



UNIVERSIDAD TECNOLÓGICA DE GUAYMAS

MANUAL DE CURSO PROPEDÉUTICO

AGOSTO DE 2016

ÁREA:

INGLÉS

CURSO PROPEDÉUTICO



INTRODUCCIÓN

El uso del Idioma Inglés se ha vuelto básico para la comunicación personal ya sea de forma educacional, profesional, laboral o comercial. Por eso mismo, y gracias a los avances tecnológicos con los que se cuentan hoy en día se han generado distintas formas de aprendizaje del idioma inglés. La escuela es la forma más básica y original en métodos de aprendizaje del idioma inglés.

El presente manual es un compendio que se elabora para mostrar las herramientas básicas que introducen al estudiante al conocimiento de un segundo idioma, mismo que enriquecerá las capacidades tanto lingüísticas como cognitivas del educando.

Este compendio incluye el vocabulario necesario que se requiere para comunicarse en inglés con oraciones simples, donde se desarrollaran actividades de conjugación de verbos, acciones situacionales, pensamiento numérico, entre otras.

OBJETIVO

El presente manual tiene el objetivo de dotar a los estudiantes de nuevo ingreso a la Universidad Tecnológica de Guaymas con las destrezas lingüísticas sólidas, las cuales ayudaran a los estudiantes a enriquecer su vocabulario de una manera progresiva, iniciando principalmente con el uso de las cuatro habilidades: escuchar, escribir, leer y hablar.

TEMARIO

1.1 Hello

1.2 Word work. Countries

1.3 Introductions

1.4.- Using BE

1.4.1.- Noun + is + noun: singular

1.4.2.- Noun + are + noun: plural

1.4.3.- Pronoun + be + noun

1.4.4.- Contractions with BE

1.4.5.- Negative with BE

1.4.6.- BE + Adjective

1.4.7.- BE + a place

1.4 Subject Pronouns

1.5 Verb to be in present

1.6 Demonstrative pronouns

1.7 Numbers, time and telephone numbers

CURSO PROPEDEÚTICO



Introducción al idioma inglés

ESSENTIAL VOCABULARY FOR CLASSROOM

COMMANDS

Write your name
Shake hands
Stand up
Open your book
Close your notebook
Touch the chair
Point to the blackboard

Give me your paper

SCHOOL OBJECTS

Pen
Pencil
Door
Eraser
Notebook
Paper clip
Rubber band
Marker
Pencil sharpener

Ruler
Blackboard
Table
Window
Chair
Book
Desk
Scissors

Repeat
Pay attention
Put the book on the
chair
Work in groups of _
Turn to page
Take out a piece of
paper

GREETINGS AND EXPRESIONS

Excuse me
What time is it?
It's ___ o'clock
Thank you
You're welcome
Good morning
Good afternoon
Good evening

OTHER NOUNS

Telephone	hand	picnic	hot dogs
Diamond	Sun	Trip	Actor
Car	student	bike	boyfriend
Hamburger	horse	coffee	Lawyer
Dog	soup	soda	wife
cup	husband	knife	Moon
face	legs	road	grandmother
step mother	movie-theater	beach	can
sand	tree	tower	street
foot mouth	Ear	shoulder	weekend
year	second	wheatear	downtown
engineer	Buck	Fountain	Chess
Museum	Bridge	Bus station	ATM

OCCUPATIONS

Scientist	Accountant
Athlete	Musician
Police officer	Soccer player
Office worker	Secretary
Banker	Waitress
Carpenter	Factory worker
Lawyer	Engineer
Astronaut	Artist
Doctor	Teacher
Nurse	Student
Dentist	Architect
Pilot	Actor
Flight attendant	Actress
Businessman	Psychologist
Singer	Gardener
Guard	Painter
Computer programmer	Cook
Travel agent	Tailor
Bus driver	Maid
Farmer	Plumber
	Photographer

1.1 HELLO!!

a) Meeting people:

What's your name, please? My name is _____ And where are you from?

I'm from _____ Nice to meet you!!

b) Circle the correct form.

1.- What's you/ your name? My name is Paul

2.- Where is/ are you from? I'm from London

3.- What's she's / her name? Her names is Janet

4.- Where' she / her from? She's from Holland

c) First complete the questions. Then answer the questions for you.

1.- What _____ your name?

My _____

2.- How do _____ spell your name?

3.- Where _____ you from?

4.- Where _____ you live?

1.2 WORD WORK. Countries

a).- Match the country with the capital city

Tokio

Brazil

London

Japan

Paris

England

Rome

France

Brasilia

Italy

b).- Match the object with the country. Then write sentences, look at the example.

Language summary: Asking and giving names

Use the verb TO BE and give names

Form: What's {is} your his name?
Her

My

His name's {is} John/Mary

Her

Sushi	France	Sushi <u>is from Japan</u>
Roast beef	Japan	Feijoada _____
Feijoada	Italy	Pasta _____
Pasta	England	Champagne _____
Champagne	Brazil	Roast
beef _____		

Language note
 Normally people say:
 She's from England
 Instead of: She is from England

c) Rewrite the sentences with contractions.

What is your name? _____
 I am Susanne. _____
 Where is he from? _____
 He is from Uruguay _____
 Where is he from? _____
 My name is Claudio _____

1.3 INTRODUCTIONS

Example. Bill. Jim, this is Heather.
 Jim. Nice to meet you Heather
 Heather. Hello, Jim

a) Complete the conversations

Sue. David, _____ is Liz
 David. Nice _____
 Liz. _____

Receptionist. Excuse me. Are _____ Maria Brown?
 Woman. Yes I _____?
 Receptionist. You have a message.
 Woman. Thank _____

Waiter. Good morning, I'm Sue. How _____ you? Man.
 I'm _____, thank you.
 Waiter. Are you ready to order?

