</tbody>
</table>

**Note** y to i change

<table>
<thead>
<tr>
<th>Pretty</th>
<th>Pretti</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ugly</td>
<td>Ugli</td>
</tr>
<tr>
<td>Funny</td>
<td>Funni</td>
</tr>
<tr>
<td>Heavy</td>
<td>Heavi</td>
</tr>
<tr>
<td>Dry</td>
<td>Dri</td>
</tr>
<tr>
<td>Busy</td>
<td>Busi</td>
</tr>
<tr>
<td>Homely</td>
<td>Homeli</td>
</tr>
<tr>
<td>Friendly</td>
<td>Friendli</td>
</tr>
<tr>
<td>Clumsy</td>
<td>Clumsi</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Word</th>
<th>Pattern</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>good</td>
<td>better</td>
<td>the best</td>
</tr>
<tr>
<td>(bueno)</td>
<td>(mejor)</td>
<td>(el mejor)</td>
</tr>
<tr>
<td>some</td>
<td>more</td>
<td>the most</td>
</tr>
<tr>
<td>(algo)</td>
<td>(mas)</td>
<td>(lo mas)</td>
</tr>
<tr>
<td>a little</td>
<td>less</td>
<td>the least</td>
</tr>
<tr>
<td>(poco)</td>
<td>(menos)</td>
<td>(lo menos)</td>
</tr>
</tbody>
</table>

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
b. Is the screw er than the screw-driver?
   Yes, the is er than the.
   No, the is not er than the.
c. Which is the est, (cual)
   the or the?
d. Who is the est? (Quien)
   is the est.
e. What er? Tom er.
   which hard
   who works
   (verb) hard
   (noun) verb
f. What the est?
   (verb) works.
   (noun) verb
g. What is the most ed?
   which least ed?
   who
   ¿Cuál es el más ?
   (¿Quién es el menos ado?)

C. THE BODY

l. 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.
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)

<table>
<thead>
<tr>
<th>hurt (s)</th>
<th>sting(s)</th>
<th>burn(s)</th>
<th>sore</th>
</tr>
</thead>
<tbody>
<tr>
<td>(duele)</td>
<td>(picada)</td>
<td>(quemada, ardor)</td>
<td>(adolorido)</td>
</tr>
</tbody>
</table>

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? Yes, my______aches.

head
ear
tooth
stomach
back

No, my______doesn't ache.

Do you have a_______ache?

Does he have a_______ache?

head
b. HURT

Does your_________ hurt?     Yes, my______hurts.
(almost any part of the body that is injured.)

(¿Le duele el________?)    No, my_______doesn't hurt.

c. SORE

Is your_________sore?     No, my_____isn't sore.
(neck, arm, leg, etc.)

d. STING

Does your_________ sting?    Yes, my______stings.
(anything related to the skin)     No, my_______doesn't sting.
Do your eyes 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. (ampulla)

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
LAB - LESSON XVIII

A. Superlatives.

1. When you hear the model phrase, John is _____, answer
   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.

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 luck.

Bill: Why?

Salesman: Because his ladders are taller and his prices are higher.
A. Direct and Indirect (object pronouns)

Direct

1. Review Lesson XIV, Section B. 2. 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.

<table>
<thead>
<tr>
<th>Does it _____ you?</th>
<th>Yes, it _____ s me.</th>
</tr>
</thead>
<tbody>
<tr>
<td>hurt him</td>
<td>hurt him</td>
</tr>
<tr>
<td>cost her</td>
<td>cost her</td>
</tr>
<tr>
<td>bother it</td>
<td>bother it</td>
</tr>
<tr>
<td>them</td>
<td>them</td>
</tr>
<tr>
<td>us</td>
<td>us</td>
</tr>
</tbody>
</table>

No, it doesn't _____ me.

| hurt him           | cost her            |
|                   | bother it           |
| them               | us                  |

<table>
<thead>
<tr>
<th>Do you _____ me?</th>
</tr>
</thead>
<tbody>
<tr>
<td>like him</td>
</tr>
<tr>
<td>see her</td>
</tr>
<tr>
<td>want it</td>
</tr>
<tr>
<td>them</td>
</tr>
<tr>
<td>us</td>
</tr>
</tbody>
</table>

(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____. |

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.

