

MODULO TRIMESTRAL DE INGLES
NIVEL: 11°
PROFESOR: C. DONALICIO



CENTRO EDUCATIVO LABORAL BELLAS LUCES - VIRTUAL



Undécimo grado

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

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

¿Cuáles son esos íconos?



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



Trabajo en grupo actividades que realizas en pequeños grupos.



Trabajo individual cuando las actividades las haces tú solo.



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



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



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



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

Introducción

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

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

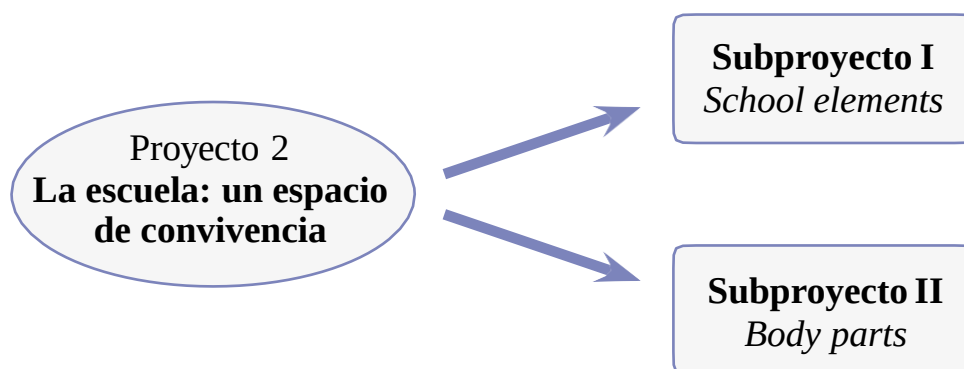
Todas las actividades que aquí encuentras están relacionadas con cada uno de los proyectos de Aceleración del Aprendizaje. Junto a tu docente, compañeros y compañeras, realizarás actividades divertidas que te ayudarán a aprender a medida que avanzas en tu proceso de formación, para que puedas decir con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

Proyecto 2. La escuela: espacio de convivencia

¡Adelante! Porque vas a continuar avanzado en el aprendizaje de nuevo vocabulario. En el proyecto 2 vas a describir tu escuela y también a ti mismo.

En el subproyecto I, conocerás los elementos que ves cada día en tu escuela, aprenderás cómo ubicarlos y contarlos. Además, podrás escribir oraciones en las que describas la ubicación de los objetos en tu salón de clase.

En el subproyecto II, vas a describir las partes del cuerpo, mediante el uso de adjetivos empleados en el proyecto anterior. Además, podrás conocer las acciones que puedes realizar gracias a tus sentidos y las partes del cuerpo, que debes cuidar siempre con responsabilidad.



SCHOOL ELEMENTS

Pronunciación

[eskúul élements]

Significado

Elementos de la escuela



- Escuchen a su docente pronunciar los nombres de algunos elementos de la escuela. Repitan correctamente.



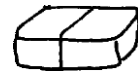
School bag
[eskúul bag]
Maleta



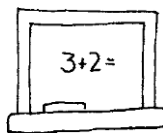
Book
[búuk]
Libro



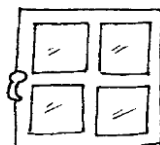
Pencil case
[pénsol kéis]
Cartuchera



Eraser
[irréiser]
Borrador



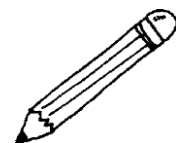
Board
[bóord]
Tablero



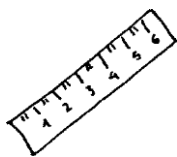
Window
[uindou]
Ventana



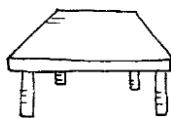
Pen
[pen]
Esfero



Pencil
[pénsol]
Lápiz



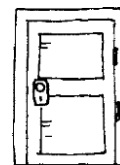
Ruler
[rúler]
Regla



Desk
[désk]
Escritorio



Teacher
[tícher]
Profesor/a



Puerta
[dóor]
Puerta



Observa la siguiente sopa de letras. En ella, encuentra ocho nombres de elementos de la escuela. Identifícalos y escríbelos en tu cuaderno. Observa el ejemplo.

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



Observa el ejemplo. Luego responde a la pregunta ¿Cuántos?



How many pencils are there?

[jáo mény pénsols ar dér]

¿Cuántos lápices hay?

