

# English

AS IT IS









# English

## AS IT IS

### *English Course*

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**Impresión:**





**C**uando se inició *Inglés Individual*, siempre consideramos que era necesario tener un curso nuevo ya que el anterior que teníamos era un sistema, si no obsoleto, con muchos conceptos y ejercicios fuera de actualidad.

Se buscó con editores tanto en México como en Estados Unidos pero ninguno superaba y ni siquiera igualaba la calidad o el sistema que manejábamos, además tenía que seguir la técnica que siempre hemos considerado la mejor hasta la fecha: **VER, OIR Y REPETIR.**

En el año de 1993 ante el inminente inicio de *Inglés Individual* en el sistema de franquicias fue necesario y urgente tener ya nuestro propio curso. Iniciamos importando un curso de Venezuela, el cual se empezó a editar por nosotros mismos, después de cambios en cada edición, nos dimos cuenta que sólo haciendo un curso nuevo se iba a lograr la "calidad total".

Después de dos años de trabajo y con un equipo de más de 30 personas, entre maestros, supervisores y técnicos, se logró crear este curso que hoy tiene en sus manos, basado en el mismo sistema con el que iniciamos: sin traducciones para que el alumno aprenda a pensar en Inglés desde la primera lección, sin gramática teórica, es decir se presenta en forma directa, aplicada a frases y oraciones de forma progresiva para que él aprenda sin darse cuenta, y así usted pueda dominar el Inglés en la forma más rápida que existe. A base de práctica.

**Los Editores.**



# INSTRUCCIONES

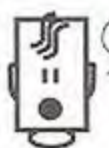
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Presentamos las instrucciones a seguir para el mejor aprovechamiento del  
Curso de Inglés *English as it is*.

- 1º Concéntrese en la ejercitación oral y escrita que va a comenzar a realizar una vez que haya puesto a funcionar su audio cassette o disco compacto con la grabación del contenido del curso y tenga a la mano todo el material: texto, diccionario y libros de instrucciones.
- 2º Abra su texto en la lección correspondiente y comience a leer mentalmente lo que oiga en la grabación.
- 3º Trate de asociar los dibujos con el texto del libro e igualmente de imaginar la situación presentada en cada lección, ya sea de oraciones tipo pregunta o de diálogos y conversaciones.
- 4º Por cada ejercicio, una vez que usted sepa la respuesta que corresponde en cada caso, escríbala en el libro de texto.
- 5º Los espacios en blanco en la ejercitación escrita deberá completarlos de acuerdo con la clase de ejercicio que se trate y sus correspondientes instrucciones.
- 6º Repita siempre que termine una lección varias veces la misma a fin de aclarar dudas y sentir más seguridad de que va avanzando.
- 7º Pronuncie simultáneamente con el maestro de la grabación cada palabra emitida, para ello debe preparar su voz adecuadamente en cuanto a tiempo y tono de la misma.
- 8º Cada vez que tenga alguna duda detenga la grabación y repita la lección tantas veces como sea necesario.
- 9º Si desea saber si va aprendiendo bien cada lección, autoexámínesse al finalizar la misma y compare sus respuestas con el libro de instrucciones. Puede utilizar el diccionario.
- 10º Practique con otras personas a medida que vaya aprendiendo. Establezca diálogos con escenas similares a las presentadas en el curso y repítalos hasta que esté seguro de haberlo hecho bien.
- 11º No se detenga mucho tiempo en averiguar el significado de alguna palabra, prosiga con su ejercicio.
- 12º Lea revistas de actualidad en el idioma inglés, vea películas y practique las frases con las personas que le rodean, utilice todas las ventajas que tiene a su alcance para incrementar sus conocimientos.



# A BUSINESS TRIP



■ LISTEN AND READ.

# 1 lesson one

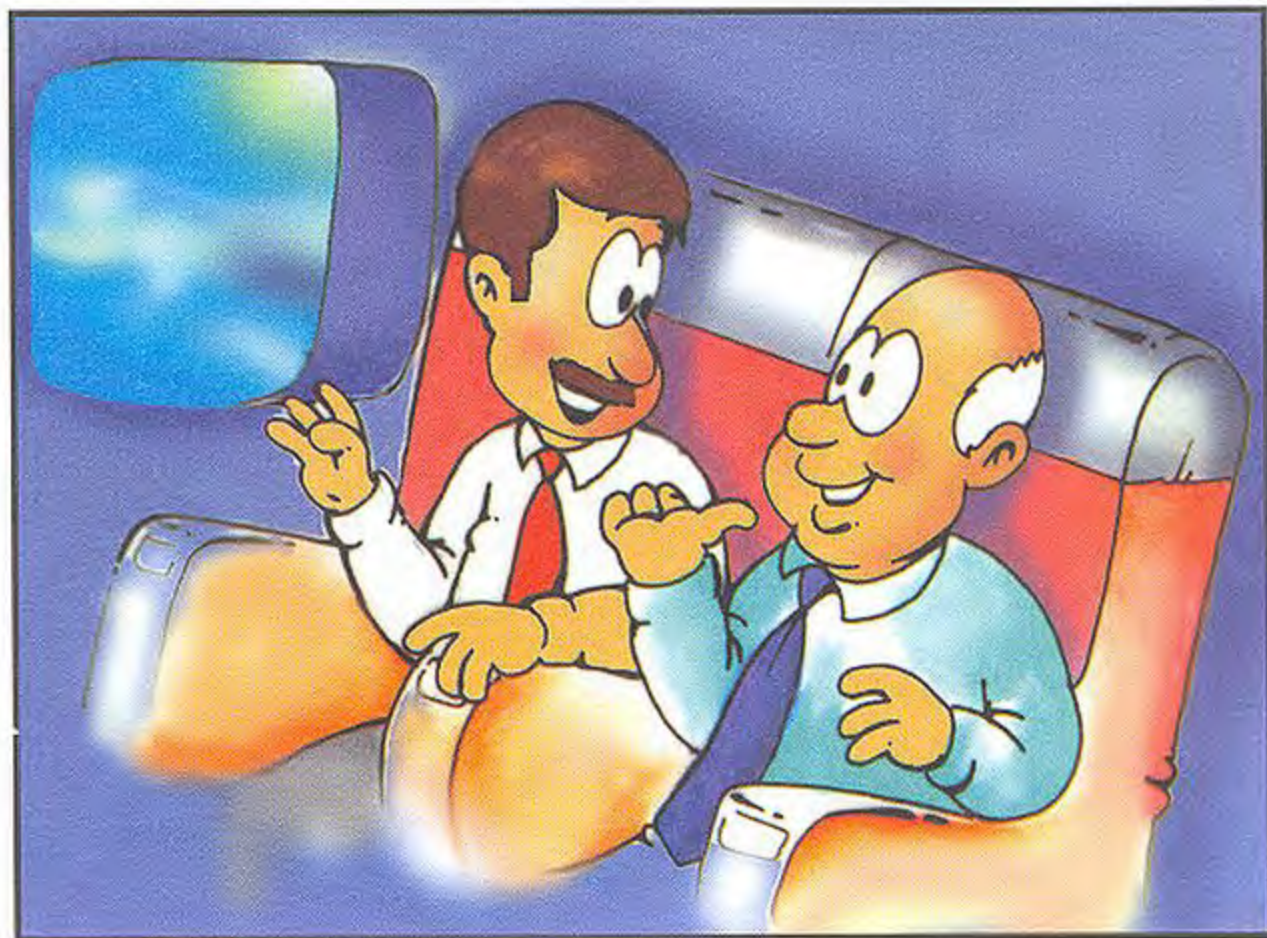
First (1st)  
Lesson

My name is Tom Kelly. I'm 35 years old. I'm an engineer. I work at World Systems Corporation. I'm traveling to Los Angeles for the opening of our new branch office. Sitting beside me is Mr. Clark Stevens, the president of the company.

My wife, Betty, and our children, Ken and Sue, are in New York. They will come to California in June, when the kids finish school.

My friends, Fred Murray and Robert Stephenson, are working in Los Angeles. They made all the arrangements for the opening. It was very hard work, but fortunately it is now finished. Everything is ready for tomorrow. It will be a very important event. A luncheon will be served after the ceremony. We invited a lot of people. We expect to see old friends, suppliers and clients.

The flight is now coming to an end. We're going to land at Los Angeles International Airport. It's 6:30 p.m. Fred, my assistant, will meet us at the airport.







1. What's the engineer's name?

2. How old is he?

3. Where does he work?

4. What's his wife's name?

5. How many children do they have?

6. Who is Mr. Clark Stevens?

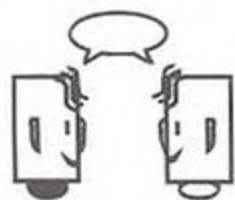
7. Where did the plane land?

8. When is the branch office opening?

9. Who is waiting for them?

10. Where will the opening take place?

## PART II



# AT THE AIRPORT

**FRED MURRAY:** Welcome to L.A..

**TOM KELLY:** Hi, Fred. Good to see you. I'd like to introduce you to Mr. Clark Stevens, the president of the corporation.

**CLARK STEVENS:** How do you do, Mr. Murray?

**FRED MURRAY:** Fine, thank you. How are you? It's a pleasure to have you here. I was looking forward to meeting you.

**CLARK STEVENS:** It's a pleasure to meet you, too. How was your flight?

**TOM KELLY:** We had a little turbulence. Nothing serious. How's everything going, Fred?

**FRED MURRAY:** Pretty good. We can't complain.

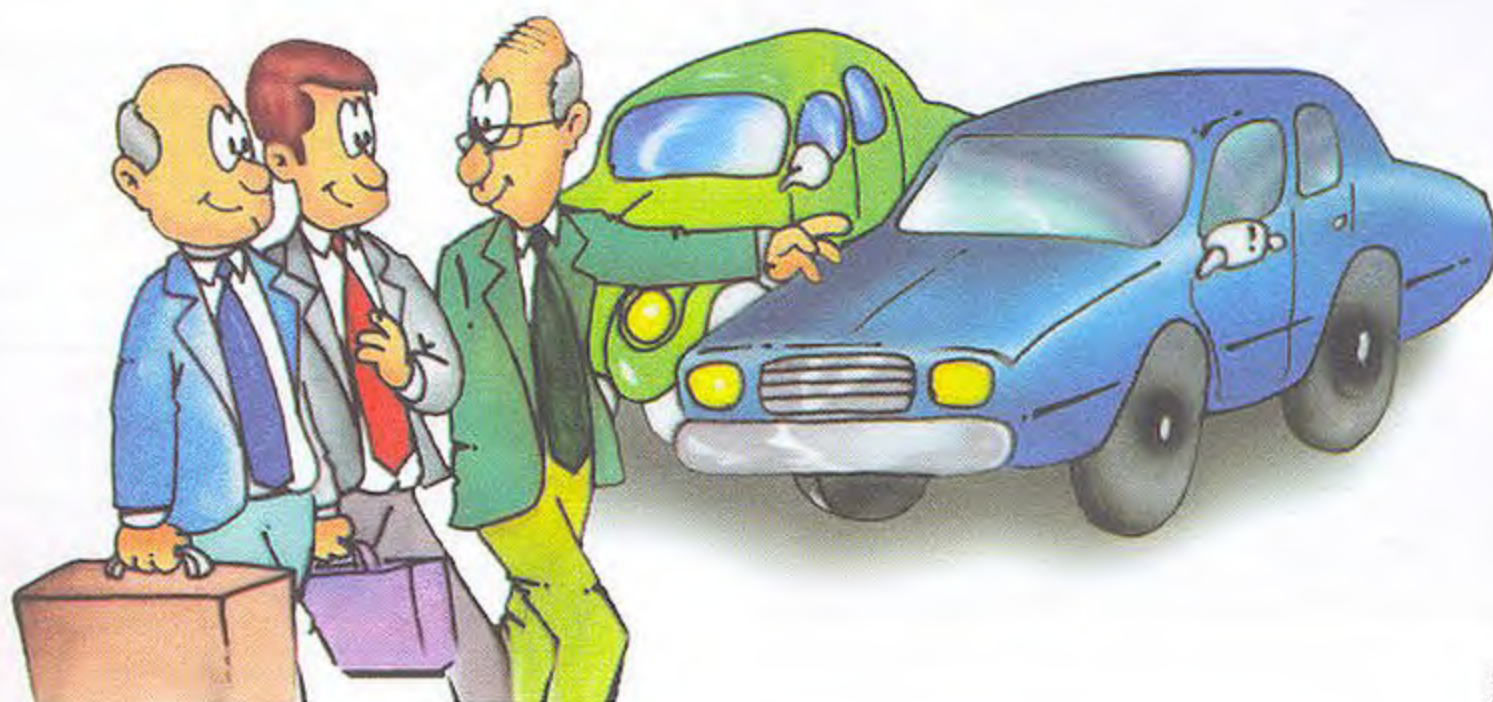
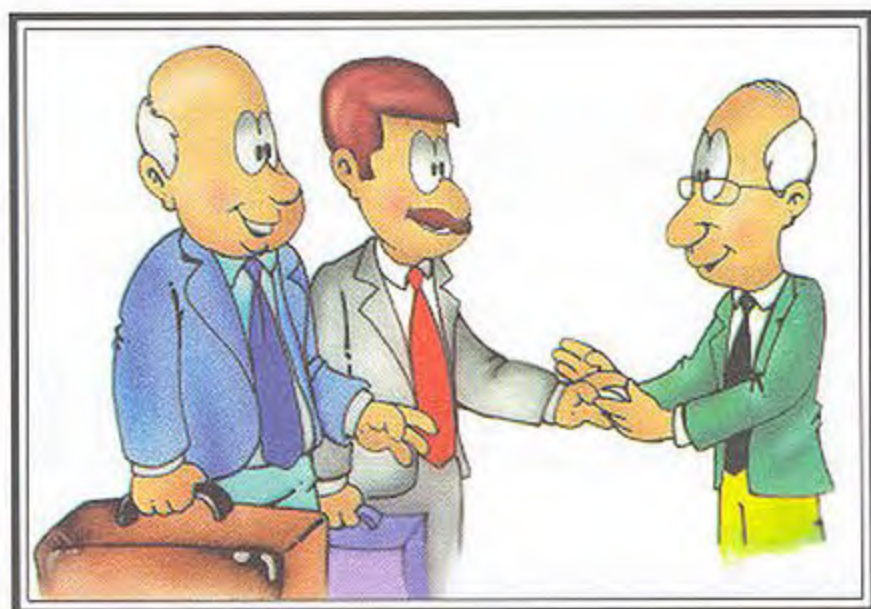
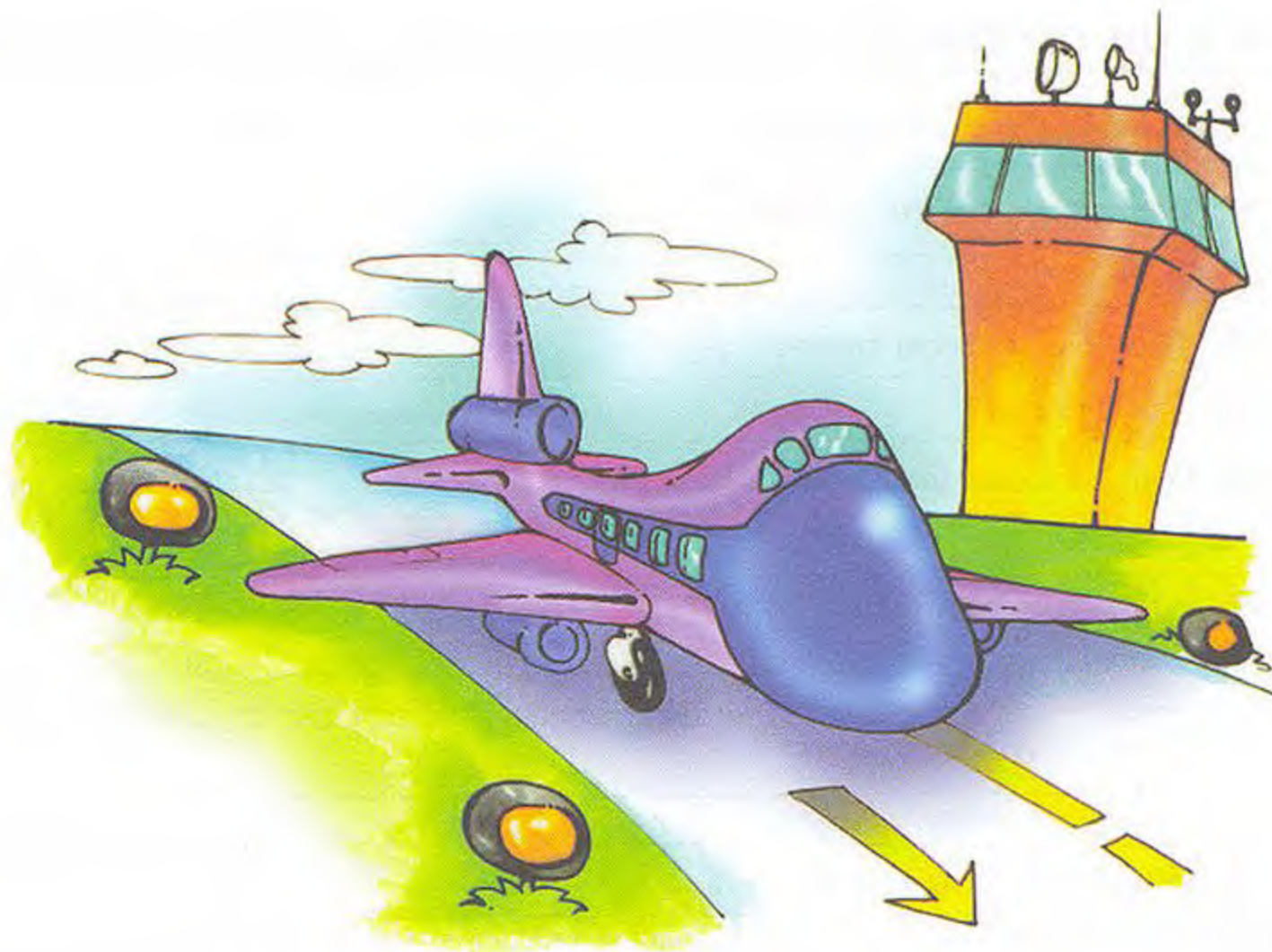
**TOM KELLY:** How are Nancy and the kids?

**FRED MURRAY:** Fine, Nancy just got a new job and Billy and Kathy are finishing school... Let me take your bags. I parked my car near here.

**TOM KELLY:** O.K. Let's go.











1. What's your full name?

---

2. When were you born?

---

3. Where were you born?

---

4. How old are you?

---

5. Do you work or study?

---

6. Where do you live?

---

7. Are you married or single?

---

8. Do you have any children?

---

9. Do you have a car?

---

10. How do you get to class?

---

11. Have you ever flown on an airplane?

---

12. If so, when was your last flight?

---

13. At which airport did you arrive?

---

14. How was the flight?

---

15. Who met you at the airport?

---





**FILL OUT THE FOLLOWING CARD (USE CAPITAL LETTERS).**

NAME (LAST) (FIRST) (MIDDLE)			<b>I AM IN THE UNITED STATES AS A:</b> <input type="checkbox"/> VISITOR <input type="checkbox"/> PERMANENT RESIDENT <input type="checkbox"/> STUDENT <input type="checkbox"/> OTHER _____ <span style="margin-left: 150px;">(Specify)</span>	
COUNTRY OF CITIZENSHIP	DATE OF BIRTH	COPY NUMBER FROM ALIEN CARD <b>A</b>		
PRESENT ADDRESS (Street or rural route) (City or Post Office) (State) (ZIP code)				
(IF ABOVE ADDRESS IS TEMPORARY) I expect to remain there _____ years _____ months.				
LAST ADDRESS (Street or rural route) (City or Post Office) (State) (ZIP Code)				
I WORK FOR OR ATTEND SCHOOL AT: (Employer's Name or Name of School)				
(Street Address or rural route) (City or Post Office) (State) (ZIP Code)				
PORT OF ENTRY INTO U.S.	DATE OF ENTRY INTO U.S.	IF NOT A PERMANENT RESIDENT MY STAY IN THE U.S. EXPIRES ON: (Date)		
SIGNATURE	DATE			
AR-11 (REV. 3-21-79) N		CPO: 1879-0-288-512		OMB Appvd. N° 43-r0038

## PART III



**LISTEN.**

# INTRODUCTIONS

**FORMAL**

### 1. INTRODUCING OTHERS

I would like to introduce...  
May I introduce...  
Allow me to introduce...

### 2. SELF INTRODUCING:

May I introduce myself?  
Let me introduce myself,  
How do you do?  
My name is...

**HOW DO YOU DO?  
IT'S A PLEASURE TO MEET YOU.  
IT'S NICE TO MEET YOU.**

**INFORMAL**

### 1. INTRODUCING OTHERS

William, meet (Mr. X, my friend)  
This is...  
I want you to meet...

### 2. SELF INTRODUCING:

Hi, I don't think we've met.  
Hello! I'm...  
Hi, my name is...

**HI! PLEASSED TO MEET YOU.  
HELLO! NICE TO MEET YOU.  
HOW ARE YOU DOING?**





# vocabulary

■ MAKE SENTENCES FOR THE FOLLOWING WORDS:

1. BRANCH OFFICE

2. CORPORATION

3. ARRANGEMENTS

4. OPENING

5. LUNCHEON

6. SUPPLIERS

7. PLEASURE

8. FORWARD

9. JOB

10. FLIGHT





## CAMPING



## ■ LISTEN AND READ.

Most working Americans have two weeks of vacation time. For millions of Americans, vacation means "hitting the open road" to see as many of the wonders of their country as they can, and to visit places of historical interest and scenic beauty. Vacation trips often span the country. You can cross the continent in a week of steady driving; a train takes three days and a plane four hours.



Camping, as a family vacation, has suddenly become extremely popular in America. It is a cheap way to travel, and it can be enjoyed by people of all ages. The sale of camping equipment has become a big business.

Tents, sleeping bags, inflatable mattresses, cooking pans, eating utensils, ice chests and a lot of other appliances are loaded into car trunks or on racks on top of cars.

On the camping grounds there are wide open spaces near picnic areas. Tables, benches, barbecue grills, firewood and water are available. Some campers pitch their tents and settle down for their entire vacation. Others prefer to move camp after a night or two to cover more territory. National parks allow campers to stay in these parks. One thing which can spoil your stay in these parks is poison ivy, a wild plant which can cause a painful rash if you're not careful.





# PART II

## ■ ANSWER THE QUESTIONS:



1. Why is camping so popular in America? \_\_\_\_\_  
\_\_\_\_\_
2. What do you need when you go camping? \_\_\_\_\_  
\_\_\_\_\_
3. Where can you camp for up to 15 days? \_\_\_\_\_  
\_\_\_\_\_
4. Why must we be careful with poison ivy? \_\_\_\_\_  
\_\_\_\_\_
5. Describe a camping area. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Where can you camp in your country? \_\_\_\_\_  
\_\_\_\_\_
7. Have you ever gone camping? \_\_\_\_\_  
\_\_\_\_\_
8. Name 5 places of historical interest for Mexicans. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Name 5 places of scenic beauty in Mexico. \_\_\_\_\_  
\_\_\_\_\_
10. Where would you like to spend your next vacation? Why? \_\_\_\_\_  
\_\_\_\_\_







# MAKING PLANS FOR THE WEEKEND

## SITUATION:

Thomas Stephenson and his wife, Mary Ann, are at the bar in the club. They are talking with Dave and Joan Green. They're making plans for the weekend.

---

**THOMAS:** It'll be a scotch with soda, a bourbon on the rocks, a rum and coke, and a glass of white wine, please.

**DAVE:** Here we are, ready for some fun. It's Friday night.

**THOMAS:** That's right, we've worked very hard this week. I'm all tired out! I think we should go away for the weekend.

**MARY ANN:** That's a great idea! Where should we go? Any suggestions?

**DAVE:** Why don't we go to the mountains? My brother has a log cabin we can use.

**JOAN:** You'll love it! There's a small lake nearby. We can go swimming while the men are fishing.

**MARY ANN:** They'll have to catch some fish, otherwise we won't eat.

**THOMAS:** I've never gone fishing before, but Dave is a skillful fisherman.

**DAVE:** I hope we're lucky or we might have no dinner.

**JOAN:** We'll have a great weekend. You'll enjoy the silent, soft wind during the night.

**MARY ANN:** I'm sure it's going to be a fantastic experience to be in touch with nature. We'll be in the middle of a wonderful scenery with trees, water, wild animals...

**JOAN:** You really can't imagine how fantastic it is. Just wait 'til you're there. You won't want to come back to civilization after you're in touch with the wonders of nature.

**THOMAS:** O.K. let's get ready for the trip.





■ HERE WE HAVE SOME ITEMS YOU'LL NEED FOR CAMPING.  
WRITE WHAT YOU NEED EACH ONE FOR:



1. COOKING PANS: \_\_\_\_\_

\_\_\_\_\_

2. SLEEPING BAG: \_\_\_\_\_

\_\_\_\_\_

3. MATCHES: \_\_\_\_\_

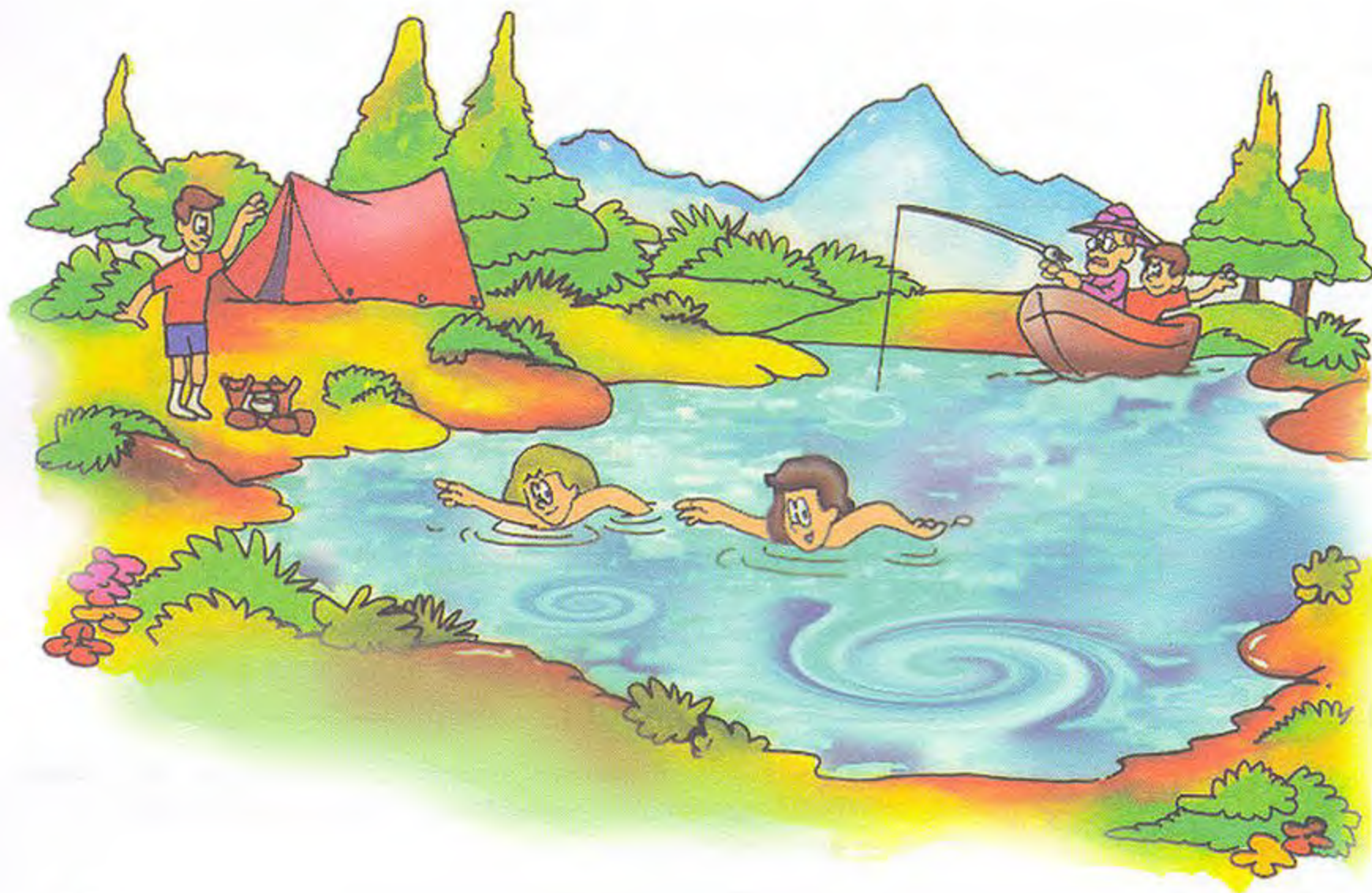
\_\_\_\_\_

4. KNIFE: \_\_\_\_\_

\_\_\_\_\_

5. GAS LAMP: \_\_\_\_\_

\_\_\_\_\_





# PART III



■ COMPLETE.

1.

a) Are you going to the swimming pool next Sunday?

b) \_\_\_\_\_

a) What are you going to do?

b) \_\_\_\_\_

2.

a) Are you busy tonight?

b) \_\_\_\_\_

a) Where do you want to go dancing tonight?

b) \_\_\_\_\_

3.

a) \_\_\_\_\_

b) I'm going to the theater with Peter.

a) \_\_\_\_\_

b) We only have two tickets.

4.

a) \_\_\_\_\_

b) No, I'm not. I'm watching T.V.

a) \_\_\_\_\_

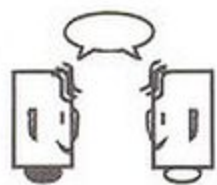
b) You can come in half an hour.





# FUNCTIONS

## ■ 1) ACCEPTING INVITATIONS:



**ROGER:** Would you like to go to the movies tonight?

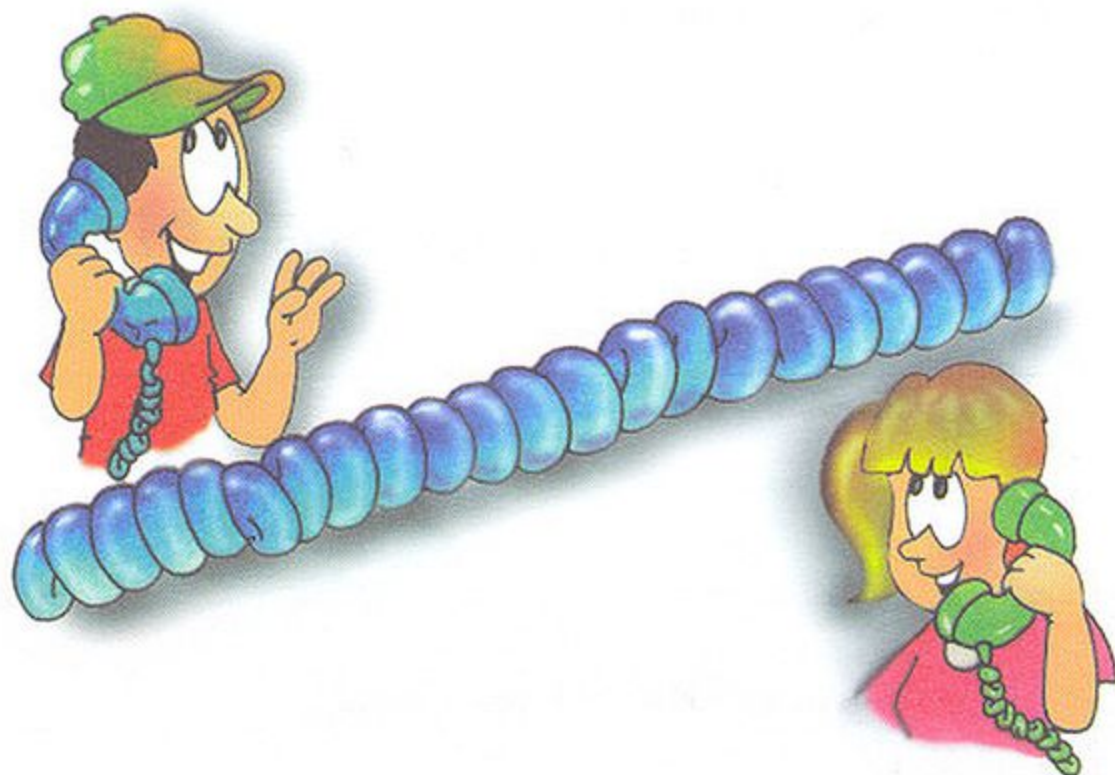
**DARLENE:** That sounds wonderful!

**ROGER:** I'll pick you up at... is 7:00 o'clock all right?

**DARLENE:** Yes, that would be O.K.

**ROGER:** See you later.

**DARLENE:** I'll be expecting you. Thanks for calling.



## ■ EXERCISE: WRITE A DIALOGUE (INVITING AND ACCEPTING).

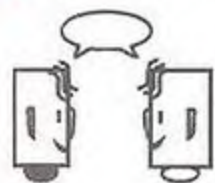


A large rectangular area enclosed by a dashed red line, intended for writing a dialogue.