<table>
<thead>
<tr>
<th>walk</th>
<th>paint</th>
<th>play</th>
<th>wash</th>
<th>talk</th>
<th>hammer</th>
</tr>
</thead>
<tbody>
<tr>
<td>repair</td>
<td>work</td>
<td>pound</td>
<td>change</td>
<td>adjust</td>
<td>fix</td>
</tr>
<tr>
<td>open</td>
<td>add</td>
<td>paint</td>
<td>need</td>
<td>hate</td>
<td>count</td>
</tr>
<tr>
<td>repeat</td>
<td>visit</td>
<td>attend</td>
<td>happen</td>
<td>owe</td>
<td>listen</td>
</tr>
<tr>
<td>answer</td>
<td>live</td>
<td>move</td>
<td>rain</td>
<td>arrange</td>
<td></td>
</tr>
<tr>
<td>cook</td>
<td>dart</td>
<td>smell</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. DOUBLE CONSONANTS.

<table>
<thead>
<tr>
<th>submit</th>
<th>commit</th>
<th>fit</th>
<th>net</th>
<th>pet</th>
<th>dot</th>
<th>trot</th>
</tr>
</thead>
<tbody>
<tr>
<td>transfer</td>
<td>defer</td>
<td>refer</td>
<td>concur</td>
<td>plan</td>
<td>occur</td>
<td>remit</td>
</tr>
</tbody>
</table>
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
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.
   handed
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
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.
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.
A. Past tense: continued

1. Review:

   Question                                      Answer                  
   What did you do yesterday?                   I ______ ed _________.  
   (¿Que hizo Usted _______?)                  yesterday             
   the day before 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.)

1. 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.

<table>
<thead>
<tr>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pay</strong> (pagar)</td>
<td><strong>Paid</strong> (pagar)</td>
</tr>
<tr>
<td><strong>Lead</strong> (conducir)</td>
<td><strong>Led</strong></td>
</tr>
<tr>
<td><strong>Lay</strong> (poner)</td>
<td><strong>Laid</strong></td>
</tr>
<tr>
<td><strong>Read</strong> (leer)</td>
<td><strong>Read</strong> (leer)</td>
</tr>
<tr>
<td><strong>Say</strong> (decir)</td>
<td><strong>Said</strong> (decir)</td>
</tr>
<tr>
<td><strong>Feed</strong> (dar de comer)</td>
<td><strong>Fed</strong></td>
</tr>
<tr>
<td><strong>Speed</strong></td>
<td><strong>Sped</strong></td>
</tr>
</tbody>
</table>

#### b.

Some irregular verbs form the past tense by making a simple vowel or vowel sound change.

1. **Change to á**
   - eat: ate
   - spit: spat
   - ring: rang
   - swim: swam
   - see: saw
   - give: gave
   - drink: drank

2. **Change to e or ea**
   - know: knew
   - meet: met
   - feed: fed
   - speed: sped
   - throw: threw

3. **Change to o, ou, or oo**
   - drive: drove
   - shine: shone
   - shoot: shot
   - get: got
   - raise: rose
   - ea changes to o
      - speak
      - spoke
      - tear
      - tore
      - break
      - broke
LESSON XIX

<table>
<thead>
<tr>
<th>win</th>
<th>won</th>
<th>wear</th>
<th>wore</th>
</tr>
</thead>
<tbody>
<tr>
<td>write</td>
<td>wrote</td>
<td>steal</td>
<td>stole</td>
</tr>
<tr>
<td>wake</td>
<td>woke</td>
<td>lose</td>
<td>lost</td>
</tr>
<tr>
<td>ou</td>
<td></td>
<td></td>
<td>oo</td>
</tr>
<tr>
<td>bind</td>
<td>bound</td>
<td>take</td>
<td>took</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
<td>shake</td>
<td>shook</td>
</tr>
<tr>
<td>grind</td>
<td>ground</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **change to u**
   - hang  hung
   - stick stuck

c. Some verbs use the same form:
   - bet    put    split
   - cut    quit   let
   - hit    set    slit
   - shed

Drill the above irregular forms at random by rapidly repeating present tense to individual students requesting them to repeat the corresponding past tenses until students have mastered them.

2. Introduce the following structures for practice with regular and **irregular past tense forms**.

When did you ________? I ________ed _________.
   - verb                   irreg.) yesterday
   -                        last week
   -                        last year
   -                        ___ hours ago
   -                        ___ days ago
   -                        etc., use time
   -                        sequences learned
   -                        in section A.

Where did you ________? I ________ in _________.
   - (past tense) at

How did you ________? I ________ by _________.
   - (past tense)

Why did you ________? I ________ because I _________.
   - wanted to
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.
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  
      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 **(noun)** (time)**?
      
      we  yesterday  
      they  last week  
      an hour ago  
      a day ago  
      at **o’clock**

   c. **Where was he **(noun)** (time)**?
      
      she  yesterday  
      it  last week  
      an hour ago  
      a day ago  
      at **o’clock**
LESSON XX

d. Where were you when? I was__when__
    they I was there
    we I called

e. When was the__________?
    class
    program
    party
    etc.

f. How was__________? The__________
    the show
    the class
    it
    the weather

Was it__________?
    good
    bad
    O.K.

