



## How often do you study English? / ¿Con qué frecuencia estudia inglés?

In this second learning activity of the English Dot Works 1 training program, you will learn about routines, adverbs of frequency, and the pronunciation of plural nouns. / *En esta segunda actividad de aprendizaje del programa de formación English Dot Works 1, usted aprenderá sobre rutinas, adverbios de frecuencia, preposiciones de tiempo y la pronunciación de los sustantivos en plural.*



Fuente: SENA

### Introductory material / *Material introductorio*

Dear learner, / *Estimado aprendiz:*

This material will help you study the topics related to learning activity 2. / *Este material le permitirá estudiar los temas relacionados con la actividad de aprendizaje 2.*

You will learn about: / *Los temas a tratar son:*

1. Daily routines and time expressions. / *Rutinas diarias y expresiones de tiempo.*
2. Adverbs of frequency. / *Adverbios de frecuencia.*
3. Pronunciation of regular and irregular plural nouns. / *Pronunciación de los sustantivos regulares e irregulares en forma plural.*



## 1. Daily routines and time expressions / *Rutinas diarias y expresiones de tiempo*

### A. Expressing daily routines / *Expresando rutinas diarias*

When we talk about daily routines, we refer to the kind of activities that people do frequently, or activities that are part of their day-to-day life. For example, taking a shower or having breakfast is something most people do every day. / *Cuando hablamos de rutinas diarias nos referimos a las actividades que las personas hacen con frecuencia. Actividades que son parte de su diario vivir. Por ejemplo, tomar una ducha o desayunar son actividades que la mayoría de las personas hacen a diario.*

In the Beginner level, you became familiar with the simple present tense, a very useful tool when we want to talk about our routines or the routines of someone else. / *En el nivel principiante se familiarizó con el simple present. El presente simple es una herramienta muy útil cuando queremos hablar de nuestras rutinas o de las de alguien más.*

Let's remember how to structure different statements using the simple present tense: / *Recordemos cómo se estructuran los diferentes enunciados utilizando presente simple:*

Interrogative form					
	WH / how	Auxiliary	Subject	Base form of the verb	Question mark
Information	Where	do	you	work	?
Yes / No		do	you	work	?

Affirmative and negative form				
	Subject	Auxiliary	Base form of the verb	Complement
Negative	I	don't (do not)	work	everyday
Affirmative	I		work	everyday





After this quick review, it is time for you to become familiar with some of the most common daily activities. / Después de este breve repaso, es hora de que se familiarice con las actividades diarias más comunes.

				
				
				
				
	<p>1. Get up 2. Take a shower 3. Brush <i>my*</i> teeth 4. Floss <i>my*</i> teeth 5. Shave 6. Get dressed 7. Wash <i>my*</i> face 8. Put on makeup 9. Brush <i>my*</i> hair 10. Comb <i>my*</i> hair 11. Make the bed 12. Get undressed 13. Take a bath 14. Go to bed 15. Sleep 16. Make breakfast 17. Make lunch 18. Cook/make dinner 19. Eat/have breakfast 20. Eat/have lunch 21. Eat/have dinner</p>			
<p>* my, his, her, our, your, their</p>				





Fuente de imágenes: SENA

				
				
				
				
1. Clean the apartment / clean the house 2. Sweep the floor 3. Dust 4. Vacuum 5. Wash the dishes 6. Do the laundry		7. Iron 8. Feed the baby 9. Feed the cat 10. Walk the dog 11. Watch TV 12. Listen to the radio 13. Listen to music		14. Read 15. Play 16. Play basketball 17. Play the guitar 18. Practice the piano 19. Study 20. Exercise

Fuente de imágenes: SENA



**Remember:** There is a translated list with these words in the glossary. Check the button Glossary in the main menú or follow the links Program materials / Support materials / Glossary. / **Recuerde:** que hay una lista traducida con estas palabras en el glosario. Consulte el botón Glosario en el menú principal de programa o diríjase al botón: Program materials / Support materials / Glossary.