■ 2) DECLINING INVITATIONS:



**JACK:** Do you want to go to the beach tomorrow.

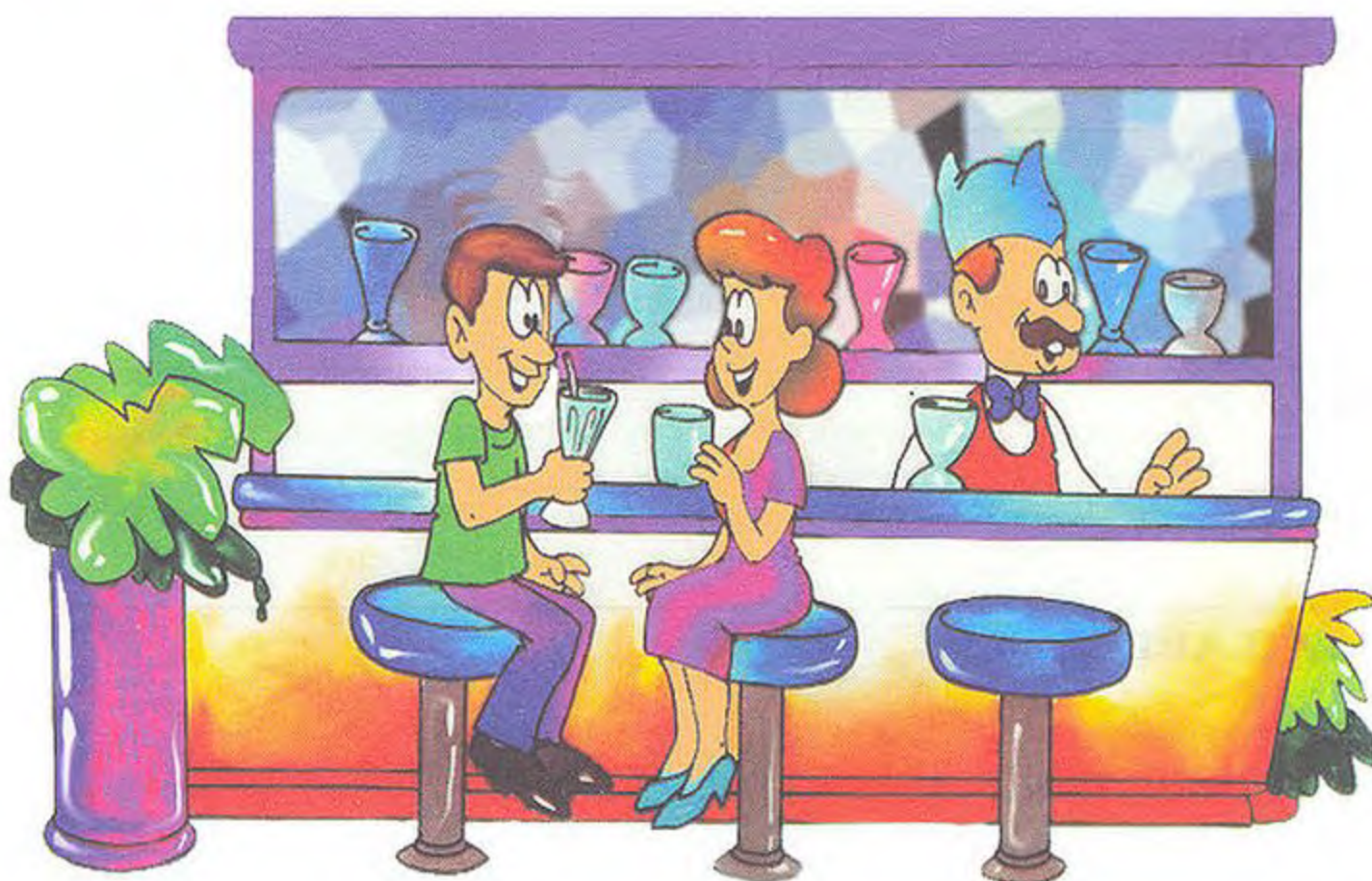
**CINDY:** I wish I could, but I already have plans.

**JACK:** Maybe we could go together next weekend?

**CINDY:** I'd really like to, but I have to baby-sit next Saturday.

**JACK:** Really?

**CINDY:** Yes, but I'd love to go with you some other time.



■ EXERCISE: WRITE A DIALOGUE (INVITING AND DECLINING).



A large rectangular area enclosed by a dashed red line, intended for writing a dialogue.





# vocabulary

■ MAKE SENTENCES FOR THE FOLLOWING WORDS:

1. WONDER

2. SCENIC

3. BEAUTY

4. SPAN

5. STEADY

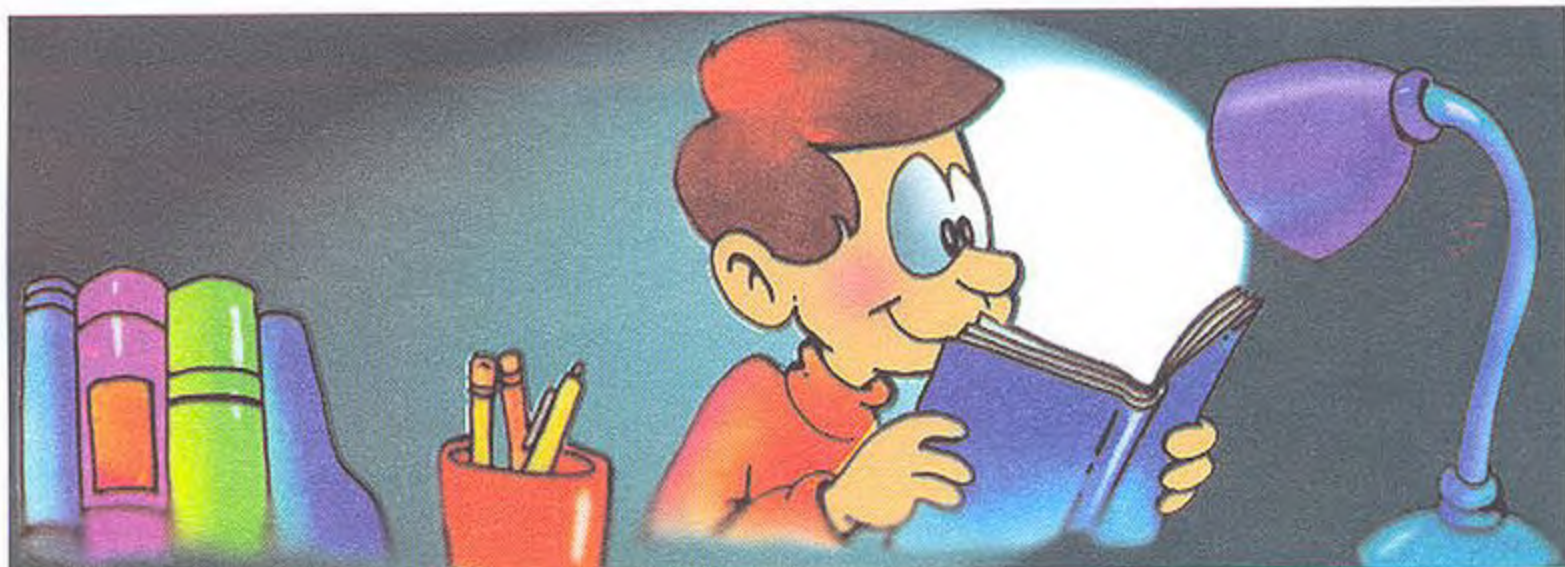
6. APPLIANCE

7. AVAILABLE

8. SPOIL

9. SKILLFUL

10. LUCKY





# SKYSCRAPERS

3

Lesson  
threeThird (3rd)  
Lesson

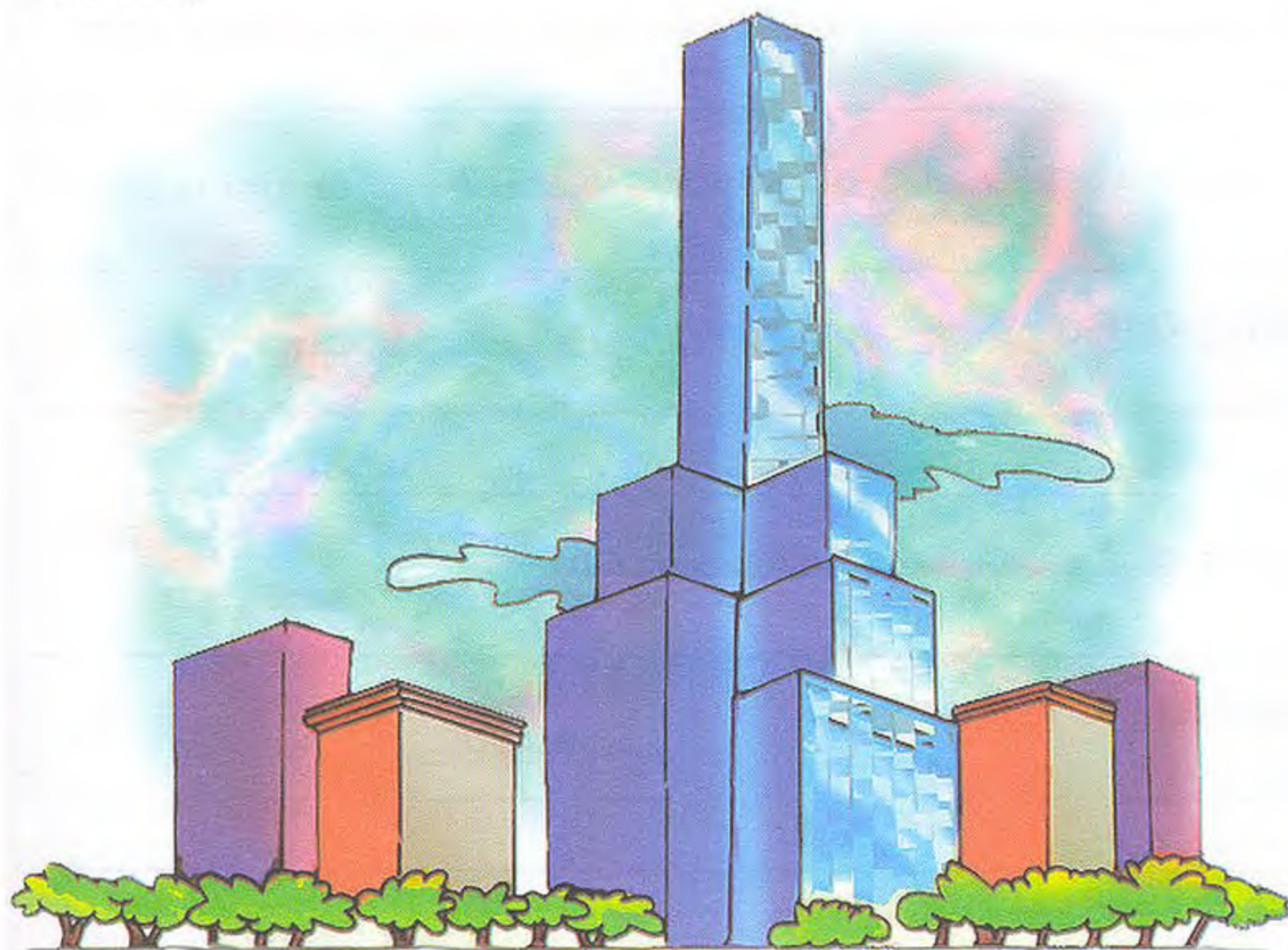
One of the world's tallest buildings today is the Chicago Sears Tower.

It is 1,451 feet tall (433 meters). There are restaurants, shops and offices for thousands of people in this skyscraper. You can stand on the 100th floor and see for miles in any direction.

The John Hancock Building is another skyscraper. It has offices, stores, a swimming pool and a supermarket. It also has many floors of apartments. People can live, shop and work, all in the same building. You can live above the clouds and travel to work by elevator.

Chicago built the world's first skyscraper in 1885. That building was only ten stories high, but architects continued to make it a taller and taller building of steel and stone.

Today, Chicago has many skyscrapers and office buildings downtown. Some are old, some are beautiful, and some are ugly. They have space for many people and can give us a wonderful view of the city. The city's land is low and flat, but Chicago rises into the sky.





■ WRITE DOWN A LIST OF ADVANTAGES AND ANOTHER ONE OF DISADVANTAGES OF LIVING IN A SKYSCRAPER.



ADVANTAGES

DISADVANTAGES

■ ANSWER AND ASK QUESTIONS.

EXAMPLE: 1. Is Chicago's Sears Tower in New York?

A) No, it isn't.

**ASK WHERE**

Q) Where is it?

A) \_\_\_\_\_

1. Is the John Hancock Building the tallest in the world?

A: \_\_\_\_\_

**ASK WHICH**

Q: \_\_\_\_\_?

A: \_\_\_\_\_

2. Was the world's first skyscraper built in 1843?

A: \_\_\_\_\_

**ASK WHEN**

Q: \_\_\_\_\_?

A: \_\_\_\_\_

3. Is Chicago's sears Tower 400 meters tall?

A: \_\_\_\_\_

**ASK HOW TALL**

Q: \_\_\_\_\_?

A: \_\_\_\_\_







## DIALOGUE

### SITUATION:

June, her friend Helen Stephenson, and Mr. Jones, the real estate agent, are standing in front of a house that is for sale.

## HOUSE FOR SALE

**MR. JONES:** Well, Mrs. Johnson, this is the house I told you about. It looks good, doesn't it?

**JUNE:** It sure does. It has a beautiful garden. I can grow my carnations here. I love gardening.

**MR. JONES:** Let me show you around. I have the keys right here... This is the living room.

**JUNE:** The walls need painting and the floor needs some repairing.  
What do you think about it, Helen?

**HELEN:** I agree. But look at the lamps. They're terrific and the fireplace is so nice.  
I think this place is worth restoring.

**JUNE:** Yes, you're right, Helen.

**MR. JONES:** This is the kitchen. As you can see, it is completely furnished.  
There is a sink, a fridge and some cabinets and shelves.

**JUNE:** Oh, it isn't very big, is it?

**MR. JONES:** No, it isn't. But it's very functional. Just look at the cupboards; they're quite big.

**HELEN:** Yes, June. Mr. Jones is right. This kitchen is much more functional than mine.

**JUNE:** Yes, I agree with you, Helen. By the way, how many bedrooms are there, Mr. Jones?

**MR. JONES:** There are four.

**HELEN:** Oh, great. I think you should take this house, June. It's lovely.

**JUNE:** Yes. I guess Tom and the children would really enjoy living here.  
When could we sign the contract, Mr. Jones?

**MR. JONES:** Let me see... Is Tuesday morning O.K.?

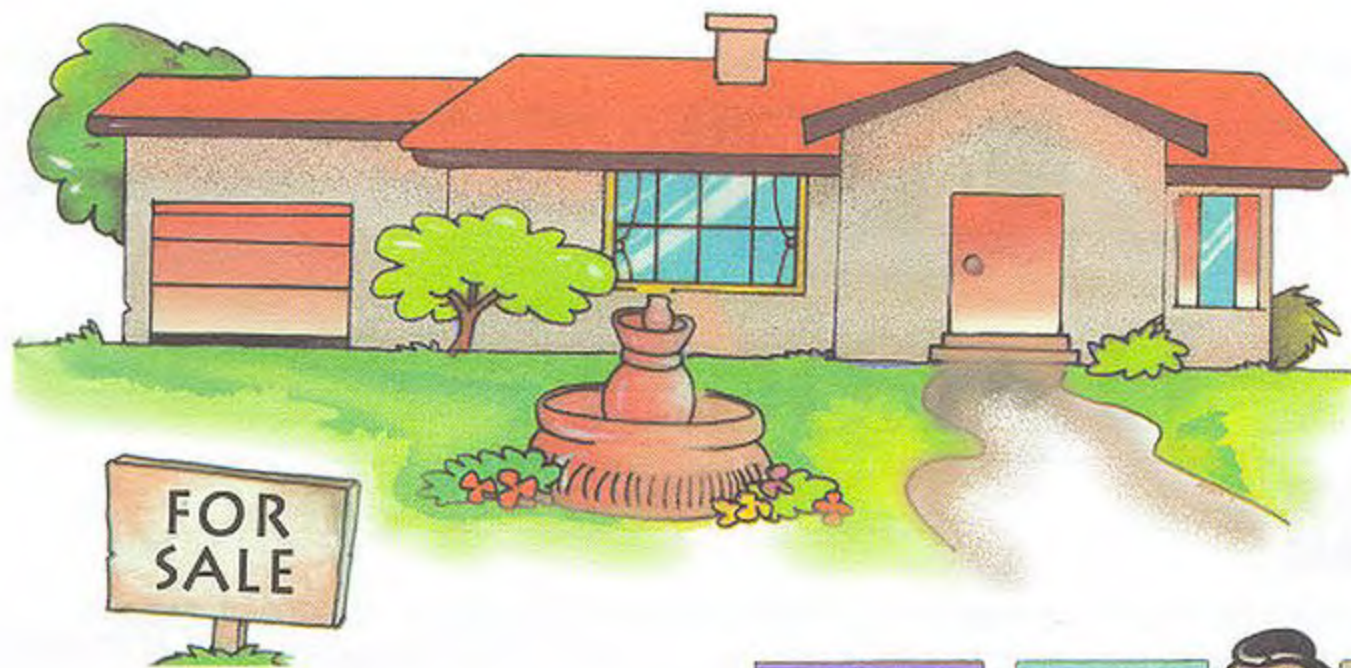
**JUNE:** Yes, it's all right. Thanks for your help, Mr. Jones.

**HELEN:** Good-bye.

**MR. JONES:** Good-bye, see you on Tuesday.







■ ANSWER THE FOLLOWING QUESTIONS ACCORDING TO THE DIALOGUE:



1. What is Mr. Jones's job?

2. Why does June like the garden?

3. What's wrong with the walls?

4. What does Helen think of the house?

5. What's wrong with the floor?

6. Describe the kitchen.

7. How many bedrooms are there?

8. Who will enjoy living in the house?

9. When are June, her husband and Mr. Jones going to meet?

10. Why are they going to meet?







**EXAMPLE:** You must clean the windows.  
The windows need cleaning.

1. You must mend that chair.

---



---

2. You must repair the roof.

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---

3. You must wash all the curtains.

---



---

4. You must fix the stereo.

---



---

5. You must polish the floor.

---



---



## PART III AGREEMENT AND DISAGREEMENT



### 1. EXPRESSING AGREEMENT:

#### Formal

I couldn't agree more.  
 You're right.  
 I agree.  
 That's true.

#### Informal

You bet.  
 I'll say.  
 No doubt about it.  
 I'll second that.

### 2. EXPRESSING DISAGREEMENT:

#### Formal

I'm sorry but I don't agree.  
 I disagree.  
 I don't think so.  
 I wouldn't say that.

#### Informal

You're wrong.  
 You can't be serious.  
 No way!  
 You're out of your mind.





# COMPOSITION EXERCISE

■ DESCRIBE THE HOUSE OF YOUR DREAMS:





# vocabulary

■ WRITE SENTENCES IN PAST TENSE FOR THE FOLLOWING VERBS:

1. STAND

\_\_\_\_\_

2. SEE

\_\_\_\_\_

3. LIVE

\_\_\_\_\_

4. TRAVEL

\_\_\_\_\_

5. BUILD

\_\_\_\_\_

6. WRITE

\_\_\_\_\_

7. MEET

\_\_\_\_\_

8. MEND

\_\_\_\_\_

9. SIGN

\_\_\_\_\_

10. RISE

\_\_\_\_\_





# SUPERMARKETS

4

## Lesson four

Fourth (4th)  
Lesson



■ LISTEN AND READ.



When we go shopping for food for our family, we can find everything we need in a supermarket. We serve ourselves, loading groceries from the shelves into a cart, pushing it up and down the aisles.

A supermarket has an amazing variety of foods to select from, such as fresh fruits and vegetables, fish, dairy products, flour, sugar, rice, a large bakery selection, meats of all kinds, pet food, candy, spices, cereals, canned food and a large selection of frozen foods.

Besides food, a supermarket sells cleaning items, paper napkins and many other household items.

Many foods are completely prepared. There are frozen foods, canned or frozen stews, and ready to make meals, all precooked.

"T.V. Dinners" are very popular because they are supposedly eaten while the family is watching T.V..

FRUITS



VEGETABLES

DAIRY  
PRODUCTS

## SUPERMARKET



FLOUR  
SUGAR  
RICE



MEATS



FROZEN  
FOODS







1. Where can we find everything when shopping for food?  
\_\_\_\_\_
2. Name some of the foods we can get at a supermarket?  
\_\_\_\_\_
3. Besides food, what other things can we get at supermarkets?  
\_\_\_\_\_
4. Name some of foods that are completely prepared.  
\_\_\_\_\_
5. What is a "TV dinner"?  
\_\_\_\_\_



## EXPRESSIONS OF QUANTITY FOR SHOPPING

a container, half a pint } of heavy cream

a quart, half a gallon, a gallon } of milk, orange juice, etc.

a pound, five pounds } of flour, sugar, coffee, apples, potatoes, onions

a box } of detergent, dog food, spaghetti, cookies, crackers, toothpicks, tissues

a can } of soup, tuna

a package } of frozen peas, sponges, paper plates

a pack, a carton } of cigarettes

a roll } of paper towels, toilet paper, waxed paper

a loaf } of bread

a head } of lettuce, cabbage, garlic

a bunch } of carrots, parsley, celery, radishes

an ear } of corn

a dozen } eggs, rolls







## DIALOGUE At The Grocer's.



**DARLENE:** - Good morning, Mr. Jenkins.

**MR. JENKINS:** - Well, hello, Darlene. What can I do for you today?

**DARLENE:** - I want to bake a cake for my mother. It's her birthday tomorrow.  
I need some ingredients.

**MR. JENKINS:** -What do you need?

**DARLENE:** -I want some sugar.

**MR. JENKINS:** -How much do you want?

**DARLENE:** -Ummm... A pound will do and I also want a dozen brown eggs. Please, make sure that there aren't any bad ones. Otherwise, I'll have to bring them back.

**MR. JENKINS:** -Of course, we sell only fresh food here. What else do you want?

**DARLENE:** -I hardly have any flour. Please, give me some flour and half a gallon of milk.

**MR. JENKINS:** -Yes. How much flour do you want?

**DARLENE:** -Two pounds and a pound of butter as well.  
Oh! I also need a large bar of semi-sweet chocolate.

**MR. JENKINS:** -We have a special sale on this new brand of butter. It's only \$1.75

**DARLENE:** -All right, I'll try it out. Do you have any oranges?  
If they are firm and ripe, I'd like to take some for juice. How much do they cost?

**MR. JENKINS:** -The oranges are three for 62 cents.

**DARLENE:** -I'll take half a dozen, then... O.K... I guess that's all.  
How much is it for everything, Mr. Jenkins?

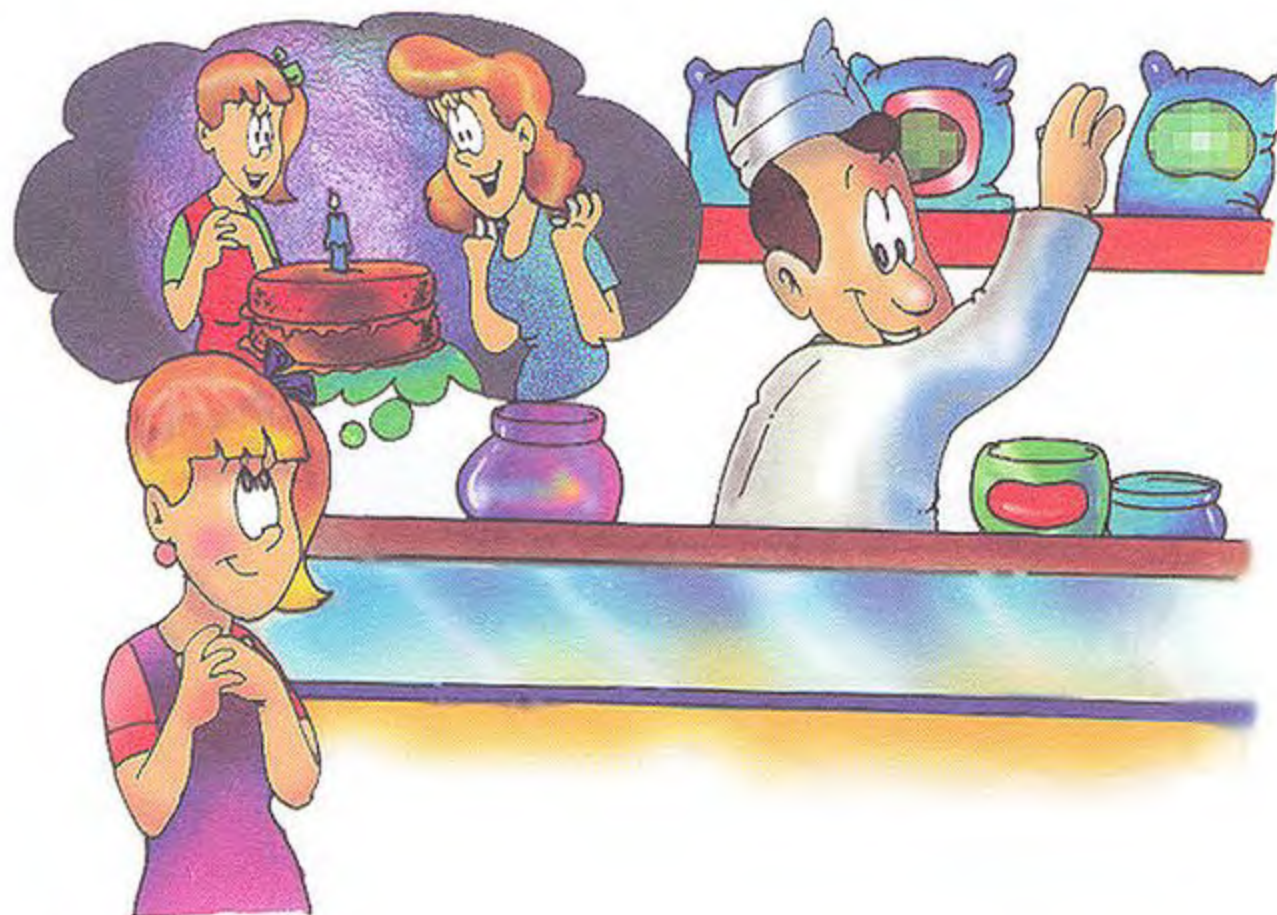
**MR. JENKINS:** -Let's see. That's \$7.25.

**DARLENE:** -Here you are. Thank you very much, Mr. Jenkins.

**MR. JENKINS:** -Bye, Darlene. Wish your mother a happy birthday for me.







### ANSWER:

1) Why was Darlene at the grocer's?

2) Did she need any sugar?

3) How much did she want?

4) How many eggs did she want?

5) How much milk did she want?

6) What kind of chocolate did she want?

7) How much was the butter?

8) How much were the oranges?

9) How much was it for everything?



### OBSERVE.



### INGREDIENTS FOR A CHOCOLATE CAKE

- 150 GR. FLOUR
- 25 GR. SEMI-SWEET CHOCOLATE
- 1 TEASPOON BAKING POWDER
- PINCH OF SALT
- 150 GR. SOFT BUTTER
- 150 GR. SUGAR
- 3 LARGE EGGS
- 1 CUP OF MILK





## PART III

# OFFERING FOOD AND DRINK



■ OBSERVE.



- ❖ *Why don't you join us for dinner?*
- ❖ *Would you like another piece of cake?*
- ❖ *Would you like a cup of coffee?*
- ❖ *How about going out for some Chinese food?*
- ❖ *How about some hamburgers?*
- ❖ *Would you care for some fried chicken?*
- ❖ *Let's have something to drink.*

■ MAKE OFFERS OF FOOD AND DRINK.

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# vocabulary

■ WRITE SENTENCES IN THE PAST PERFECT FOR THE FOLLOWING VERBS:

1. GO

2. FIND

3. JOIN

4. CARE

5. BRING

6. SELL

7. SELECT

8. PUSH

9. GET

10. WISH







# MRS. STEPHENSON AND THE BURGLAR

On Friday afternoon, Mrs. Stephenson was going out. She took her handbag and umbrella, pulled the door behind her to lock it and went to the Ladies' Club. She always goes there on Fridays.

When she came back home, she went into the living room and at once smelled cigarette smoke. She never smoked. "Had somebody broken in?" she thought. She checked all the doors and windows. They were all locked. She went from room to room checking. She noticed that some things were missing.

She wondered whether someone might have a key that fit her front door. She decided to stay home the following Friday. Nothing happened. Perhaps someone was watching her movements. On the Friday after that, she went out as usual, but instead of going to the club she took a shortcut home again and entered the house through the back door.

She waited in the kitchen. While she was making a cup of tea, she heard a sound coming from the door. Suddenly, she saw a long piece of wire entering through the mail slot and then a hand. She had the tea kettle with boiling water in her hand. She raised it and poured the water over the hand. There was a shout outside. The wire fell to the floor, the hand was pulled back, and she heard the sound of hurried feet running away.

She reported the episode to the police that same evening. They came and took the wire away. A few days later the police found the man and recovered Mrs. Stephenson's things.





■ ANSWER THESE QUESTIONS:



1. What does Mrs. Stephenson usually do on Friday afternoon?  
\_\_\_\_\_
2. What kind of smell was there in the living room when she got in?  
\_\_\_\_\_
3. Is she a smoker?  
\_\_\_\_\_
4. What did she notice?  
\_\_\_\_\_
5. What did she decide to do the following Friday?  
\_\_\_\_\_
6. What happened while she was making a cup of tea?  
\_\_\_\_\_
7. What did she see coming through the mail slot?  
\_\_\_\_\_
8. What did she do then?  
\_\_\_\_\_
9. Did she call the police that evening?  
\_\_\_\_\_
10. When did the police find the man?  
\_\_\_\_\_

**HAVE YOU OR ONE OF YOUR RELATIVES OR FRIENDS EVER BEEN ROBBED? IF SO, TELL HOW IT HAPPENED.**

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■ ASK QUESTIONS FROM THE FOLLOWING SENTENCES.  
USE THE INTERROGATIVE WORD GIVEN.

1. The secretary typed the letters.  
What \_\_\_\_\_.
2. I went to the theater last week.  
Where \_\_\_\_\_.
3. I bought a beautiful present for my mother yesterday.  
For whom \_\_\_\_\_.
4. We had a marvelous dinner last night.  
When \_\_\_\_\_.
5. John left home at 5:00 this morning.  
What time \_\_\_\_\_.
6. I slept well last night.  
How \_\_\_\_\_.





# THE UNINVITED GUEST

## DIALOGUE



### Situation:

While Mr. Stephenson was getting the car out of the garage, his wife went around the house closing all the windows and turning off the lights. They were going to a concert that evening.

**MR. STEPHENSON:** -Did you close all the windows and lock the front door, dear?

**MRS. STEPHENSON:** -Why do you ask? I certainly did. You know there have been a lot of burglaries in this neighborhood lately.

**MR. STEPHENSON:** -And the police haven't done much about it. Thieves seem to be very clever these days, more clever than the cops, I would say.

**MRS. STEPHENSON:** -Fortunately, our house is well protected and it won't be easy to get in. By the way, do you have the tickets?

**MR. STEPHENSON:** -Who, me? I thought you'd taken them from the cupboard. Oh, no. Don't tell me you don't have them.

**MRS. STEPHENSON:** -Well, I'm afraid we'll have to go back home for the tickets.

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**MR. STEPHENSON:** -Please turn on the dining room lights. I can't find them in the dark.

**MRS. STEPHENSON:** -Look! What's that bag on the floor? And that window is open!

**MR. STEPHENSON:** -Gee, somebody broke in while we were going to the theater. My dear, I'm afraid you didn't close that window after all.

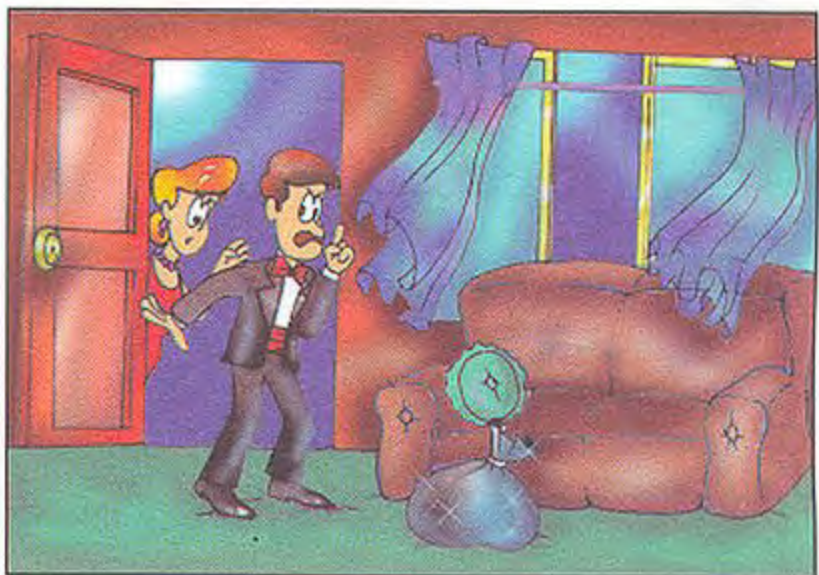
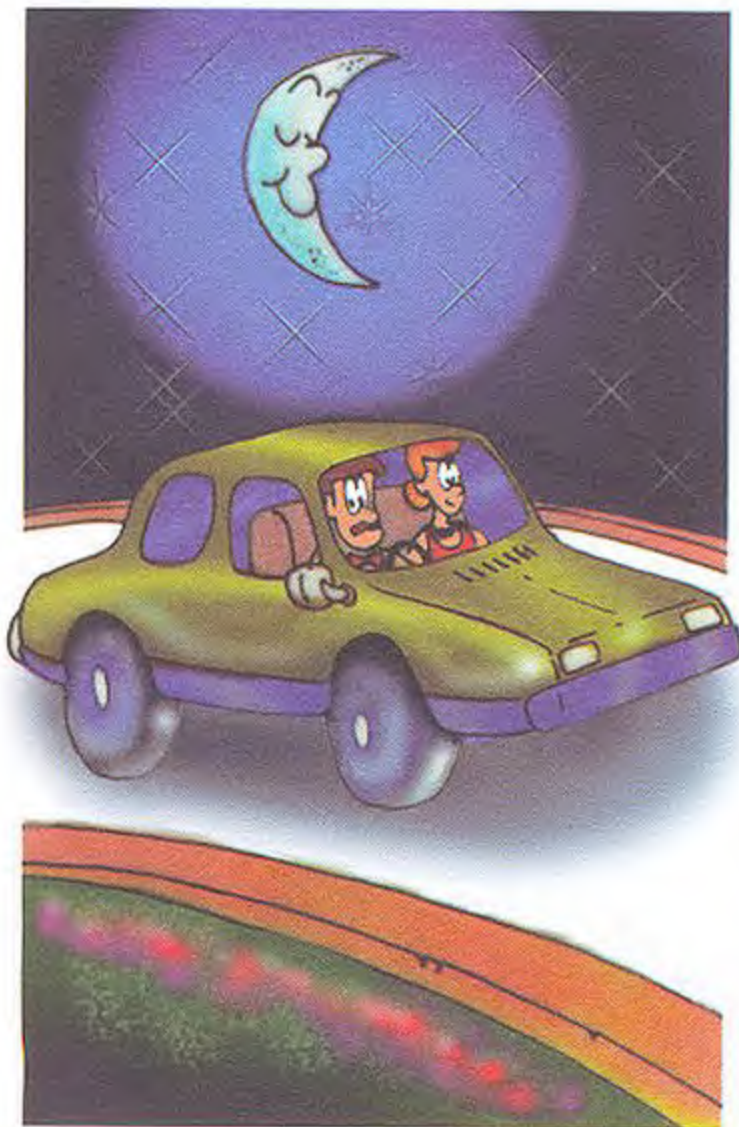
**MRS. STEPHENSON:** -How could this happen? I was quite sure I had closed it. Let's see if there's something missing. I can't believe it. He didn't take anything with him.