Four

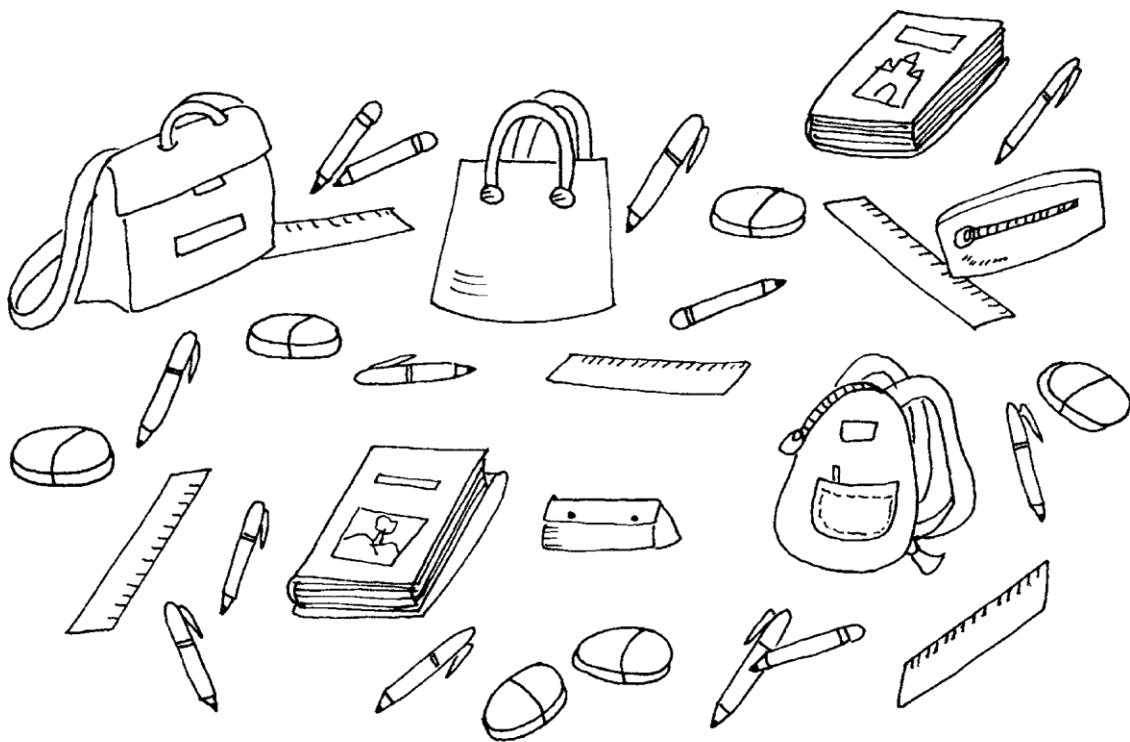
[fór]

Cuatro





Cuenta los útiles escolares, siguiendo el ejercicio. Luego, responde las preguntas en tu cuaderno.



How many erasers are there? _____

How many rulers are there? _____

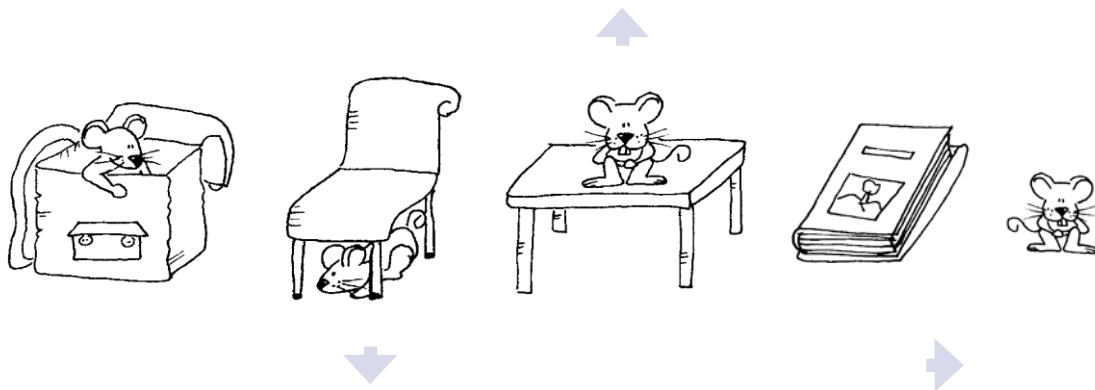
How many schoolbags are there? _____

How many books are there? _____

How many pencils are there? _____



Observen los dibujos y aprendan cómo se ubican los objetos dentro del salón de clase. Escuchen a su docente.