Man. Yes, _____

1.4. USING BE

1.4.1.-

1-1 NOUN + IS + NOUN: SINGULAR	
NOUN + IS + NOUN (a) <i>Canada is a country.</i>	<i>Singular</i> means "one." In (a): <i>Canada</i> = a singular noun <i>is</i> = a singular verb <i>country</i> = a singular noun
(b) <i>Mexico is a country.</i>	<i>A</i> frequently comes in front of singular nouns. In (b): <i>a</i> comes in front of the singular noun <i>country</i> . <i>A</i> is called an "article."
(c) <i>A cat is an animal.</i>	<i>A</i> and <i>an</i> have the same meaning. They are both articles. <i>A</i> is used in front of words that begin with consonants: <i>b, c, d, f, g, etc.</i> Examples: <i>a bed, a cat, a dog, a friend, a girl</i> <i>An</i> is used in front of words that begin with <i>a, e, i, and o</i> . Examples: <i>an animal, an ear, an island, an office</i>

**An* is sometimes used in front of words that begin with *u*. See Chart 7-2, p. 183.

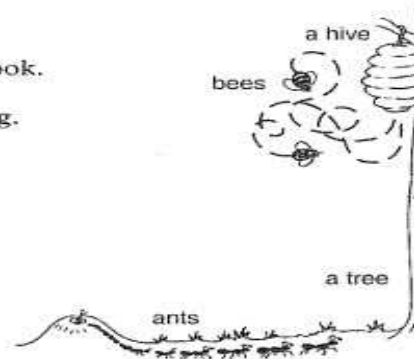
Vowels = *a, e, i, o, u*.

Consonants = *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z*.

□ EXERCISE 3. Sentence practice.

Directions: Complete the sentences. Use an article (*a* or *an*).

1. A horse is an animal.
2. English is language.
3. Tokyo is city.
4. Australia is country.
5. Red is color.
6. dictionary is book.
7. hotel is building.
8. bear is animal.
9. bee is insect.
10. ant is insect.

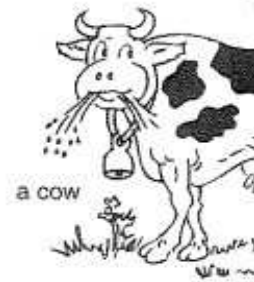


Sentence practice.

Directions: Complete the sentences. Use **a** or **an** and the words in the list.

<i>animal</i>	<i>country</i>	<i>language</i>
<i>city</i>	<i>insect</i>	<i>sport</i>

1. Arabic is a language .
2. Rome is a city .
3. A cat is an animal .
4. Tennis is _____.
5. Chicago is _____.
6. Spanish is _____.
7. Mexico is _____.
8. A cow is _____.
9. A fly is _____.
10. Baseball is _____.
11. China is _____.
12. Russian is _____.



Continue practicing:

Write the name of the objects. Use **A** or **AN** when necessary.

- | | |
|-----------------------------|----------------------|
| 1.- _____ book | 11.- _____ scissors |
| 2.- _____ pen | 12.- _____ apple |
| 3.- _____ pencil | 13.- _____ student |
| 4.- _____ eraser | 14.- _____ bike |
| 5.- _____ blackboard | 15.- _____ teacher |
| 6.- _____ door | 16.- _____ elephant |
| 7.- _____ window | 17.- _____ engineer |
| 8.- _____ table | 18.- _____ car |
| 9.- _____ chair | 19.- _____ classmate |
| 10.- _____ pencil sharpener | 20.- _____ hamburger |

1.4.2.-

1-2 NOUN + ARE + NOUN: PLURAL	
NOUN + ARE + NOUN (a) <i>Cats are animals.</i>	Plural means "two, three, or more." <i>Cats</i> = a plural noun <i>are</i> = a plural verb <i>animals</i> = a plural noun
(b) SINGULAR: a cat, an animal PLURAL: <i>cats, animals</i>	Plural nouns end in <i>-s</i> . <i>A</i> and <i>an</i> are used only with singular nouns.
(c) SINGULAR: a city, a country PLURAL: <i>cities, countries</i>	Some singular nouns that end in <i>-y</i> have a special plural form: They omit the <i>-y</i> and add <i>-ies</i> .*
NOUN <i>and</i> NOUN + ARE + NOUN (d) <i>Canada and China are countries.</i> (e) <i>Dogs and cats are animals.</i>	Two nouns connected by <i>and</i> are followed by <i>are</i> . In (d): <i>Canada</i> is a singular noun. <i>China</i> is a singular noun. They are connected by <i>and</i> . Together they are plural, i.e., "more than one."

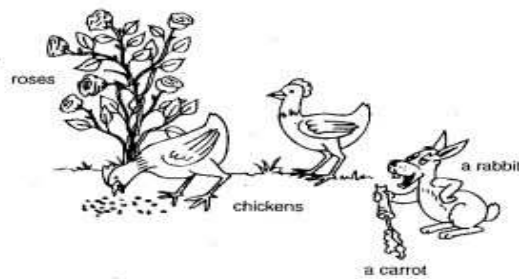
*See Chart 3-6, p. 63, for more information about adding *-s/-es* to words that end in *-y*.

□ EXERCISE 6. Sentence practice.

Directions: Change the singular sentences to plural sentences.