**MR. STEPHENSON:** -I think he saw the lights of the car outside. Then he realized that if he wanted to run away, he wouldn't be able to take anything with him.

**MRS. STEPHENSON:** -We were lucky we left the tickets behind; otherwise that uninvited guest would have gotten away.







#### ■ ANSWER:

1. What was Mrs. Stephenson doing?  
\_\_\_\_\_
2. Was Mr. Stephenson in the house?  
\_\_\_\_\_
3. Why did they have to be exceptionally careful about doors and windows?  
\_\_\_\_\_
4. What did Mr. Stephenson complain about?  
\_\_\_\_\_
5. Why did they have to go back to their house?  
\_\_\_\_\_
6. How did the burglar break into the house?  
\_\_\_\_\_
7. Why did he run away?  
\_\_\_\_\_
8. What should you do when you leave your house alone?  
\_\_\_\_\_
9. Have you ever been robbed of anything?  
\_\_\_\_\_
10. If so, what and how?  
\_\_\_\_\_





# PART III



FIND THE VERBS IN PAST TENSE. THERE ARE FIFTEEN.

## PAST PUZZLE



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





# vocabulary

■ WRITE A SHORT DIALOGUE USING AS MANY OF THE FOLLOWING WORDS AS POSSIBLE.

**LOCK, MISS, KEY, INSTEAD, SHORTCUT, SOUND, POLICE, BURGLAR, FORTUNATELY, NEIGHBORHOOD**

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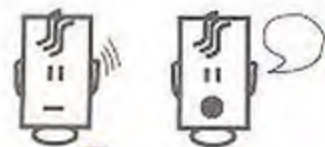
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# PART I SALES ADS



■ LISTEN AND READ.



Sales ads are written to let you know about special prices or to make you believe you are getting a really good deal on a product. It is very important that you read all the facts about a sale before you can make a wise choice.

In sales ads, large and small print are often used. The large print gets your attention, and the small print usually gives you more specific information. For example, the large print may say **ONLY \$6.98\***, and the small print for that ad will say **\*monthly payments for six months**. Notice that in this case an asterisk was used to let you know that there was more information. "Batteries not included" or "with a purchase of two or more" are other examples of what might be found in small print.

Ads do not always tell you everything you need to know in order to make a wise choice. For example, the ad may not tell you if the price applies only to certain colors or sizes. Or it may not tell you how long the sale will last. When that happens, you need to find out these facts yourself. So my advice to you is to read carefully and thoroughly before going to the store where the sale is offered.

## 6 six Lesson

Sixth (6th)  
Lesson



**\* MONTHLY PAYMENTS FOR SIX MONTHS**

**\*\* WHILE SUPPLIES LAST**







1. What are sales ads written for?  
\_\_\_\_\_
2. Why should we read all the print in a sales ad?  
\_\_\_\_\_
3. Do ads always tell you everything about a product?  
\_\_\_\_\_
4. What might a sales ad not tell you?  
\_\_\_\_\_
5. What is the last thing that you bought on sale?  
\_\_\_\_\_

■ LOOK CAREFULLY AT THE FOLLOWING AD:



**GOLD BRACELETS**

**All 18 k gold  
Up to 50% off**

**Prices regularly from \$50 to \$325  
Now only \$33 to \$250**

Jewelry Paradise 556 Lincoln Road (Open daily 9 a.m. to 9 p.m.) closed Sundays

■ QUESTIONS ON THE AD:



1. Are silver articles on sale?  
\_\_\_\_\_
2. What facts would you have to find out?  
\_\_\_\_\_
3. What is on sale?  
\_\_\_\_\_
4. Who would probably be interested in this kind of merchandise?  
\_\_\_\_\_
5. In your opinion, is this a good sale?  
\_\_\_\_\_







- WRITE A PARAGRAPH IN WHICH YOU EXPRESS YOUR OPINION ABOUT TV ADVERTISING IN YOUR COUNTRY.  
DISCUSS IT WITH YOUR TEACHER IN YOUR ORAL PRACTICE.



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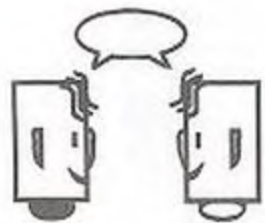
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## PART II

- FUNCTIONS: EXPRESSING OPINIONS.



### FORMAL

- A Personally, I think... (Chinese food is delicious)
- B I think... (It's going to snow)
- C I believe... (The Mexican economy will improve)
- D In my opinion... (Julio Cesar Chavez will win the championship)
- E It seems to me... (This is the best research paper)

### INFORMAL

- A Acapulco is a paradise.
- B Isn't this dress beautiful?
- C The film was terrible, wasn't it?





# vocabulary

■ WRITE A SHORT DIALOGUE USING AS MANY OF THE FOLLOWING WORDS AS POSSIBLE.

**SALE, INFORMATION, APPLY, ADVICE, WISE, PRICE, BEST, FACTS, TERRIBLE, THOROUGHLY**

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## WARRANTY



## ■ LISTEN AND READ.

If you have just bought a product, such as a stereo or an air-conditioner, and it stops working after a short period of time, what can you do? You have to read the warranty so that you will know what to do.

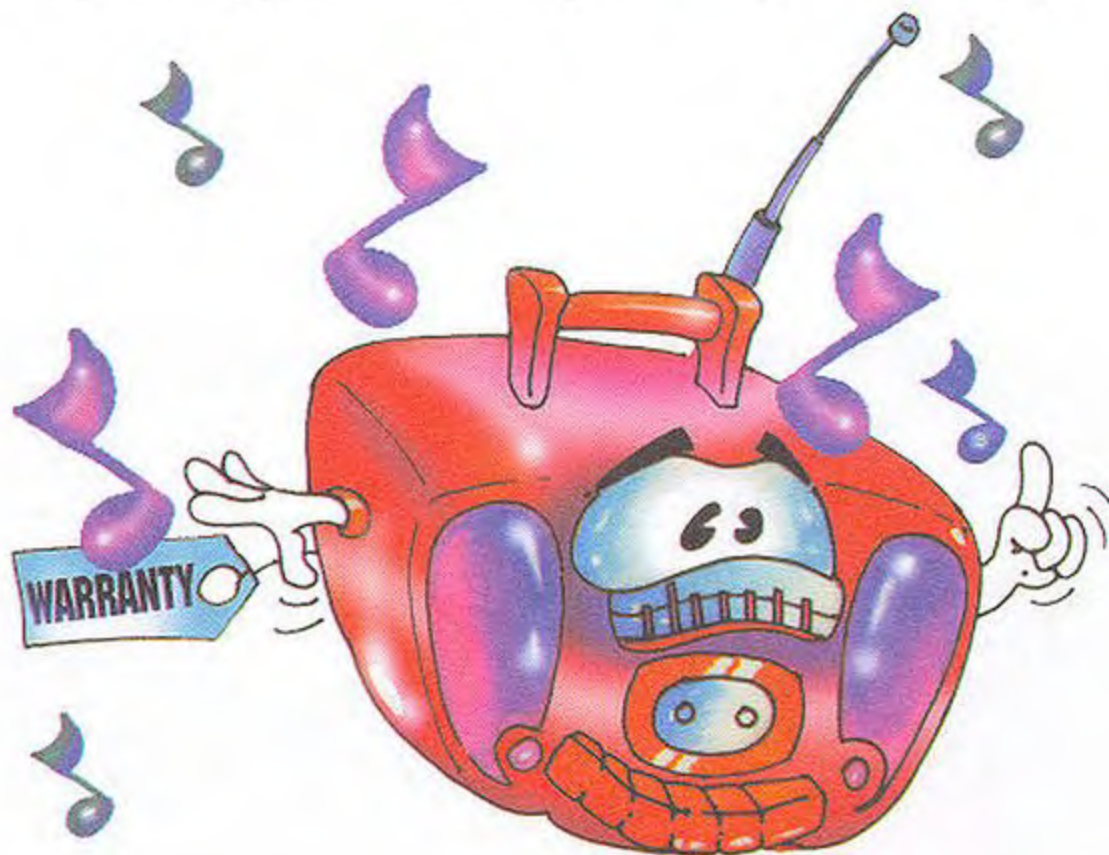
A warranty is a promise given by a company that makes a product. It tells you what the company is willing to do if the product breaks or stops working. Reading a warranty before you buy a product may help you to spend your money wisely.

Most warranties give the following information:

- What is covered by the warranty.
- How long the product is covered.
- Conditions under which something will be fixed or replaced.
- What to do if the product needs to be replaced or repaired.

Sometimes the words used in warranties are confusing. If you don't understand a word, look it up in a dictionary. If you still do not know what the warranty means, ask the sales person.

It is a good idea to keep the sales receipt with the warranty for a product. If a product was given to you as a gift, write the date the product was given to you on the warranty. This way you will be able to prove when you received the product.





## LIMITED WARRANTY

Smart Buy Computer Company is sure that the Home Computer 2000 you just purchased is of the highest quality. However, we realize that occasionally there may be a defect. This warranty guarantees that if the Home Computer you have purchased is defective, Smart Buy Computer Company will fix or replace all parts with new or rebuilt parts for a period of one year from the original date of purchase. Some electrical parts are covered for two years from the original date of purchase. Any labor charges must be paid by the customer.

This warranty covers only computers that are found to be defective in normal use. This does not include computers used in school and business settings. This warranty does not cover any damage caused by any kind of misuse, faulty wiring, lighting, or if service is performed by anyone other than someone authorized in writing by this company. The cabinet and keyboard are not covered by this warranty.

If you need repairs on this product, write to Smart Buy Computer Company, Consumer Services Department, 876 Memory Road, Little Rock, Arkansas 72212. Include a description of the problem, proof of the date of original purchase, and your name and address. DO NOT have this product serviced without written instructions from this company.

This warranty gives you specific legal rights. You may also have other rights, which vary from state to state.



■ LISTEN AND READ.



### ■ ANSWER:



1. What does this warranty cover?

2. For how long will the company fix or replace all parts?

3. What does “authorized” mean in the second paragraph?

4. What kind of damages are not covered by this warranty?

5. If you need to have this machine fixed, what should you do?

6. What is covered for two years by this warranty?

7. Who makes this product?

8. What parts of this product, if any, are not covered by this warranty?

9. Will this product always be repaired with new parts?

10. What will you pay if you have the product repaired?





## LIMITED ONE YEAR WARRANTY

Score Athletic Products, Inc. promises to fix or replace your Score tennis racket for one full year from date of purchase should it prove to be defective with normal use. This warranty does not cover strings or handgrips.

This warranty is void if the tennis racket has been misused in any way or if the defect is caused by any service performed on the racket by anyone other than Score Athletic Products, Inc.

A sales receipt or other proof of the original date of purchase must be provided before any service will be given by this company. If a problem should develop within the warranty period, send the defective racket along with your name and address and proof of the original purchase date to:

Score Athletic Products, Inc.  
Customer Service Department  
1010 Sport Drive  
Austin, Texas 78750

Please include a check or money order for \$4.50 to cover postage and handling charges.

This warranty gives you specific legal rights.

You may also have other rights, which vary from state to state.



■ LISTEN AND READ.



### ■ ANSWER:



1. For how long will the company fix or replace the tennis racket?

2. What isn't covered by this warranty?

3. What do void, misused and defect mean?

4. What must you prove before having the racket fixed or replaced?

5. What must you do if you have trouble with the racket within the warranty period?

### ■ WRITE ABOUT A PERSONAL EXPERIENCE WITH A WARRANTY.



Handwriting practice area with a dotted border and several horizontal lines for writing.







# DIALOGUE

## MY TAPE RECORDER DOESN'T RECORD.



### Situation:

Mrs. Mary Ann Stephenson bought a tape recorder at a large department store three days ago.

She's rather upset because the machine doesn't seem to work properly.

She decides to go to the store to complain about it.

- MRS. STEPHENSON:** - Good morning.
- CLERK:** - Good morning, ma'am. What can I do for you?
- MRS. STEPHENSON:** - Is this the Complaint Department?
- CLERK:** - Yes.
- MRS. STEPHENSON:** - Are you in charge of it?
- CLERK:** - Yes.
- MRS. STEPHENSON:** - Well, I bought this tape recorder last Tuesday.  
I've been trying to record my voice, but it doesn't seem to work.
- CLERK:** - Did you read the owner's manual?
- MRS. STEPHENSON:** - I certainly did. But I must confess, I'm not familiar with these electronic gadgets.  
I always have a hard time trying to make them work.
- CLERK:** - O.K. Let's see. In your manual there's a troubleshooting chart.  
Most of the problems can be solved just by following the instructions given on the chart.
- MRS. STEPHENSON:** - I hope you can do something about it.
- CLERK:** - Did you use a new cassette?
- MRS. STEPHENSON:** - No.
- CLERK:** - Let's take a look at your old cassette. Ah! That's it. The knockout tabs are removed.  
You won't be able to record anything on it. O.K. Let's insert a new one.  
Speak into the microphone.
- MRS. STEPHENSON:** - Oh, is that my voice?
- CLERK:** - It certainly is.
- MRS. STEPHENSON:** - I'm sorry. It was such a simple problem. I'm so silly.
- CLERK:** - Not at all, Mrs. Stephenson. Lots of people have this sort of problem.  
Sometimes simple problems are not so easy to solve.
- MRS. STEPHENSON:** - Thanks a lot.
- CLERK:** - You're welcome. Remember we're here to help you.





# PART III



## ■ WRITE A DIALOGUE (SEE FUNCTION)

### Situation:

You just bought an alarm clock from a shop.  
The clock slows down ten minutes every hour.  
Go to the shop and complain to the sales assistant.



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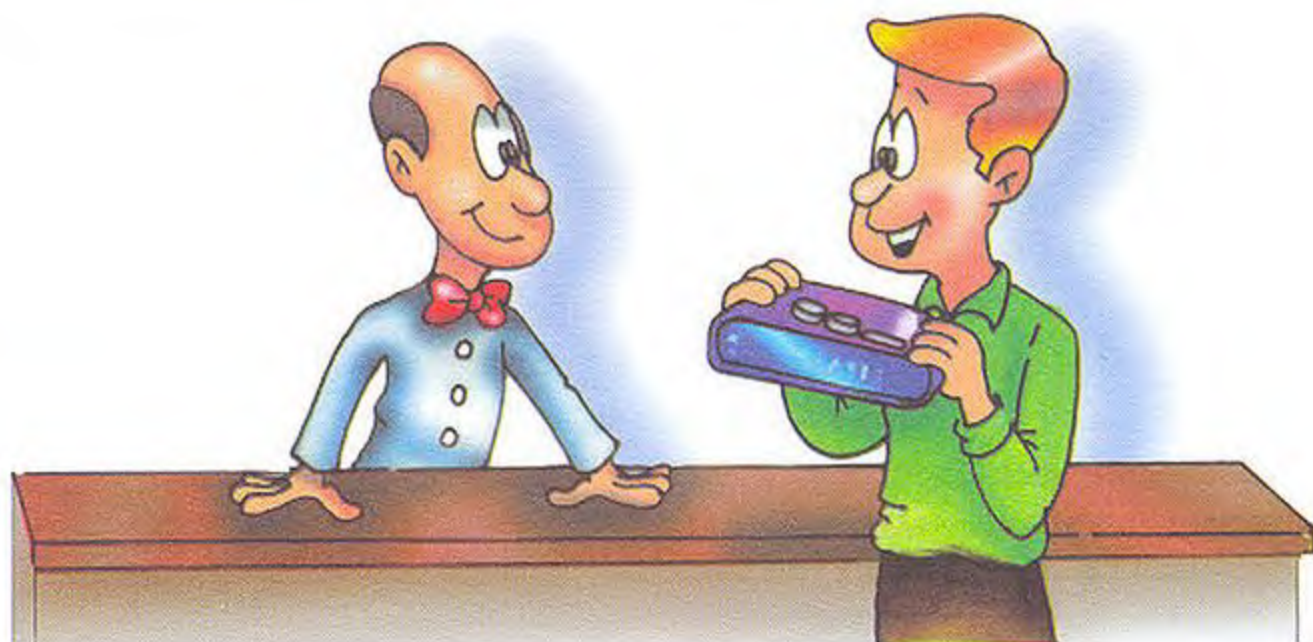
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# PART IV

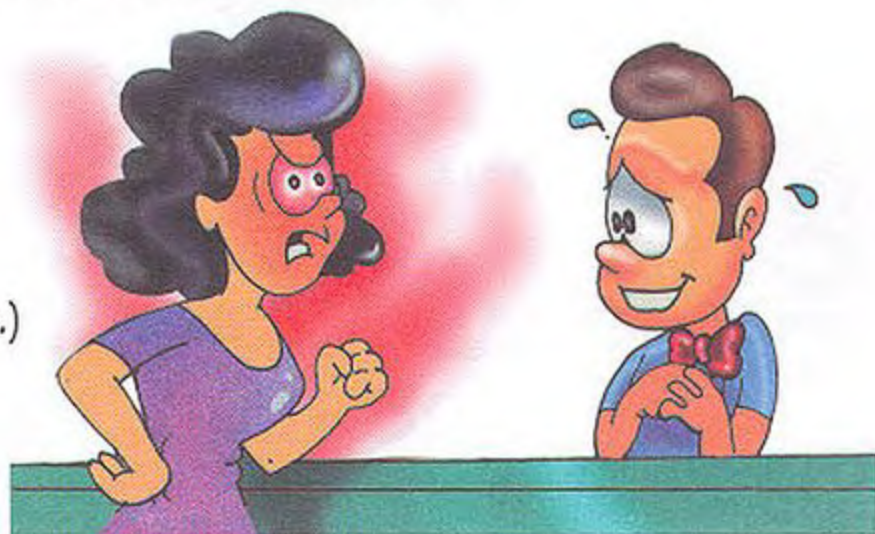


## ■ LISTEN.

### ■ FUNCTION: *Complaining*

When we complain about a product or a service we can use these expressions:

- I want to return this... (Stereo, camera, etc.)
- It doesn't... (Work, fit)
- I want my money back on these... (Stocking, shoes, etc.)
- They were... (Torn, broken, etc.)
- They are... (Too big, expensive, etc.)
- I must complain about the... (Services, food, etc.)



## PASSIVE REVIEW

### ■ CHANGE THE FOLLOWING SENTENCES INTO PASSIVE FORM.



**EXAMPLE:** My mother bought that hat.  
That hat was bought by my mother.

1. She was baking a cake this morning.  
\_\_\_\_\_
2. A thief took the jewels.  
\_\_\_\_\_
3. You must take care of the baby.  
\_\_\_\_\_
4. They're publishing Jim's book in a two volume edition.  
\_\_\_\_\_
5. The mechanic repaired the car.  
\_\_\_\_\_
6. We have cooked meals in those pots for years.  
\_\_\_\_\_
7. May answers all the questions.  
\_\_\_\_\_
8. They will wash all the windows.  
\_\_\_\_\_





# vocabulary

■ WRITE A SHORT ESSAY WITH THE FOLLOWING WORDS:

WARRANTY, BUY, MONEY,  
WISELY, DEFECTIVE, FIX, COMPLAIN,  
PROBLEM, RETURN, SERVICE

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## EXPORTING



■ LISTEN AND READ.

## 8

Lesson  
eightEighth (8th)  
Lesson

In the United State of America, a business man who needs help to start marketing his products abroad must visit the Department of Commerce. An official of the Department will listen to him and go over the specific areas he wants information about.

If you intend to sell your products in a foreign country, you will need to know how to select the foreign market. First of all you will have to find out what countries need or want your product. After that you may inquire about selling and promotional methods, channels of distribution, figures on population, consumption and foreign exchange reserves.

As the purchasing power in various countries is never the same, the official of the Department of Commerce can provide you with data on the incomes of your possible customers.

You must give some attention to trade restrictions, such as tariffs and quotas, as well as other legal requirements which may include import licenses and exchange permits.

If you decide to test the market, you can mail catalogues and print lists. You may also display your products at fairs and trade centers.

You could size up your competitors abroad by examining directories and catalogues of products similar to yours. Moreover, export magazines and trade publications will help you to compare specifications, functions, quality, packaging, and appearance.

If you are still interested in exporting something, good luck.





■ ANSWER:

1. How should you select the foreign market?  
\_\_\_\_\_
2. Who can provide you with data on the income of your possible customers?  
\_\_\_\_\_
3. How can you test the market?  
\_\_\_\_\_
4. Where can you display your products?  
\_\_\_\_\_
5. How can you size up your customers abroad?  
\_\_\_\_\_



■ DECIDE WHETHER THE FOLLOWING STATEMENTS ARE TRUE OR FALSE.



1. The U.S. Department of Commerce is never willing to help businessmen.

2. The purchasing power in Mexico is different from the purchasing power in the U.S.A.

3. Price list and catalogues can be used to test the customer's response to the product.

4. Trade restrictions can be overlooked.

5. You won't market your product in a country which doesn't need it.







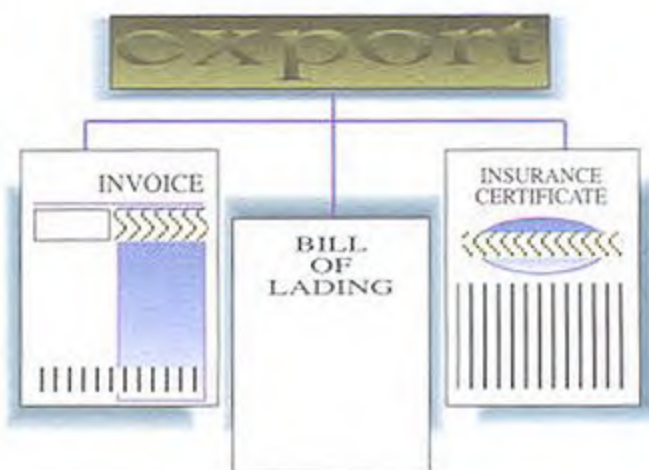
## DIALOGUE At The Bank.



### Situation:

Mr. Robert Stephenson, a successful businessman, is talking with Mr. Roger Chapman, an important banker, in his office in Sacramento.

- MR. STEPHENSON:** - I'm just gathering information about international trade.  
I hope you can give me some advice on how to finance exports.
- MR. CHAPMAN:** -Well, I think we can offer you a little help.
- MR. STEPHENSON:** -Fine. One thing I would like to know is if my customer can deposit the full payment for the goods to your bank.
- MR. CHAPMAN:** -Oh, certainly. There's no problem at all. Your customer's bank can forward a letter of credit to us.
- MR. STEPHENSON:** -Then if I fulfill the terms of the sales contract, will I get the payment?
- MR. CHAPMAN:** -That's right. You will receive your money as soon as you present to his bank a commercial invoice, an insurance certificate and a bill of lading.
- MR. STEPHENSON:** -This would be evidence that the goods were received by the costumer.
- MR. CHAPMAN:** -Yes.
- MR. STEPHENSON:** -My customer has agreed to give me an irrevocable letter of credit.
- MR. CHAPMAN:** -That sounds fine. That's almost cash in advance.
- MR. STEPHENSON:** -Could I sell to my foreign customers on open account, just as I do here in my country?
- MR. CHAPMAN:** -If the customer's credit is good, that will be all right.
- MR. STEPHENSON:** -Thanks. That's all for now.

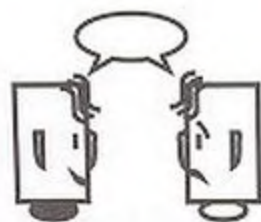




■ ANSWER:

1. What kind of information is Mr. Stephenson looking for?  
\_\_\_\_\_
2. Can Mr. Chapman help him?  
\_\_\_\_\_
3. What does Mr. Stephenson want to know first?  
\_\_\_\_\_
4. What will happen if Mr. Stephenson fulfills the terms of the sales contract?  
\_\_\_\_\_
5. When will Mr. Stephenson receive his money?  
\_\_\_\_\_

■ PRACTICE THESE DIALOGUES WITH YOUR TEACHER.



- A** Are you going to see the manager of the bank today?  
**B** I wish I could, but I don't have the time.  
**A** What are you going to do?  
**B** I have an appointment with a business executive.

1

- A** Can you advise me on marketing products abroad?  
**B** I'm afraid I can't. Why don't you consult Mr. Chapman?  
**A** Do you think he can help me?  
**B** Sure. He has been exporting goods abroad for about ten years.

2

- A** May I use your telephone?  
**B** I'm afraid not.  
**A** Why not?  
**B** Because it's out of order.

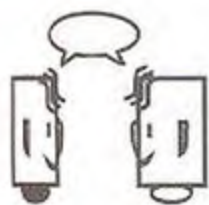
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# PART III

## FUNCTIONS: MAKING REQUESTS.



## POSSIBLE RESPONSES

### FORMAL

COULD YOU POSSIBLY...?  
WOULD YOU MIND...(ING)?  
WOULD YOU MIND IF...?  
COULD YOU...?



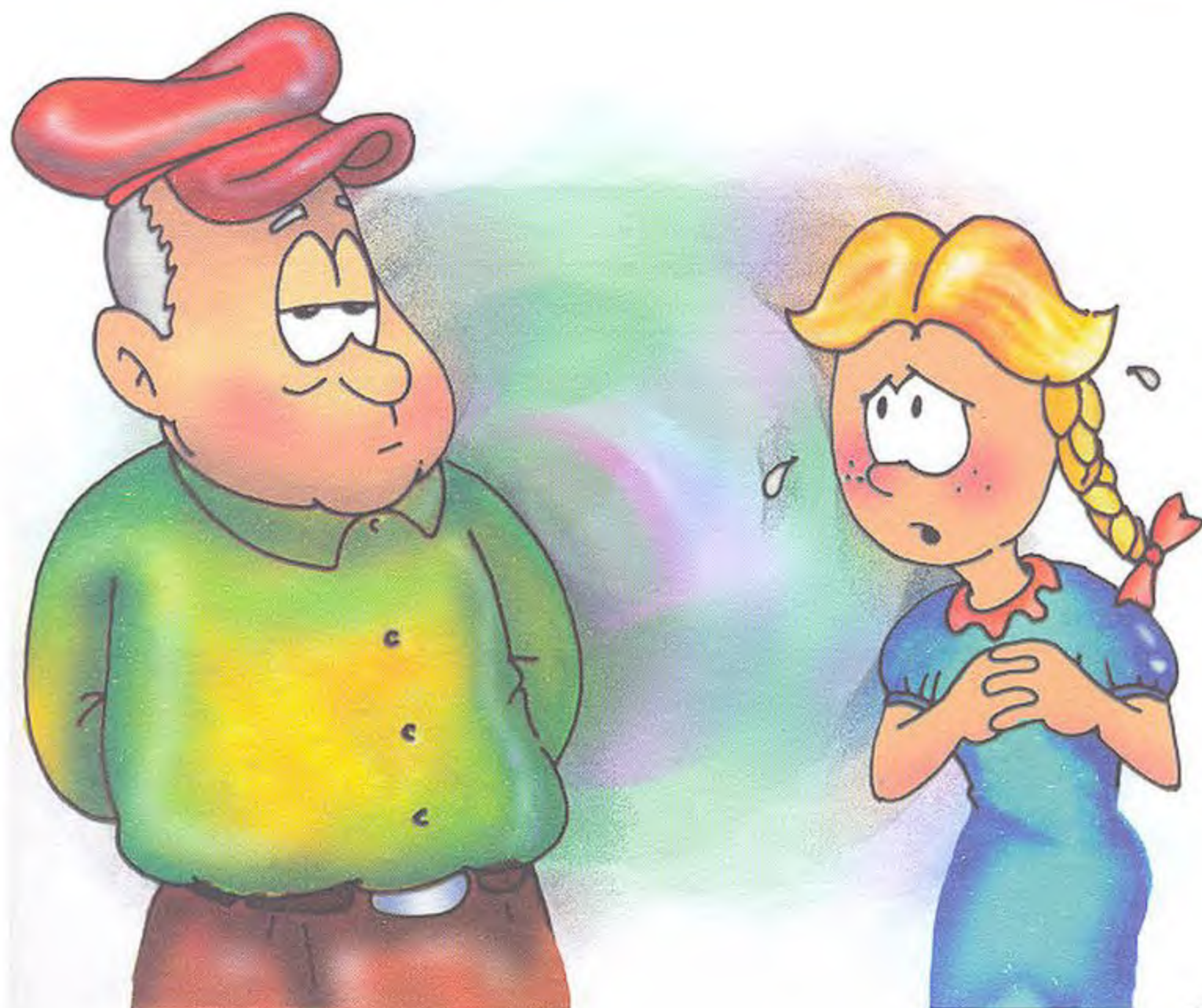
I'M SORRY, I CAN'T...  
SURE,...  
OF COURSE NOT...  
CERTAINLY, I'D BE VERY PLEASED TO.

### INFORMAL

DO ME A FAVOR, WILL YOU?  
YOU DON'T MIND IF..., DO YOU?  
I'D LIKE YOU TO...



I WISH I COULD, BUT...  
WHATEVER YOU SAY...  
NOT AT ALL.





# vocabulary

■ MAKE QUESTIONS FOR THE FOLLOWING WORDS:

**ABROAD, ADVISE, EXPORT, MIND,**  
**FULFILL, AGREE, CASH,**  
**OVERLOOK, DISPLAY, FOREIGN**

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# PART I

# AUDIO-VISUAL AIDS

## IN BUSINESS PRESENTATIONS

# 9 lesson nine

Ninth (9th)  
Lesson



■ LISTEN AND READ.

Business speakers have long known the value of audiovisual (AV) aids in getting their ideas across to an audience. Flip charts were the first aids used to emphasize points to be highlighted. But the true potential of the audiovisual medium wasn't realized until speakers began to use electronic equipment such as overhead projectors and color slide projectors to make their picture charts and graphs more visual and thus more memorable.

Today business speakers must meet new performance standards set by television, advertising, music videos, etc. The graphics for slides are often generated by highly sophisticated computer systems. Yesterday's speech has become today's presentation, accompanied by music, sound effects and multiple images flashing on giant screens.

A modern computer system that can generate slides of film strips can cost almost half a million dollars but most are priced between \$5,000 and \$10,000. The simple slide projector is the most common and cheapest mode of presentation. Sophisticated systems which can link several projectors in a fully synchronized sound and light presentation are available. Money invested in audiovisual equipment can pay off in better communication.





■ ANSWER:



1. What is the role of audiovisual aids presentations?  
\_\_\_\_\_
2. When did business speakers fully understand the potential of these resources?  
\_\_\_\_\_
3. What has replaced the speech of past times?  
\_\_\_\_\_
4. How much does a sophisticated computer system like the one mentioned above cost?  
\_\_\_\_\_
5. Why are slide projectors widely used?  
\_\_\_\_\_

■ SELECT THE CLOSEST MEANING FOR THE UNDERLINED WORDS:



1. Business speakers have long known the value of audiovisual aids in getting their ideas across to a group.  
  - A. Making their ideas understood.
  - B. Adapting their ideas.
  - C. Giving up their ideas.
2. The first step was the use of flip charts to emphasize points to be highlighted.  
  - A. Revised.
  - B. Ignored.
  - C. Given importance.
3. Today business speakers must meet new performance standards.  
  - A. Regulations.
  - B. Norms.
  - C. Details.
4. The graphics for slides are generated by highly sophisticated computer systems.  
  - A. Complicated.
  - B. Norms.
  - C. Details.







## DIALOGUE

# EXECUTIVE BOARD MEETING



### Situation:

Jack Brown-President  
Henry Fisher-Vice-President  
William Turner-General Manager

**JACK BROWN:** -I've called this board meeting because we have to make some important decisions. Our sales are \$5,000,000 this year, but the profit margin has gone down because of the weakness of our currency and higher costs for raw material and labor.