IN [ín] Dentro	UNDER [ánder] Debajo	ON [ón] Sobre	NEXT TO [néks tú] Junto
-----------------------------	-----------------------------------	----------------------------	--------------------------------------



Describe la ubicación de las mascotas, observando el recuadro anterior.



The cat is _____ the table

[de cát is de téibol]

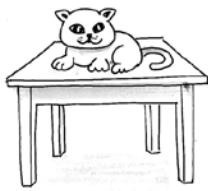
El gato está _____ la mesa



The cat is _____ the school bag



The cat is _____ the table



The cat is _____ the table



Haz el plano de tu salón de clase, escribe en tu cuaderno cinco oraciones que indiquen la ubicación de los objetos en el aula.

Ejemplo:

The books are on the table.

[de búuks ar on de teibol]

Los libros **están** sobre la mesa

1. _____
2. _____
3. _____
4. _____
5. _____



Repaso de contenidos

Llegaste al final del proyecto 2—Subproyecto I. Trabaja con tus compañeros y compañeras ubicando, a manera de señal, los nombres en inglés de los elementos de tu escuela.

BODY PARTS

Pronunciación

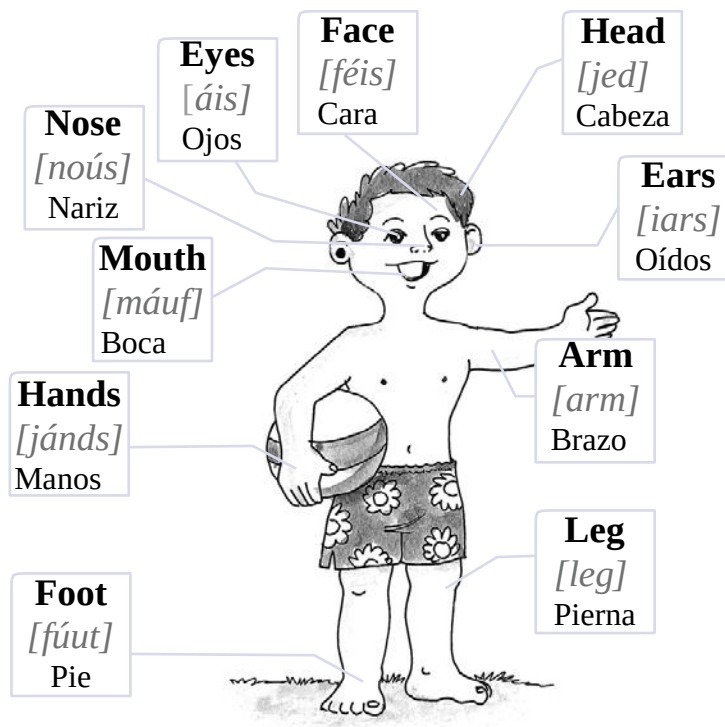
[body parts]

Significado

Partes del cuerpo



Observen los dibujos e identifiquen las partes del cuerpo. Escuchen a su docente.





Observen la descripción de las partes del cuerpo. Recuerden que, en inglés, los adjetivos se escriben antes de los sustantivos.



My name is Sandra.

I have short and black hair. My eyes are big and brown.

[ai háf short an blác jér] [mai aís ar big an bráun]
Tengo cabello corto y negro. Mis ojos son grandes y cafés.

I have short legs and long arms.

I am beautiful and intelligent.

[biutiful an inteliyent]
Bonita e inteligente.



Busca una foto tuya de cuerpo entero y descríbete físicamente en tu cuaderno. Sigue el ejemplo dado y utiliza información nueva, así como la ya estudiada en otros proyectos. Utiliza los adjetivos.

tu foto

Completa las siguientes oraciones con los nombres de las partes del cuerpo correspondientes. Guíate por las ilustraciones.

	See [síi]	I CAN see with my _____ <i>[ai can síi wif mai]</i> Puedo ver con mis
	Smell [esmél]	I can smell with my _____
	Touch [touch]	I can touch with my _____
	Hear [jíar]	I can hear with my _____
	Run [ran]	I can run with my _____
	Eat [íiat]	I can eat with my _____
	Play football [pléi fúutbol]	I can play football with my _____ and my _____

Repaso de contenidos

Llegaste al final del Proyecto 2—Subproyecto II. Dibuja un croquis de tu cuerpo sobre un pliego de papel y señala cada parte de él con sus nombres en inglés; escribe también las acciones que puedes realizar con cada una de las partes de tu cuerpo.