## B. Time expressions / Expresiones de tiempo

A very simple way to define a temporal context is to use time expressions. These words allow us to express **when** we do something. / *Una manera muy sencilla de definir un contexto temporal es utilizar expresiones de tiempo. Estas palabras nos permiten expresar **cuándo** hacemos algo.*

When we use time expressions, we usually use prepositions such as at, in, and on. Depending on the time context, a specific preposition goes with it. Let's see the following chart: / *Cuando utilizamos las expresiones de tiempo es común usar preposiciones como at, in, y on. Dependiendo del contexto de tiempo, este va acompañado de una preposición en particular. Veamos el siguiente cuadro:*

Preposition / Preposición	Time expression / Expresión de tiempo
At	<p>Times (example, 7:30), noon, midnight, night, / <i>Horas (ejemplo, 7:30), medio día, media noche, noche.</i></p> <p><b>Examples:</b> I wake up <b>at</b> 7:30. I eat lunch <b>at</b> noon. It gets dark <b>at</b> night.</p>
On	<p>Dates (example, October 6), days of the week (example, Friday), weekends, weekdays. / <i>Fechas (ejemplo, octubre 6), días de la semana (ejemplo, viernes), fines de semana, entre semana.</i></p> <p><b>Examples:</b> I go to the university <b>on</b> Fridays. She sees her parents <b>on</b> weekends.</p>

**In**

Years (example, 1974), months (example, August), morning, afternoon, evening. / Años (ejemplo, 1974), meses (ejemplo, agosto), con mañana, tarde y noche.

**Examples:** He got married **in** 1974. We vacation **in** August.

To see how they look when used in a statement, take a look at the following examples: / *Para ver cómo se ven cuando se usan en un enunciado, mire los siguientes ejemplos:*

**Using prepositions of time:**

- Anthony works very hard **on** weekends. / *Anthony trabaja muy fuerte los fines de semana.*
- Simone goes to the gym **on** Mondays and Fridays. / *Simone va al gimnasio los lunes y los viernes.*
- Douglas flies his kite **in** August. / *Douglas eleva su cometa en agosto.*
- It snows in New York **in** December. / *Nieva en Nueva York en diciembre.*
- I usually get up **at** 6.00 am. / *Usualmente me levanto a las 6:00 de la mañana.*
- My dad has lunch **at** noon. / *Mi papá almuerza al medio día.*

**2. Adverbs of frequency / Adverbios de frecuencia**

Adverbs of frequency are words we use to say how often we do any given activity. / *Los adverbios de frecuencia son palabras que usamos para decir qué tan a menudo hacemos alguna acción en particular.*

A very simple way to organize the frequency adverbs is to go from 100% to 0% of the time where **always** equals 100% and 0% equals **never**. Check the following chart and read the examples. / *Una manera muy sencilla de organizar los adverbios de frecuencia es ir de 100% a 0% del tiempo donde **siempre** equivale al 100% y **nunca** equivale a 0%. Revise el siguiente cuadro y lea los enunciados.*





100%	Always	She <b>always</b> calls her mom at noon. / <i>Ella siempre llama a su mamá al medio día.</i>
85%	Usually	I <b>usually</b> take a taxi to go to work. / <i>Usualmente tomo un taxi para ir al trabajo.</i>
75%	Frequently	They <b>frequently</b> travel abroad. / <i>Ellos viajan al exterior frecuentemente.</i>
60%	Often	We <b>often</b> get up late on weekends. / <i>Nos levantamos tarde a menudo los fines de semana.</i>
50%	Sometimes	You <b>sometimes</b> watch too much TV. / <i>Algunas veces ve mucha TV.</i>
40%	Occasionally	I <b>occasionally</b> travel on business. / <i>Ocasionalmente viajo por negocios.</i>
30%	Rarely	They <b>rarely</b> eat ice cream. / <i>Rara vez comen helado.</i>
20%	Seldom	She <b>seldom</b> lends money. / <i>Ella presta dinero muy rara vez.</i>
10%	Hardly ever	We <b>hardly ever</b> play basketball. / <i>Casi nunca jugamos baloncesto.</i>





0%	Never	I <b>never</b> go shopping on Mondays. / <b>Nunca</b> voy de compras los lunes.
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An important aspect you need to remember is the position of the frequency adverb within the statement. Even though there are exceptions, for now, it is safe to follow the structure presented in the following chart. / *Un aspecto importante que usted necesita recordar es la posición del adverbio de frecuencia dentro del enunciado. A pesar de que hay algunas excepciones, por ahora es seguro seguir la estructura presentada en el siguiente cuadro.*