**WILLIAM TURNER:** -Sir, I haven't been informed about this...

**JACK BROWN:** -We apologize, but all the reports were not available until Monday.

**HENRY FISHER:** -Is the situation that bad?

**JACK BROWN:** -Not really. Our sales figures have gone up, and our long term prospects are excellent.

**WILLIAM TURNER:** -At least that's good news. We will have to invest in new machinery.

**HENRY FISHER:** -How much?

**JACK BROWN:** -About \$10,000,000. We'll raise our productivity and lower our tax bill.

**WILLIAM TURNER:** -How has the advertising campaign gone?

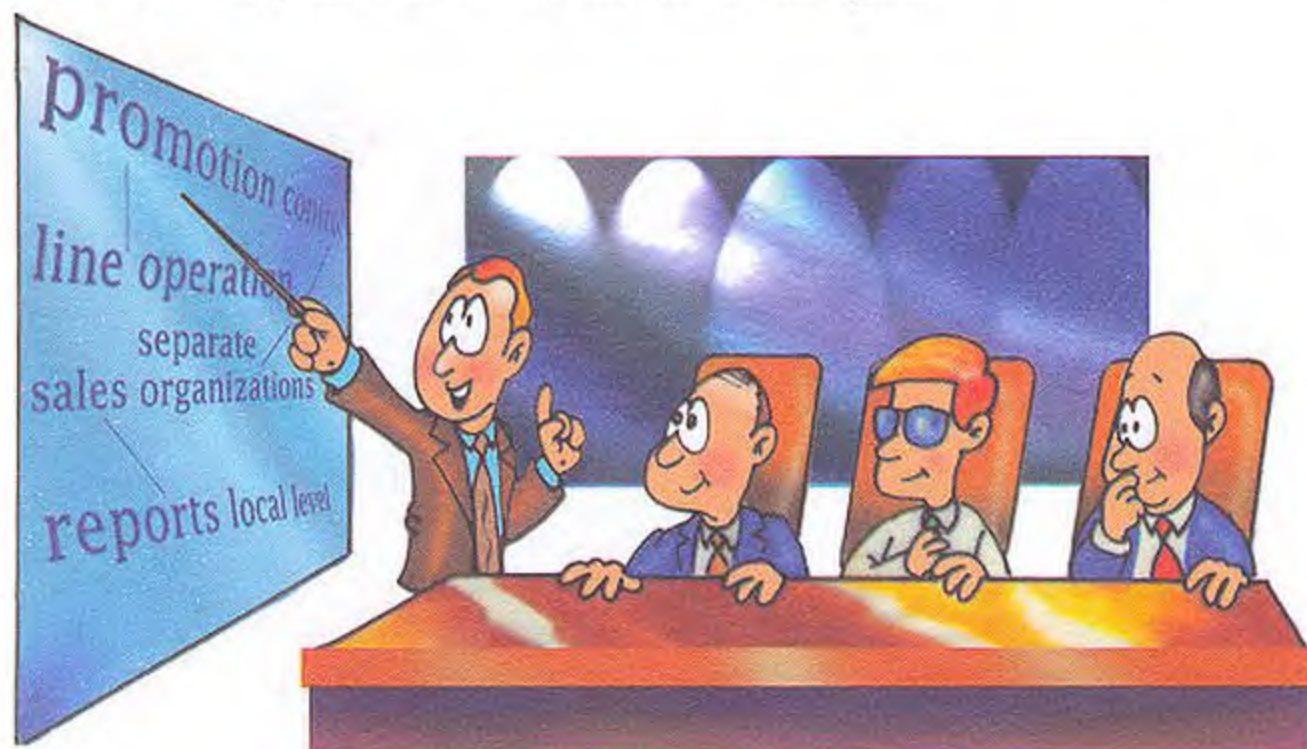
**HENRY FISHER:** -It's gone quite well. We've had several new inquiries.

**JACK BROWN:** -Please gentlemen, we have to speak about the accountant's report.

**WILLIAM TURNER:** -I haven't read it in detail, but his recommendations have had good results in the past.

**HENRY FISHER:** -Let's take a vote then. All in favor... O.K. William, look for the quotes for the new equipment.

**JACK BROWN:** -Let's continue with the next item on the agenda.





■ ANSWER:



1. Why has the profit margin gone down?

2. What has happened to the sales figures?

3. What will raise the productivity and lower the tax bill?

4. How has the advertising campaign gone?

5. What have they said about the accountant's report?

6. Did they agree on their vote?

7. What does William have to do?

8. Has the meeting finished?

9. What is raw material?

10. What does 'currency' mean?



■ OBSERVE.

■ FUNCTION: INTERRUPTING IN A MEETING.

Excuse me, Mr. Chairman (Mr. Brown, etc.).

▲ Yes, Mr. White?

Sorry to interrupt, but I have a question.

▲ That's all right. Go ahead.

Excuse me. I'd like to make a comment on that.

▲ Could you please wait a couple of minutes until I finish this point

I hate to interrupt, but could you be more specific?

▲ Oh, certainly. What exactly do you want to know?





# vocabulary

■ WRITE SENTENCES FOR THE FOLLOWING WORDS:

**EMPHASIZE, HIGHLIGHT,  
MEMORABLE, STANDARDS, MODE,  
PROSPECTS, ITEM,  
QUOTES, BOARD, VOTE**

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## A FOGGY NIGHT

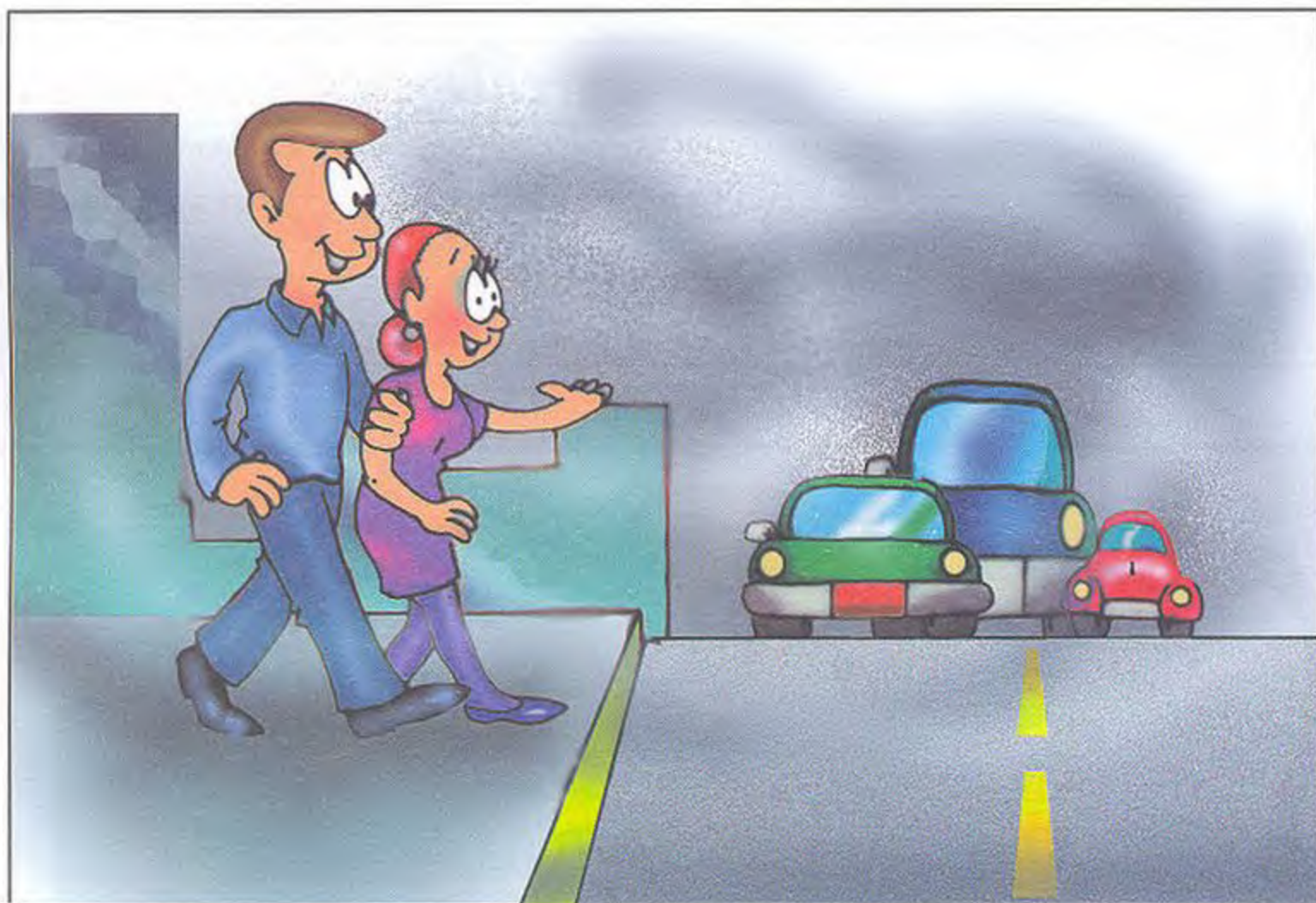


## ■ LISTEN AND READ.

It's been quite a long time since I last went to San Francisco. During that visit it was terribly foggy. It was so foggy that I couldn't even see my own feet. Cars and buses moved slowly with their lights on and their horns blowing. During the night the weather got worse. Traffic came to a standstill. I had an appointment on the other side of the city that I couldn't cancel. I couldn't get a taxi, so I had to walk.

After a few steps I was lost. I couldn't see anything that would give me an idea of where I was. Suddenly I heard a female voice, offering to help me. I explained to her where I wanted to go; she told me to follow her. I hesitated, but what else could I do? I feared she could be leading me into an unknown place.

My fears were unfounded. She led me exactly to my destination. I wondered how she had found that address so easily through the fog. To satisfy my curiosity she told me that she was blind. She explained that she knew this part of the city very well.







1. What was the weather like?

2. Did it get better or worse during the night?

3. What did he have to do that night?

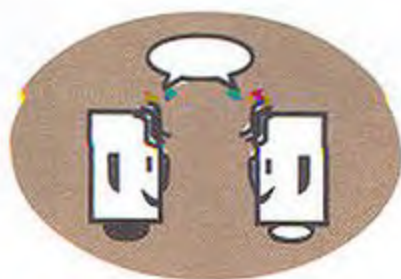
4. Did he take a taxi? Why not?

5. Who helped him?

6. Was he afraid of the woman? Why?

7. Did she have any trouble leading him to the other side of town?

## PART II



### DIALOGUE

# WHERE'S MY HUSBAND?



**MRS. STEPHENSON:** Excuse me officer, but have you seen an old gentleman looking for his glasses?

**POLICE OFFICER:** An old gentleman?

**MRS. STEPHENSON:** He's not so old really, about my age. He's my husband, and I've lost him.

**POLICE OFFICER:** You've lost your husband?

**MRS. STEPHENSON:** I haven't really lost him, but I'm looking for him because he lost his glasses.

Actually he hasn't lost them; I have them in my handbag, but he thinks he's lost them, so it is the same.

**POLICE OFFICER:** Can you describe the gentleman?

**MRS. STEPHENSON:** He's of average height and has brown hair. Only it's gray now, of course, and he wears glasses. But he won't be wearing them because he's lost them.

**POLICE OFFICER:** How is he dressed?

**MRS. STEPHENSON:** Oh, always very elegantly. Oh, excuse me, you mean what has he got on?

I think he is wearing his gray slacks and a black and white jacket but it might have been a blue blazer. Really, you know, I can't remember and in any case he is wearing his raincoat so you won't be able to see his clothes.

**POLICE OFFICER:** What color is the raincoat?

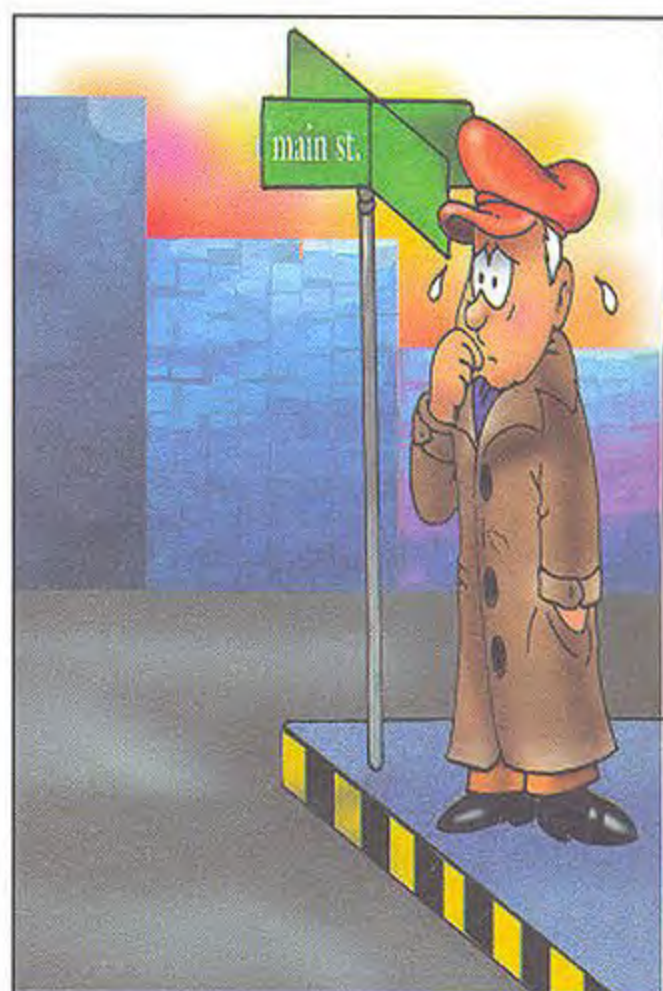
**MRS. STEPHENSON:** Gray, I think, light gray, and there's a button missing. I know that because I forgot to sew it on yesterday.

**POLICE:** Excuse me, would that be the gentleman over there by the bus stop?

**MRS. STEPHENSON:** Yes, it's him! He must have been waiting all this time. Thank you, you've been a great help.







■ ANSWER:



1. Who is the lady speaking with?

2. What has she lost?

3. Describe Mr. Stephenson.

4. What is he wearing?

5. Where did the policeman see him?

■ HAVE YOU EVER LOST SOMEBODY OR SOMETHING? WRITE ABOUT IT.




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## **GIVE YOUR OWN ANSWER**

1. How would you describe yourself?

2. What are you wearing?

3. Does your shirt have any buttons missing?

4. How do you normally dress?

5. Do you wear glasses?

# PRESENT PERFECT REVIEW

## **EXERCISE A: CHANGE TO PRESENT PERFECT, AFFIRMATIVE STATEMENTS.**

1. Jane opened the window this morning.

2. I answered two questions today.

3. Bill talked to Tom twice this week.

4. Paul bought four books this month.

5. John was here three times this afternoon.

## **EXERCISE B: ANSWER THESE QUESTIONS, NEGATIVE STATEMENTS.**

1. Have you visited Jacksonville?

2. Have they gone to Fairbanks?

3. Has he lived in Dallas?

4. Have we traveled to Boston?

5. Has she studied in Madison?

## **EXERCISE C: GIVE YOUR OWN ANSWERS.**

1. What have you done today?

2. Who has spoken to you?

3. Where have you gone this week?

4. Where have you had breakfast lately?

5. What have you drunk today?





# vocabulary

■ WRITE SENTENCES IN THE PRESENT PERFECT TENSE  
WITH THE FOLLOWING VERBS:

**DO, BE, LOST, WEAR, DRESS, LEAD,  
KNOW, SEW, FORGET, SPEAK**

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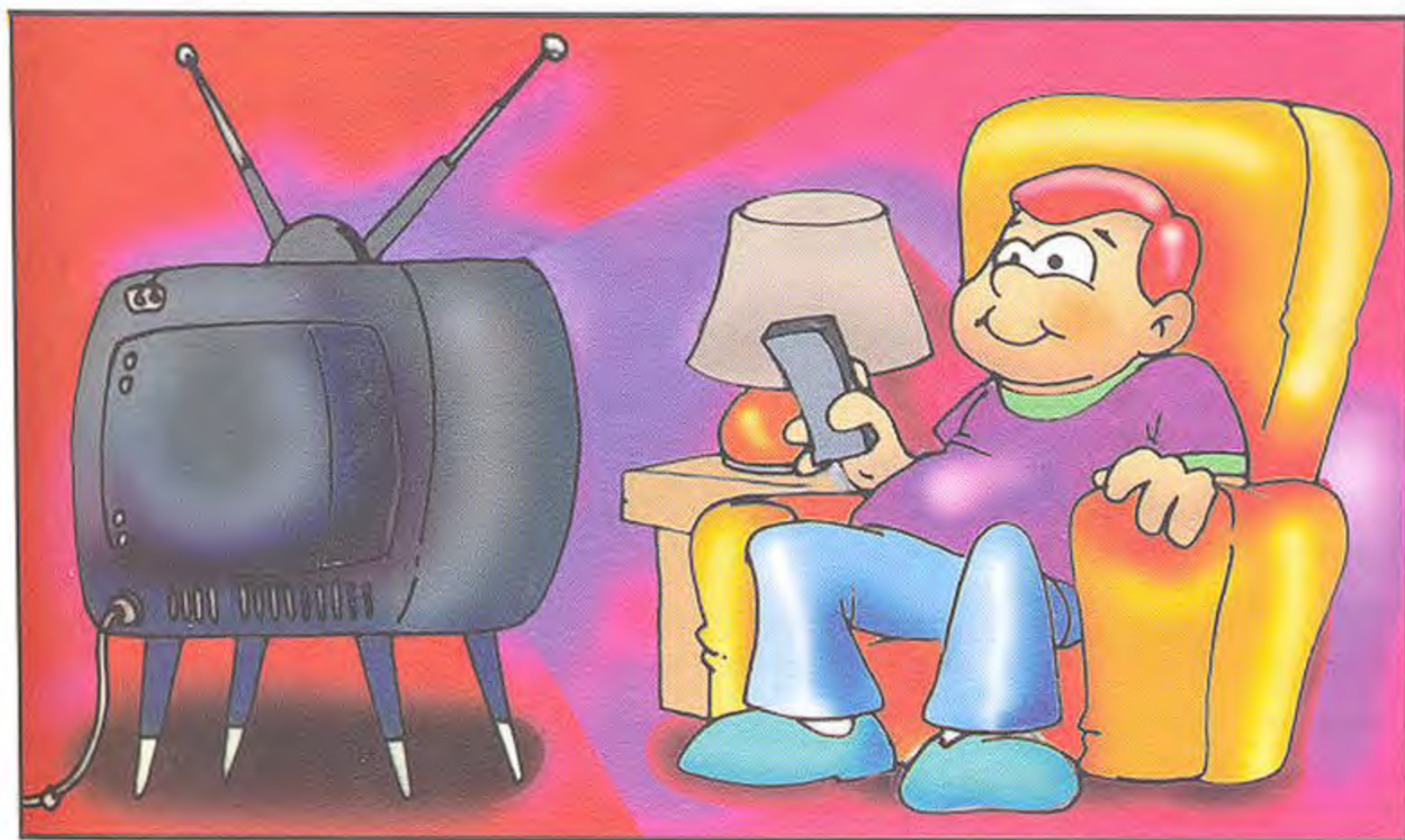


# WHY EXERCISE?

Present day living is an enemy of the human body. When our ancestors came down from the trees a million years ago, they lived an active hunting life, running to catch their food, fighting off predators, and struggling to keep warm at night. Modern cities make no such demands on us. Many of us ride to work in our cars or on public transportation, work all day at a desk, then slouch in front of the television at night. It's not surprising that our bodies become flabby, stiff and fat.

So the main reason for improving your physical fitness is simply to get more joy out of life. Your body was meant to be used, and when you have given it back its strength and vitality, you will develop a happier, more confident outlook on life as a whole.

The other reason for physical exercise is more sobering. The body that is not exercised begins to degenerate. Unfit, overweight people have a greater than average chance of developing arthritis, breathing trouble, lower back pain and accidents. And there is a lot of evidence that people who do not exercise have a greater chance of developing one of the big killers of our time: heart disease and high blood pressure. Unfit people only live half a life and all too often, it ends abruptly.





■ ANSWER:



1. How can we enjoy a better life?  
\_\_\_\_\_
2. Why didn't prehistoric men need additional physical exercise?  
\_\_\_\_\_
3. Does physical exercise have anything to do with the length of your life? Explain.  
\_\_\_\_\_
4. What are the dangers of being overweight?  
\_\_\_\_\_
5. Why should people exercise?  
\_\_\_\_\_



■ ANSWER:



1. Do you exercise often?  
\_\_\_\_\_
2. What kind of exercise do you prefer?  
\_\_\_\_\_
3. Do you enjoy sports?  
\_\_\_\_\_
4. Do you practice sports or just watch them on T.V.?  
\_\_\_\_\_
5. How often do you exercise?  
\_\_\_\_\_







## DIALOGUE

# YOU CAN'T WIN THEM ALL



**DARLENE:** Hello?

**ROGER:** Hello, is Darlene there?

**DARLENE:** This is Darlene .

**ROGER:** Hi, Darlene . This is Roger.

**DARLENE:** Oh!, Roger. Nice to hear your voice.

**ROGER:** Well, I just called to see if you'd like to play tennis this afternoon.

**DARLENE:** Oh!, sure. I'd love to. I'll see you at the club at five o'clock this afternoon.

**ROGER:** By the way, did you go to the club yesterday?

**DARLENE:** Yes, I did. And I played against Laura Adams.

You know, that nice blonde woman we met at Lou's party. She is really good.

**ROGER:** So she beat you.

**DARLENE:** No, incredible as it may sound, she didn't win... I did!

**ROGER:** No kidding?

**DARLENE:** No kidding at all. But things were really hard. She was ahead by three games and...

Suddenly the lights went out! We had to wait for about half an hour to complete the first set.

**ROGER:** And then what happened?

**DARLENE:** She finally took the first set 6-2.

**ROGER:** That wasn't a good start for you.

**DARLENE:** It really wasn't. But her happiness didn't last very long. I rushed her and didn't let her think.

Her shots started going wild. She got nervous and you see the result; I won the other two sets.

**ROGER:** She didn't seem to be playing just for the fun of it.

**DARLENE:** That's right. She took it very seriously.

**ROGER:** How about you? I bet you like to win, too.

**DARLENE:** Yes, but I'm not the competitive type. I wouldn't get angry if I lost a set or a tournament.

**ROGER:** Well... Good for you. See you later.

**DARLENE:** O.K.







■ WRITE QUESTIONS TO THE FOLLOWING SET OF ANSWERS:



1. They play tennis two times a week.

2. At 5 o'clock.

3. Yes, she went to the club yesterday.

4. She's blonde.

5. Ann won the match.

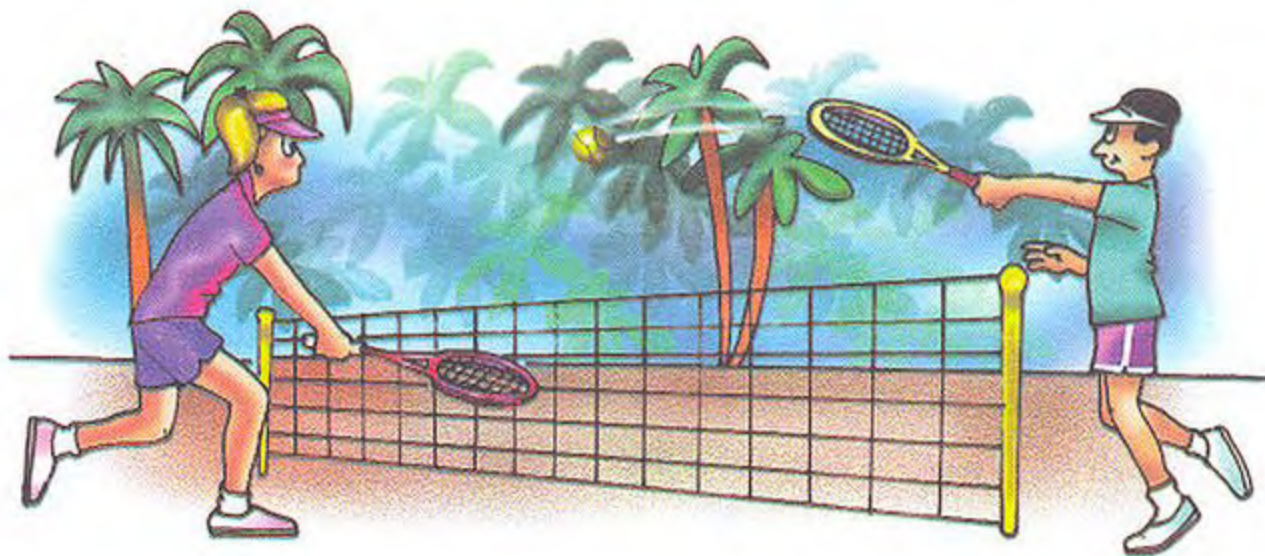
6. Because the lights went out.

7. No, she wouldn't get angry if she lost.

8. This is Darlene.

9. Oh sure, I'd love to.

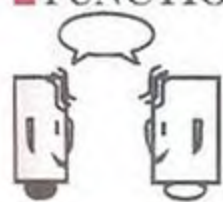
10. I won the last set.





# PART III

■ FUNCTION: ADVISING.



■ DIALOGUE.

## 1. HOW TO GIVE POSITIVE ADVICE:

### I'VE BEEN PUTTING ON WEIGHT.

- WELL, WHY DON'T YOU EAT LESS?
- I'D ADVISE YOU TO EAT MORE VEGETABLES AND LESS FAT.
- WELL, IF I WERE YOU, I'D EXERCISE.

## 2. HOW TO GIVE TENTATIVE ADVICE:

### I'VE BEEN LOSING WEIGHT.

- WELL, IT MIGHT BE A GOOD IDEA TO EAT MORE.
- PERHAPS YOU SHOULD EAT MORE FATTY FOODS.
- YOU COULD CONSIDER GOING TO A NUTRITIONIST.

## 3. HOW TO DECLINE ADVICE:

### I WANT TO QUIT SMOKING.

- I'M AFRAID I CAN'T REALLY HELP YOU. I'M TRYING TO QUIT SMOKING MYSELF.
- I WISH I COULD SUGGEST SOMETHING, BUT I CAN'T.
- I DON'T KNOW WHAT TO ADVISE, I'M AFRAID.





# vocabulary

■ WRITE A SHORT ESSAY WITH AS MANY  
OF THE FOLLOWING WORDS AS POSSIBLE

**ENEMY, FIGHT, EVIDENCE, KILLERS,  
OFTEN, CHANCE, STRUGGLE, BLONDE,  
WILD, NERVOUS**

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## WARNING

CIGARETTES ARE HAZARDOUS TO YOUR HEALTH



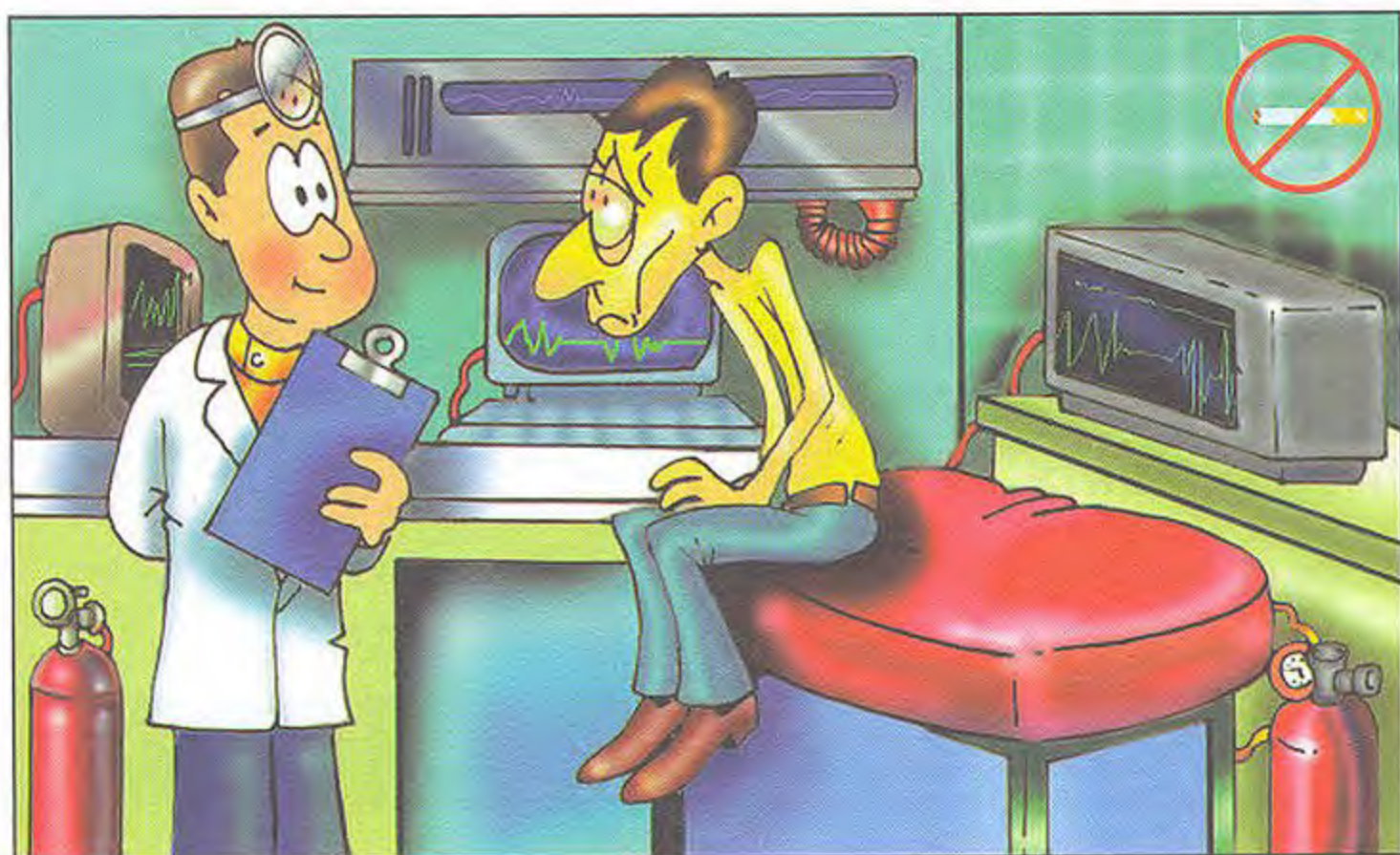
■ LISTEN AND READ.

If you're really serious about getting fit, with all the benefits that it brings, there is one thing you will have to give up: SMOKING.

There's no painless and effortless way to stop smoking, but linking it to your efforts to keep fit gives you a positive excuse to kick the habit, once and for all.

Few smokers who quit on sudden impulse ever succeed. They get strong cravings and start smoking again. Usually, to be successful, a really conscious effort is needed. Now, with good health as your goal, it is time for that conscious effort.

12

Lesson  
twelveTwelfth (12th)  
Lesson

## REMEMBER:

- \* Cigarettes are dangerous. Medical research has proven it.
- \* Smoking reduces your ability to do vigorous exercise.
- \* Cigarettes cause bronchitis and increase the risk of coronary heart disease and emphysema.
- \* Cigarettes may complicate pregnancy.





■ DRAW UP A "STOP SMOKING ACTION PLAN"  
TO GO WITH YOUR EFFORTS IN BECOMING FIT.

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■ UNDERLINE THE WORD IN PARENTHESES WHICH COMPLETES THE MEANING  
OF THE SENTENCES.



1. If you want to get and keep fit, you should not **(run-eat-sweat-smoke)**.
2. When you give up doing something, you **(quit-start-continue-sweat-smoke)**.
3. Pregnant women are advised not to smoke because medical research has found that cigarettes may cause **(pain-pleasure-harm-bronchitis)** to the fetus.
4. For most smokers to stop smoking is not **(easy-hard-dangerous-healthy)**.
5. Smoking **(limits-increases-favors-stops)** your ability to do exercise.

■ GIVE YOUR OWN ANSWER



1. Do you smoke?  
\_\_\_\_\_
2. Would you like your children to smoke?  
\_\_\_\_\_
3. Why is it necessary to stop smoking if you want to keep fit?  
\_\_\_\_\_
4. Are you in favor of or against cigarette advertising on television?  
Why?  
\_\_\_\_\_
5. Do you allow other people to smoke when they are near you?  
Give reasons to support your answer.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_







## DIALOGUE

# Do You MIND If I SMOKE?



**PEGGY:** It's twelve-thirty, time for lunch.

**JANE:** Yes. Let's stop working and go to the cafeteria downstairs.

**PEGGY:** What would you like to eat?

**JANE:** I only want a plain hamburger. I really shouldn't eat too much.

**PEGGY:** Are you on a diet?

**JANE:** No, I just want to be a little careful. By the way, I have to ask you something.

**PEGGY:** What is it?

**JANE:** Are you going to smoke?

**PEGGY:** Why do you ask?

**JANE:** Well, I can't sit with a person who smokes. I'm sorry, but I just can't.

**PEGGY:** What's the matter with you? Oh, I see. You must have given up smoking! Is that it?

**JANE:** Yes, I haven't smoked for a week.

**PEGGY:** Well, good for you! Smoking is really harmful to your health. I think I'll try to give it up, too.

**JANE:** There's only one way to give it up, and that's just to stop it.

**PEGGY:** Yes, you're right. But can I have at least one last cigarette?

**JANE:** Oh, no. If you don't do it now, you never will.

**PEGGY:** All right. Let's go. I hope there aren't going to be a lot of people smoking in the cafeteria.

**JANE:** We must not sit near the smokers. That's all.





# COMPOSITION EXERCISE



■ WRITE A DIALOGUE BETWEEN A HABITUAL DRINKER AND HIS WIFE, EACH ONE DEFENDING HIS OR HER OWN POINT OF VIEW.  
(SEE FUNCTION BELOW)

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## FUNCTION: ARGUING

- A) I INSIST...
- B) THERE'S NO DOUBT THAT...
- C) SORRY, BUT...
- D) YOU MAY HAVE A POINT, BUT...
- E) DON'T BE SILLY. I CAN'T ACCEPT...
- F) THAT'S NONSENSE...
- G) I CAN'T POSSIBLY AGREE WITH YOU. ARE YOU NUTS?
- H) I REALLY CAN'T AGREE WITH YOU.
- I) YOU'VE GOT TO BE KIDDING.
- J) YOU CAN'T BE SERIOUS...
- K) COME ON, THAT'S RIDICULOUS.