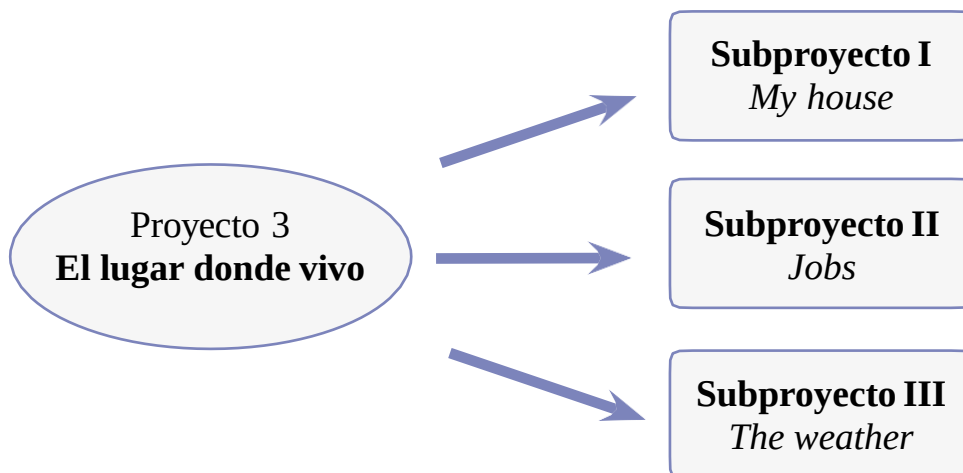
Proyecto 3. El lugar donde vivo

En este proyecto trabajarás temas muy interesantes referentes al lugar donde vives.

En el Subproyecto I, conocerás cómo se pronuncian los nombres de las partes y elementos de una casa, para luego poder identificarlos.

En el Subproyecto II, vas a conocer el vocabulario y acciones referentes a las diferentes profesiones y oficios, para emplearlo en las profesiones y oficios de tus familiares y en las que desempeñan los miembros de tu comunidad.

Finalmente, en el Subproyecto III, vas a aprender acerca del clima y sus diferentes fenómenos, para descubrir los elementos que observas a tu alrededor cuando estás en contacto con la naturaleza.



MY HOUSE

Pronunciación

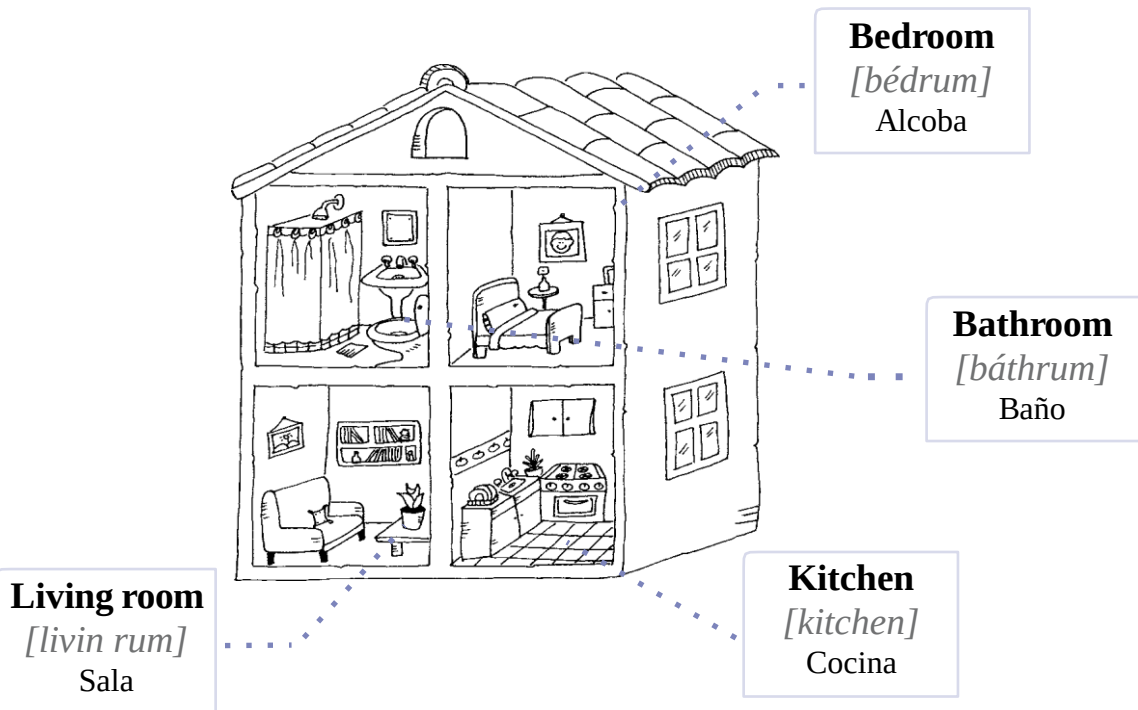
[mai jáus]

Significado

Mi casa

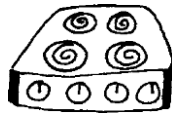


Escuchen a su docente pronunciar los nombres de las partes de la casa. Luego, repitan correctamente.