	Subject	Frequency	Verb	Complement
<b>Affirmative statement</b>	They	always	go to bed	early

**Remember:** **never, seldom, rarely, occasionally and hardly ever** are not usually used in the negative form. Look at the example: / **Recuerde:** **nunca, muy rara vez, rara vez, ocasionalmente y casi nunca**, no son usualmente usados en enunciados negativos. Mire el ejemplo:

I **don't never** get up early (**incorrect**). / Yo **no nunca** me levanto temprano (**incorrecto**).

**Remember:** When you use the verb **be**, the frequency adverbs usually come after it. Look at the example: / **Recuerde:** cuando use las diferentes formas del verbo **ser o estar** el adverbio de frecuencia va justo después de este. Mire el ejemplo:

She is **always** happy. / Ella **siempre** está feliz.

### 3. Pronunciation of regular and irregular plural nouns / *Pronunciación de los sustantivos regulares e irregulares en forma plural*

Before delving into the pronunciation of plural nouns in English, it is a good idea to remember what spelling rules they follow. / *Antes de profundizar en la*





*pronunciación de los sustantivos en su forma plural, es una buena idea recordar que reglas siguen en su forma escrita.*

For most regular nouns, you just have to add -s. For example: car/cars, desk/desks, bed/beds, etc. However, in some case you need to add -es or -ies. Check the chart to get familiar with the rules. / *En la mayoría de los sustantivos regulares solo tiene que agregar una s. Por ejemplo, car/cars, desk/desks, bed/beds, entre otros. Sin embargo, en algunos casos tiene que agregar -es o -ies. Revise el siguiente cuadro para familiarizarse con las reglas.*

Spelling rules		
Noun+ es	For nouns ending in -s, -z, -sh-, or -ch, add -es.  Glass ➔ Glasses Quiz ➔ Quizzes Wish ➔ Wishes Witch ➔ Witches	
	Some nouns ending in -o need -es in their plural form:  Tomato ➔ Tomatoes Potato ➔ Potatoes Hero ➔ Heroes	
	For nouns ending in -f, change -f to -v and add -es.  Leaf ➔ Leaves Wife ➔ Wives	<b>Important:</b> there are exceptions to this rule:  Beliefs, chiefs, cliffs.
Noun + ies	For nouns ending in a consonant + y, change the -y to -i and add -es.  Spy ➔ Spies Story ➔ Stories	



There are some nouns that do not follow any of the rules described above. They are called Irregular Nouns. Let's become familiar with the most common ones. / *Hay algunos sustantivos que no siguen ninguna de las reglas descritas anteriormente. Se llaman sustantivos irregulares. Familiaricémonos con los más comunes.*

Read and pronounce the following irregular nouns in their singular and plural forms: / *Lea y pronuncie los siguientes sustantivos irregulares en sus formas singular y plural:*

Singular form	Pronunciation	Plural form	Pronunciation
Child	/tʃaɪld/	Children	'tʃɪl.drən
Foot	/fʊt/	Feet	fi:t
Goose	gʊs	Geese	gi:s
Louse	laʊs	Lice	laɪs
Man	mæn	Men	men
Mouse	maʊs	Mice	maɪs
Ox	aks	Oxen	aks
Person	per.sən	People	'pi:pəl
Tooth	tuθ	Teeth	tiθ
Woman	'wʊm.ən	Women	'wɪm.ən

Now, it is time to get familiar with the pronunciation of regular plurals nouns. / *Ahora es momento de familiarizarse con la pronunciación de los sustantivos regulares en plural.*

There are three different sounds for pronouncing the plural forms in English: / *Hay tres sonidos diferentes para pronunciar la forma plural de los sustantivos regulares en inglés:*

/s/, /z/, and /ɪz/



The election depends on the final sound of the noun in its singular form. / *La elección depende del sonido final del sustantivo en su forma singular.*

**Remember:** You should pay attention to the final **sound** of the noun and not the final **letter**. / **Recuerde:** que debe prestar atención al **sonido** final del sustantivo y no a la **letra** final.