5. Introduce the structure:

Did you ever__________? Yes, I
    he go to New York (verb) once yesterday
    she see him twice last week
    it talk to him, etc. three times etc.
    a few times

(____ o’Vd. el alguna vez?) No, I neve: did____
    i.e. (Escucho Vd. alguna vez el disco?)

6. Ask students questions about things they did in the past, returning to the appropriate structure, regular or irregular. Repeat drill if students persist in making errors.

7. Introduce a more complex structure with after and then.

What did you do after__________? After__________
    he the party he
    she work she
    you left

I saw you

Explain that if more than one action was completed, the actions can be connected in the sentence with then, and then.
LESSON XX

Have them respond to the above structure or the following structures:

What did you do _______? _______, I _______.
  yesterday  yesterday
  last night  etc.
  etc.

What did you do at _______? I _______ at _______.
  work  work
  the shop
  home
  the party
  the store

Use them to introduce more than one action in the past. Using the following structures:

Yesterday, I _______ then _______.
  last night went to the store I went home
  last week ate dinner I visited my aunt
  two days ago
  etc.

or: the more complex structure with more actions.

Yesterday I _______ then _______ and then I _______.
  verb  verb

or:

Yesterday I _______ and, after that I _______.

After describing an action ask a question using the following structure:

And then what did you do? Then I _______.
  (Entonces que hizo Vd.?)

Have students give oral descriptions of things that happened in the past, requesting students to ask each other questions about past actions.
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
- leave
- 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:

1. Were you in Los Angeles yesterday?
   Yes, I was in Los Angeles yesterday.
   No, I wasn't in Los Angeles yesterday.

2. Was Jim here yesterday?
   Yes,
   No,

3. Was the dinner good?
   Yes,
   No,

4. Did you ever go to New York?
   Yes,
   No,

5. Did he go home after work?
   Yes,
   No,

6. 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.
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

A. IMPERFECT TENSE

1. Review present participle: Lesson XIV
   (write on the board)
   Are you ______ ing? Yes, I am ______ ing.
   etc. he is etc.

   What are you doing? I am ______ ing.

2. Review: WAS and WERE.

   Review: Yesterday, the day before yesterday, last week, last month, last year, ______ days ago, weeks, etc.

   Add dates in the past to the above structure and substitute was and were for the present tense.

   a. Were you ______ ing yesterday? Yes, I was____ ing
      (last week) yesterday. etc.
      Was he____ ing yesterday? Yes, he was____ ing
      etc.

   l. Were you sleeping last night? Estabas durmiendo anoche?)

   b. After students have responded to the above questions use the following structure:

   1. What were you doing yesterday? Yesterday, I was____ ing.
      What was he doing yesterday? Yesterday he was____ ing.
      she it or
      He was____ ing yesterday.
LESSON XXI

3. Review adverbs: Lesson XII sec.B.

   How was he____ing yesterday?     Yesterday he was____ing____.
   she look
   it do
   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
      etc.     not______ing.
      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 ______? Yes, he used to when he was____.
   she
   it

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____ed? 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.
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.
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     | she | has |
   | have    | 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.  
      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)  
     drop e from en 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
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
   
   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.)
   (Ya ha____ ado Vd.?)
   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
   
   Has he ever ______ en?
   she
   it
   Yes, he has ______ en.
   she
   it
   Yes, he____ (simple past) once
   it
   twice
   etc.
   No, he never has ______ en.
   she
   it
c. Has he en yet? Yes, he has already en.

No, he hasn't en yet.

d. Has he already en? Yes, he has already en.

No, he hasn't en yet.

6. Present perfect with superlatives; Review superlatives (Lesson XVII if necessary.)

a. Is the the est you have ever ?

Yes, this is the est I have ever en.

b. Is this the est you have ever ed.

Yes, this is the est I have ever .

c. What is the est you have ever en?

The est I have 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
learned
learned
left
LESSON XXII

lent  shav  stuck
let   shone  struck
lighted, lit shot  string
lost  shred  sweet
made  shut  swept
meant  sat  swung
met   slept  taught
mow   slid  told
paid  slit  thought
put   speced, 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.

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?**
   - I have gone to
   - I've
   - Where've I
   - Where've they

   - Where has he gone?
   - He has gone to
   - She
   - He gone to
   - She
   - Where's she
   - Where's it
   - Where's it
   - Where's (A donde has ido?)

b. **What have you done?**
   - I have _______ en( or irregular) ed
   - I have _______
   - I have _______
   - I have _______

   - What has he done?
   - He has done
   - She
   - He has done
   - She
   - What's she
   - What's it
   - What's it
   - What's (¿Ha hecho Vd.?)