# vocabulary

■ MAKE QUESTIONS AND ANSWERS FOR THE FOLLOWING WORDS:

**FIT, QUIT, GOAL, EFFORT, RESEARCH,**  
**PROVE, RISK, AGAINST,**  
**HARMFUL, KIDDING**

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# How To GET A SOCIAL SECURITY CARD

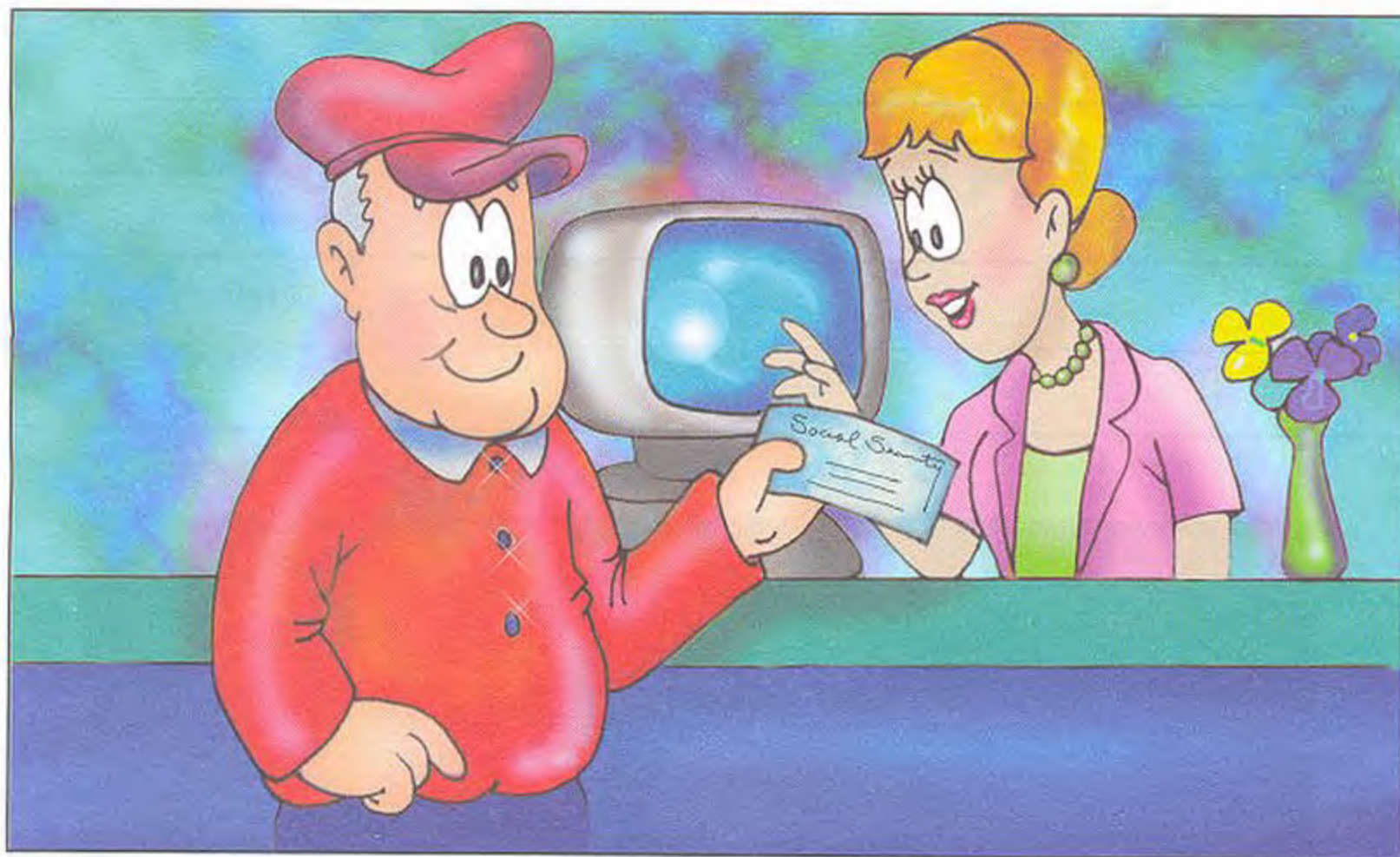
## 13 lesson thirteen

Thirteenth (13th)  
Lesson

To get a Social Security card, you must fill out a form. You get this form at a Social Security Administration Office. To find out where the office closest to you is located, you can look under "S" in the white pages of your phone book.

When you get a form, you also get directions telling you how to fill it out. You should read all the directions carefully before you begin. If you have any questions, you can call the Social Security Office.

Look at the Social Security application. You will be filling out this form by following these directions. Before you begin, there are two things you should know. First, if you do not know the answer to a question, write "unknown" in the space. Second, print your answers using a pen with dark blue or black ink.







# I n s t r u c t i o n s

## Section 1:

Print your name on the first line. If your name is different now from when you were born, print the full name you were given at birth on the second line of the section. The third line is for any name you have used other than the two you have already given. Do not put nicknames on this line.

## Section 2:

Print the address where you want the card to be sent.

## Section 3:

Check ( ) the box that describes you.

## Section 4:

Check one box.

## Section 5:

Check the box that describes you. Notice the word “voluntary” at the top of this section. Voluntary means you do not have to fill in this section if you don’t want to.

## Section 6:

Fill in the month, day and year in which you were born. This should all be done with numbers.

## Section 7:

Fill in the age you are today.

## Section 8:

In the first box, print the name of the city where you were born and the name of the state where you were born. In the box next to that, if you were not born in the United States, give the name of the country where you were born. Write whole words, not shortened forms.

## Section 9:

Print the full name your mother was given at her birth on the first line of this section. On the second line, fill in your father’s full name.

## Section 10:

If you were to fill out this form to get a new card because you lost yours or changed your name, you would check the box next to **YES**, and then you must fill in the rest of section 10. If you marked **NO**, then you go on to Section 11.

## Section 11:

Fill in today’s date.

## Section 12:

Fill in a phone number where you can be reached if the people of the Social Security office need to speak to you.

## Section 13:

Sign your name the way you usually do.

## Section 14:

If you have filled this form out for yourself, check the box next to self. If you have filled it out for someone else, mark the box next to other, and specify how you are related to the person you have filled out the form for.





FORM SS-5- APPLICATION FOR A SOCIAL SECURITY NUMBER CARD (Original, Replacement or Correction)

**INSTRUCTIONS TO APPLICANT**

Before completing this form, please read the instructions on the opposite page. Type or print, using pen with dark blue or black ink. Do not use pencil. SEE PAGE 1 FOR REQUIRED EVIDENCE.

<b>NAA</b>	NAME TO BE SHOWN ON CARD			First	Middle	Last					
	FULL NAME AT BIRTH (IF OTHER THAN ABOVE)			First	Middle	Last					
<b>1</b>	OTHER NAME (S) USED										
<b>STT</b>	MAILING ADDRESS (Street/Apt. No., P.O. Box, Rural Route No.)										
<b>2</b>											
<b>CTY</b>	CITY (Do not abbreviate)			<b>STE</b>	STATE	<b>ZIP</b>	ZIP CODE				
<b>CSP</b>	CITIZENSHIP (Check one only)			<b>SEX</b>	RACE/ETHNIC DESCRIPTION (Check one only) (Voluntary)						
<b>3</b>	<input type="checkbox"/> a. U.S. citizen <input type="checkbox"/> b. Legal alien allowed to work <input type="checkbox"/> c. Legal alien not allowed to work <input type="checkbox"/> d. Other (See instruction on Page 2)			<b>4</b> SEX <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE	<b>5</b> <input type="checkbox"/> a. Asian, Asian-American or Pacific Islander (Includes Persons of Chinese, Filipino, Japanese, Korean, Samoan, etc., ancestry or descent) <input type="checkbox"/> b. Hispanic (Includes persons of Chicano, Cuban, Mexican or Mexican-American, Puerto Rican, South or Central American, or other Spanish ancestry or descent) <input type="checkbox"/> c. Negro or Black (not Hispanic) <input type="checkbox"/> d. Northern American Indian or Alaskan Native <input type="checkbox"/> e. White (not Hispanic)						
<b>DOB</b>	DATE OF BIRTH	MONTH	DAY	YEAR	<b>AGE</b>	PRESENT AGE	<b>PLS</b>	PLACE OF BIRTH	CITY (Do not abbreviate)	STATE OR FOREIGN COUNTRY (Do not abbreviate)	<b>FCI</b>
<b>6</b>					<b>7</b>		<b>8</b>				
<b>MNA</b>	MOTHER'S NAME AT HER BIRTH			First	Middle	Last (Her maiden name)					
<b>9</b>											
<b>FNA</b>	FATHER'S NAME			First	Middle	Last					
<b>10</b>	a. Has a Social Security number card ever been requested for the person listed in item 1?			b. Was a card received for the person listed in item 1?							
	<input type="checkbox"/> YES (2) <input type="checkbox"/> NO (1) <input type="checkbox"/> Don't Know (1)			<input type="checkbox"/> YES (2) <input type="checkbox"/> NO (1) <input type="checkbox"/> Don't Know (1)							
IF YOU CHECKED YES TO A OR B, COMPLETE ITEMS C THROUGH E; OTHERWISE GO TO ITEM 11.											
<b>SSN</b>	c. Enter the Social Security number assigned to the person listed in item 1.			<input type="text"/> <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/>							
<b>NLC</b>	d. Enter the name shown on the most recent Social Security card issued for the person listed in item 1			<b>PDB</b>	e. Date of birth correction (See instruction 10 on page 2)						
					MONTH	DAY	YEAR				
<b>DON</b>	TODAY'S DATE	MONTH	DAY	YEAR	<b>12</b>	Telephone number where we can reach you during the day. Please include the area code					
<b>11</b>						HOME	OTHER				
<b>ASD</b>	WARNING: Deliberately furnishing (or causing to be furnished) false information on this application is a crime punishable by fine or imprisonment, or both.										
<b>13</b>	IMPORTANT REMINDER: WE CANNOT PROCESS THIS APPLICATION WITHOUT THE REQUIRED EVIDENCE. SEE PAGE 1										
	YOUR SIGNATURE			<b>14</b>	YOUR RELATIONSHIP TO PERSON IN ITEM 1						
					<input type="checkbox"/> Self <input type="checkbox"/> Other (Specify) _____						
	WITNESS (Needed only if signed by mark "X")			WITNESS (Needed only if signed by mark "X")							





# PART III

## ■ ANSWER THE FOLLOWING QUESTIONS:

1. What is your middle name?

2. What is your mailing address?

3. What is your zip code?

4. What is your mother's maiden name?

5. What race are you?

6. Put your signature on this line.

7. What is your present age?

8. What must you do to get a Social Security card?

9. What must you do before filling out a form?

10. What does "unknown" mean?





# vocabulary

■ WRITE A SHORT DIALOGUE USING THE FOLLOWING WORDS:

**FORM, CAREFULLY, PRINT, MARK,  
ORIGINAL, RACE, LAST NAME, DATE  
OF BIRTH, WITNESS, CITIZEN**

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# AN EDUCATION IN MEDICINE

# 14 Lesson fourteen

Fourteenth(14th)  
Lesson



**LISTEN AND READ.**



The distinctive feature of a medical education is how completely theoretical and scientific knowledge is fused with the results derived from experience. It must be remembered that the clinical teacher has an immediate responsibility to patients as well as to his or her students. This double load of theory and practice is particularly heavy when great advances are being made in medical science.

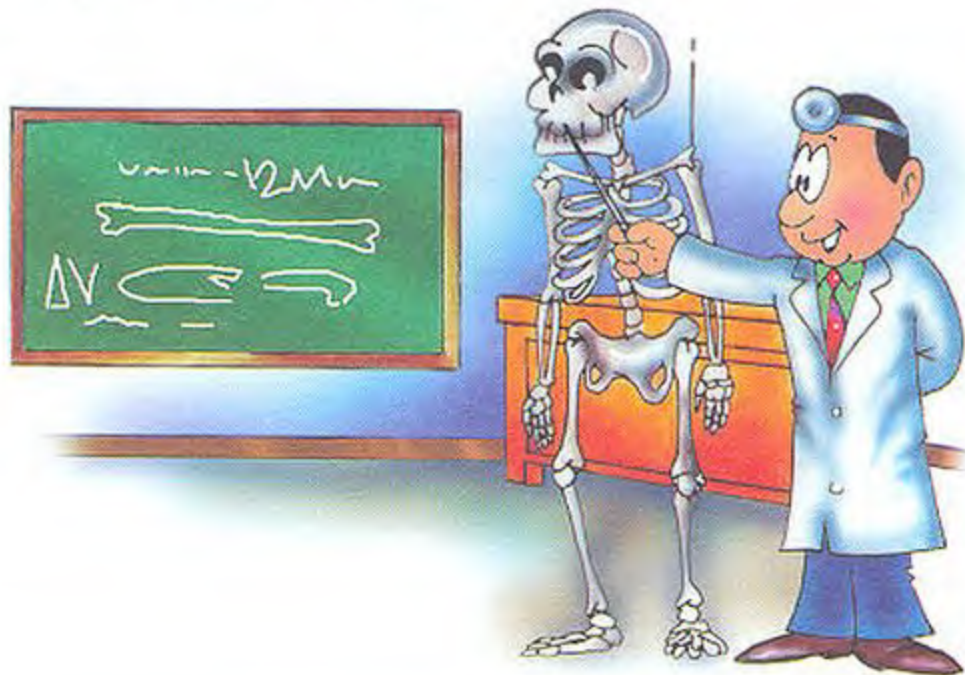
In most countries students must complete a four-or five-year medical education in order to obtain a license to practice. After that, a practitioner of any branch of medicine needs at least four years to complete reasonably adequate training.

The premedical courses required in most countries are in the subjects of physics, chemistry and biology. Graduation from a recognized high school is required. Each of the courses should include laboratory periods from two to six hours a week for a full semester.

However, the extent of the students' familiarity with the use of instruments and laboratory procedures varies widely from country to country depending on the funds each country can use to support this expensive instruction.

The medical schools begin their work with the study of the structure of the body and its formation: anatomy, histology and biology.

The sequence of the courses and the emphasis the schools give certain areas may differ from country to country, but medical schools should by all means adhere to the following basic pursuits: superior quality in the teaching staff, a high ratio of teaching staff to students, and adequate funds for laboratory work and research.





# PART II

## ■ ANSWER



1. Is medical education based only on theory and science?  
\_\_\_\_\_
2. How long does it take students to get a license to practice?  
\_\_\_\_\_
3. How can financial matters affect the quality of a medical education?  
\_\_\_\_\_
4. Why should medical schools be very careful about the selection of the teaching staff? \_\_\_\_\_
5. Which pursuits should be followed by all schools?  
\_\_\_\_\_



## DIALOGUE APPENDICITIS



### AT HOME

MR. STEPHENSON: Hi, honey. I'm back from work.

HELEN: Hi, darling. What's wrong with you? You look so pale and tired.

MR. STEPHENSON: Oh, I don't know. About two hours ago I began to feel awful.

I've got awful pains in my stomach.

HELEN: You have to see a doctor at once. Let me take you to the hospital.

### AT THE HOSPITAL

DR. KRAMER: Hello, I'm Dr. Kramer. What seems to be the trouble? What brings you to the emergency room?

MR. STEPHENSON: It's this awful pain in my stomach.

DR. KRAMER: When did this pain start?

MR. STEPHENSON: Last night. Up here, but now it's here, and it really hurts.

DR. KRAMER: How was it this morning?

MR. STEPHENSON: Well, it wasn't really very bad. The pain came and went, and I even did some work in my office, but now I can't stand it any more. It's killing me.

DR. KRAMER: Have you lost your appetite?

MR. STEPHENSON: Oh, sure. I haven't had anything to eat since yesterday evening. I can't even look at or smell food.



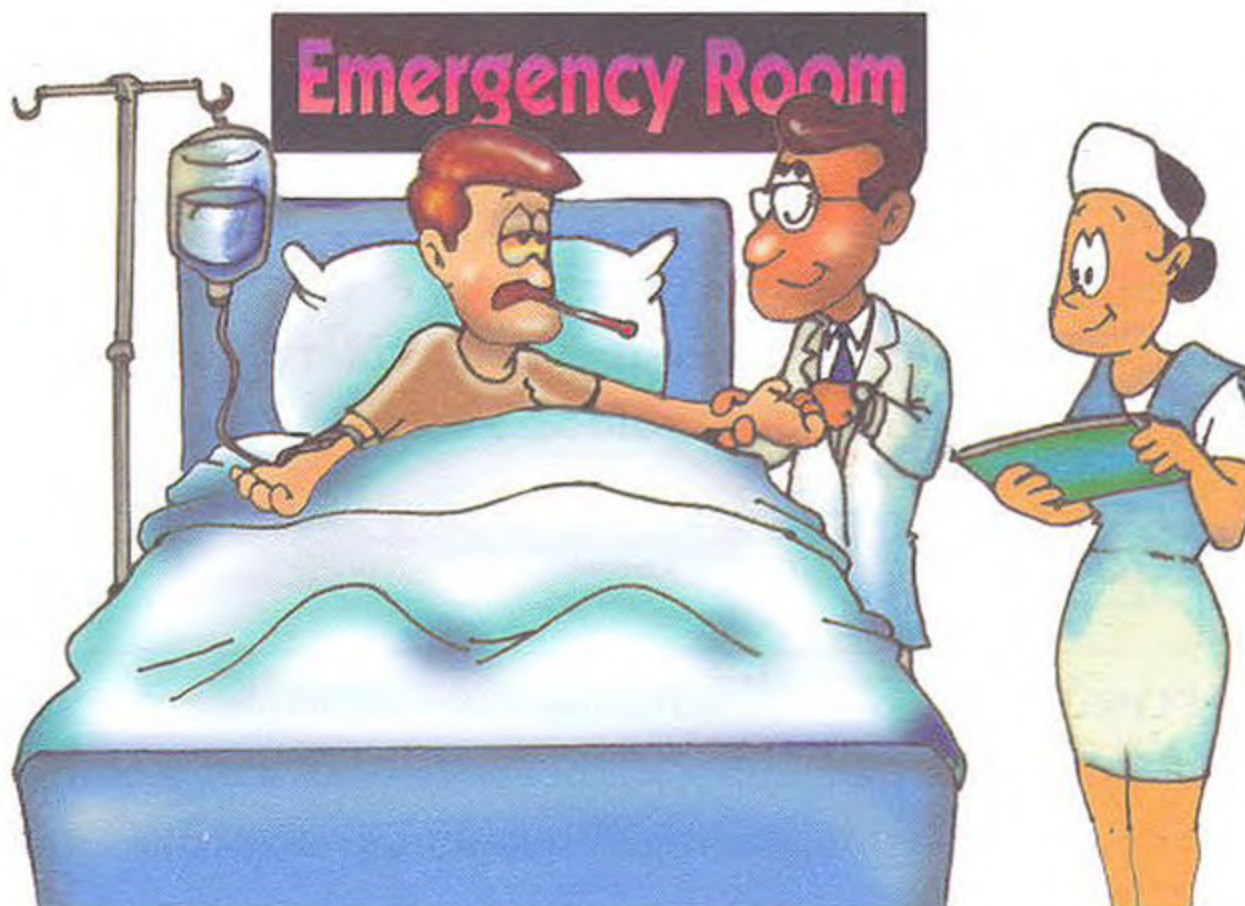




**DR. KRAMER:** How about nausea and vomiting?

**MR. STEPHENSON:** Last night it was really bad. I was vomiting about every two hours. It's a little better now.  
Oh, oh, it's coming again.

**DR. KRAMER:** Nurse, please help us. It seems to be a case of appendicitis.





■ GIVE YOUR OWN ANSWER:



1. Have you ever had an X-ray? Explain.

2. Have you ever fractured a bone? If so, when and where?

3. Have you ever had an accident or felt ill during a holiday?

What happened?

4. How did it affect your vacation?

5. Were you insured against illness and accidents?

■ GIVE YOUR OWN ANSWER:



**DOCTOR:** You don't look very well today.

**YOU:**

**DOCTOR:** What seems to be the trouble?

**YOU:**

**DOCTOR:** I see. Do you smoke?

**YOU:**

**DOCTOR:** How often do you exercise?

**YOU:**

**DOCTOR:** How is your appetite? Do you eat well?

**YOU:**

**DOCTOR:** You seem a little overweight. Roll up your sleeve.

I want to check your blood pressure. Your blood pressure is down.

That's good, but you really should lose some weight.

**YOU:**

**DOCTOR:** Fine, does your knee or ankle swell?

**YOU:**

**DOCTOR:** I think you are suffering from arthritis, but it's nothing serious. Take these pills every six hours for a month. On this sheet of paper you will find some recommendations you should follow.

Then come to my office in two weeks.

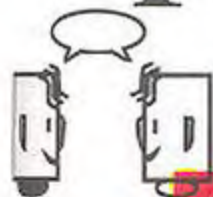






## PART III

# FUNCTION: HEALTH PROBLEMS



■ DIALOGUE.

### 1. Talking about health problems:

- |                        |                                 |
|------------------------|---------------------------------|
| - What's the matter?   | - I don't feel well.            |
| - What's wrong?        | - I think it's something I ate. |
| - How do you feel?     | - I feel terrible.              |
| - Does it hurt?        | - Yes, very much.               |
| - How are you feeling? | - Not so well.                  |

### 2. Giving advice on health problems:

- |                         |                                          |
|-------------------------|------------------------------------------|
| - I have a sore throat. | - You should see a doctor.               |
| - I have a toothache.   | - Make an appointment with your dentist. |
| - I have the flu.       | - Take this medicine.                    |
| - I have a fever.       | - Why don't you go to the doctor?        |
| - I feel awful.         | - You'd better stay in bed.              |





# vocabulary

■ WRITE SENTENCES IN FUTURE TENSE FOR THE FOLLOWING VERBS:

**FUSE, MAKE, OBTAIN, REQUIRE,  
RECOGNIZE, SEEM, HURT, INSURE,  
TAKE, FOLLOW**

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■ LISTEN AND READ.

Dear counselor:

Three years ago I sold my home in California and moved to Rhode Island to be with my son. His wife suddenly left him and their two little girls, who were 10 and 14.

Three months after I arrived, my son was stricken with a heart attack and died. His wife came to the funeral and we had a talk about the girls. She said that she was not able to take care of them and that I could do whatever I wished as long as I didn't let them become wards of the state. I decided to move back to California and take the girls with me.

I have raised seven children, including two sets of twins. I still have a 31-year old handicapped daughter at home. My little grand-daughters are lovely. I can't understand why their mother refuses to make an effort to keep them with her.

Nearly every week she writes telling them how much she loves them. This really burns me up. The woman has made no effort whatsoever to support them. The entire burden has been on me.

Do you feel that I should allow this derelict mother to continue writing these letters? Please advise.

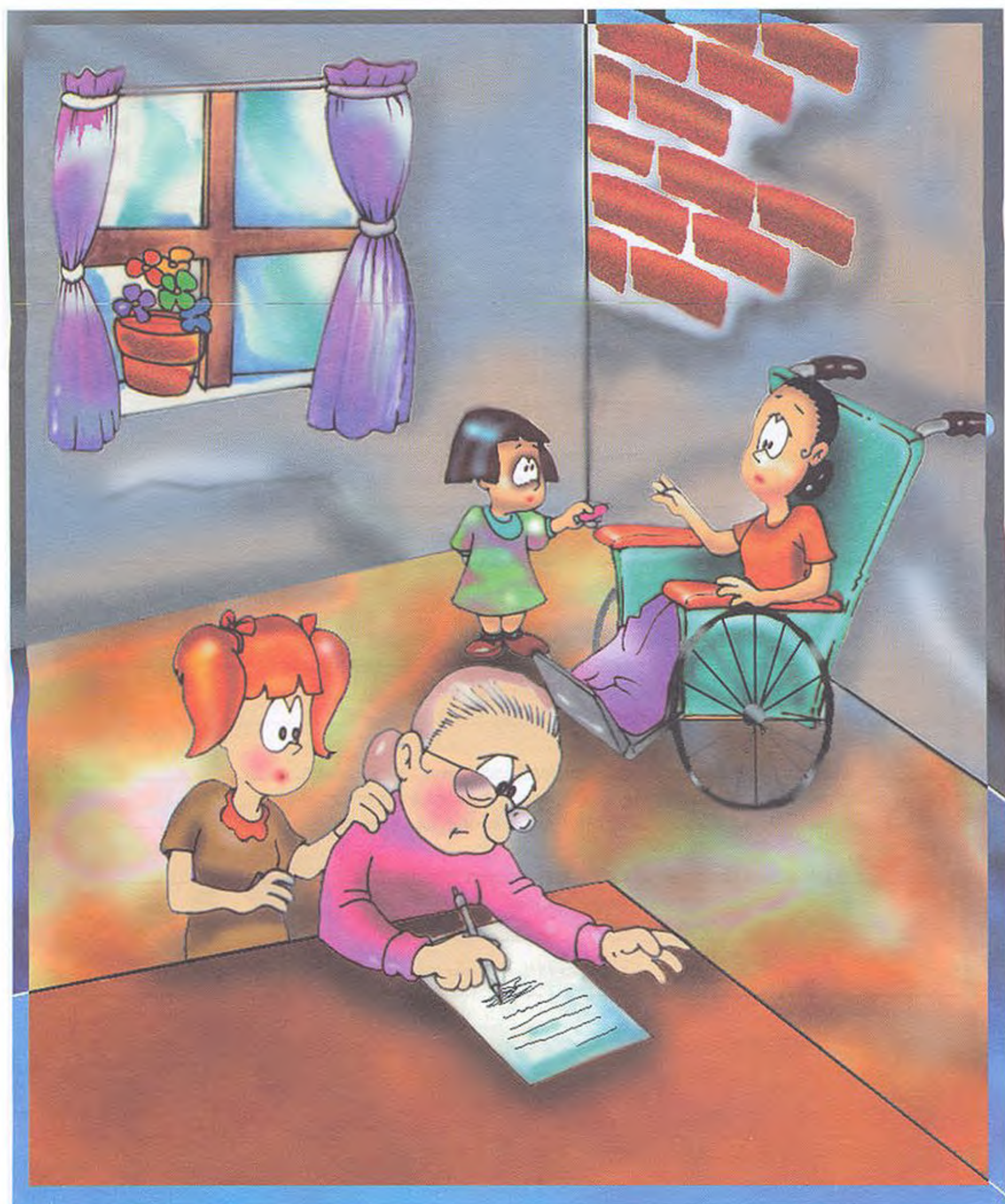
*Resentful mother-in-law.*

**Dear Resentful:**

Your granddaughters need all the love they can get. Even though their mother abandoned them, she may still care deeply. Please find it in your heart to forgive the woman and allow her to maintain this bridge. Bridges are far better than walls.









■ ANSWER:



1) When did the lady sell her house in California?

\_\_\_\_\_

2) Why did she move to live with her son and two granddaughters?

\_\_\_\_\_

3) What happened three months after her arrival?

\_\_\_\_\_

4) Why did the mother-in-law agree to keep the girls with her?

\_\_\_\_\_

5) Did she resent having to take care of her granddaughters?

\_\_\_\_\_

6) What did she complain about?

\_\_\_\_\_

7) What was the counselor's advice?

\_\_\_\_\_

8) Would you forgive the woman?

Give reasons to support your answer. \_\_\_\_\_

\_\_\_\_\_



*A year passed. The girls' mother came back and said she was ready to take them to live with her for good. Her mother-in-law couldn't help remembering the woman had abandoned her daughters without giving any acceptable reason.*

■ WHAT DO YOU THINK "RESENTFUL" SHOULD DO? TAKE A STAND.



1) Blame her for it and not let her have the girls back?

\_\_\_\_\_

\_\_\_\_\_

2) Forgive and let her have the girls back?

\_\_\_\_\_

\_\_\_\_\_

3) Forgive her and not let her have the girls back?

\_\_\_\_\_

\_\_\_\_\_

4) Let the girls decide whether they're willing to go back to their mother or stay with their grandmother?

\_\_\_\_\_

\_\_\_\_\_

5) Other: \_\_\_\_\_

\_\_\_\_\_







## DIALOGUE

## HELP ME MAKE UP MY MIND



Susan Black has been working in a travel agency where she has gained a lot of experience in dealing with people and in helping them to solve problems related to their traveling plans.

She has also been learning Spanish and improving her German. Now she thinks she is ready to start a new career as a flight attendant. Though she has made up her mind, she asked some relatives and friends.

They all had different points of view about her decision.

## HER MOTHER

**SUSAN:** Mom, what would you think if I told you I intend to get a job as a flight attendant?

**HER MOTHER:** Well, if I were you, I would.

**SUSAN:** Oh, Mom, you're not kidding, are you?

**HER MOTHER:** No, I'm not. Look, I've been married since I was nineteen, and what have I done with my life? All the time doing the same old things, cooking, cleaning and running errands.

**SUSAN:** But you've visited many countries.

**HER MOTHER:** It's different. I had to travel with the family. Have a good time while you can.





## HER AUNT

- AUNT:** Susie, I heard you were looking for a job with an airline... as a flight attendant.
- SUSAN:** I was about to tell you about it. I need your opinion.
- AUNT:** I think it's a good idea. You'll certainly see quite a large part of the world.
- SUSAN:** Would you say this is the right time for me to do it?
- AUNT:** Well, that's the problem. Why don't you wait until you get a little more experience?
- SUSAN:** All right. I'll think it over.



## HER BEST FRIEND

- SUSAN:** Barbara, I know you worked as a flight attendant three years ago.
- BARBARA:** Yes, but fortunately I gave it up.
- SUSAN:** Why fortunately?
- BARBARA:** Well, you know... everybody thinks it's a glamorous life, but as a matter of fact, I was a flying waitress and nursemaid.
- SUSAN:** Are you serious?
- BARBARA:** I couldn't be more serious. It's not the sort of job I would like for my daughter.
- SUSAN:** Oh, no!





# PART II

## FUNCTION: GIVING ADVICE

ADVICE	RESPOND
a) Have you ever thought about...(ing)	a) Yes, I have but...
b) Why don't you...	b) Would you? Why?
c) It might be a good idea to...	c) Why do you say that?
d) It seems to me that you should...	d) Really? Why?
e) You'd better...	e) Do you really think so?

## WRITING A DIALOGUE

### ■ WRITING A DIALOGUE

*A gardener found a bag full of money while he was working in your garden.*

Give advice about what you think he should do with the money.





# vocabulary

■ WRITE SENTENCES IN THE SIMPLE PRESENT TENSE FOR THE FOLLOWING VERBS:

**SELL, LEAVE, STRIKE, DECIDE, REFUSE,  
ALLOW, INTEND, MARRY,  
THINK, FLY**

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# PART I

# HOUSEKEEPING

# 16

## Lesson

## sixteen

Sixteenth (16th)  
Lesson



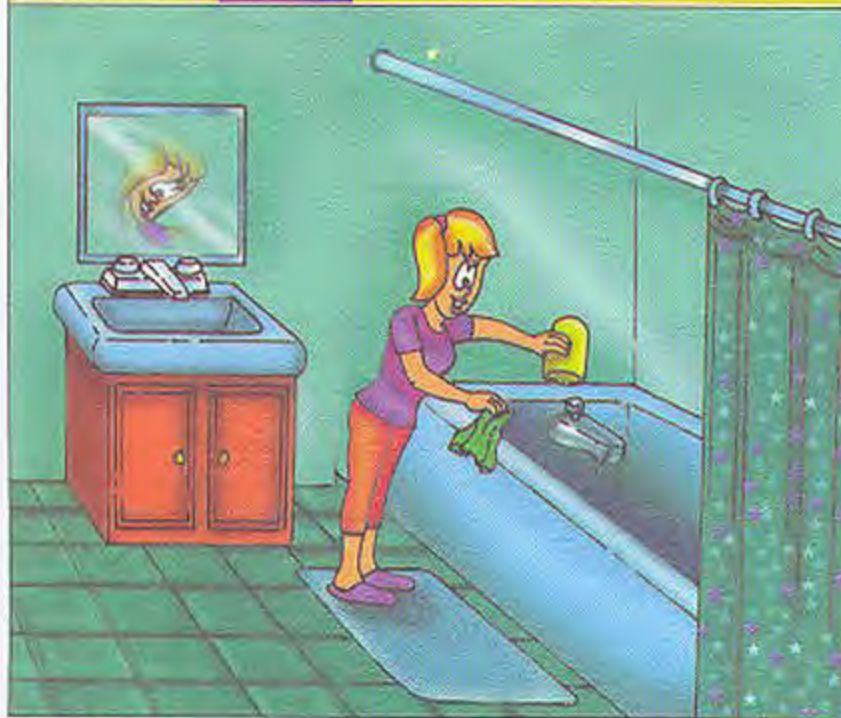
■ LISTEN AND READ.

Twenty years ago most women stayed home and spent their lives caring for children and running a household. Daily chores like cleaning, washing dishes and cooking took the best part of their lives.

Today most women work either full or part-time outside of their homes. Families are smaller and there are more labor-saving appliances.

According to a poll conducted by the Gallup Organization, washing dishes is the most hated task of all for women. The second most hated task in housekeeping is cleaning the bathrooms; third, ironing; and fourth, scrubbing floors.