- | SINGULAR | → | PLURAL |
|-----------------------------|---|--------------------------|
| 1. An ant is an insect. | → | <u>Ants are insects.</u> |
| 2. A computer is a machine. | → | _____ |

- | SINGULAR | → | PLURAL |
|-----------------------------|---|--------|
| 3. A dictionary is a book. | → | _____ |
| 4. A chicken is a bird. | → | _____ |
| 5. A rose is a flower. | → | _____ |
| 6. A carrot is a vegetable. | → | _____ |
| 7. A rabbit is an animal. | → | _____ |



- | | | |
|---|---|-------|
| 8. Egypt is a country.
Indonesia is a country. | → | _____ |
| 9. Winter is a season.
Summer is a season. | → | _____ |

1.4.3.-

1-3 PRONOUN + BE + NOUN			
SINGULAR		PLURAL	
PRONOUN + BE + NOUN		PRONOUN + BE + NOUN	
(a) I am a student.	(f) We are students.	<i>I</i> <i>you</i> <i>he</i> <i>she</i> <i>it</i> <i>we</i> <i>they</i>	} = pronouns
(b) You are a student.	(g) You are students.		
(c) She is a student.	(h) They are students.		
(d) He is a student.			
(e) It is a country.			
(i) Rita is in my class. She is a student. (j) Tom is in my class. He is a student. (k) Rita and Tom are in my class. They are students.		Pronouns refer to nouns. In (i): <i>she</i> (feminine) = Rita. In (j): <i>he</i> (masculine) = Tom. In (k): <i>they</i> = Rita and Tom.	

□ EXERCISE 10. Sentence practice.

Directions: Complete the sentences. Use a verb (**am**, **is**, or **are**). Use a noun (**a student** or **students**).

- | | |
|-----------------------------|---------------------------------------|
| 1. We <u>are students</u> . | 4. Rita and Tom _____ . |
| 2. I _____ . | 5. You (<i>one person</i>) _____ . |
| 3. Rita _____ . | 6. You (<i>two persons</i>) _____ . |

1.4.4.-

1-4 CONTRACTIONS WITH BE		
	PRONOUN + BE → CONTRACTION	
AM	I + am → I'm	(a) I'm a student.
IS	she + is → she's	(b) She's a student.
	he + is → he's	(c) He's a student.
	it + is → it's	(d) It's a city.
ARE	you + are → you're	(e) You're a student.
	we + are → we're	(f) We're students.
	they + are → they're	(g) They're students.

When people speak, they often push two words together. A contraction = two words that are pushed together.
 Contractions of a *subject pronoun* + *be* are used in both speaking and writing.
 PUNCTUATION: The mark in the middle of a contraction is called an "apostrophe" (').*

*NOTE: Write an apostrophe above the line. Do not write an apostrophe on the line.

CORRECT: I'm a student

INCORRECT: I,m a student

Sentence practice.

Directions: Complete the sentences. Use contractions (*pronoun + be*).

- Sara is a student. She's in my class.
- Jim is a student. _____ in my class.
- I have *one brother*. _____ twenty years old.
- I have *two sisters*. _____ students.
- I have *a dictionary*. _____ on my desk.
- I like *my classmates*. _____ friendly.
- I have *three books*. _____ on my desk.
- My brother* is twenty-six years old. _____ married.
- My sister* is twenty-one years old. _____ single.
- Yoko and Ali* are students. _____ in my class.
- I like *my books*. _____ interesting.
- I like *grammar*. _____ easy.
- Kate and I* live in an apartment. _____ roommates.

1.4.5.-

1-5 NEGATIVE WITH <i>BE</i>		
(a) I am not a teacher.	CONTRACTIONS <i>I'm not</i>	<i>Not</i> makes a sentence negative. CONTRACTIONS: <i>Be</i> and <i>not</i> can be contracted. Note that "I am" has only one contraction with <i>be</i> , as in (a), but there are two contractions with <i>be</i> for (b) through (g).
(b) You are not a teacher.	you're <i>not</i> / you <i>aren't</i>	
(c) She is not a teacher.	she's <i>not</i> / she <i>isn't</i>	
(d) He is not a teacher.	he's <i>not</i> / he <i>isn't</i>	
(e) It is not a city.	it's <i>not</i> / it <i>isn't</i>	
(f) We are not teachers.	we're <i>not</i> / we <i>aren't</i>	
(g) You are not teachers.	you're <i>not</i> / you <i>aren't</i>	
(h) They are not teachers.	they're <i>not</i> / they <i>aren't</i>	

□ EXERCISE 15. Sentence practice.

Directions: Write sentences using *is*, *isn't*, *are*, and *aren't* and the given information.

Examples: Africa \ city . . . It \ continent

→ Africa isn't a city. It's a continent.

Baghdad and Chicago \ city . . . They \ continent

→ Baghdad and Chicago are cities. They aren't continents.

1. Canada \ country . . . It \ city

2. Jakarta \ country . . . It \ city

3. Beijing and London \ city . . . They \ country

4. Asia \ country . . . It \ continent

5. Asia and South America \ continent . . . They \ country

EXERCISE 16. Sentence practice.

PART I.

Directions: Write the name of the person next to his or her job.

artist _____ *Jim* _____ gardener _____

bus driver _____ doctor _____

police officer _____ photographer _____



Jim



Ann



Ms. Black



Mike



Mr. Rice



Sue

PART II.

Directions: Complete the sentences with the correct information.

1. Ann isn't a gardener. She 's a photographer.
2. Mike is a gardener. He _____ an artist.
3. Jim _____ a bus driver. He _____.
4. Sue _____ a photographer. She _____.
5. Mr. Rice _____ a police officer. He _____.
6. Ms. Black isn't a _____, She _____.
7. I'm not a _____. I'm a _____.