Also practice responses using simple past.

- **Have you done**
  - Yes, I have _______
  - the work
  - the job
  - this
  - ¿Ha hecho Vd.?
LAB LESSON XXII

A. PRACTICE FORMING THE PARTICIPLE WITH THE FOLLOWING WORDS:

Following this pattern:

1. ________ed.
   - add
   - borrow
   - cook

2. ________en.
   - beat
   - fall

3. Irregular
   - bring
   - choose
   - sing

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?
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.
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 esta hecha.
   Hecha de madera. La casa fue construida 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)
c. Irregular participles (refer to Lesson XXII sec. B.)

1. Is the ____ being ____? Yes, the ____ is being ____.  
   work done No, the ____ is not being ____ (yet)  
   (isn't)

2. Are the ____ being ____? Yes, the ____ are being ____.  
   No, the ____ are not being ____ (yet)

3. Practice the following question structures with a varied response in present perfect and passive voice.

a. Who is ____ ing the ____? Tom is ____ ing the _____.
   do work make frame The ____ is being ____ by ____.
   John Bill them General Motors

b. Who is ____ ing the ____s? ____ is ____ ing the ____
   (plural)
   The ____ are being ____ by ____.

4. Write the following structures on the board and practice inserting appropriate participles into the structures:

a. Has the ____ been ____ ed? Yes, the ____ has been ____ ed.  
   work finish motor fixed
   No, the ____ has not been ____ ed (yet)
   (¿Ha sido ____ ado el ____?)

b. Have the ____s been ____ ed? Yes, the ____ s have been ____ ed.  
   No, the ____ s have not been ____ ed (yet)
   (haven't)
c. Irregular Participles:

1. Has the ____ been ____? Yes, the ____ has been ____.
   work done          No, the ____ has not been ____.

2. Have the ____ been ____? Yes, the ____ have been ____.
   molds made         No, the ____ have not been ____.

5. Practice the above practiced structures (regular and irregular) with the words already and yet inserted in the appropriate places as follows:

   a. Has the ____ already been ____? Yes, the ____ have already been
      Have
      _______. _______. (yet)
      No, the ____ haven't been ______.

   b. Has the ____ been ____ yet? Yes, the ____ has been ____.
      Have
      No, the ____ hasn't been ______. (yet)

6. WHEN, WHERE, HOW, WHY, WHO, etc. used in passive voice.

   Note 1. Regular and irregular forms of participles should be well practiced at this point therefore special separation of regular and irregular forms will not appear separately.

   Note 2. Both present and simple past tenses will be presented with the same structure. Time differences will be noted whenever they appear. The instructor will add time qualification at his discretion.

   a. When

      When was ______? _______ is on ______.
      it finished      Present tense      at

      _______ was ______ at ______.
      breakfast      eaten      (time)
      last year
b. Where

Where is ______? ______ is in ______.
was this made was at


c. How

How is ______? ______ is by ______.
this made was

How is ______ being ______? ______ is being ______ by ______.
this made etc.


d. Why

Why is ______? ______ is because ______.
this done to

in order to


e. Who  (Practice both simple past and passive voice structures.)

1. Who ______? ______
did this Tom made this
made that Mr. Smith did that
said etc. etc.

C. REFLEXIVES

1. Introduce the pronunciation of the following reflexive pronouns.

I-myself we-ourselves
you-yourself you-yourselves
he-himself they-themselves
she-herself etc. etc.
it-itself
LESSON XXIII

2. Practice using the above reflexives in the following structures. Practice using all tenses learned to this point:

Practice each preposition with each pronoun.

   a. I ______ to a. myself ______
      did it  for
      said it  by
      with
      on

   b. You   b. yourself
   c. He    c. himself
   d. She   d. herself
   e. It    e. itself
   f. We    f. ourselves
   g. They  g. themselves

3. Practice the following structures with the reflexives.

Do you ______ yourself? Yes, I ______ myself.
   do the work
   bathe
   hurt

Did you ______ yourself? Yes, I ______ myself.
   Have you
   Will you

Does he ______ himself? Yes, he ______ himself.
   did she  herself
   has it   itself
   will

Use all tenses learned to this point.
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              given about the party
    hired money(a raise)                    hired money(a raise)
    No, I wasn't _______ _______.
                                      (¿Fue Vd. 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)       done by him (prep. and object)
    made for me                           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 indivi-
dual 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_______ ________.

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: (la i.e. Hablaría etc.)
   Mex. Hablara or hablaba.