Women in western states don't like vacuuming. Women in central states hate dusting. Women in southern states hate cooking, but they don't mind dusting and ironing.





# CHART OF MOST HATED HOUSEKEEPING TASKS



OBSERVE.

## GALLUP POLL RESULTS

WASHING DISHES	47%
CLEANING BATHROOMS	40%
IRONING CLOTHES	33%
SCRUBBING FLOORS	29%
CLEANING	25%
VACUUMING	21%
COOKING	16%

DECIDE WHETHER THE FOLLOWING STATEMENTS ARE *TRUE* OR *FALSE*



- ☐ 1. Most women hate cooking.
- ☐ 2. Labor-saving appliances enable many women to work out of their homes.
- ☐ 3. Twenty years ago women had little time to care for children.
- ☐ 4. According to the Gallup Poll results, most women prefer washing dishes to cooking.
- ☐ 5. Women in southern states hate ironing

## PART II



## DIALOGUE

### ARE WE SPENDING OUR MONEY WISELY?



**MR. SMITH:** I'd like to talk to both of you about the money situation in our family.  
I make good money and you two spend it all.

**CLAUDIA:** Look, Dad, I really think this is ridiculous. You make so much money that you don't know how to spend it.

**MRS. SMITH:** Prices have really gone up in the last year. You don't buy food for this family, I do.  
And I know how much things cost.

**MR. SMITH:** I want each one of us to keep a record of everything that we pay for.

**CLAUDIA:** I'm not going to do that!

**MRS. SMITH:** We can't do that!





**MR. SMITH:** I insist on it. I'm not throwing my money away anymore.

**CLAUDIA:** What would you do with it anyway? You can't eat it. What are you going to do?

**MRS. SMITH:** When you die you can't take it with you.

And besides, you don't know how much prices have increased.

You don't give me half enough to support this family.

**CLAUDIA:** Why don't you make more money if you're so worried about it?

**MRS. SMITH:** I have to buy groceries every month and you don't give me enough.

**MR. SMITH:** How much more money do you want?

**MRS. SMITH:** At least twice as much. Have you looked at the prices recently?

**MR. SMITH:** You can't have twice as much money.

**CLAUDIA:** Oh, there he goes again.



■ **ANSWER:**



1. Do they belong to a poor family?

2. Why does Mrs. Smith need more money for food?

3. Do the women agree to keep a record of all their expenses?

4. What is the man reluctant to continue doing?

5. Does Mrs. Smith accept her husband's reasons?

6. What does Claudia advise her father to do?

7. How much more money does Mrs. Smith expect to get from her husband?

8. Have prices gone down recently?







## FUNCTION: ARGUING



You don't have any idea about it.  
 I think this is ridiculous.  
 I know what's good for us.  
 I'm not going to do that.  
 We can't do that...  
 It's no use trying to make you understand.  
 You must be out of your mind.  
 Who do you think you're speaking to?  
*There you go again...*  
 It's useless to talk to people like you.

■ WRITE A SHORT DIALOGUE (ABOUT 10 LINES)

Sammy, who is 9 years old, is trying to convince Robert, his father, to increase his weekly allowance.





# vocabulary

■ WRITE A DIALOGUE USING AS MANY OF THE WORDS BELOW AS POSSIBLE.

**CHORE, DAILY, SPEND, TASK, PAY,  
ENABLE, GROCERIES, EXPENSES,  
RELUCTANT, ALLOWANCE**

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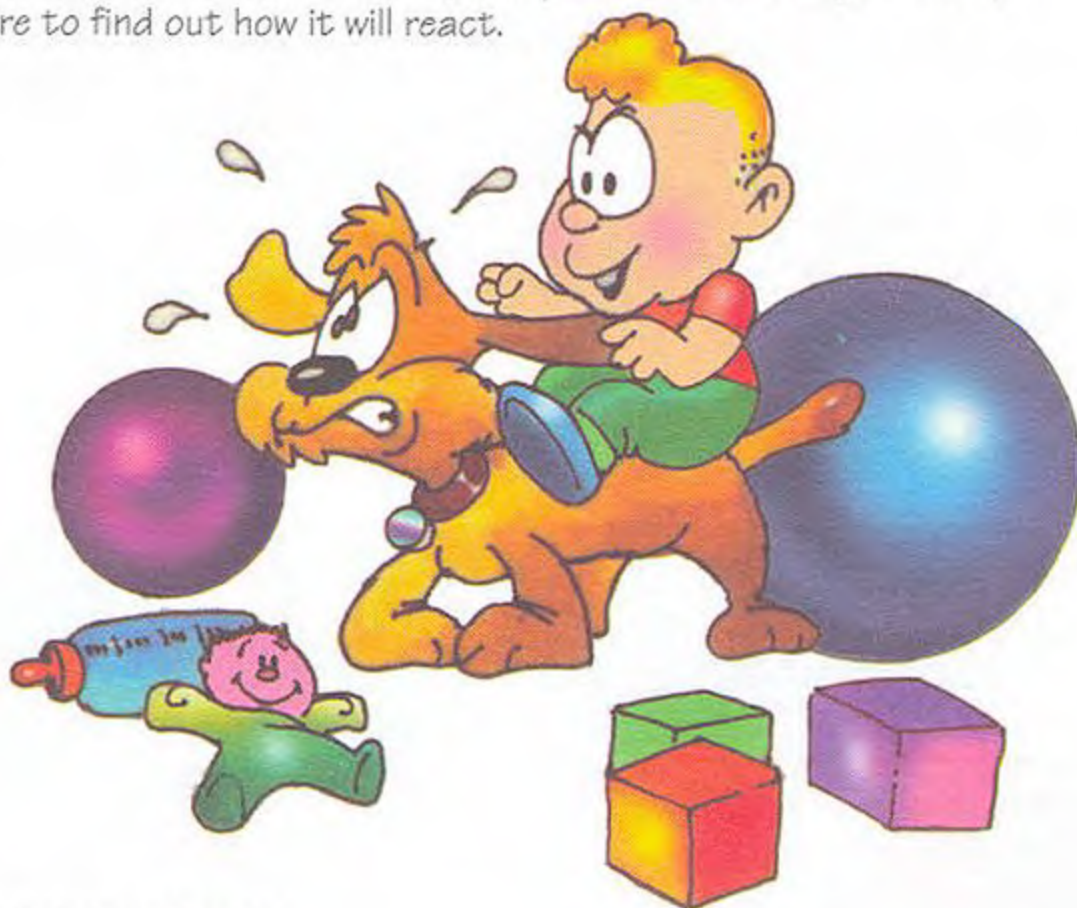
# WHAT CAN YOU DO ABOUT A TWO YEAR OLD CHILD?



■ LISTEN AND READ.

Parents of two year old children constantly struggle, searching for ways to survive that turbulent period known as the “terrible two’s”.

When your own two-year-old misbehaves, it’s usually because of his natural curiosity. It isn’t cruelty that causes him to jab a pencil into the dog’s mouth, but a genuine desire to find out how it will react.



## ■ GIVE YOUR OWN ANSWERS:



1. What threat do you usually use with your children? (if you have any).  
\_\_\_\_\_
2. What is the most appropriate way to discipline a small child?  
\_\_\_\_\_
3. What would you do in case of a real discipline emergency?  
\_\_\_\_\_
4. How is curiosity different from misbehavior?  
\_\_\_\_\_
5. Were you curious as a child? What kind of trouble did your curiosity get you into?  
\_\_\_\_\_







As a guide to parents we recommended the following graded threat sequences:

1. YOU'RE GOING TO GET HURT OR HURT SOMEBODY ELSE.
2. YOU'RE GOING TO MAKE ME VERY ANGRY.
3. YOU'RE GOING STRAIGHT TO YOUR ROOM.
4. I'M GOING TO TELL YOUR FATHER.
5. I'M GOING TO TELL SANTA CLAUS.
6. I'M NOT GOING TO GIVE YOU ANY CANDY.
7. I'M VERY ANGRY NOW.
8. I'M GOING TO GIVE YOU A GOOD SMACK.
9. I MEAN IT.
10. I REALLY MEAN IT.
11. I'M NOT KIDDING.
12. (SMACK)

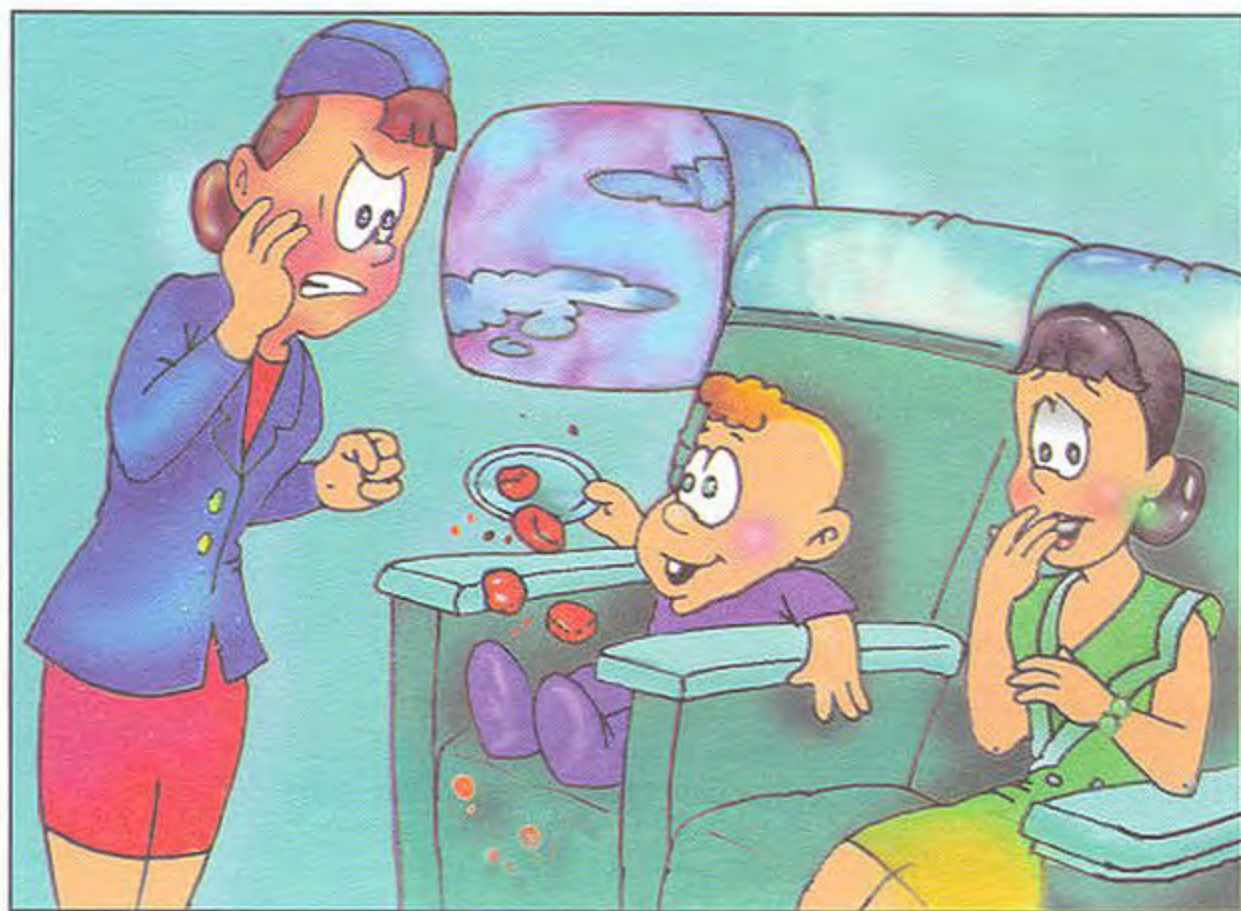




# A TWO YEAR OLD ON A PLANE



■ LISTEN AND READ.



The flight attendant had a terrible time on a trip across the country. There was bad weather and the passengers were complaining.

There was a two year old child running up and down the aisle shouting and hitting people and making all sorts of noises. As he was running, he almost knocked the flight attendant into the lap of a gentleman. The flight attendant smiled quietly and whispered into the child's ear: "Little boy, why don't you go and play outside?"

## ■ ANSWER:



1. What sort of trouble was the stewardess having?

2. Why did the passengers feel annoyed?

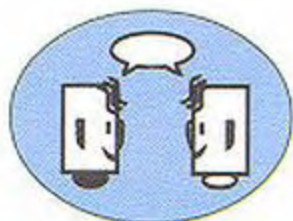
3. Who is to blame for the child's misbehavior?

4. Why do you think she told the child to go outside and play?

5. Were you a misbehaving child?







## DIALOGUE

# MOM, I WANT TO GO OUT.



**SAMMY:** Mom.

**MRS. STEPHENSON:** Yes, Sammy?

**SAMMY:** I don't feel like doing homework.

**MRS. STEPHENSON:** Well, that's something you have to do, so you'd better start right now.

**SAMMY:** Oh, I've finished for tonight.

**MRS. STEPHENSON:** What are you doing now?

**SAMMY:** Nothing. I'd like to go out and ride my bike.

**MRS. STEPHENSON:** No, it's too late. It's quite dark.

**SAMMY:** I wish it were summer, so that I could go out after I've finished my homework.

**MRS. STEPHENSON:** It will be summer sooner than you think, and please stop making that noise with your feet.

**SAMMY:** I wish I could find something to do.

**MRS. STEPHENSON:** It's a pity you don't collect stamps anymore.

**SAMMY:** I got tired of sticking little pieces of paper in an album.

**MRS. STEPHENSON:** I bought that album for you because you kept asking for it. I wish I hadn't bought it.

**SAMMY:** I'm sorry Mom. But I just want to do something different.

**MRS. STEPHENSON:** O.K. Sammy, I understand. Why don't you join the Boy Scouts?

**SAMMY:** Gee! Are you sure I can?

**MRS. STEPHENSON:** Quite sure. See the Scoutmaster tomorrow.

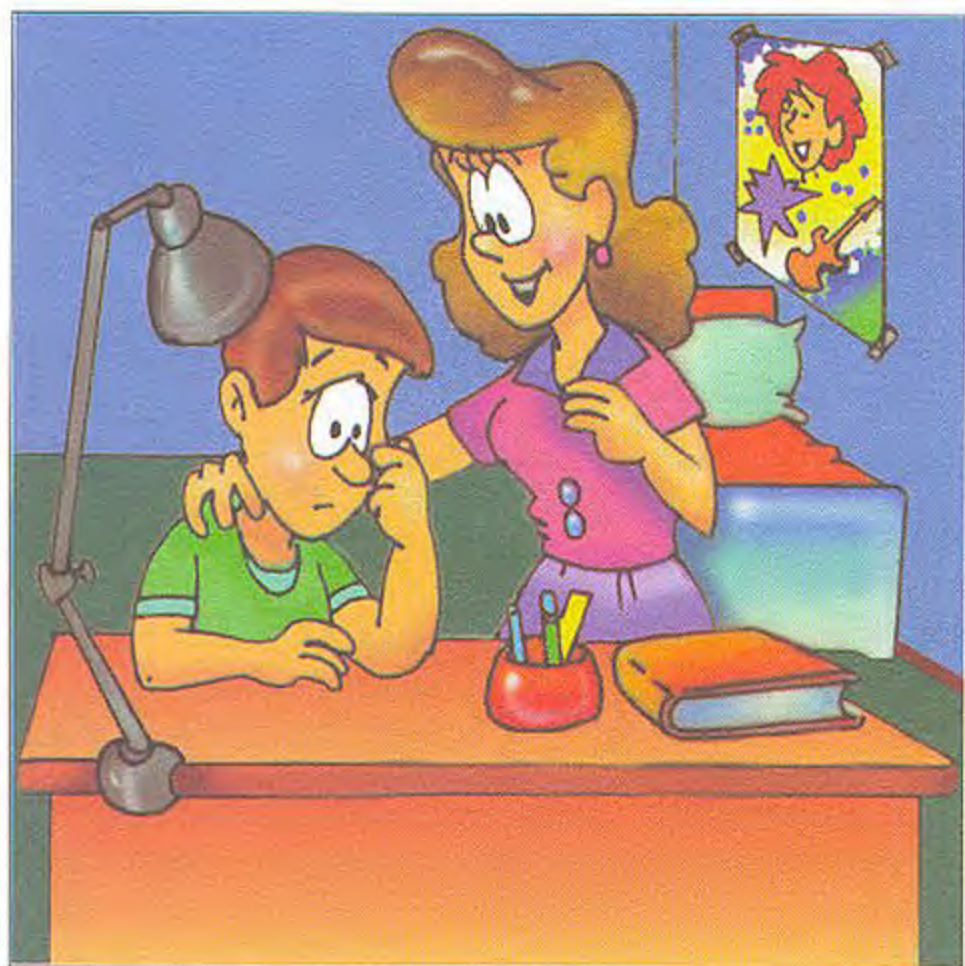
**SAMMY:** Can I go out and tell my friend Darryl?

**MRS. STEPHENSON:** No, Sammy, it's too late. Tell him about it tomorrow at school. You must go to bed in a minute.

**SAMMY:** I wish I didn't have to go to bed at eight o'clock. I wish I were older!







**BOY SCOUTS:**

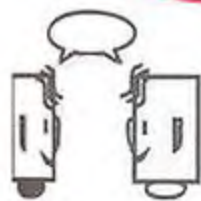
**GEE!!**



## PART II

■ DECIDE WHETHER THE FOLLOWING STATEMENTS ARE *TRUE* OR *FALSE*.

- ☐ 1. Sammy feels happy about his homework.
- ☐ 2. Sammy used to collect stamps but he doesn't like it anymore.
- ☐ 3. His father gave him a stamp album.
- ☐ 4. His mother suggests that he becomes a boy scout.
- ☐ 5. Sammy was allowed to go out and tell his friend Darryl about his decision.



■ DIALOGUE.

■ FUNCTIONS: PERMISSION

Mom, may I go out? ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ -Not until you finish your homework.

Would you let me watch T.V.? ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ -I will if you clean your room.

Do you mind if I close the window? ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ -Not at all.

Could it be possible for me to turn in the report next week? ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ -It's okay with me.

I wonder if I can see you again tomorrow morning. ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ -Sure, why not?





# vocabulary

■ WRITE A SHORT ESSAY USING THE FOLLOWING WORDS:

**MISBEHAVE, CURIOSITY,  
DESIRE, WHISPER, THREAT, SORTS, ANNOY, QUITE,  
FEEL, OUTSIDE**

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## SPORTS

# 18

## Lesson

### eighteen

Eighteenth (18th)  
Lesson



Baseball is a favorite sport in the United States. Little boys play baseball in parks, empty lots, streets and alleys. Soccer, on the other hand, is preferred by most people in Europe and in most Latin American countries.

Officially, the baseball season is from April to September. At the end of the season the two teams play against each other to find the winner of the "World Series". Excitement and tension rise in cities all over the country. Fans make long trips to watch the games and to shout from their seats in the bleachers.

American football which begins its season in autumn, attracts greater crowds at each game than basketball. There are many huge stadiums throughout the country, some seating 100,000 or more.





Basketball season follows football season. The game was invented in the United States, to provide an indoor game that could be played in the evening and during the winter. Its fast plays and high scores make it a fascinating game to play and watch.

Just in recent years, winter sports have become extremely popular. Cities have ice-skating rinks where skaters can practice all year round when the ponds are no longer frozen. Ski resorts have become a thriving business, and ski lifts, once a real novelty, are springing up on slopes all over the northern part of the U.S., wherever snow can be expected.

Americans have certainly become more sports oriented in recent years and the increased sale of sports equipment shows the rising interest.

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**■ ANSWER THE FOLLOWING QUESTIONS:**



1. What's the "World Series"?

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2. Where is soccer played?

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3. How many months does the baseball season last?

---

4. Why are football stadiums bigger than baseball stadiums?

---

5. Why can people play basketball in the winter?

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6. What makes it possible to skate in the summer?

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7. Does the football season begin in summer?

---

8. Where was basketball invented?

---

9. Why was it invented?

---

10. Why is basketball fascinating to watch?

---







## DIALOGUE

## GOING TO A BALL GAME



**MR. THOMAS STEPHENSON TAKES HIS DAUGHTER, SALLY, TO A BASEBALL GAME.**

**THOMAS:** Will you hurry up Sally? The game has already started.

**SALLY:** It's not my fault if we're late. It took you a long time to park the car.

**THOMAS:** O.K. Let's hurry, our seats are over there.

**SALLY:** You know I can't sit in the sun. It isn't very good for my complexion.

**THOMAS:** You won't have to sit in the sun. Our seats are in the grandstand.

**SALLY:** Are the bleachers numbered?

**THOMAS:** Yes, they are. Hey, look at those two seats behind home plate.

**SALLY:** Well, here we are. I hope you will tell me about the game.

**THOMAS:** Sure. Good heavens! They've already been playing for over twenty minutes.  
The Yankees scored two runs in the second inning.

**SALLY:** There are nine innings in a game, aren't there?

**THOMAS:** That's right. Except when the score is tied after completing the ninth inning.  
Then they play extra innings until the tie is broken.

**SALLY:** Who's that man getting ready to throw the ball?

**THOMAS:** That's the pitcher.

**SALLY:** And I suppose the player who will try to hit the ball is the batter, isn't that right?

**THOMAS:** Oh, you seem to know much more about baseball than I imagined. Look... the pitcher has thrown the ball.

**SALLY:** And the batter has missed it. That man dressed in blue and wearing a mask has just shouted, "strike!"

**THOMAS:** That's the umpire. He decides whether the pitcher has thrown a ball or a strike.

**SALLY:** He must be an important person.

**THOMAS:** Yes. Though some fans wouldn't agree with you, especially when his decision goes against their favorite team. Well, The Yankees beat the Red Sox two to nothing.







■ ANSWER:



1. Did they get to the game late?

---

2. What's the relationship between Mr. Stephenson and the girl?

---

3. Where are they going to sit?

---

4. What happens when the score is tied after finishing the ninth inning?

---

5. Why do some fans, occasionally, hate the umpire?

---





**GIVE YOUR OWN ANSWER:**



1. Do you practice any sports?

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2. If yes, which one?

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3. Which sport would you like to begin practicing?

---

4. In your opinion is it necessary to practice some kind of sport?  
Why/Why not?

---

5. In your country, which sport is the most popular?

---



**OBSERVE.**

**FUNCTION: COMPLAINING**



**I HATE... ——— DON'T YOU JUST HATE...?**

**I DON'T LIKE... ——— I CAN'T STAND..., CAN YOU?**

**I'M TIRED OF... ——— I'M FED UP WITH...**

**I DON'T FEEL... ——— I'M DISAPPOINTED WITH THE WAY YOU BEHAVE...**



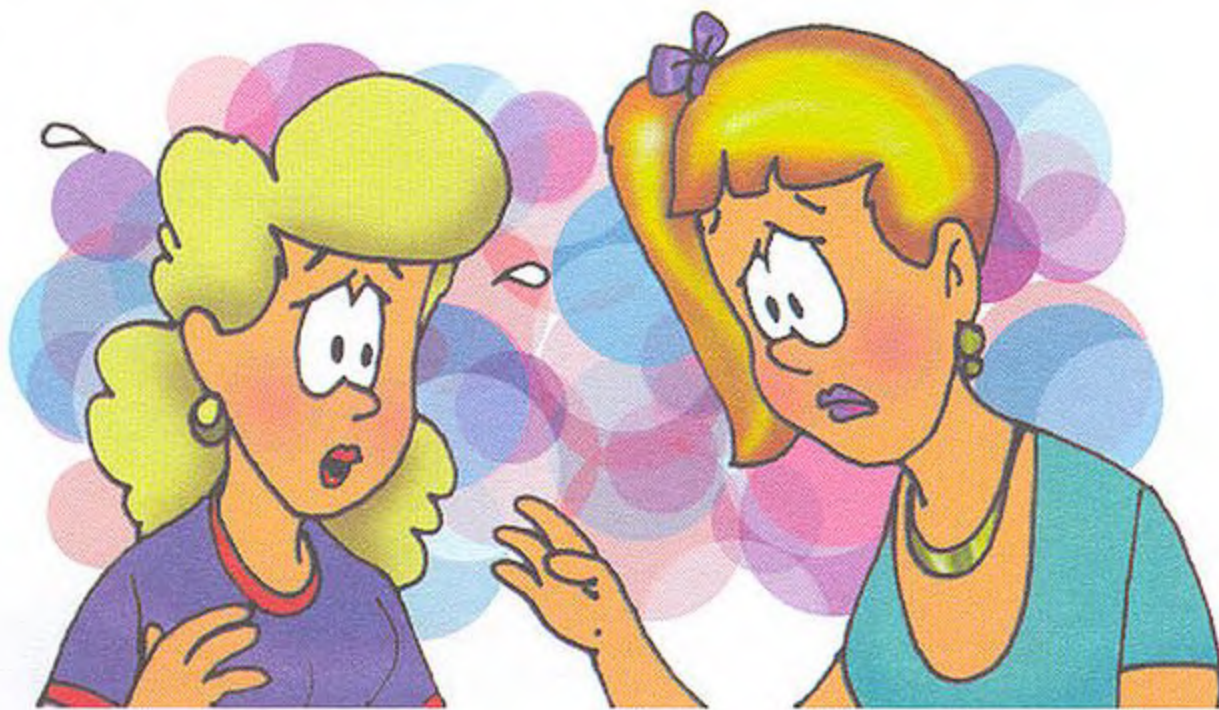


■ WRITE A DIALOGUE ABOUT THE FOLLOWING SITUATION



■ **LISTEN AND READ.**

You have been sick lately, you dislike your job, and the person you are in love with is dating someone else. Write a dialogue in which you talk to your best friend about your problems. You can use the expressions given above or any other ones you wish.

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# vocabulary

■ WRITE A SHORT ESSAY USING THE FOLLOWING WORDS:

**ALLEY, FANS, SHOUT, BLEACHERS, CROWDS,  
HUGE, SCORE, COMPLEXION,  
GRANDSTAND, TIED**

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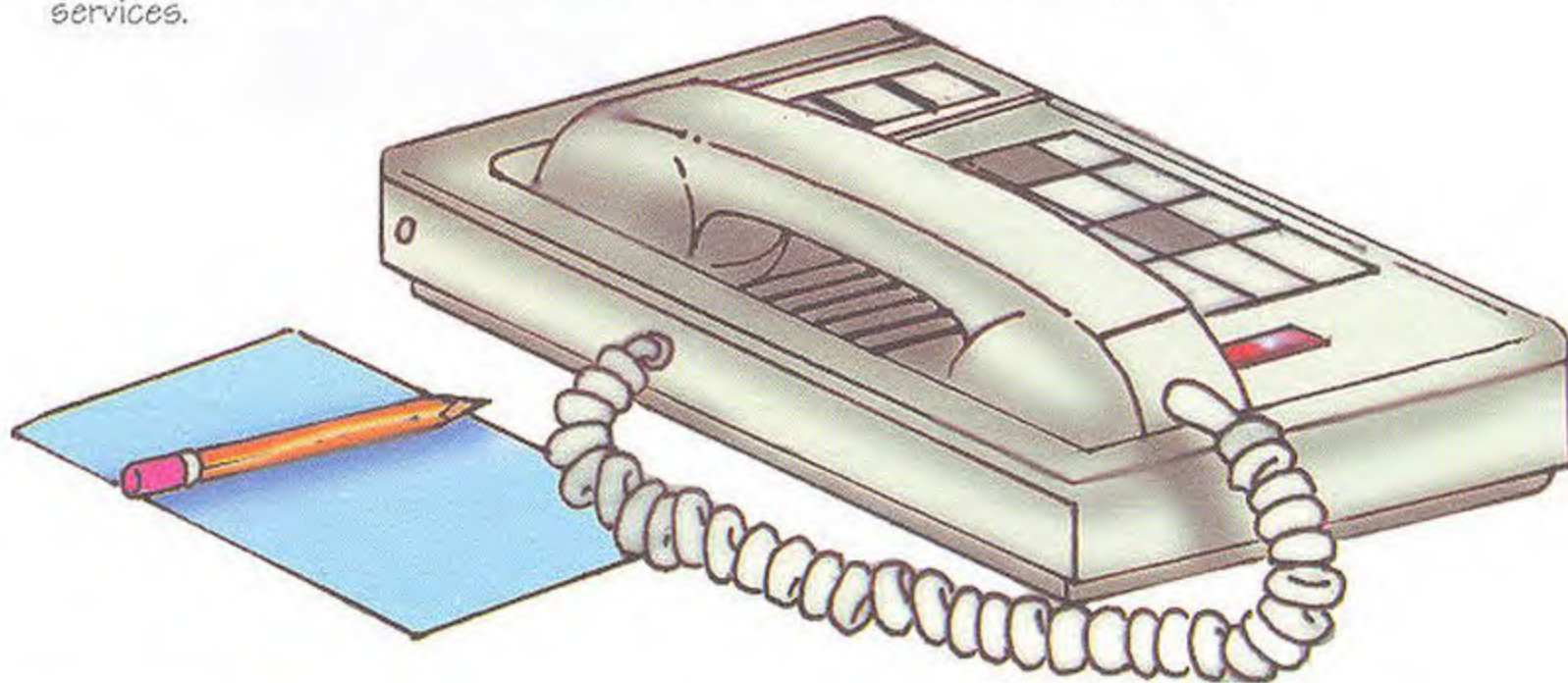




# THE TELEPHONE

Ever since the introduction of the telephone, there have been new problems arising from the carrying of signals or messages. In the beginning, each signal was carried by means of a pair of overhead wires; soon after, telephone exchanges were surrounded by thousands of wires. The cables replaced the wires. Each cable contained many pairs of wires and therefore they were capable of carrying many signals. These cables were laid underground and they replaced the overhead wires.

The more extensive, telephone services have become, the more the demand for these services has increased, particularly the demand for long distance services. Long distance telephone exchanges are usually located in crowded cities, where it is costly and inconvenient to lay new cables for expanding services.



## ■ ANSWER:



1. Why were wires replaced by cables?

2. Where were these cables laid? What does that mean?

3. What kind of telephone service has increased its demand?

4. Why are long distance telephone exchanges usually located in crowded cities?

5. Why has the demand for long distance services increased?



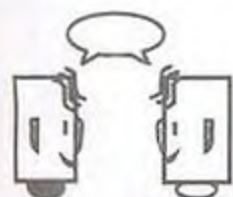


■ GIVE YOUR OWN ANSWER:



1. Do you like to talk on the phone for long periods?  
\_\_\_\_\_
2. Who do you often call?  
\_\_\_\_\_
3. Are your monthly phone bills too high? Why/why not?  
\_\_\_\_\_
4. Is the telephone service efficient in your country? Explain.  
\_\_\_\_\_
5. Describe the telephone of the future.  
\_\_\_\_\_

## PART II



■ DIALOGUE.



■ STUDY THE FOLLOWING DIALOGUES. PRACTICE THEM WITH A PARTNER.

1. A) Do you have a phone, Mr. Jones?  
B) No, but my cousin has one. His number is 699-7701.
2. A) I'd like the number of Perkins living on Third Street. (to the operator)  
B) There are many Perkins living on that street. Do you have a first name?  
A) I'm afraid I don't.  
B) It's impossible to find it without a first name.





3. A) What's your telephone number?  
B) 232-4860, and yours?
4. A) Long distance? I'd like to make a person-to-person call to Dan Osmond in Texas.  
B) Do you know the number?  
A) I'm sorry I don't.  
B) You'll have to call information. The area code is 996.
5. A) Hello, this is Alice. May I speak to Liz?  
B) No, I'm sorry. She's out.  
A) Would you please tell her I'll call again?  
B) Certainly.  
A) Thank you.
6. A) I'd like to speak to Mr. Frank Brown. Is he there?  
B) I'm afraid you have the wrong number. What number were you calling?  
A) I was calling Beverly Hills 7-2821  
B) This is Beverly Hills 7-2821. But there is no one by the name of Brown here.  
A) I must have made a mistake. I'm sorry to have bothered you.  
B) That's quite all right.
7. *Laura Bendix calls the operator.*  
A) Operator.  
B) Hello. This is a collect call, operator.  
A) What's your name?  
B) Laura Bendix.  
A) Can you spell that please?  
B) B-e-n-d-i-x  
A) Just a moment, please.  
B) Thank you.





# PART II



INSTRUCTIONS: CLARIFYING INFORMATION ON THE PHONE.

## I. ASKING FOR INSTRUCTIONS.

1. WHAT DO I DO TO  
WHAT SHOULD I DO TO  
HOW DO I



MAKE A CALL?

2. WHAT SHOULD I  
WHAT MUST I  
WHAT DO I HAVE TO



DO IF THE LINE  
IS BUSY?