Lee y escribe la ubicación de los siguientes elementos en la casa.



The stove is in the kitchen

[de stóuf is in de kitchen]

La estufa está en la cocina



The sofa is in the _____

[de sofa is in de ..]

El sofá está en la



The toilet is in the _____

[de toilet is in de ..]

El inodoro está en el



The sink is in the _____

[de sink is in de ..]

El lavaplatos está en la



The bed is in the _____

[de bed is in de ..]

La cama está en la



The shower is in the _____

[de sháuer is in de ..]

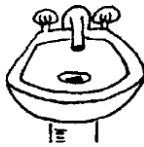
La ducha está en el



The armchair is in the _____

[de ármchér is in de ..]

El sillón está en la



The washbasin is in the _____

[de uáshbéisin is in de ..]

El lavamanos está en el



The fridge is in the _____

[de frich is in de ..]

La nevera está en la



Formen grupos de trabajo y, con su compañero o compañera, jueguen buscando las palabras correspondientes a los elementos de la casa. Escribanlas en el cuaderno.

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



Así como en el español, en inglés existe el singular y el plural. Por lo tanto, cuando describan las cosas que están en un lugar deben diferenciar entre THERE IS que es el singular, y THERE ARE que corresponde al plural.

- Observen los ejemplos.

Example:

Singular

There is 1 sofa next to the window

[dér is uan sofá neks túu de uindou]

Hay **un** sofa junto a la ventana

Plural

There are 2 black chairs in the living room

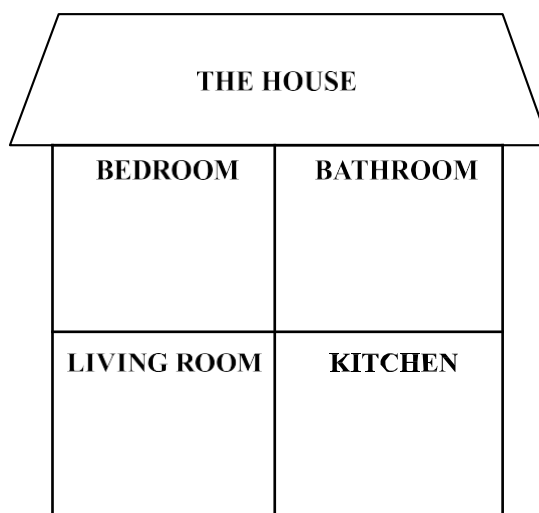
[dér ar túu blak chers in de lívin rúum]

Hay **dos** sillas negras en la sala



Completa las siguientes oraciones y, de acuerdo con ellas, dibuja y colorea en tu cuaderno las partes y elementos de la casa según las instrucciones. Coloca cada mueble en su lugar correspondiente.

- There are two blue beds in the _____
- There is one white stove in the _____
- There is one beige toilet in the _____
- There are two red chairs in the _____
- There is one brown table in the _____
- There is one purple sink in the _____



SUBPROYECTO II

JOBS

Pronunciación

[yóbs]

Significado

Ocupaciones/ trabajos/
profesiones



Escuchen a su docente pronunciar los nombres de las diferentes profesiones y oficios en inglés.



Carpenter
[cárpenter]
Carpintero



Football player
[fútbol pléier]
Futbolista



Engineer
[enyeniar]
Ingeniero



Secretary
[sécretary]
Secretaria



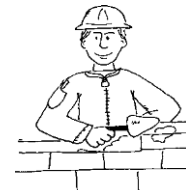
Police officer
[polis óficer]
Policía



Farmer
[farmer]
Granjero



Driver
[dráiver]
Conductor



Builder
[bílder]
Constructor



Priest
[príst]
Sacerdote



Teacher
[tícher]
Profesor/a



Doctor
[dáctor]
Doctor



Politician
[politishan]
Político



Cashier
[cashíer]
Cajero



Mechanic
[mekànic]
Mecánico



Firefighter
[fáirfaiater]
Bombero



Cook
[cúuk]
Chef/cocinero



Nurse
[nárs]
Enfermera



Plumber
[plómer]
Plomero



What is your job?