3. a. Would you ________? Yes, I would ________.
   eat
   drink
   sleep
   etc.

   No, I would not ________
   wouldn't

   (Quisiera Vd. ________?)

   Would you like to ________? Yes, I would like to ________
   verb

   No, I wouldn't like to ________

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.

   Could you ________? Yes, I could ________
   can

   ¿Pudiera Vd. ________? No, I could not ________
   couldn't
   can't

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.

   Should you ________? Yes, I should ________
   should not

   (Debería Vd. ________?) No, I shouldn't ________

   Practice with all.
LESoon XXIV

B. "IF" CLAUSES: Explain that "if" (si) introduces an imaginary (hypothetical) situation that requires a conditional clause to make it complete. The conditional is expressed in several ways.

1. a. If you _____ will you _____? Yes, if I _____ I'll _______.
   would
   could
   (En caso de que ________)
   quiere ________?
   quisiera ________?

   No, if I ______ I won't _______.
   No, I won't ______ if I _______.

   b. If you happen to ________ will you ________? If I happen to ______ I will ________.
   would
   could

2. a. If you should ________ will you ________? If I should ________ will you ________?
   would

   b. If you should happen ________ will you ________? Yes, I will ______ if I should happen ________.
   ________ will you ________?
   No, I won't ______ if I ________.

3. Introduce and practice the pronunciation of wonder (preguntarse) and write and practice the following structure on the board:

   I wonder if ________? Yes, __________.
   No, __________.

   Explain that this type of question does not always require an answer but often expresses an idle curiosity about something.

C. "IF" CLAUSES ANTICIPATING A FUTURE CONDITION.

1. Explain that in this case the "if" clause is made in reference to a possible or imaginary (hypothetical) action in the future and anticipating a conditional response. The "if" clause in this case uses the present tense to express the future possible action.

   QUESTION                      ANSWER
   If I ______ would _______ they go ______ will _______.
   If he ______ would _______? No, if ______ he will not _______.
   she goes ______ it
   it
LESSON XXIV

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.

<table>
<thead>
<tr>
<th>FACT</th>
<th>CONTRARY-TO-FACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Tom doesn't want a job.</td>
<td>If he wanted a job.</td>
</tr>
<tr>
<td>b. I don't like milk.</td>
<td>If I liked milk.</td>
</tr>
<tr>
<td>c. Mary doesn't eat meat.</td>
<td>If she ate meat.</td>
</tr>
<tr>
<td>d. They can't buy oil.</td>
<td>If they could buy oil.</td>
</tr>
<tr>
<td>e. She is not pretty.</td>
<td>If she were pretty.</td>
</tr>
</tbody>
</table>

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").

(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.

(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.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Positive</td>
<td>Contrary to fact</td>
</tr>
<tr>
<td>1. Bill is good looking</td>
<td>If Bill were not good looking, he would be ugly etc.</td>
</tr>
</tbody>
</table>

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 not fat. | If Joan were fat she would be ugly |
LESSON XXIV

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 _____ will ____?  Yes, if __ I ________.

   Would ________.

   No, if __ didn't I ________.

2. If ____ could ____?  Yes, if __ I ________.

   I would.

   No, if I hadn't been _______

3. If _____ what should this happen?  If _____ you should _______

   _____?  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 ______ing

   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.
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 person's 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.
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 ________________.
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,____________________.
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 handsome.
7. Mary is fat and ugly.
Answer: If she weren't fat.
8. Meat is so expensive, I don't buy it.
Answer: If the meat weren't so expensive.
9. He does good work so he always has a job.
Answer: If he didn't do good work.
10. Dorothy is too serious so she doesn't have many friends.
Answer: If she weren't too serious.
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

she

he

she

rained

it

When I talked, did you hear me?

(¿Cuándo hablé me oyó Vd?)

b. 1. When I ______ ed, had he arrive

he

she

it

you already_______ed?

Yes, when _______ I had already_______.

she

he

(¿Cuándo _______ ?)

Irregular Refer to Lesson XX.

When ______ ed had you ______
yet?

(¿Cuándo _______ ya había

Vd. _______ ?)

Yes, when ______ I had already_______.

(¿si cuando _______ ya

había Vd. terminado?)

etc.

(¿Cuándo yo hablé, ya

había Vd. terminado?)

(¿Cuándo ______ ed, ya

había Vd. terminado?)

(¿Cuándo ______ ado?)