3. IS THERE ANYTHING SPECIAL  
I SHOULD **{WATCH, LOOK}** OUT FOR?



## II. CLARIFYING INFORMATION ON THE PHONE

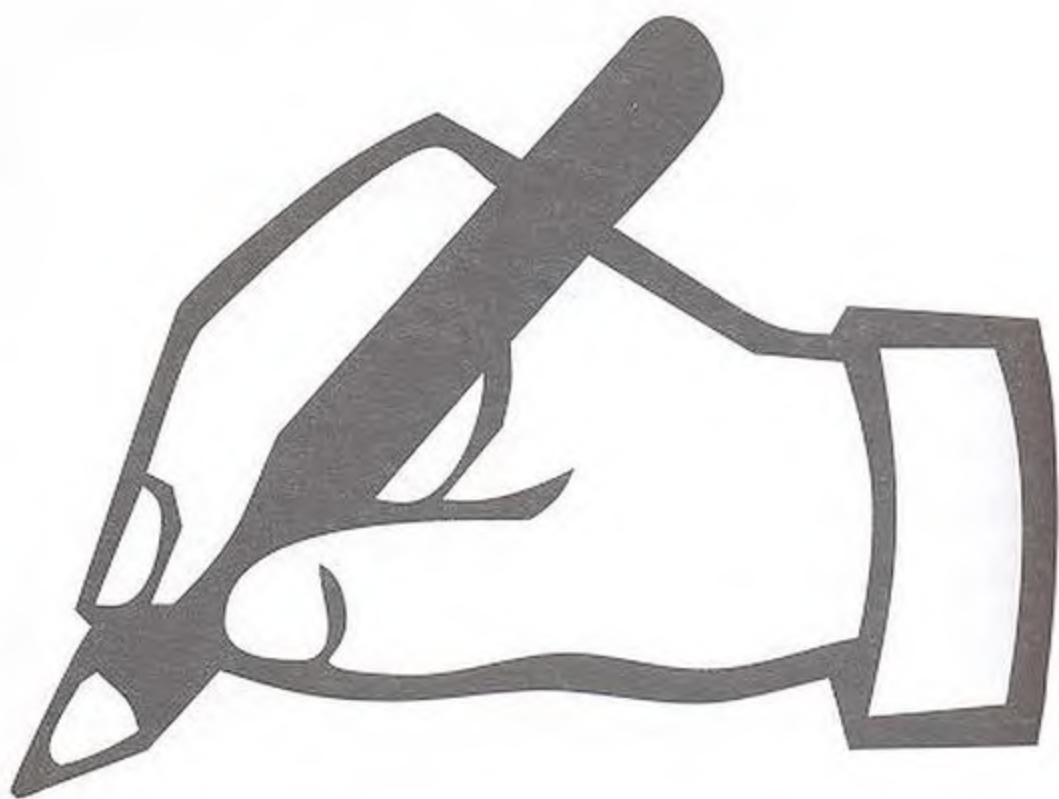
- COULD YOU SPELL THAT FOR ME, PLEASE?
- I CAN'T HEAR YOU. COULD YOU SPEAK A LITTLE SLOWER?
- COULD YOU SPEAK UP A LITTLE?
- DID YOU SAY TUESDAY AT 2 O'CLOCK?
- WOULD YOU MIND SPEAKING A BIT MORE SLOWLY?
- SORRY, I CAN'T HEAR YOU VERY WELL.
- WOULD YOU MIND SAYING THAT AGAIN?
- WOULD YOU LIKE TO LEAVE A MESSAGE?
- MAY I TAKE A MESSAGE?
- EXCUSE ME. WHAT WAS THAT AGAIN?





### III MAKING PROMISES

- IT'S A PROMISE.
- IT'S A DEAL.
- I WILL/I WON'T...
- I GIVE YOU MY WORD.
- I SWEAR.
- I PROMISE TO...
- I WON'T LET YOU DOWN.
- YOU HAVE MY WORD ON IT.
- YOU CAN COUNT ON IT.
- YOU CAN DEPEND ON ME.





# vocabulary

■ WRITE A SHORT DIALOGUE USING THE FOLLOWING WORDS

**MESSAGE, SERVICE, BILLS, INCREASE, DEMAND,**  
**REPLACE, LONG DISTANCE, BOTHER, EFFICIENT, SPELL**

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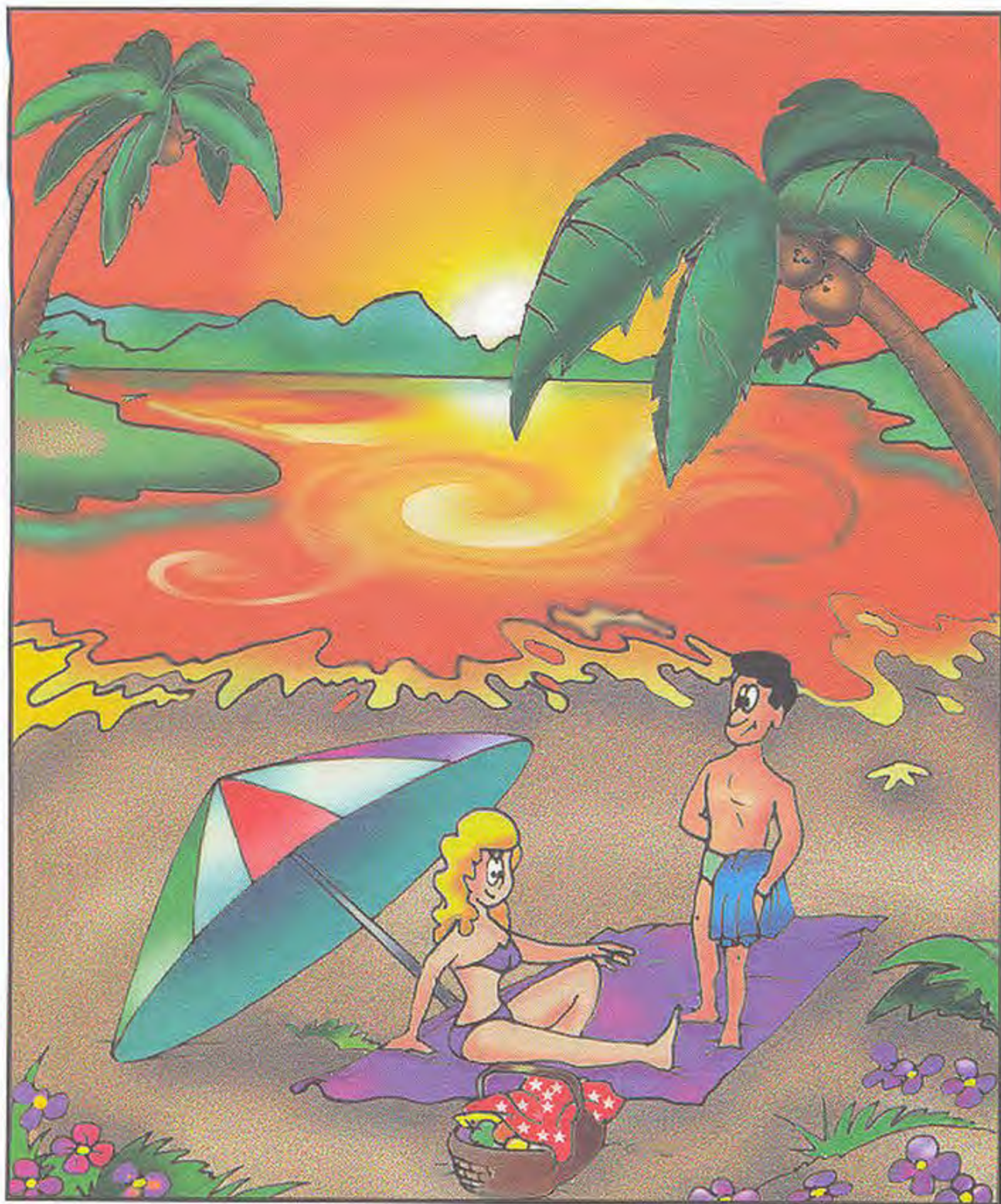
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# TOURISM IN VENEZUELA





At first glance, Venezuela may seem to offer, like many other Caribbean tourist centers, the same beaches, the same sand, the same clear water and the same sun.

The difference however, is that Venezuela also offers an infrastructure that does not exist in the Caribbean Islands.

No island in the Caribbean boasts the shopping and business facilities Venezuela has to offer, nor the country's air travel connections with the rest of the world.

Venezuela has more competitive capacity and potential than all the islands of the Caribbean.

Tourists are very happy spending a few days enjoying the sun and the beach, but they are also interested in getting to know the continent, which is more than a tour of an island, which is what is being offered in the Caribbean.

They now set out to discover haciendas and ranches where a whole family is welcomed to milk cows, to fish in the rivers, to see, many for the first time in their lives, crocodiles and alligators in their natural environment. They can see horses and other wild animals roaming the plains, flamingos feeding by a river and finally, hundreds of different animals breaking the silence of the plains.

Now, travel agencies, particularly from Europe, offer a package of seven days at the beach and seven days in the jungle or plains.

For the above reasons and for many others not mentioned here, we can say that at last Venezuelan tourism is taking off, and no one will ever be able to stop it. Tourism is here to stay.

■ **DECIDE WHETHER THE FOLLOWING STATEMENTS ARE TRUE OR FALSE.**

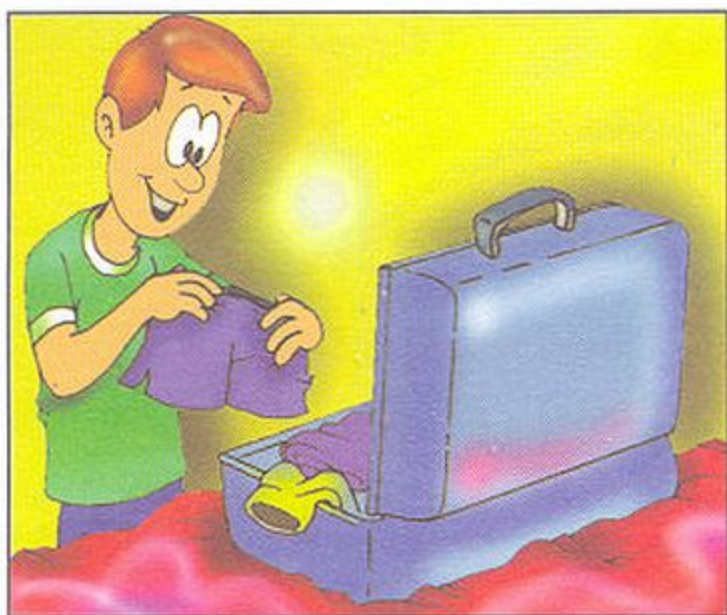
- ☐ 1. Venezuela has more to offer than the Caribbean Islands.
- ☐ 2. Alligators can be seen in their natural habitat.
- ☐ 3. The writer is not very optimistic about the development of tourism in Venezuela.
- ☐ 4. Tour operators offer European tourists a 14-day combined plan.
- ☐ 5. Families aren't welcomed to milk cows.







■ ACTIVITY: WRITE A TRAVEL PLAN FOR YOUR NEXT VACATION.





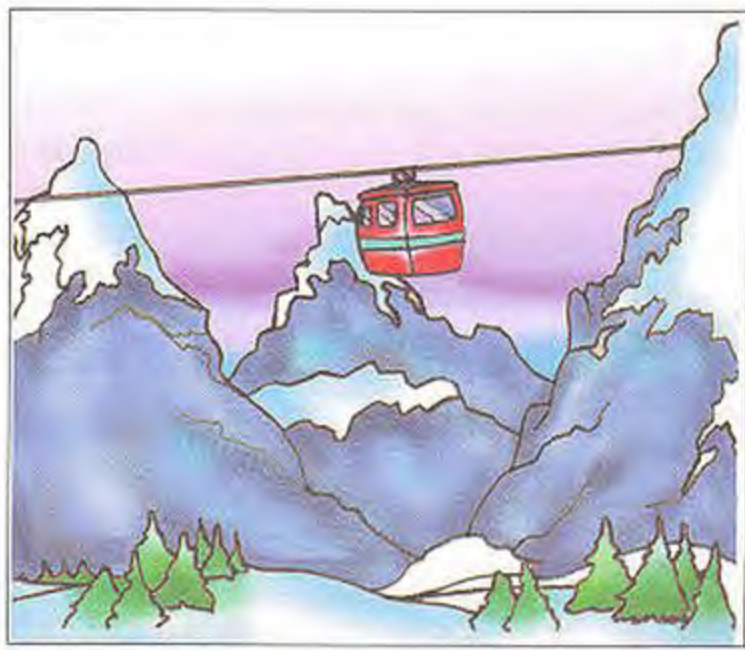


## DIALOGUE

# GOING TO SOUTH AMERICA



Bill Reynolds, an engineer working for a large company, is talking with his colleague, Tony Woods, about his plans for the next summer vacation.



**BILL:** Do you have any plans for this summer?

**TONY:** Yes, I'll take some courses at Michigan State University. How about you?

**BILL:** Well, you know, I took a couple of special courses there last year. Now I want to take a trip to South America.

**TONY:** Oh, really? Why don't you go to Venezuela? There's a lot to see in that country.

**BILL:** Have you visited Venezuela?

**TONY:** Oh, yes. In 1979 the company sent me to Caracas to explore the market for our products. I used my free time to see the beautiful scenery of the country.

**BILL:** Do you really think that Venezuela would be a good choice for the summer?

**TONY:** Sure. You'll enjoy some of the most beautiful beaches in the world, or if you are the adventurous type, you can take a tour of Canaima National Park, where it's possible to join excursions to the impressive Angel Falls, the tallest waterfall in the world, and also have a closer look at the gigantic rock formations known as "tepuyes."

**BILL:** OK, that sounds interesting. But are there any areas with cool temperatures?

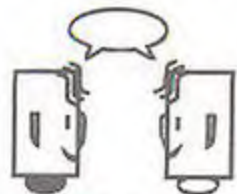
**TONY:** Ah, I see what you want. Then you'll have to go to the Andean state of Merida, where you can take a trip to the snow capped mountains, riding in the longest and highest cable car in the world. And you can visit typical, quaint villages. It'll be an unforgettable experience, I'm quite sure.

**BILL:** Well, after hearing about those marvelous things, I've just made up my mind about my summer vacation. It's really a shame you can't go to Venezuela with us; you'd be an excellent guide!





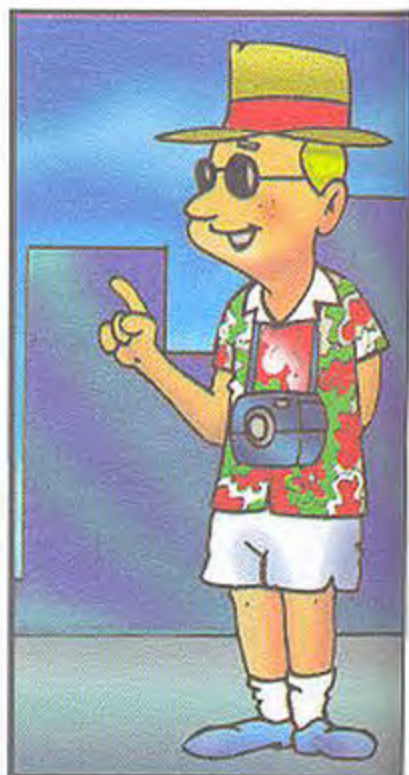
## PART III



■ DIALOGUE.

■ **FUNCTION: TALKING ABOUT TRAVEL**

- I'D LIKE TO GO TO SOUTH AMERICA SOMEDAY. — — — — • YOU WOULD? I'D LIKE TO GO TO EUROPE.
- DO YOU LIKE IT HERE? — — — — • OH, YES. IT'S A BEAUTIFUL TOWN.
- DOES OUR GUIDE SPEAK ENGLISH? — — — — • OF COURSE HE DOES.
- IS THIS THE RIGHT WAY TO THE POST OFFICE? — — — — • OH, YES. IT'S JUST A LITTLE FARTHER DOWN.
- EXCUSE ME, I HAVE A RESERVATION FOR TODAY. — — — — • LET'S SEE. YES, YOU CAN HAVE YOUR BAGS TAKEN TO ROOM 82, ON THE 8TH FLOOR.
- CAN WE RENT A BOAT TO VISIT THE NEARBY ISLANDS? — — — — • CERTAINLY. THERE IS A DAILY BOAT SERVICE, BUT I CAN'T REMEMBER THE HOURS.



**■ WRITE A DIALOGUE ABOUT THE FOLLOWING SITUATION:**



MARY WENT SHOPPING DOWNTOWN BY HERSELF.  
WHEN SHE TRIED TO GET BACK TO HER HOTEL, WHICH WAS NOT FAR AWAY,  
SHE COULDN'T FIND HER WAY. SHE ASKED SOME PEOPLE FOR HELP.

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# vocabulary

■ WRITE A SHORT DIALOGUE USING THE FOLLOWING WORDS

**GLANCE, BOAST, WHOLE, ROAM, WILD,  
CHOICE, QUAIN, IMPRESSIVE, NEARBY,  
UNFORGETTABLE**

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# BRITISH ENGLISH Vs. AMERICAN ENGLISH



When people talk about language, we realize that the discussion generally reveals a number of legends, popular beliefs and prejudices which confuse the issue and obscure the facts. Everybody uses language and so everybody feels like an expert on the subject. In particular most people have an irrational but understandable feeling that what they themselves do is in some way "right" or "good", and that anything different is in some way inferior or unacceptable. As a consequence of these myths and prejudices, many people are worried about the idea that there exists a single kind of English, "good English", and that any spoken or written English should follow its rules.

There is quite a large number of people who equate this notion of "good English" with British English.

This leads them to express opinions, such as "British English is better than American English", "British English is more beautiful", "The English are the only people who speak good English", and "Americans don't speak English". It is often hard to convince them that though there are some differences between the several varieties of the English language, none of them is intrinsically superior to the others.

Every variety of English, as with any other language, has a so called standard form, which is spoken by the educated section of the population that usually belongs to a particular social group.

All languages unavoidably change as time passes, and English is no exception. That is why today's English is different from Shakespeare's. And the changes continue, inevitably.

In conclusion, we must keep in mind that judgements that British English is "better" or "worse" than American English are prejudices without basis. We must also accept changes that occur in all languages and forget common legends about language, which hinder a clear understanding of what language is and how it functions.





■ DECIDE WHETHER THE FOLLOWING STATEMENTS ARE TRUE OR FALSE.

☐

1. Some languages are better than others.

☐

2. Mexican Spanish is not as good as European Spanish.

☐

3. The standard form of a language is ordinarily spoken by people who have attended school.

☐

4. The British are not the best speakers of the English language.

☐

5. Languages never change.

## PART II



### DIALOGUE

## CARLOS WOULD LIKE TO GET SOME ANSWERS FROM PROFESSOR TAYLOR.



CARLOS FERNANDEZ, A STUDENT TAKING COURSES IN LINGUISTICS AND THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE, IS TALKING WITH PROFESSOR RONALD TAYLOR AT A CALIFORNIA STATE UNIVERSITY.

**Prof. Taylor:** Let's see, Carlos. You said you wanted to see me. Is there something I can do for you?

**Carlos:** Yes, sir. I'd like to ask you some questions about the differences, if there are any, between British and American English.

**Prof. Taylor:** Well, there are certainly some differences between those two forms of the same language.

**Carlos:** I've heard people say that British English is better than American English, that the British speak good English, and that American English is in some way inferior.

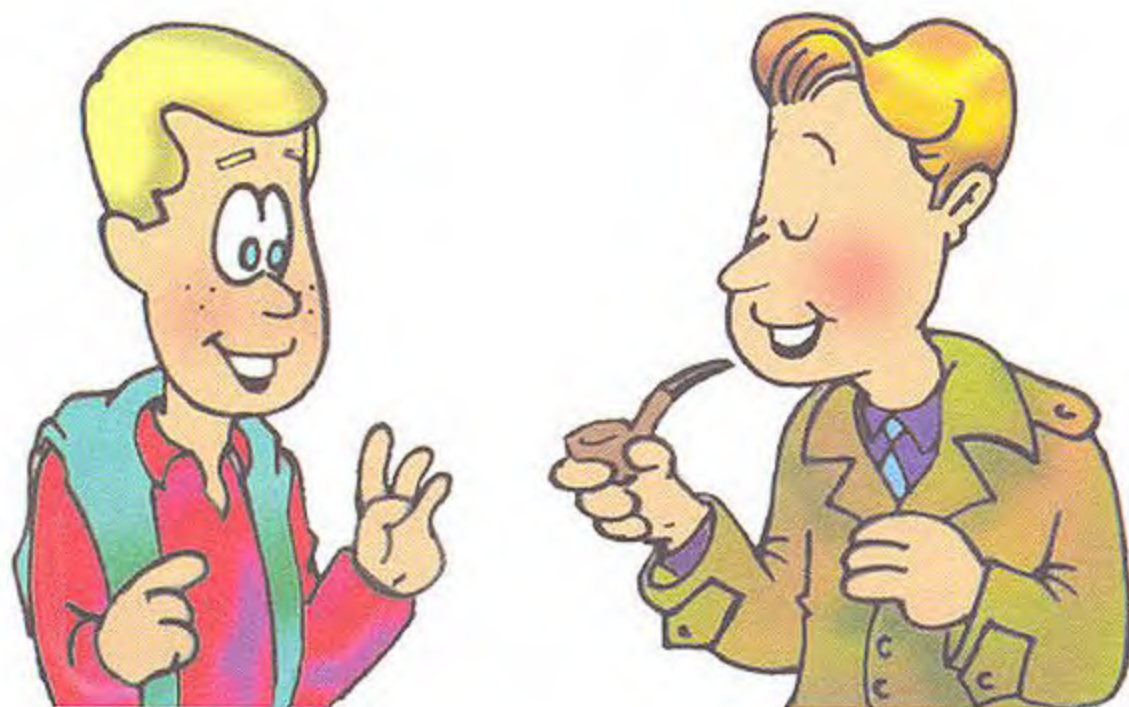
**Prof. Taylor:** Such judgments are based on popular myths. Most people share a number of prejudices about what language is and how it should be taught. In the present case, neither is better nor worse; they're just a little different.

**Carlos:** But I've often felt kind of confused. As you know, some of our teachers here are British and others are Americans. What kind of English am I supposed to learn or imitate?

**Prof. Taylor:** If I were you, I'd try to acquire one pronunciation; that is, I'd try to speak as the Americans or as the English, depending on my personal preference or needs. But remember that you should also try to understand other forms of English.







**Carlos:** Could you please tell me a little more about the differences?

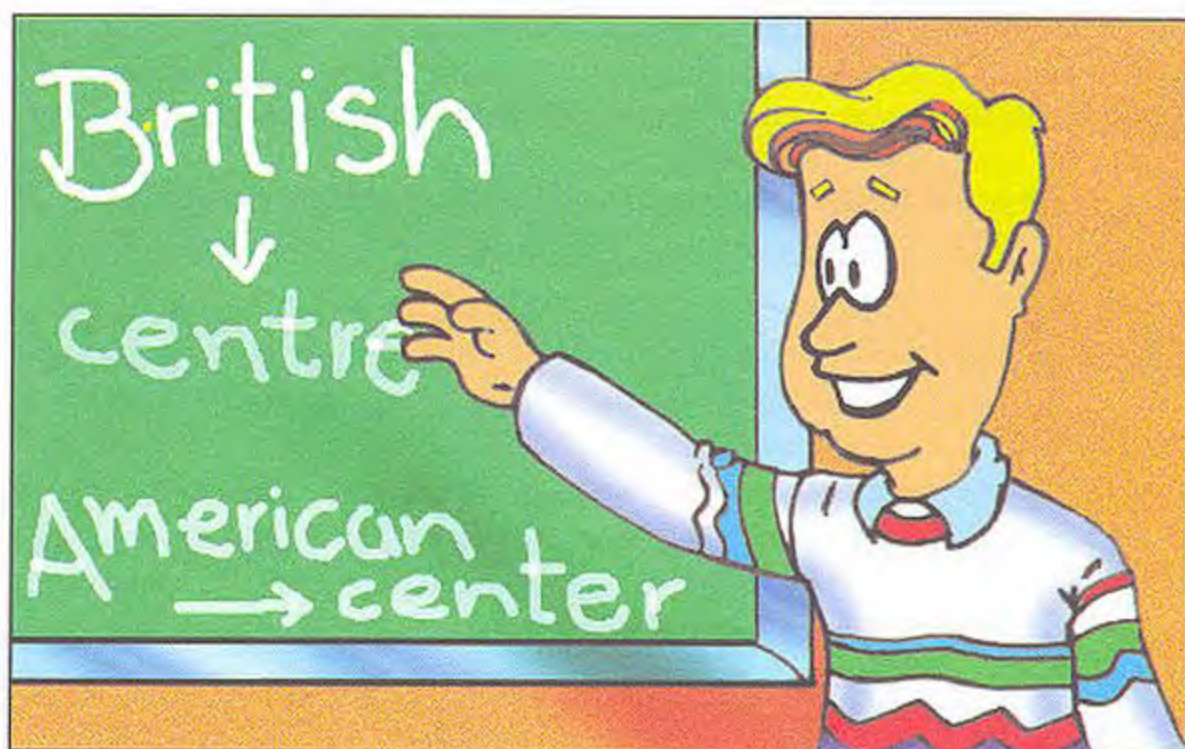
**Prof. Taylor:** To satisfy your curiosity I'll give you a few examples:  
In pronunciation the word fork in the U.S.A. is pronounced "FORK" while in England it is pronounced "FOK". In grammar, people in the U.S.A. say, "Do you have a match?" While in England this question doesn't take the auxiliary do: and they ask, "Have you a match?"  
In vocabulary: people in the U.S.A. rent a car: whereas, in England "they hire a car".  
Observe the differences in spelling in the following words: we write **center, traveled, organize**, but the British write **centre, travelled, organise**.

**Carlos:** But... isn't that confusing?

**Prof. Taylor:** There's nothing to worry about. In spite of these differences, the Americans and the English understand each other very well. They share a common language, and that's a fact.

**Carlos:** Thank you, Professor Taylor. I've learned a lot from your explanations.

**Prof. Taylor:** You're welcome. Feel free to come anytime you need some help.



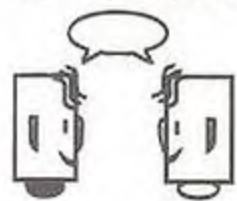




■ ANSWER:

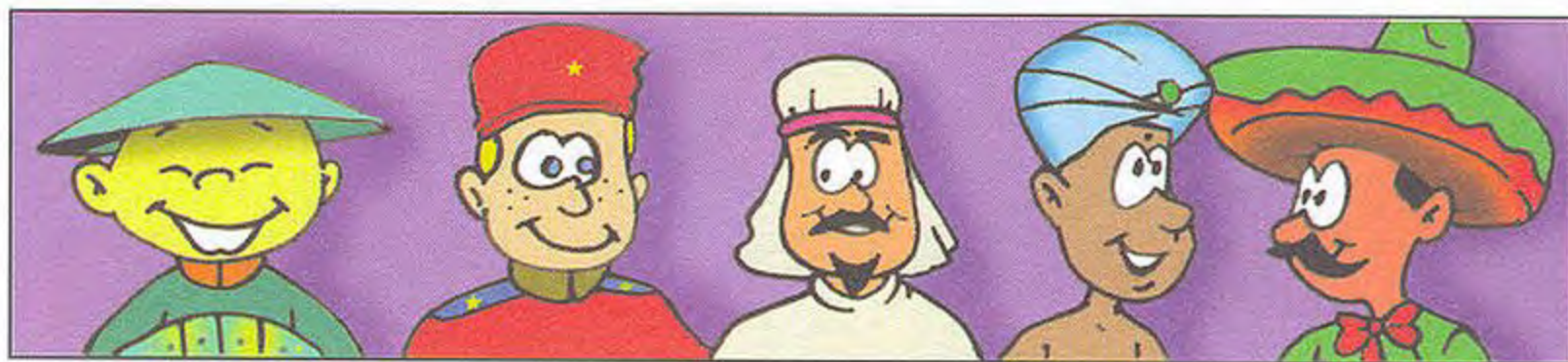
- 1.- What does Carlos want to know about American English and British English?  
\_\_\_\_\_
- 2.- Why is he a little confused about the way his teachers speak English?  
\_\_\_\_\_
- 3.- Faced with the problem of choosing one English pronunciation, what should Carlos take into account to make his decision? \_\_\_\_\_
- 4.- Would you say that the British speak better than the Americans?  
\_\_\_\_\_
- 5.- Name some differences in British and American English.  
\_\_\_\_\_  
\_\_\_\_\_

## PART III



### FUNCTION:

# TALKING ABOUT LANGUAGES



Where did you learn French?

-I studied at L'Alliance Francaise for three years.

Is John bilingual?

-Yes, he learned Spanish in Mexico.

Mary is fluent in German.

-I heard she lived in Germany for three years.

Why don't you learn French instead?

-English is more useful than French.

Should we study American English?

-Well, you know there are a lot of American companies established in Mexico.





# vocabulary

■ WRITE SENTENCES FOR THE FOLLOWING WORDS:

**BELIEFS, ISSUE, FACT,**  
**EQUATE, JUDGEMENT,**  
**HINDER, SHARE, LEGEND, FLUENT, USEFUL**

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# HUMOR

22

 lesson  
 twenty two

 Twenty Second  
 (22nd) Lesson

What do we mean when we say that most people enjoy the humor of a good joke? Well, one answer to this question could be that "they are capable of laughing or smiling at how funny the joker is". In this sense, humor has always been associated with laughter and amusement. Though wit has often been linked to humor, they are by no means the same. During the 18th century in England, wit was understood as a form of intellectual quickness or mental alertness, which enabled a person to produce clever expressions and amusing associations of ideas or words. As such, wit was likely to occur as a part of the speech and manners of upper class people. Humor on the other hand, was more "earthy" and some even considered it "low class." But, indeed, the prevalent tendency was to vindicate it: if humor was not found in the well-bred, it was because they had learned to repress their feelings and adapt their manners to a rigid mold of decorum. Among the members of the lower social classes, where passion and humor flourished, nature appeared in all its charming, unsophisticated diversities.



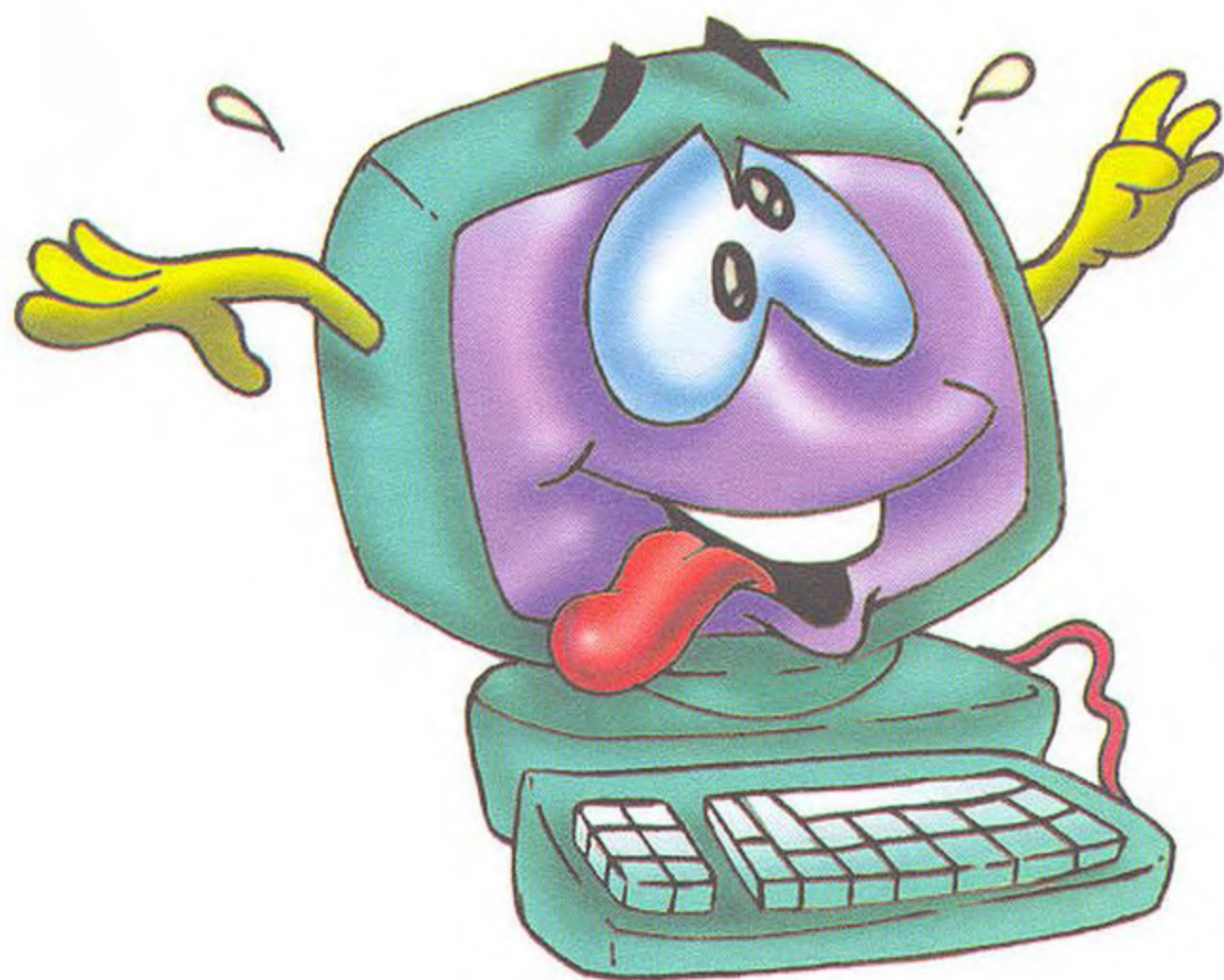
In the 19th century, humor was established as the highest and richest form of comedy. As such, the word came to be employed as a general term, as it usually is today, to denote anything comic, or anything that makes us laugh. By obvious extension of the meaning, a "humorist" is now someone consciously skilled in comic artistry. Humor is applied also to the ability to perceive or appreciate comedy.

In 1973 William Davis, director of the British magazine PUNCH, said that, "humor" is the ability to recognize that which is a signal of pretension, pomposity, absurdity, but it can also be something very cruel: massacres, mutilations, torment and torture have occasionally been considered as the object of humor. Then he added that comic magazines, such as PUNCH, have always been concerned with politics because humor, if properly used, is a more powerful weapon than anger. Of course, in this case he was referring to the variety of humor known as satire, which need not be funny or amusing, in the sense that a joke or a comedy is.

Let's not forget that a little humor (or better yet a lot) will make our lives happier.