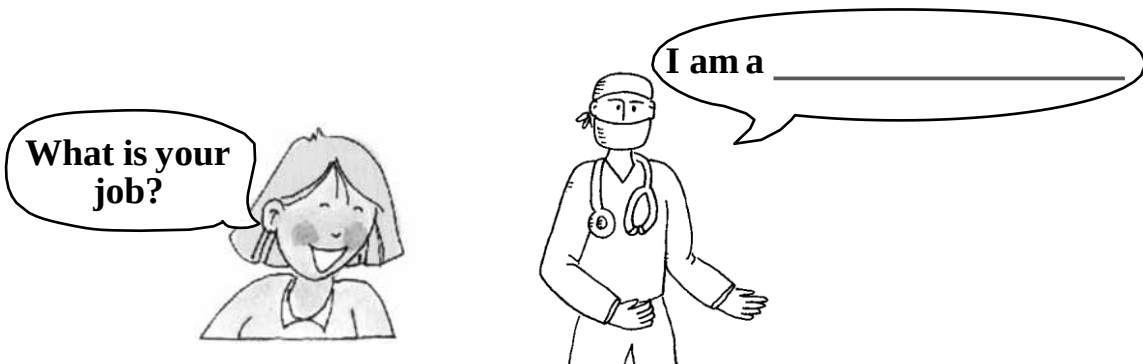
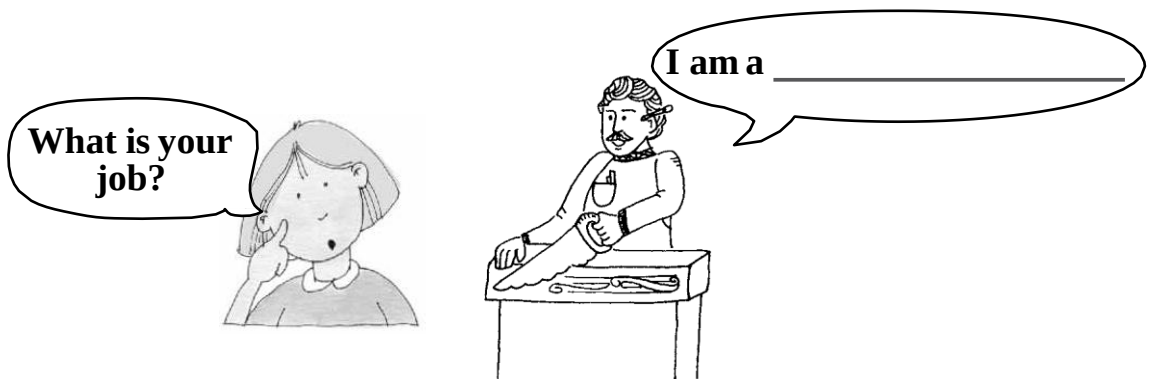
[uát is iúr yób]

¿Cuál es tu ocupación/ profesión/
trabajo?



**I am a
firefighter**

- Completa los diálogos en tu cuaderno, escribiendo las palabras que hacen falta en los espacios en blanco.



THE WEATHER

Pronunciación

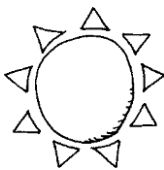
[de uéder]

Significado

El clima



Reconocer e identificar los elementos y fenómenos naturales de su entorno les permite crear una convivencia más armoniosa con la naturaleza. Escuchen a su docente pronunciar los nombres de los elementos del clima. Repitan correctamente.

**Sun**

[sán]

Sol

**Moon**

[múun]

Luna

**Cloud**

[cláud]

Nube

**Star**

[star]

Estrella

**Wind**

[uind]

Viento

Escuchen a su docente preguntar acerca del estado del clima. Repitan correctamente.



What is the weather like?

[uát is de uéder láik]

¿Cómo está el clima?