(¿Cuándo ______ ado?)
LESSON XXV

2. Substitute "by the time" or "by ___ o'clock" for when.
   a. By the time ___ ed had you already ___ ed?
      Yes, by the time ___ ed I had already ___ ed.
      he she it
      By the time ___ ed had you ___ ed yet?
      No, by the time ___ ed I hadn't ___ ed yet.
      en
   b. By ___ o'clock had you already ___ ed?
      Yes, by ___ o'clock, I had already ___ ed.
      en she
      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.
      were you already ___ past ___ ed?
      participle en
      (irreg.) (gone)
      When ___ ed was he already ___ ed?
      (simple past) (past participle) en
      irreg.
b. By the time ed were you already ed? 
Yes, by the time ed I was already ed.

By the time ed was he already ed?
No, by the time ed I wasn't ed.

By the time ed had you already ed?
Yes, by the time ed I had already ed.

b. By the time ed were you already ed? 
Yes, by the time ed I was already ed.

By the time ed was he already ed?
No, by the time ed I wasn't ed.

By the time ed had you already ed?
Yes, by the time ed I had already ed.

Practice using the already and yet structures alternately until students can use both with equal facility.

3. a. Review: Have been ed. Lesson XXII.

i.e. Have you been ed yet?
Have you already been ed?

How long has it been since you were ed?
How long has it been since you have been ed?

¿Cuánto tiempo hace que Vd. ha estado ed?
(Ha estado Vd. edado ed?)

b. Practice: Had been ed.

1. When ed had you been ed?
Yes, I had been ed ed?

when ed.

¿Cuándo ed había sido ed?
No, I hadn't been ed when ed ed?

(ido)
LESSON XXV

QUESTION

2. By the time____ed had you been____ed?
   he
   she
   it
   Yes, by the time____ed I had been____ed.
   (irreg.)

3. By____o'clock had you been____?
   he
   she
   it
   Yes, by____o'clock I had been____.
   No, by____o'clock I hadn't been____.

ANSWER

C. 1. REVIEW: I am____ing. Lesson XIV.
   I have been____ing. Lesson XXII.

   Write the following structure on the board.

   2. When____ed had you been____ing?
   Yes,____I had been____ing.
   No,____I hadn't been____ing.

   3. By the time____ed had you been____ing?

   4. By____o'clock had you been____ing?
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.
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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.
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
         Tom bought bread.

         (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.)

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.)
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 the would in the conditional present tense.

   If ______ had not ______ ed ______ would not ______
   ______ hadn't ______ en ______ wouldn't ______
   etc.

   (Si ______ no hubiera ______ ado ______ ______ fa.)
   ______ 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.
2. Positive present conditional:

Write the following structure on the board:

If ______ had not ______ ed ______ would ______.

hadn't

en

etc.

(Si ______ no hubiera ______ ado ______ (a ______.)

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 ____________?

en

(irreg.)
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.

<table>
<thead>
<tr>
<th>6</th>
<th>11</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>8</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>9</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>10</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

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.
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  2  4  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.
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. "If" clauses in the past: (continued).

Contrary to negative fact.

Explain that this concept is exactly the same as practiced in the previous lesson, except the fact that the "if" clauses will be expressed in the positive in opposition to a negative past action.

Example:

Statement

Tom didn't go to the store so he didn't buy any bread.
(Tomás no fue a la tienda y por eso no compró pan.)

Imagined situation – contrary to fact.

If Tom had gone to the store he would have bought bread.
(Si Tomás hubiera ido a la tienda habría comprado pan.)

Point out that the same conditional possibilities in the past and present exist in this concept as in Lesson XXVI, that is a conditional action in the past or a conditional result in the present.


   a. Negative Conditional.

   Write the following structure on the board:

   If_______had________ed________wouldn't have________ed.
   participle  en  en
   (irreg.) (irreg.)

   (Si_______hubiera____ado____no habría____ado.) etc.
   ido  ido
LESSON XXVII

Example:

Tom didn't go to the store so he didn't buy any bread.

But if Tom had gone to the store, he would have bought (Pero) (wouldn't) bread.

Use the following sentences as model sentences for original sentences which might be more adapted to the needs of the class.

Practice for using "if" clauses with the following types of sentences:

1. I didn't work last week and I didn't earn any money.  
   (ed participles) for "if" clauses.  
   (vocabulary)

2. Bill didn't take the car to the mechanic so he didn't fix it.  
   (en participles.)

3. We weren't downtown so we didn't see the accident.  
   (irregular participles)

Have students compose original sentences using the above patterns, or they can practice making negative sentences from the sentences they composed in Lesson XXVI sec. 2, b. (at the discretion of the instructor.)

Have students recite these sentences to each other individually with each responding accordingly to the statement of his companion.

b. Positive Conditional.