1.4.6.-

1-6 BE + ADJECTIVE					
NOUN	+	BE	+	ADJECTIVE	<i>round</i> <i>intelligent</i> <i>hungry</i> <i>young</i> <i>happy</i>
(a) A ball		is		round.	
(b) Balls		are		round.	
(c) Mary		is		intelligent.	
(d) Mary and Tom		are		intelligent.	} = adjectives
PRONOUN	+	BE	+	ADJECTIVE	
(e) I		am		hungry.	Adjectives often follow a form of be (<i>am, is, are</i>). Adjectives describe or give information about a noun or pronoun that comes at the beginning of a sentence.*
(f) She		is		young.	
(g) They		are		happy.	

*The noun or pronoun that comes at the beginning of a sentence is called a "subject." See Chart 6-1, p. 158.

□ EXERCISE 17. Sentence practice.

Directions: Find the adjective in the first sentence. Then complete the second sentence with **be** + *an adjective* that has an opposite meaning. Use the adjectives in the list. Use each adjective only once.

<i>beautiful</i>	<i>expensive</i>	<i>noisy</i>	<i>short</i>
<i>clean</i>	<i>fast</i>	<i>old</i>	<i>tall</i>
<i>easy</i>	<i>✓ happy</i>	<i>poor</i>	

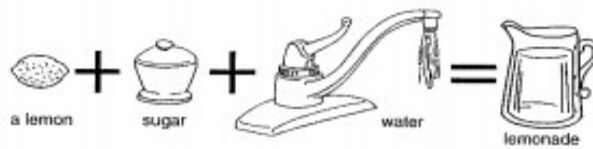
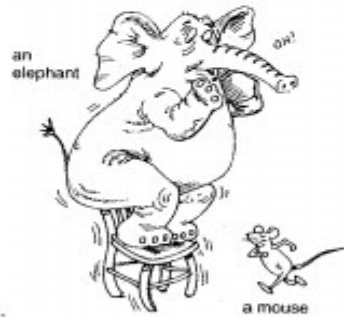
1. I'm not sad. I *'m happy* _____.
2. Mr. Thomas isn't rich. He _____.
3. My hair isn't long. It _____.
4. My clothes aren't dirty. They _____.
5. Flowers aren't ugly. They _____.
6. Cars aren't cheap. They _____.
7. Airplanes aren't slow. They _____.
8. Grammar isn't difficult. It _____.
9. My sister isn't short. She _____.
10. My grandparents aren't young. They _____.
11. The classroom isn't quiet. It _____.

□ EXERCISE 18. Sentence practice.

Directions: Write sentences using *is* or *are* and an adjective from the list. Use each adjective only once.

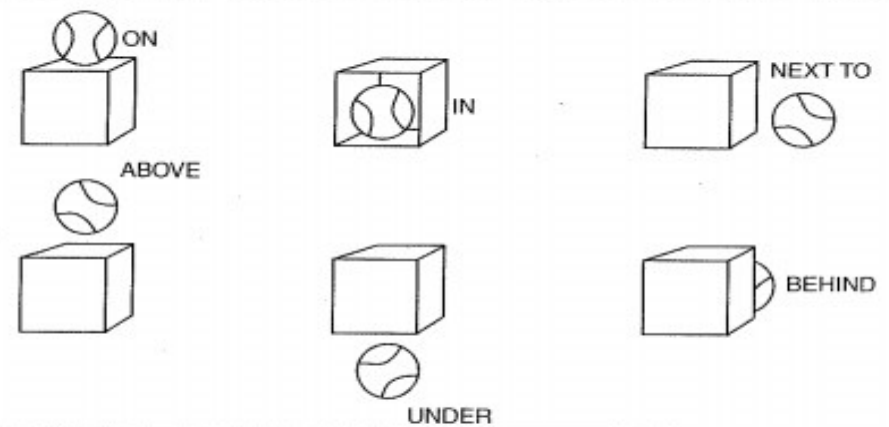
<i>cold</i>	<i>funny</i>	<i>round</i>	<i>sweet</i>
<i>dangerous</i>	<i>✓hot</i>	<i>small/little</i>	<i>wet</i>
<i>dry</i>	<i>important</i>	<i>sour</i>	
<i>flat</i>	<i>large/big</i>	<i>square</i>	

1. Fire is hot.
2. Ice and snow _____.
3. A box _____.
4. Balls and oranges _____.
5. Sugar _____.
6. An elephant _____, but a mouse _____.
7. A rain forest _____, but a desert _____.
8. A joke _____.
9. Good health _____.
10. Guns aren't safe. They _____.
11. A coin _____ small, round, and _____.
12. A lemon _____.



1.4.7.-








1-7 BE + A PLACE

<p>(a) Maria is <i>here</i>.</p> <p>(b) Bob is <i>at the library</i>.</p>	<p>In (a): <i>here</i> = a place.</p> <p>In (b): <i>at the library</i> = a place.</p> <p><i>Be</i> is often followed by <i>a place</i>.</p>									
<p>(c) Maria is</p> <ul style="list-style-type: none"> <i>here.</i> <i>there.</i> <i>downstairs.</i> <i>upstairs.</i> <i>inside.</i> <i>outside.</i> <i>downtown.</i> 	<p>A place may be one word, as in the examples in (c).</p>									
<p>(d) Bob is</p> <table border="0" style="display: inline-table; vertical-align: middle;"> <tr> <td style="text-align: center;">PREPOSITION + NOUN</td> <td></td> </tr> <tr> <td style="text-align: center;"> <ul style="list-style-type: none"> <i>at</i> <i>on</i> <i>in</i> <i>at -</i> <i>next to</i> </td> <td style="text-align: center;"> <ul style="list-style-type: none"> <i>the library.</i> <i>the bus.</i> <i>his room.</i> <i>work.</i> <i>Maria.</i> </td> </tr> </table>	PREPOSITION + NOUN		<ul style="list-style-type: none"> <i>at</i> <i>on</i> <i>in</i> <i>at -</i> <i>next to</i> 	<ul style="list-style-type: none"> <i>the library.</i> <i>the bus.</i> <i>his room.</i> <i>work.</i> <i>Maria.</i> 	<p>A place may be a prepositional phrase (<i>preposition + noun</i>), as in (d).</p>					
PREPOSITION + NOUN										
<ul style="list-style-type: none"> <i>at</i> <i>on</i> <i>in</i> <i>at -</i> <i>next to</i> 	<ul style="list-style-type: none"> <i>the library.</i> <i>the bus.</i> <i>his room.</i> <i>work.</i> <i>Maria.</i> 									
										