It's raining

[its réinin]

Está lloviendo



It's Windy

[its uindi]

Está venteando



It's snowing

[its esnouin]

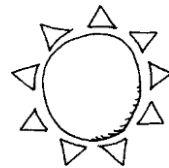
Está nevando



It's cloudy

[its cláudi]

Está nublado



It's sunny

[its sáni]

Está soleado

It's hot

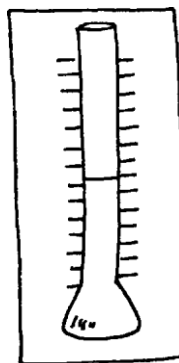
[its ját]

Está caliente

It's warm

[íts uárm]

Está templado



It's cold

[its kóuld]

Está frío

It's cool

[its kúul]

Está fresco



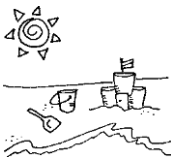
En cada uno de los siguientes dibujos, identifica el clima e imagina la temperatura. Observa el ejemplo y luego escribe tus propias respuestas en el cuaderno.



It's snowing



It's cold



Formen grupos de trabajo. Pregunten a sus compañeros y compañeras acerca del clima y realicen el siguiente cuadro en el cuaderno.

What is the weather like ?

It's sunny, it's hot.



You Nina

Name	Weather
Nina	It's sunny, it's hot



Organiza las letras y descubre la palabra escondida en cada ejercicio. Encuentra el estado del clima y dibújalo en tu cuaderno.

U N Y
S N



N G R A
N I I



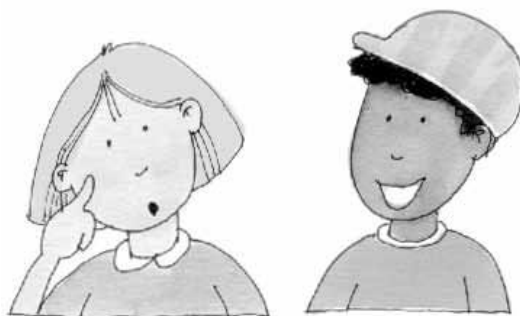
O U C L
D Y



Y D N
W I



I W S G
O N N



Unit 2

Things we Love to Eat

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

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

Questions

1. What is Lydia going to cook for dinner?

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

3. When did Lydia buy the meat?

4. Why was Marcos complaining about eating outside?

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

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

Marcos: What are we going to _____ ?

Lydia: I'm going to fix some _____ .

Marcos: I'm afraid the _____ .

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

Marcos: Well, I forgot to put it in _____ .

Lydia: Now what are we going eat?

Marcos: Would you like to go _____ ?

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

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

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

Marcos: What are we going to eat for dinner?

Lydia: I'm going to fix some chicken.

Marcos: I'm afraid the meat is rotten.

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

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

Lydia: Now what are we going eat?

Marcos: Would you like to go eat out?

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

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



I'm afraid the meat is rotten.



Feasibility study

Go back to the dialogue and study the following phrases within their context:

eat for dinner, meat is rotten, eat out, just complaining, too expensive, an emergency

Group work

You will sit in groups of no more than four and practice using the vocabulary phrases in sentences.
Write the sentences in the spaces below:

[illegible]

Writing a Dialogue

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

[illegible]

1. What is Lydia going to cook for dinner?

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

3. When did Lydia buy the meat?

4. Why was Marcos complaining about eating outside?



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

Questions

1. Who ate the cookies? Why?

2. What are Carlos' favorite flavored cookies?

3. Do you like cookies?

4. What are your favorite flavored type?



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

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

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

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

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

Betty: Hmmm, I didn't know that.

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

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

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

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

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

Betty: I thought you didn't like cookies.

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

Betty: Huh, I didn't know that.

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

Practicing YES/NO questions and answers

Does Betty eat cookies?	Yes, <u>she</u> does.	No, she doesn't.
-------------------------	-----------------------	------------------

Does Carlos eat cookies?	Yes, <u>he</u> does.	No, he doesn't.
--------------------------	----------------------	-----------------

Does Carlos like vanilla cookies?	Yes, <u>he</u> does.	No, he doesn't.
-----------------------------------	----------------------	-----------------

Does Carlos like chocolate cookies?	Yes, <u>he</u> does.	No, he doesn't.
-------------------------------------	----------------------	-----------------

Does Carlos love chocolate cookies to death?	Yes, <u>he</u> does.	No, he doesn't.
--	----------------------	-----------------

Do Carlos and Betty like cookies?	Yes, <u>they</u> do.	No, they don't.
-----------------------------------	----------------------	-----------------

Do Carlos and Betty fight over the cookies?	Yes, <u>they</u> do.	No, they don't.
---	----------------------	-----------------

Read the following dialogue and then answer the Yes/No questions that follow.