■ ANSWER:



1. What has humor always been associated with?

2. Where and when did humor originate?

3. How was wit understood?

4. What are the differences between wit and humor?

5. What does the word humor mean nowadays?

6. What is a "humorist"?

7. Who is William Davis?

8. What did he say about comic magazines such as "Punch"?





■ GIVE YOUR OWN ANSWER:



1. Did you laugh or smile when you read the cartoons below? Why? Why not?

2. What sort of things make you laugh?

3. Do children and adults laugh at the same things? Give examples.

4. Do you think these cartoons are appropriate for all ages? Explain.

5. In your opinion, who is the best cartoonist in our country?







## FUNCTION: APOLOGIZING

### APOLOGY

- Sorry. I didn't mean to bump into you.
- I'm sorry for ringing the bell three times last night. I didn't know if you were in.
- So sorry for not calling you.
- Please forgive me for forgetting your birthday.

### RESPONSE

- That's O.K.
- It doesn't matter.
- It's all right.
- Don't let it worry you.



You borrowed an umbrella from your friend and you lost it.

■ WRITE A DIALOGUE APOLOGIZING TO YOUR FRIEND.

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# vocabulary

■ WRITE SENTENCES IN THE PRESENT PERFECT TENSE  
FOR THE FOLLOWING VERBS:

**LINK, ALERT, REPRESS, FLOURISH, APPEAR,**  
**PERCEIVE, TORMENT, ANGER, AMUSE, APPROACH**

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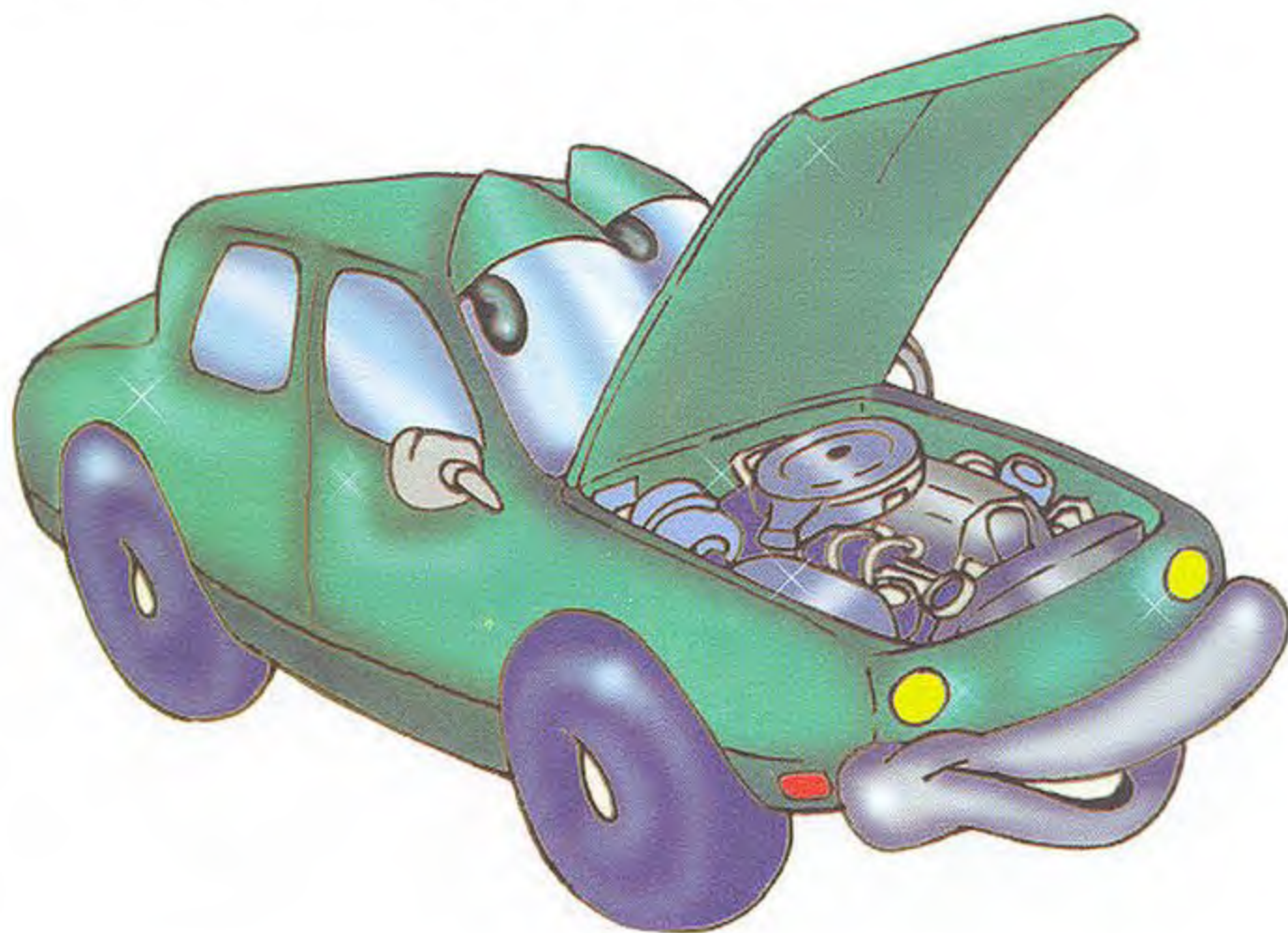




# THE AUTOMOBILE ENGINE

The automobile engine is a source of power that makes the wheels go around. It is an internal-combustion engine because the gasoline (fuel) is burned inside it. This produces high pressure in the engine combustion chambers, forcing the pistons to move; the movements are carried by connecting rods to the engine crankshaft. The crankshaft is thus made to rotate. The rotary motion is carried through the power train to the wheels so that they rotate and the car moves. The engine requires a fuel system to supply it with a mixture of air and fuel. The fuel system pumps liquid gasoline with air. The mixture is delivered to the engine, where it is burned. The engine pumps gas from a tank into the carburetor, a mixing device that mixes the gasoline, also needs a cooling system to take heat away from the engine by circulating a liquid coolant between the engine and the radiator.

The engine includes a lubricating system to supply all moving parts inside the engine with lubricating oil. The engine requires an ignition system, which provides high-voltage-electric sparks that ignite the charges of air-fuel mixture in the engine combustion chambers.





■ ANSWER:



1. What does the reading deal with?

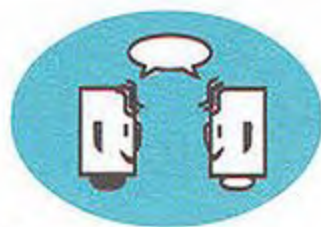
2. What does the fuel burned inside the engine produce?

3. What is the carburetor?

4. How does the cooling system of an engine work?

5. What does the lubricating system do?

## PART II



# DIALOGUE At The MECHANIC'S SHOP

JOE: Hello, Mrs. Stephenson. Your car's ready.

MRS. STEPHENSON: What was the problem, Joe?

JOE: We replaced the alternator and put in a new battery.

MRS. STEPHENSON: Did you check the brakes?

JOE: Yes, I had to adjust the brakes and the clutch.

MRS. STEPHENSON: And the oil?

JOE: Yes, we greased all the points.

MRS. STEPHENSON: Were the hoses okay?

JOE: Yes, no problem. I had to balance the wheels. They were out of alignment.

I rotated the tires and put the old ones on the back. You need new tires, and a new spare.

MRS. STEPHENSON: How much do radial tires cost?

JOE: You can get good ones for about \$50 each.

MRS. STEPHENSON: I'll tell Mr. Stephenson tonight. How much is the bill, Joe?

JOE: The repairs are \$160 for the spare parts and \$100 for labor. And \$60 for the service.

That'll be \$220 and remember, your battery has a two-year warranty.

MRS. STEPHENSON: Will you take a check?

JOE: Yes, make it out to Joe's Auto Service.

MRS. STEPHENSON: O.K. Here you are. Thanks a lot.







■ ANSWER:



1. Where is Mrs. Stephenson's car at the moment?

\_\_\_\_\_

2. What was wrong with the brakes?

\_\_\_\_\_

3. Did they change the oil? What else did they check?

\_\_\_\_\_

4. Why did Joe have to balance the wheels?

\_\_\_\_\_

5.- Which tires did he put on the back of the car?

\_\_\_\_\_

6. How much did Joe charge for the job?

\_\_\_\_\_





## PART III

# FUNCTION: ARRANGEMENTS-INVITATIONS



■ OBSERVE.

### 1. Making Arrangements:

I was wondering [if  
whether] Monday would be [convenient  
possible] for you.  
we could meet on Monday.

Would it be [possible  
convenient] for Tom to work on Saturday?

### 2. Extending Invitations:

- Would you like to go dancing tonight?
- Would you be interested in playing tennis this afternoon?

### 3. Responding to Arrangements and Invitations:

No, I am afraid [ - I will not be able to...  
- I cannot manage to...  
- Monday will not be convenient.  
- It will not be possible for Tom.. ]

Yes, [ - I would be delighted to...  
- I would love to...  
- It will be possible for him to... ]





Here you have some situations concerning invitations or arrangements.  
*What would you say in each case? Consult the lists of functions on the previous page.*

■ WRITE COMPLETE DIALOGUES.

1. Your cousin has asked you to stay for the weekend. Accept.



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2. A friend has asked you if you could arrange a party for some visitors he has. Refuse.



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# vocabulary

■ WRITE A CONVERSATION BETWEEN A MECHANIC AND YOURSELF USING THE FOLLOWING WORDS:

**SPARE, ADJUST, REPAIR, SERVICE, CHARGE, CONVENIENT, LABOR, BATTERY, PROVIDE, DELIVER**

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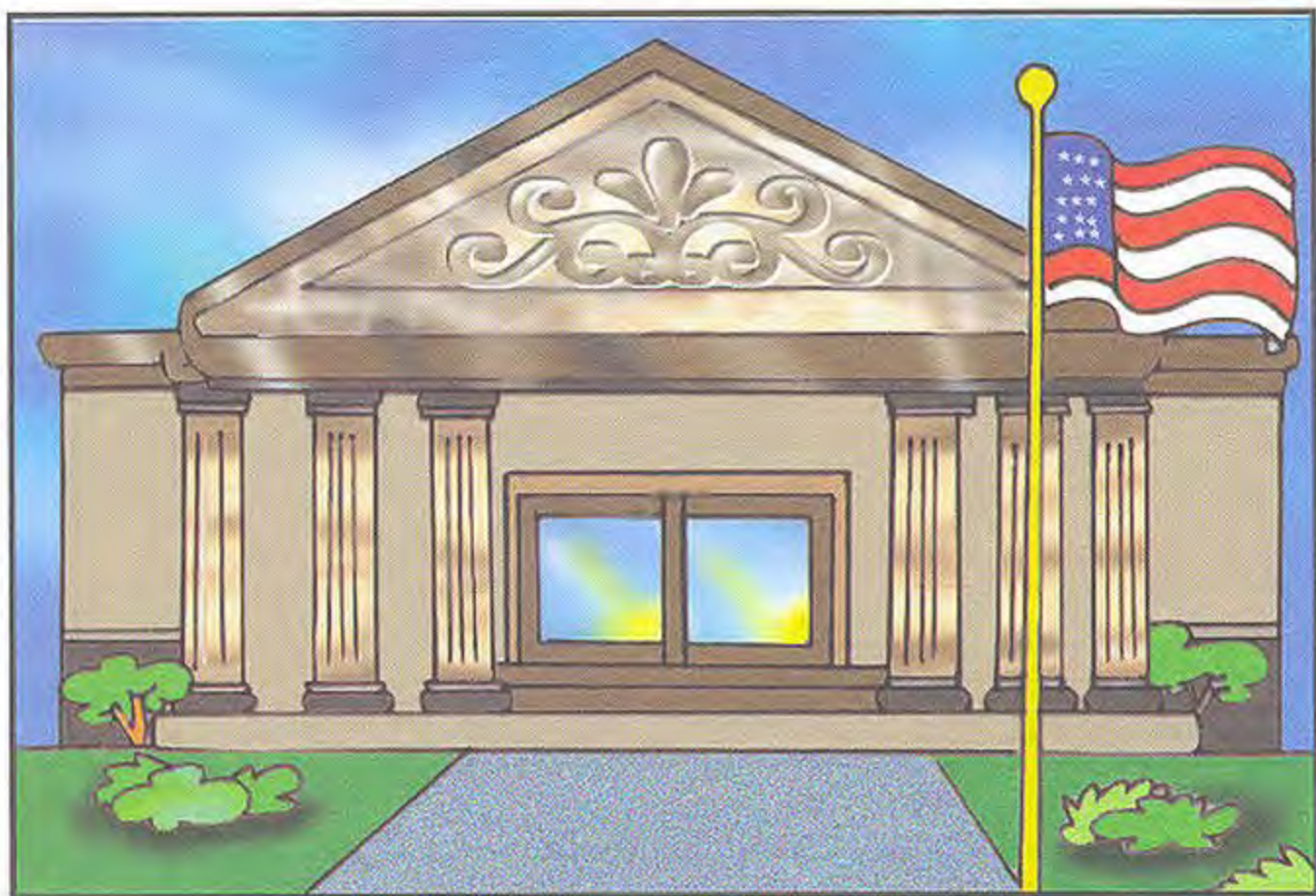
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# THE FEDERAL BUREAU OF PRINTING AND ENGRAVING



The United States Bureau of Printing and Engraving is responsible for the design, engraving and printing of paper money, government bonds and postage stamps.

The U.S. paper currency is printed on high-speed presses. Every hour, nine thousand sheets (thirty-two notes per sheet) run through the press. The back of the note is printed with green ink one day, and the face with white ink the next day. There are several safeguards against counterfeiting. The paper and ink formula are kept secret and are very hard to imitate. Engravers cut designs into metal plates. A slight change in a line or space is easily spotted on the face of the bill.

The sheets are streaked in blocks when they come off the press. They move on to a checker who examines the note for defects. Finally, the sheets are fed into a machine which adds the treasury seal and serial numbers to the notes and then cuts them apart.

The government presses work twenty-four hours a day, five days a week. The currency goes into the United States Treasury to pay the government's bills. Cash is also put into twelve Federal Reserve Banks, which distribute money to banks across the country.







■ ANSWER:



1. Which office of the United States Government makes paper money?  
\_\_\_\_\_
2. What else is printed in that office?  
\_\_\_\_\_
3. How is money distributed across the United States?  
\_\_\_\_\_
4. How many days does it take to print a bill?  
\_\_\_\_\_
5. How many hours do the government presses work a week?  
\_\_\_\_\_

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## MATCH GAME



- |                                                                                        |                          |
|----------------------------------------------------------------------------------------|--------------------------|
| <input type="checkbox"/> 1. Coins, bills, etc., generally used as money.               | <b>a.</b> Bureau         |
| <input type="checkbox"/> 2. A piece of paper money.                                    | <b>b.</b> Safeguards     |
| <input type="checkbox"/> 3. Government office or department.                           | <b>c.</b> Engraving      |
| <input type="checkbox"/> 4. Cutting letters or design into metal or wood for printing. | <b>d.</b> Note           |
| <input type="checkbox"/> 5. Protections.                                               | <b>e.</b> Currency       |
| <input type="checkbox"/> 6. The making of false money.                                 | <b>f.</b> Counterfeiting |
| <input type="checkbox"/> 7. Machine made to stamp something.                           | <b>g.</b> Metal plates   |
| <input type="checkbox"/> 8. Piece of metal on which something is engraved.             | <b>h.</b> Press          |







OBSERVE.



## U.S. CURRENCY

### COINS

PENNY	1¢
NICKEL	5¢
DIME	10¢
QUARTER	25¢
HALF-DOLLAR	50¢
DOLLAR	\$1.00

### BILLS

ONE DOLLAR	\$1.00
FIVE DOLLARS	\$ 5.00
TEN DOLLARS	\$10.00
TWENTY DOLLARS	\$20.00
FIFTY DOLLARS	\$50.00
ONE HUNDRED DOLLARS	\$100.00







## DIALOGUE

### OPENING A CHECKING ACCOUNT.



MR. STEPHENSON: Excuse me, ma'am. I'd like to open a checking account, please.

TELLER: Certainly. What type of checking account do you want to open?

MR. STEPHENSON: What do you offer?

TELLER: We have special accounts and regular accounts.

MR. STEPHENSON: Is there a charge if your account is overdrawn?

TELLER: Yes, there is. It's \$5.00 for each draft.

MR. STEPHENSON: All right. I'd like to open a regular checking account.

TELLER: Fine. Do you want the account to be in your name only?

MR. STEPHENSON: No, I want a joint account for me and my wife.  
By the way, when can I have my personalized checks?

TELLER: It takes two weeks to process them, but I can give you some checks for you to use now.  
How much do you want to deposit today, sir?

MR. STEPHENSON: \$300.00

TELLER: Fine. Please, fill out this form with your name, address and telephone number.  
Here you have a deposit slip. After you make a deposit, you'll receive a receipt.

MR. STEPHENSON: Thank you.





# PART III



OBSERVE.

## FUNCTION

### EXPRESSING WANT, DESIRE AND PREFERENCE

#### FORMAL

I want...  
I would like...  
I prefer...  
I'd rather

#### INFORMAL

I feel like...  
Give me...  
I'll have...  
I'd like...

#### DEPOSIT FORM

Name: \_\_\_\_\_  
Checking Account No.: \_\_\_\_\_  
Amount \$: \_\_\_\_\_  
Signature: \_\_\_\_\_ Total Amount \$ \_\_\_\_\_

#### Checking Account Form

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Telephone: \_\_\_\_\_  
Checking Account No.: \_\_\_\_\_  
Signature: \_\_\_\_\_



#### SITUATION:

You want to open a savings account for your daughter.  
You want to deposit \$50.00.  
Write out the conversation with the bank teller.

**TELLER:** GOOD MORNING, MA' AM. MAY I HELP YOU?

**YOU:** YES, I WANT TO OPEN A SAVINGS ACCOUNT.

**TELLER:** \_\_\_\_\_

**YOU:** \_\_\_\_\_

**TELLER:** \_\_\_\_\_

**YOU:** \_\_\_\_\_

**TELLER:** \_\_\_\_\_

**YOU:** \_\_\_\_\_

**TELLER:** \_\_\_\_\_

**YOU:** \_\_\_\_\_

**TELLER:** \_\_\_\_\_

**YOU:** \_\_\_\_\_



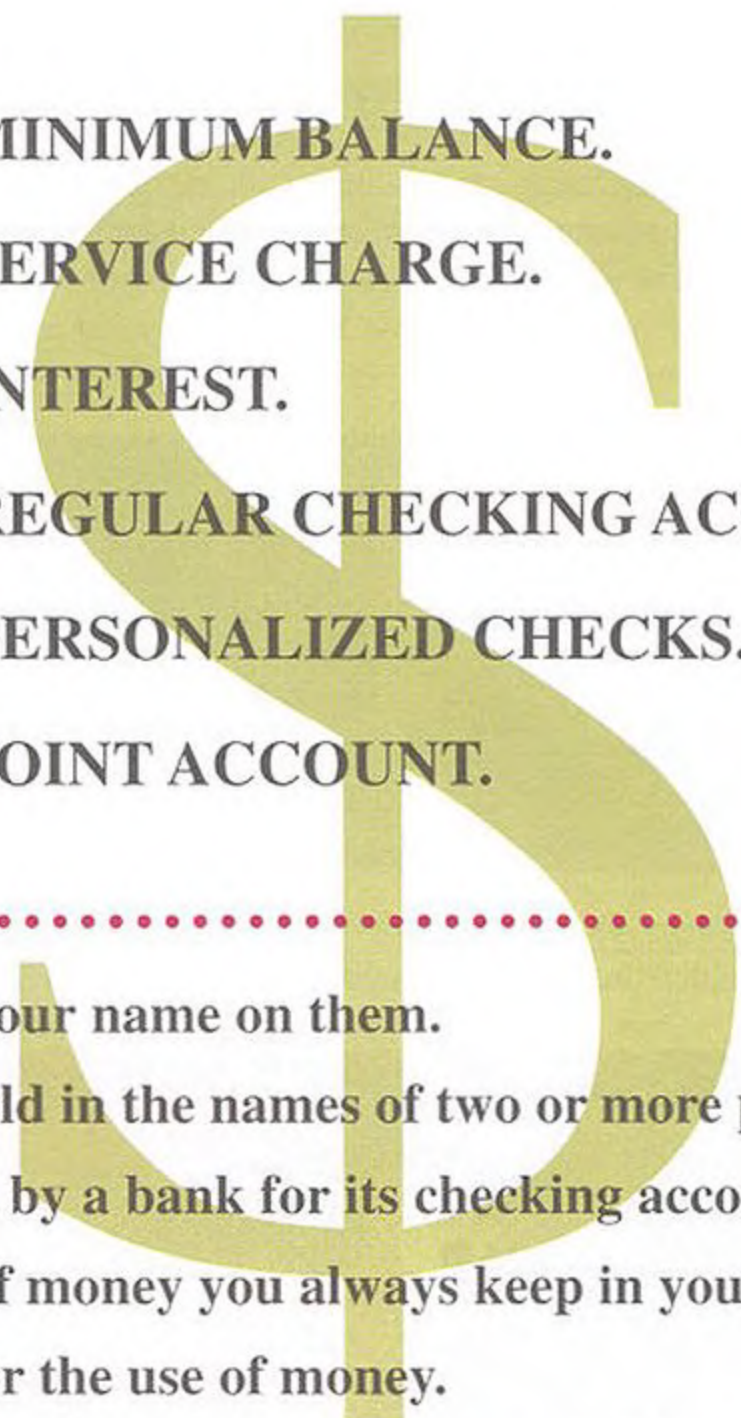




# MATCH GAME



The following phrases are definitions of the phrases below.  
In each box write the letter identifying the corresponding definition.

- 
- 1. MINIMUM BALANCE.
  - 2. SERVICE CHARGE.
  - 3. INTEREST.
  - 4. REGULAR CHECKING ACCOUNT.
  - 5. PERSONALIZED CHECKS.
  - 6. JOINT ACCOUNT.

- a. Checks with your name on them.
  - b. An account held in the names of two or more persons.
  - c. A fee collected by a bank for its checking account services.
  - d. The amount of money you always keep in your account.
  - e. Money paid for the use of money.
  - f. Usually requires a minimum balance of \$200.





# vocabulary

■ WRITE SENTENCES FOR THE FOLLOWING VERBS IN PAST TENSE:

**DESIGN, ENGRAVE, COUNTERFEIT, KEEP, SPOT,  
STREAK, SEAL, DISTRIBUTE, DEPOSIT, PROCESS**

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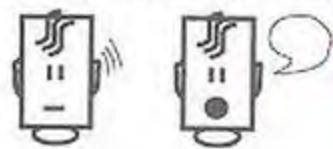
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# MARKETING

25

## Lesson twenty five

Twenty Fifth  
(25th) Lesson

The term “marketing” refers to the performance of business activities that direct the flow of goods and services from producers to consumers or users.

Marketing came into existence when production was first undertaken for exchange instead of exclusively for personal use. It was when human groups took the first steps towards civilization.

The scope and the social and economic importance of marketing expanded with every forward step in productive or distributive technology, in social and economic organization, and in cultural achievement.

Every advance in the techniques of agriculture, mining and manufacturing, resulted in the creation of additional goods to be distributed through the agencies of marketing.

Initially, the producers of such surpluses exchanged them directly with the consumers. Quite early in every civilization, however, marketing middlemen (individuals who bought the surpluses from the producers, possibly stored them, and eventually resold them to consumers or to other middlemen) came into existence.



Every subsequent improvement in marketing techniques, such as transportation, storage, the arts of promoting and selling, and the wholesale and retail industries, led to wider distribution of goods. As society became better organized with greater domestic security and more stable currencies and credit systems, marketing possibilities broadened.

In primitive societies, the economic importance of production outweighed that of marketing. With rising civilization, the scope of production expanded, but that of marketing expanded still more rapidly.

The study of marketing consists of the analysis of the business activities connected with the movements of goods and services from producers to consumers or users. It also includes the analysis of consumer circumstances and attitudes to determine marketing activities.

The activities, organizations and other elements of marketing are constantly changing. The study of marketing is a very dynamic field in modern economics.







1. When did marketing appear?  
\_\_\_\_\_
2. What is the “middleman”?  
\_\_\_\_\_
3. What happened as a result of the improvement in marketing techniques?  
\_\_\_\_\_
4. What was more important in primitive societies?  
\_\_\_\_\_

## PART II



# DIALOGUE LOOKING FOR NEW MARKETS



Mr. Harold Hayes, an American businessman, is talking with Mr. Richard Bates, an international business consultant, about the problems involved in expanding the market for his products.

**HAYES:** Do you think my sales promotion can cross international borders?

**BATES:** Yes but, the promotion should be coordinated in one place. Then your shipments will be made to meet target dates in different countries. That's the idea in the control of sales promotion.

**HAYES:** Well... What I have in mind, rather than just penetrate new markets, is to dominate the whole field. Is that possible?

**BATES:** You could try. But let's get back to promotion control. You'll have a line operation at headquarters with separate sales organizations to work at the local level. Then you'll receive reports on your success in announcing the new product.

**HAYES:** One problem is that the operation should be decentralized, but with some central control.

**BATES:** That's true. But as long as you have a good basic plan, the implementation will be relatively easy.

**HAYES:** Some local companies tend to have a strong feeling of autonomy.

**BATES:** You're right. But that's just another one of your problems.

**HAYES:** All right. That's all for now. Thank you for your valuable advice.





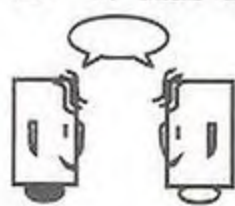


■ DECIDE WHETHER THE FOLLOWING STATEMENTS ARE *TRUE* OR *FALSE*.



- ☐ 1. It's impossible to promote sales abroad.
- ☐ 2. Promotion control should never be centralized.
- ☐ 3. Mr. Bates' job is to advise businessmen on international trade operations.
- ☐ 4. If Mr. Hayes has a good basic plan, the operation will be successful.
- ☐ 5. The strong feeling of autonomy of some local companies is an advantage and should be encouraged.

## PART III



# FUNCTION: MAKING APPOINTMENTS

I'd like to make an appointment with the manager of the bank.

-Would tomorrow afternoon be convenient?

I have an appointment with Dr. Williams.

-I'm very sorry. He's not here at the moment. He had to go out of town for an emergency.

Could I make another appointment?

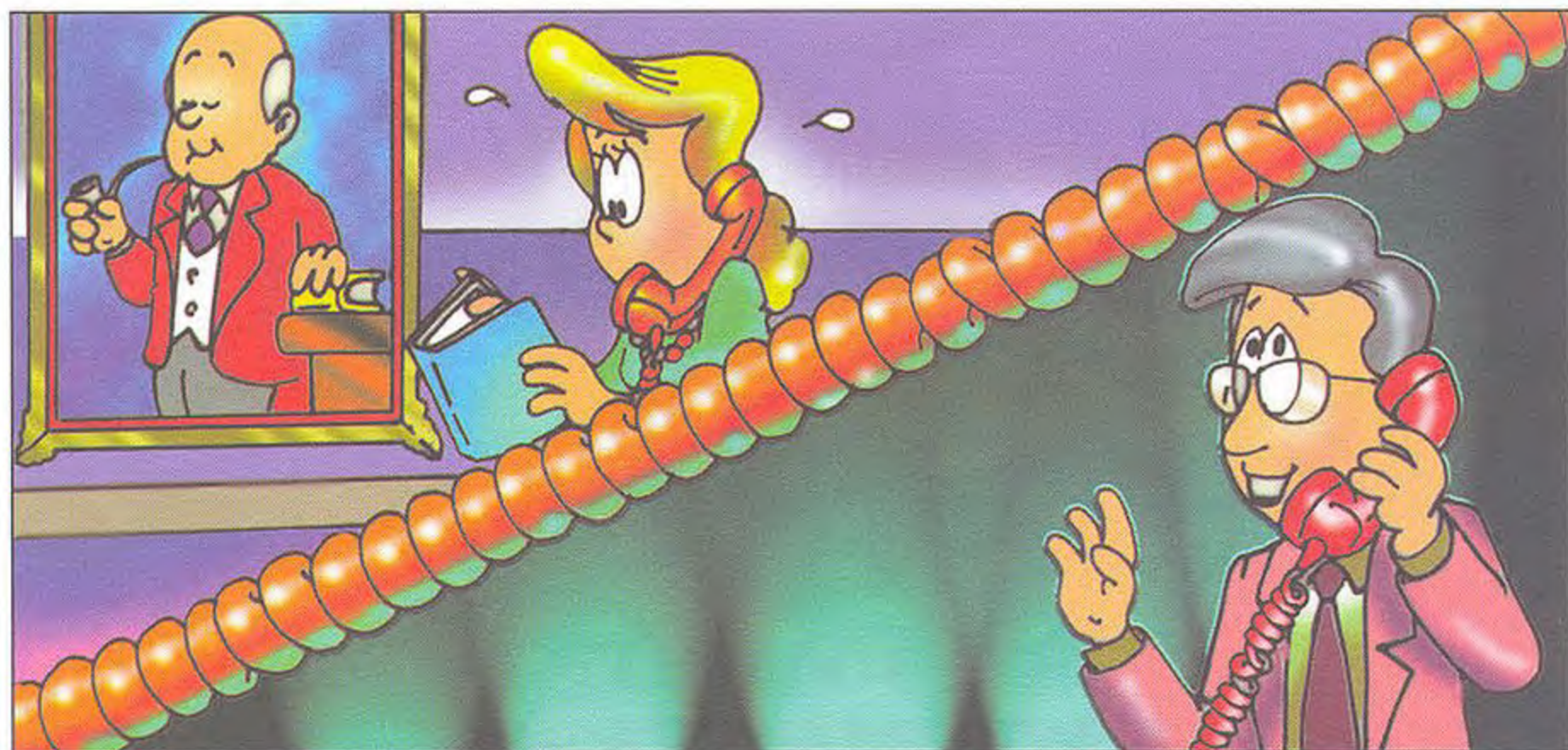
-Of course. How about next Thursday at 11:30 A.M.?

Well, could you make it a little sooner?  
It's rather urgent...

-O.K. Let's see. Wednesday at 2:30?







You call to make an appointment with the manager of International Bank. His secretary suggests a date for it, but it's impossible for you to make it on that day. Ask her to give you another date.

■ **WRITE A DIALOGUE:**



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# vocabulary

■ WRITE A CONVERSATION WITH THE FOLLOWING WORDS:

**BORDER, SHIPMENT, TARGET DATE, FIELD, HEADQUARTERS,  
SUCCESS, AUTONOMY, ENCOURAGE, TECHNIQUE, CROSS**

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# APPENDIX I

## DIFFERENCES BETWEEN AMERICAN ENGLISH AND BRITISH ENGLISH

### American English

on vacation  
hood of a car  
restroom  
can  
cookie  
gas  
bathrobe  
strange  
truck  
rent a car  
sidewalk  
sink  
downtown  
soccer  
trunk of a car  
stove  
schedule  
parking lot  
living room  
lawyer, attorney  
diaper  
elevator  
pharmacy  
flat tire  
eraser  
flashlight

### British English

on holiday  
bonnet of a car  
water closet (WC)  
tin  
biscuit  
petrol  
dressing gown  
queer  
lorry  
hire a car  
pavement  
basin  
centre  
football  
boot of a car  
cooker  
timetable  
car park  
sitting room  
barrister, solicitor  
nappy  
lift  
chemists  
puncture  
rubber  
torch





# APPENDIX 2

## COMMONLY USED EXPRESSIONS

take it easy  
there he goes again  
no way  
what's up  
go on  
shake a leg  
for heaven's sake  
get with it  
get real  
good heavens  
get it  
I'm sure  
piece of cake  
hang in there  
keep it up  
take a hike  
scram  
forget you  
wow  
yeah, right  
put a lid on it  
sounds fishy  
get your act together  
drop it  
what a jerk  
come on  
put up with it

it went haywire  
no wonder  
I'm gonna; I wanna  
what a shame  
let's party  
rise and shine  
have a thing for  
lost his marbles  
I screwed up  
up a creek  
ticked off  
fall in love  
show up  
get a life  
pull your leg  
pain in the neck  
my treat  
hit the sack  
mixed up  
run into  
hold it  
right away  
make my day  
take a stand  
the "in" thing  
a drag  
feeling blue  
right on

\*Note: Ask your teacher to explain these expressions





# APPENDIX 3

## COMMONLY USED PREPOSITIONAL PHRASES

arrive at (building, room)  
arrive in (city, country)  
ask (person) about  
ask (person) for  
angry at/with  
apologize to (person) for (something)

believe in  
belong to  
bored with/by  
borrow (something) from (person)  
busy with  
bothered by/with

crazy about  
concentrate on  
care about/for  
compare to  
call up  
cut out

depend on  
decide on/about  
different from  
divide into  
deal with  
dream of/about

hand out  
hang over  
hold on  
hope for  
hang in  
hear from/about/of

invest in  
interested in  
introduce to  
invite to  
ignorant about  
insist on

jerk about  
juice up  
join in  
jot down

kind to  
know about  
kneel down  
kick about

lie about  
look up  
laugh at  
listen to  
like to  
look at





mad at/about

move over

matter with

make up

multiply by

make over

next to

nice to

never around

open up

opposed to

out of

over with

outraged by

order from

put on

put away

proud of

patient with

protect from

put off

quiet in

qualified for

quick about

ready for

rip up

responsible for

rule over

righteous about

rely on/upon

set for

search for

sad about

sorry for/about

sure of

shut up

talk about

turn on

throw out/away

think over

tell on/about

tired of

understand about

use for

used to

usher in

voice over

victorious in

verify about

wait for

wait on

wait up

worry about

xenophobic about

yell about

zealous about

zany about/over