1. Write the following structure on the board:

   If_____ had_____ ed_____ would have_____ ed.  
   en en  
   (irreg.) (irreg.)
LESSON XXVII

(Si hubiera____ado____ habría____ado.)

ido     ido

Example:

If Tom had gone to the store he would have bought bread.
(Si Tomás hubiera ido a la tienda habría comprado pan.)

Note that this structure as in Lesson XXVI will require a little more imagination on the part of the respondent because of the infinite possibility of what might have happened. This form can be precipitated by making a simple statement about the past without a subordinate clause.

I didn't see him yesterday.
We didn't eat at the restaurant.
I didn't come to work early.
George didn't go home early.

etc.

2. Conditional result in the present of hypothetical action in the past.

Explain that this concept describes what things would be like now if something had happened in the past.

a. Negative present conditional:

Write the following structure on the board making special note of would in the conditional present tense.

If_______had____ed____would not______
en
(irreg.)
etc.

(Si hubiera____ado____habría____ado.)

ido     Juan     estaría
LESSON XXVII

Example:

If Tom had gone to the store, he wouldn't be here.  
(went)
(Si Tomás hubiera ido a la tienda, no estaría aquí.)

Use model sentences practiced in section b, 1, 2, 3, to precipitate "if" clause sentences.  
Use the original sentences that the students composed for those sections or have them compose new sentences for this exercise.

b. Positive present conditional.

Write the following structure on the board:

If___had_____ed_____would_______:
   en
   (irreg.)

(Si hubiera____ado____fa______.)
   ido   estaría

Example:

If Tom had gone to the store we would have bread.  
(Si Tomás hubiera ido a la tienda tendríamos pan.)

Use the same model sentences as in previous sections, 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 negative past actions and then by asking leading questions that will require the use of the desired structure.
c. Follow these question patterns to encourage the desired response from the students.

1. Past Conditional.

If ______ had _____ ed, would _____ have ______ ed?
   en   en
   (irreg.) (irreg.)

2. Present Conditional.

If _____ had _____ ed, would _____ ?
   en
   (irreg.)
   didn't go

Example: Tom didn't go to the store so he didn't buy any bread.
   1. If Tom had gone to the store, would he have bought bread?
   2. If Tom had gone to the store, would he be here?

B. Fractions.
(Fracciones)

1. Introduce the pronunciation of the following fractional concepts. Write them on the board.

   Whole   Half   Quarter
   (entero) (mitad) (cuarto)
   1   1/2   1/4

   After practicing the pronunciation, erase the words and have the students recite the words as you point to the fractions.

2. Review the ordinal numbers from Lesson XXVI, explain that fractions use the same form as ordinal numbers.
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 numerators of more than one.

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:
\[
\begin{align*}
\frac{2}{4} &= \frac{1}{2} & \frac{3}{6} &= \frac{1}{2} & \frac{4}{8} &= \frac{1}{2} \\
\frac{2}{6} &= \frac{1}{3} & \frac{2}{8} &= \frac{1}{4} & \frac{3}{12} &= \frac{1}{4}, \text{ etc.}
\end{align*}
\]

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.

\[
\begin{align*}
\text{and one/} & \quad \text{th} & \quad \text{Example:} \\
1/2/3/ & \quad 4/5/6/ & 1 \frac{1}{4} \\
4/5/6/etc. & \quad 7/8/9/etc. & \text{One and one fourth.}
\end{align*}
\]

\[
\begin{align*}
\text{and} & \quad / \quad \text{ths} & \quad \text{Example:} \\
1/2/3/ & \quad 4/5/6/ & 2 \frac{3}{4} \\
4/5/6/etc. & \quad 7/8/9/etc. & \text{Two and three-fourths.}
\end{align*}
\]

Write whole numbers and fractions on the board as students recite them and have students recite the numbers from the board at random.
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.
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:

\[
\begin{array}{cccccccc}
1/2 & 1/7 & 2/3 & 3/4 & 4/5 & 5/8 & 7/10 \\
1/3 & 1/8 & 2/5 & 3/8 & 4/10 & 5/12 & 7/16 \\
1/4 & 1/9 & 2/7 & 3/10 & 4/15 & 5/18 & 7/24 \\
1/5 & 1/10 & 2/9 & 3/16 & 4/19 & 5/24 & 7/32 \\
1/6 & 1/11 & 2/11 & 3/24 & 5/6 & 5/32 & 8/13 \\
7/8 & 1/12 & 2/13 & 3/32 & 3/5 & 7/8 & 8/15 \\
9/10 & 9/16 & 9/32 & 11/16 & 13/16 & 15/16 & 11/32 \\
13/32 & 15/32 & 17/32 & & & & \\
\end{array}
\]

C. Dialogue:

Foreman: Bill, what did you do to the door frames, they're all crooked!
\(\text{(chuecos)}\)

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.
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 0 feet 3 and 5/6 inches and all of the pieces on the left are 0 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 hadn't been done, I wouldn't have left early.
(Si no hubiera estado hecho el trabajo no habría salido temprano.)