Dialogue: After-dinner agreement

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

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

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

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

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

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

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

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



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

Answer the following YES/NO questions

1. Does Kevin complain about the noise?

2. Does Kevin need to concentrate?

3. Does Javier complain about Kevin?

4. Does Mr. Rosario speak to Javier?

5. Does Kevin need to finish writing his essay?

6. Does Kevin tell Javier to stop making noise?

7. Do Kevin and Javier have homework to do?

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

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



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

Dialogue: How do you want it?

Waitress: Can I take _____ ?

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

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

Mirna: Well-done, please.

Waitress: No problem. What would you _____ ?

Mirna: I'd like a _____ milkshake.

Waitress: Anything else? Would you like some _____ ?

Mirna: No, thank you.

Anything else? Would you like some coffee or tea?



check your answers with the dialogue below.

Dialogue: How do you want it?

Waitress: Can I take your order?

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

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

Karla: Well-done, please.

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

Karla: I'd like a vanilla milkshake.

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

Karla: No, thank you.

Answer the following questions:

Questions

1. Who takes the order?

2. What does Karla order?

3. How does Karla want her hamburger?

4. What does Karla have for a drink?

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

Dialogue: I want it small, please!

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

Waiter: What would you like to order?

Me: _____.

Waiter: How do you want your eggs?

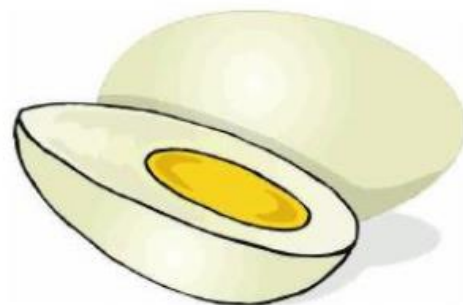
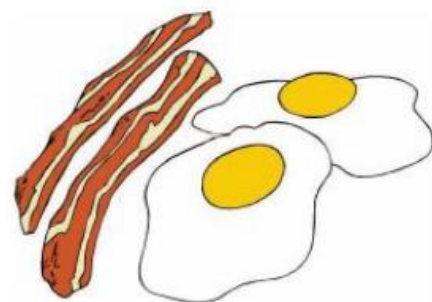
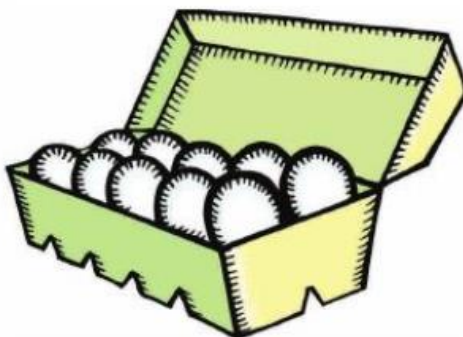
Me: _____.

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

Me: _____.

Waiter: Is there anything else?

Me: _____. I want it small, please.



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

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

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

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

Christian: OK. Thin slices!

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

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

Vocabulary study

Choose the phrase that best defines the word in italics

1. To *season* pork chops means:

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

3. To be *lean* means:

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

2. To taste *crispy* means:

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

4. To cut off *the fat* means:

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

Dialogue: I want them to be very thin.

Practice reading the dialogue with a friend.

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

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

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

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

Christian: OK. Thin slices!

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

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

Answer the following questions:

Questions

1. What does Valeria want Christian to do?

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

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

4. What does Valeria want Christian to cut off?

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

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

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

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

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

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

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

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

Writing Questions

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

What?

Where?

Why?

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

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

General Strategies for Asking Questions:

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

When answering a question:

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

Questions

Questions

Questions

Dialogue: I'd like to reserve a table for dinner.

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

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

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

Alfredo: How many people are you making reservations for?

Pedro: Twelve people.

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

Pedro: That's a great idea!

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

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

Alfredo: When will you be arriving?

Pedro: At around 8:00 PM.

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

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

Reflection

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

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



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

OFFER # 1 \$2,232.00



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

OFFER # 3 \$1,658.00



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

OFFER # 2 \$ 845.00



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

OFFER # 4 \$1,899.00



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



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

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



Dialogue: It's my treat

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

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

Answer the following questions

1. Who doesn't have money? Why?

2. What has Lina done with her money?

3. Where is Víctor planning to take Lina?

Planning a Dinner Meal

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



Delicious seafood
straight from the
Atlantic Ocean



Delicious Mexican
food and Fajitas are
our specialty



Delicious Chinese
food including Egg
Foo Wong



Delicious and crusty
fresh pizza with a
lots of toppings



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