<p>SOME COMMON PREPOSITIONS</p> <table border="0" style="width: 100%;"> <tr> <td><i>above</i></td> <td><i>between</i></td> <td><i>next to</i></td> </tr> <tr> <td><i>at</i></td> <td><i>from</i></td> <td><i>on</i></td> </tr> <tr> <td><i>behind</i></td> <td><i>in</i></td> <td><i>under</i></td> </tr> </table>		<i>above</i>	<i>between</i>	<i>next to</i>	<i>at</i>	<i>from</i>	<i>on</i>	<i>behind</i>	<i>in</i>	<i>under</i>
<i>above</i>	<i>between</i>	<i>next to</i>								
<i>at</i>	<i>from</i>	<i>on</i>								
<i>behind</i>	<i>in</i>	<i>under</i>								

□ EXERCISE 25. Sentence practice.

Directions: Complete the sentences with prepositions that describe the pictures. Use each preposition only once.

<i>above</i>	<i>between</i>	<i>next to</i>	<i>under</i>
<i>behind</i>	<i>in</i>	<i>on</i>	

 <p>1. The cat is <u>in</u> the desk.</p>	 <p>2. The cat is _____ the desk.</p>
 <p>3. The cat is _____ the desk.</p>	 <p>4. The cat is _____ the desk.</p>
 <p>5. The cat is _____ the desk.</p>	 <p>6. The cat is _____ the desk.</p>
 <p>7. The cat is _____ the desks.</p>	

1.5 SUBJECT PRONOUNS: Substitute for previous nouns.

	SINGULAR	PLURAL
1 st Person	I	WE
2 nd Person	YOU	YOU
3 rd Person	HE SHE IT	THEY

Exercise.- Write the corresponding subject pronoun.

- 1.- John _____
- 2.- Mrs. Smith _____
- 3.- The dog _____
- 4.- The school _____
- 5.- John and I _____
- 6.- John and you _____
- 7.- The students _____
- 8.- The cats _____
- 9.- The woman _____
- 10.- The radio _____

- 11.- The boys _____
- 12.- The pencils _____
- 13.- Mr. Thompson _____
- 14.- You and I _____
- 15.- The girl _____
- 16.- The boy _____
- 17.- The car _____
- 18.- Oscar _____
- 19.- Susan _____
- 20.- Mike and Billy _____

1.7 DEMONSTRATIVE PRONOUNS: THIS, THAT, THESE, THOSE

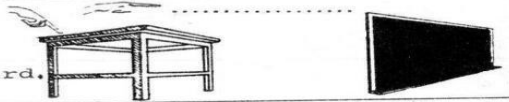
	SINGULAR	PLURAL
----- → ---	This	
These		
----- → --		That Those


Exercise .-


Identify the objects using **THIS** or **THAT**


This is a table.

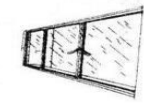
That is a blackboard.
(that's)

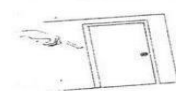



















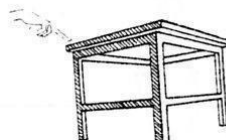


COMPLETE THE QUESTIONS AND ANSWER THEM.

Example: Is **THAT** a book?
Yes, **IT'S** a book.

Is **THIS** a book?
No, **IT** isn't a book.

1. Is _____ a chair?



2. Is _____ a chair?

3. Is _____ a notebook?

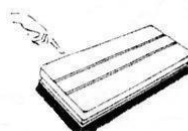


4. Is _____ a notebook?

5. Is _____ a window?



6. Is _____ an eraser?



COMPLETE THE QUESTIONS AND ANSWER THEM.

EXAMPLE: Are **THOSE** books?
 Yes, They are.
 Are **THESE** books?
 No, they aren't.

1. Are _____ chairs?

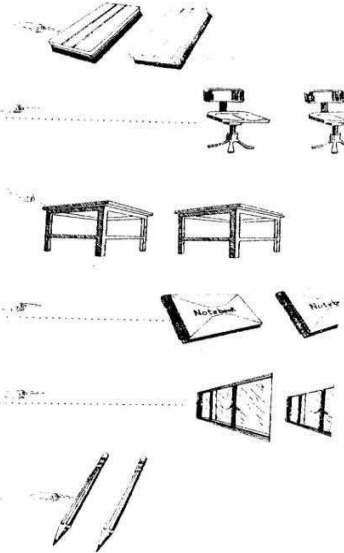
2. Are _____ chairs?