Take a look at the following chart. *Read the transcription to familiarize yourself with the pronunciation:* / *Mire el siguiente cuadro. Lea la transcripción para familiarizarse con la pronunciación:*

Singular noun	Noun ending sound	Plural pronunciation
Laugh	/f/	Laughs
Look	/k/	Looks
Cup	/p/	Cups
Coat	/t/	Coats
Moth	/θ/	Moths

Cab	/b/	Cabs
Bed	/d/	Beds
Dog	/g/	Dogs
Hall	/l/	Halls
Aim	/m/	Aims
Pen	/n/	Pens
Thing	/ŋ/	Things





Car	/r/	Cars	
Piano	All vowel sounds	Pianos	

Face	/s/	Faces	/ɪz/
Size	/z/	Sizes	
Page	/dʒ/	Pages	
Garage	/ʒ/	Garages	
Dish	/ʃ/	Dishes	
Watch	/tʃ/	Watches	

The three categories described above are not arbitrary. They have an internal logic that is easy to understand. Look at the chart below. / *Las tres categorías descritas anteriormente no son arbitrarias. Tienen una lógica interna que es fácil de entender. Mire el siguiente cuadro.*

Explanation / Explicación	Sounds related / Sonidos relacionados
<p>Sibilant sounds are made by directing a stream of air with the tongue towards the sharp edge of the teeth, which are held close together. / <i>Los sonidos sibilantes se producen expulsando una corriente de aire con la lengua dirigida al borde de los dientes que deben estar juntos.</i></p> <p>Produce the sounds now and pay attention to their pronunciation and articulation points. / <i>Produzca los sonidos ahora mismo y preste atención a su pronunciación y puntos de articulación.</i></p>	<p>/s/ /z/ /ʃ/ /tʃ/ /dʒ/ /ʒ/</p>







In voiceless sounds your larynx does not vibrate. / *En los sonidos sordos su laringe no vibra.*

Produce the sounds now and pay attention to their pronunciation and articulation points. Put two fingers on the front of your throat while you do it. / *Produzca los sonidos ahora mismo y preste atención a su pronunciación y puntos de articulación. Ponga dos dedos sobre su garganta mientras lo hace.*

/f/ /k/ /p/ /t/ /θ/

By learning what a sibilant sound is and memorizing the voiceless sounds, you will be able to pronounce the regular plural nouns correctly in no time! / *¡Al aprender lo que es un sonido sibilante y memorizar los sonidos sordos podrá pronunciar los sustantivos regulares en plural en un tiempo record!*

**Remember:** practice makes perfect! / **¡Recuerde:** ¡La práctica hace al maestro!

### Contextualization / Contextualización

Read Sarah Anderson's talk about her daily routine. Is your daily routine similar to hers? / *Lea a Sarah Anderson hablar acerca de su rutina diaria. ¿La rutina de Sarah Anderson es parecida a la suya?*

Script / *Guión:*

Good morning. My name's Sarah Anderson. I am a business manager. I think I have a really busy schedule. I get up at half past four and make some coffee. At five, I take a shower and get ready for work. I usually have a light breakfast and leave home. If I am in a hurry, I prefer to take a taxi, but if I have time, I take the bus. I get to work at half past seven and prepare my agenda for the day. On Mondays and Tuesdays, I write reports for my supervisor. On Wednesdays, I make a lot of phone calls and schedule meetings. On Thursdays and Fridays, I have to call about twenty clients before noon. At one o'clock, I have lunch with my co-workers at the cafeteria. In the afternoon, I work on my projects and assign responsibilities to the members of my team. At half past five, I go back home. I get



home at around seven o'clock. My husband and I make dinner and help our children with their homework and put them to bed. After that, we watch the news. Before I go to bed, I go on the computer and check my mail. This is basically my life from Monday to Friday.