Have students compose original sentences to be practiced with if clauses, following these models:
The door was closed, so we didn't go into the house.
(ed. participles)
The lock was broken, so he opened the door.
en participles
The work was done, so we left early.
(irregular participles)

Practice these sentences with the above structure.

b: Positive Conditional
Write the following structure on the board.

If ______ hasn't ______ ed ______ would have ______ ed
en en
(irreg.) (irreg.)

Example:
If the work hadn't been done, I would have stayed later.
(Si el trabajo no hubiera estado hecho, me habría quedado hasta más tarde.)

Practice this structure with the sentences composed for the previous structure with the model sentences.
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:

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have any money?</td>
<td>No, I don't have any money.</td>
</tr>
</tbody>
</table>

Point out that although the answer is negative any still remains the same.
LESSON XXVIII

1. Conditional action in the past.
   a. Negative.

   Write the following structures on the board.
   \[
   \text{If} \quad \underline{\text{had been}} \quad \underline{\text{ed}} \quad \underline{\text{wouldn't have}} \quad \underline{\text{ed}} \\
   \quad \underline{\text{en}} \quad \underline{\text{en}} \\
   \quad (\text{irreg.}) 
   \]

   Example:
   If the work had been done, I wouldn't have stayed late.
   (Si el trabajo hubiera estado terminado, no me habría quedado tarde.)

   b. Positive

   Write the following structures on the board.
   \[
   \text{If} \quad \underline{\text{had been}} \quad \underline{\text{ed}} \quad \underline{\text{would have}} \quad \underline{\text{ed}} \\
   \quad \underline{\text{en}} \quad \underline{\text{en}} \\
   \quad (\text{irreg.}) 
   \]

   Example:
   If the work had been done, I would have come, home early.
   (Si el trabajo hubiera estado terminado habría venido temprano a la casa.)

2. Conditional result in the present.
   A. Negative.

   Write the following structure on the board.
   \[
   \text{If} \quad \underline{\text{had been}} \quad \underline{\text{ed}} \quad \underline{\text{wouldn't}} \\
   \quad \underline{\text{en}} \quad \underline{\text{en}} \\
   \quad (\text{irreg.}) 
   \]
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 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.
(muco)

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.
LESSON XXVIII

2. Conditional result in the present.

a. Negative conditional

Write the following structure on the board.

If_____hadn't been_____ed_____wouldn't_____

en
(irreg.)

Example:

If the work hadn't been done I wouldn't be here.
(Si el trabajo no hubiera estado terminado no estaría aquí)

Positive conditional.

Write the following structure on the board.

If_____hadn't been_____ed_____would

eng
(irreg)

Example:

If the work hadn't been done, I would still be there.
(Si el trabajo no hubiera estado terminado todavía estaría allí)

Use the sentences composed with the model sentences to practice these structures.

b. Contrary to negative fact.

Example:

The work wasn't done, so I stayed late.
(El trabajo no estaba terminado por eso me quedé tarde.)
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.
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,__________________________.
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. __________  (Last)  (First)  (middle name or initial)

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

Male____

Age______ Date of birth______ Sex-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?______________

Yes______ Yes______

U.S. Citizen No______ Are you a citizen of U.S.A.? 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 children________
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

Were you ever involved in a criminal proceedings under any other name? Yes ___ no ___

Have you ever used any other names in your previous employment? Yes ___ no ___

Have you ever belonged to any organization which has advocated the violent overthrow of the U.S. Government? Yes ___ no ___

EDUCATION

Start with High School and list all schools attended. Business, technical, vocational, other...

Name of school and location ________________________________

Dates, month and year from __________ to ________________

Number of units completed ____________________________

Did you graduate? ________________

Degree or Certificate received __________________________

Grade Completed ________________ Main Subject studied ________________________________

Name of Grammar School ______________________________

Name of High School _________________________________

Name of College _________________________________

Name under which attended school, if different ________________________________ last, first, middle

U.S. MILITARY SERVICE

Selective Service or Reserve status ________________________________

Current draft classification ________________________________

Are you now a member of an active Reserve Unit? ________________

Dates of Active duty from ____________ to ______________

Branch of service ____________________________ top rank hel

Type of discharge ________________

Special training received in service ________________________________

Date of entry ________________ date of discharge ________________

Rank at discharge ________________________________

Rating or specialist ________________________________

Are you a U.S. war veteran? Yes ___ NO ___
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.
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?