3. Are _____ notebooks?

4. Are _____ notebooks?

5. Are _____ windows?

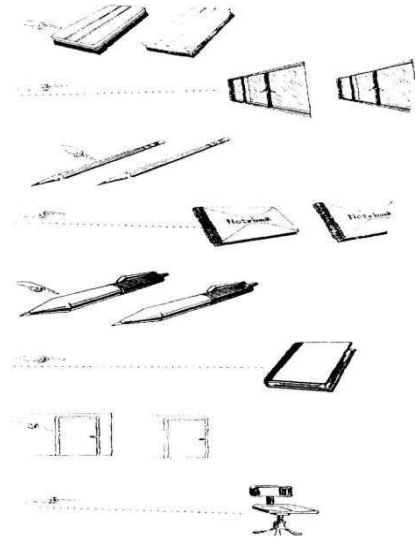
6. Are _____ erasers?



IDENTIFY THE OBJECTS USING **THESE** OR **THOSE**.

EXAMPLES:
 These are books.
 Those are notebooks.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



1.8 NUMBERS AND TIME

Exercise.-

Write the numbers

- 1.- _____
2. - _____
3. - _____
4. - _____
- 5.- _____
- 6.- _____
- 7.- _____
8. - _____

- 9.- _____
- 10 _____
- 11.- _____
12. - _____
13. - _____
14. - _____
15. - _____

Answer the question: What time is it? It's _____ o'clock

1. (3:00)

7. (7:00)

2. (12:00)

8. (10:00)

3. (5:00)

9. (6:00)

4. (1:00)

10. (9:00)

5. (11:00)

11. (4:00)

6. (2:00)

12. (8:00)

Write the corresponding greeting, according to the time of the day.

1.- 7:00 pm _____

2.- 10:00 am _____

3.- 9:00 pm _____

4.- 2:00 pm _____

5.- 3:00 pm _____

6.- 6:00 pm _____

7.- 8:00 am _____

8.-11:00 am _____

Exercise.- Go around the class asking your classmates their telephone numbers.

	NAME	PHONE NUMBER	E-MAIL
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

EXTRA ACTIVITIES FOR HOMEWORK:

9

Do we need any eggs?

1 Write the names of the foods.

Fruit

1. lemons _____
2. _____
3. _____
4. _____

Vegetables

5. _____
6. _____
7. _____
8. _____

Grains

9. _____
10. _____
11. _____
12. _____

Fats and oils

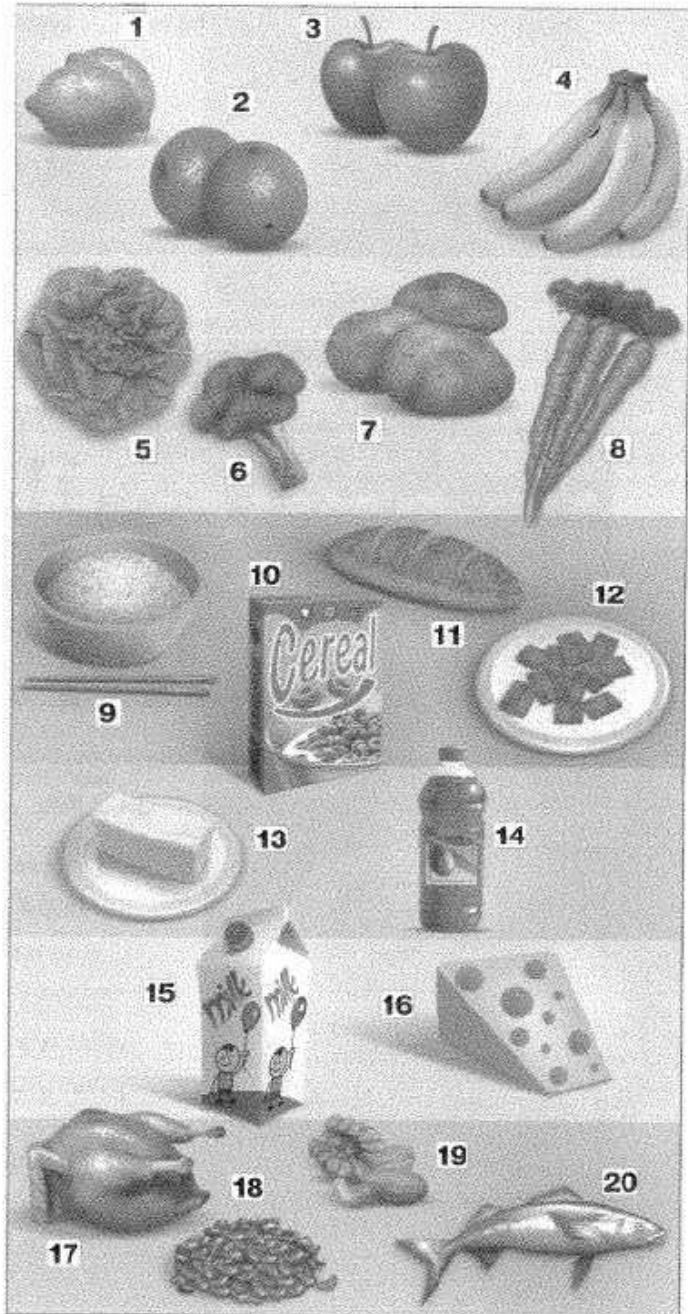
13. _____
14. _____

Dairy

15. _____
16. _____

Meat and other proteins

17. _____
18. _____
19. _____
20. _____



2

Complete the sentences with the articles a or an. If you don't need an article, write Ø.



1. This is a banana.



2. This is _____ pasta.



3. This is _____ egg.



4. This is _____ apple.



5. This is _____ ice cream.



6. This is _____ kiwi.

3

What foods do you like? What foods don't you like? Write sentences.



1. drinks

I like coffee, green tea, and juice. I don't like milk.

2. fruit

3. ✓ vegetables

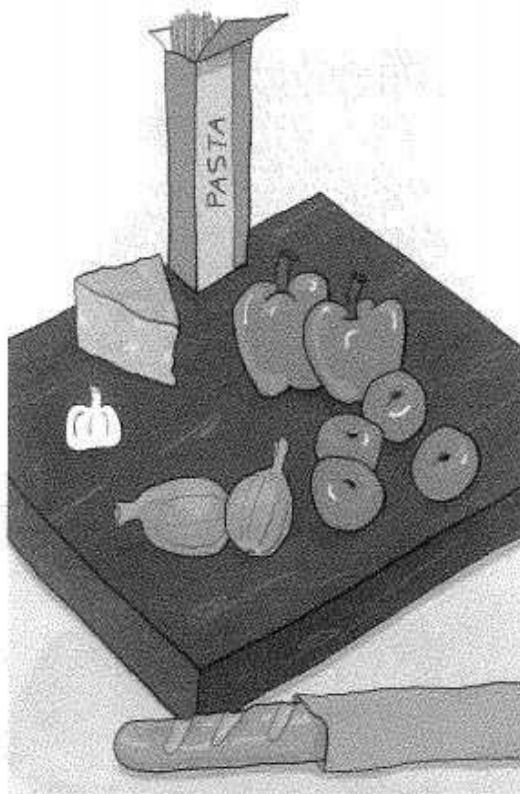
4. meat and other proteins

5. dairy

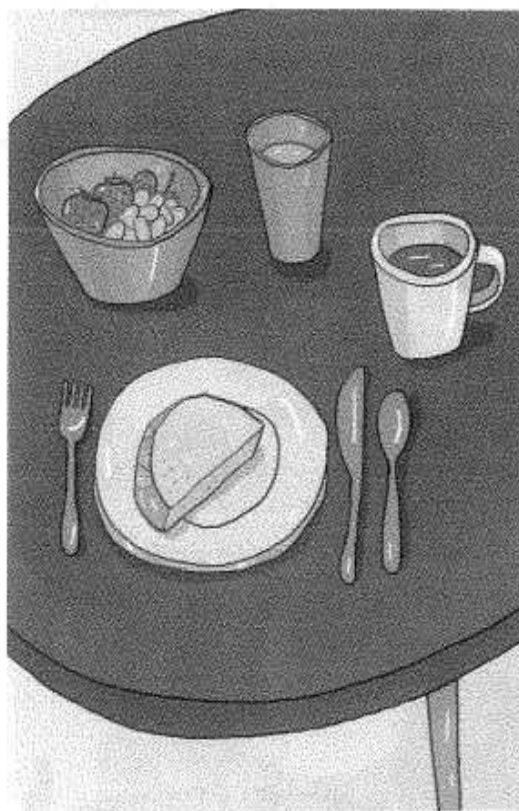
6. grains

4 Complete the conversations with some or any.

1. A: What do you want for dinner?
B: Let's make some pasta with tomato sauce.
A: Good idea. Do we have _____ meat?
B: Well, we have _____ beef, but I don't want _____ meat in the sauce. Let's get _____ tomatoes and onions.
A: OK. Do we need _____ green peppers for the sauce?
B: Yes, let's get _____ peppers. Oh, and _____ garlic, too.
A: Great. We have _____ spaghetti, so we don't need _____ pasta.
B: Yeah, but let's get _____ bread. And _____ cheese, too.



2. A: What do you eat for breakfast?
B: Well, first, I have fruit - _____ grapes or strawberries.
A: That sounds good. Do you have _____ eggs or meat?
B: No, I don't eat _____ eggs or meat in the morning.
A: Really? Do you have anything else?
B: Well, I usually have _____ bread, but I don't put _____ butter on it.
A: Do you drink anything in the morning?
B: I always have _____ juice and coffee. I don't put _____ sugar in my coffee, but I like _____ milk in it.



What sports do you play?

1 Sports

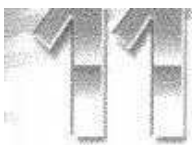
A Complete the crossword puzzle. Write the names of the sports.

Across (→)

Down (↓)

B Which sports in part A follow *go*? Which sports follow *play*? Complete the chart.

go	play	
	<i>soccer</i>	



What are you going to do?

1 Months and dates

A Put the months in the box in time order.

<input type="checkbox"/> April	<input type="checkbox"/> December	<input checked="" type="checkbox"/> January	<input type="checkbox"/> June	<input type="checkbox"/> May	<input type="checkbox"/> October
<input type="checkbox"/> August	<input type="checkbox"/> February	<input type="checkbox"/> July	<input type="checkbox"/> March	<input type="checkbox"/> November	<input type="checkbox"/> September

- | | | |
|------------------|----------|-----------|
| 1. January _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

B When are the seasons in your country? Write the months for each season.



Spring	Summer	Fall	Winter
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

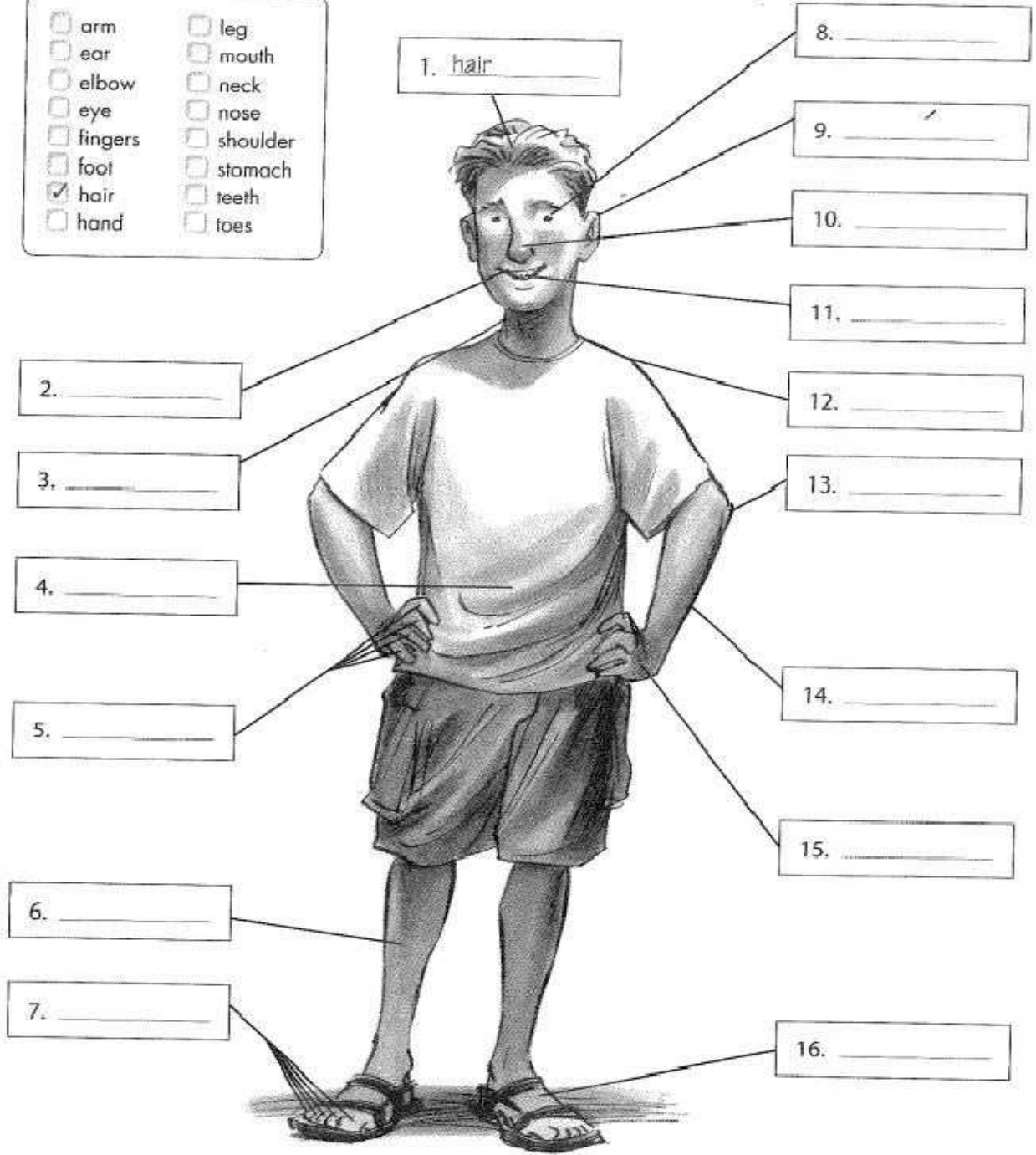
C Write each date a different way.

- | | | | |
|-----------------|----------------------|----------------|-------|
| 1. March 12th | <u>March twelfth</u> | 5. October 1st | _____ |
| 2. April 11th | _____ | 6. May 22nd | _____ |
| 3. January 16th | _____ | 7. July 3rd | _____ |
| 4. February 9th | _____ | 8. August 30th | _____ |

What's the matter?

1 Label the parts of the body. Use the words in the box.

- | | |
|--|-----------------------------------|
| <input type="checkbox"/> arm | <input type="checkbox"/> leg |
| <input type="checkbox"/> ear | <input type="checkbox"/> mouth |
| <input type="checkbox"/> elbow | <input type="checkbox"/> neck |
| <input type="checkbox"/> eye | <input type="checkbox"/> nose |
| <input type="checkbox"/> fingers | <input type="checkbox"/> shoulder |
| <input type="checkbox"/> foot | <input type="checkbox"/> stomach |
| <input checked="" type="checkbox"/> hair | <input type="checkbox"/> teeth |
| <input type="checkbox"/> hand | <input type="checkbox"/> toes |



13 You can't miss it.

1 Places

A Complete these sentences with the correct places.
Write one letter on each line.

- We need gasoline for the car. Is there a
g a s s t a t i o n near here?
- I'm going to go to the _____. I need some traveler's checks.
- I work at a _____. I love books, so it's a great job.
- Are you going to the _____? I need some stamps.
- We don't have anything for dinner. Let's buy some food at the
_____.
- Tomorrow we're going to go to Paris for five days. We're going to stay
at an expensive _____.
- I have a stomachache. Can you buy some antacid at the _____?
- Let's go out for lunch. There's a great Mexican _____ downtown.

B Find and circle the places in part A in the puzzle.



2

Look at the map. Complete the sentences with the prepositions in the box.

- across from between on
 behind next to on the corner of

- The English school is on Catherine Street.
- The hospital is between the hotel.
- The Mexican restaurant is between Beatrice Street and Fourth Avenue.
- The bank is on Barbara Street, between Sixth and Seventh Avenues.
- The bookstore is next to the English school.
- The coffee shop is on the park.



3**Where is it?**

A Look at the map in Exercise 2 again. Where is each place? Write two sentences.

1. bookstore The bookstore is on the corner of Catherine Street
and Fifth Avenue. It's next to the English school.
2. supermarket _____

3. department store _____

4. gas station _____

5. Chinese restaurant _____

6. hotel _____

7. post office _____

8. drugstore _____

B Where is your school? Draw a map. Then write two sentences.