### Comprehension / Comprensión

Read again and decide if the following statements are true or false: / *Lea una vez más y decida si los enunciados son verdaderos o falsos:*











- |  |                            |                            |
|--|----------------------------|----------------------------|
| 1. Sarah is married.   | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 2. Sarah gets up at four am.                                       | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 3. Sarah writes letters to her supervisor on Mondays and Tuesdays. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 4. Sarah takes a taxi if she doesn't have time.                    | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 5. Sarah uses the phone a lot on Thursdays and Fridays.            | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 6. Sarah has lunch at home.  | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 7. Sarah's husband helps her prepare dinner.                       | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 8. Sarah and her husband watch movies in the evening.              | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 9. Sarah uses her computer before she goes to bed.                 | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 10. Sarah has a lot of free time on Weekdays.                      | <input type="checkbox"/> T | <input type="checkbox"/> F |

### Practice 1 / Práctica 1

A. Match each picture with its corresponding activity. / *Relacione cada imagen con su actividad correspondiente.*





				
Fuente: SENA	Fuente: SENA	Fuente: SENA	Fuente: SENA	Fuente: SENA
				
Fuente: SENA	Fuente: SENA	Fuente: SENA	Fuente: SENA	Fuente: SENA
a. Surf the web b. Do homework c. Study d. Work e. Take the bus		f. Talk on the phone g. Exercise h. Play the guitar i. Take a shower j. Go to bed		

B. Fill in the blanks with the correct verb or the correct preposition. Conjugate the verb **if necessary**. You can use the prepositions more than one time. / *Llene los espacios con el verbo o la preposición correcta. Conjugue el verbo si es necesario. Puede usar las preposiciones más de una vez.*

Choose from the box below: / *Escoja de la tabla que está a continuación:*

Verbs	Prepositions
Get up Go jogging Surf the web Have lunch Have dinner	In On At

Shane usually (1) \_\_\_\_\_ (2) \_\_\_\_\_ 7.00 am. He likes to start the day early.





Mary and her husband (3) \_\_\_\_\_ after work. They don't have time to exercise (4) \_\_\_\_\_ the morning.

Angela (5) \_\_\_\_\_ 12 hours per day. Her mom says she is addicted to Facebook.

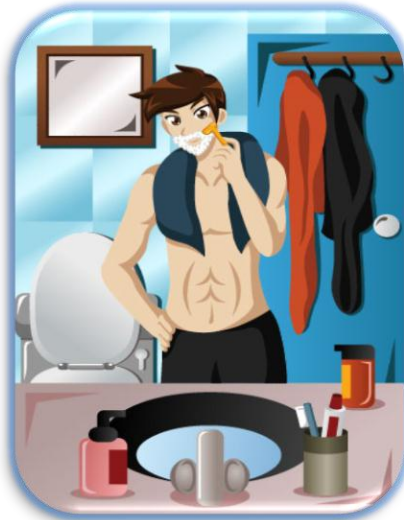
John is not very hungry (6) \_\_\_\_\_ noon. He prefers to (7) \_\_\_\_\_ (8) \_\_\_\_\_ 2.00 pm.

Laura hardly ever (9) \_\_\_\_\_. She doesn't like to eat before going to bed.

Louise goes to bed (10) \_\_\_\_\_ midnight. He loves how silent the night is.

C. Read the sentences and match the number next to the right picture. / *Lea las oraciones y relacione el número al lado de la imagen correspondiente.*

1. I make breakfast for my family.



Fuente: SENA







2. Carla brushes her teeth three times a day.



Fuente: SENA

☐

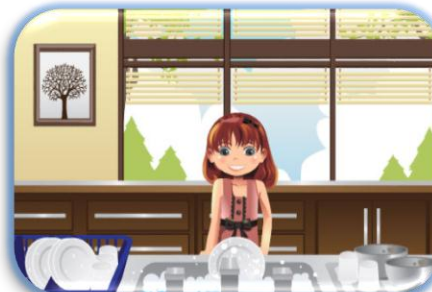
3. Chad shaves his face every other day.



Fuente: SENA

☐

4. I have to do the laundry on Mondays.



Fuente: SENA

☐



5. Brent listens to rock music.



Fuente: SENA

☐

6. I dust my desk every day.



Fuente: SENA

☐

7. My sister washes the dishes after lunch.



Fuente: SENA

☐



8. Veronica irons her skirts in the evening.



Fuente: SENA



## Practice 2 / Práctica 2

- A. Recipe for success. Read an interview about time-management and prioritization of activities for success. Do you have a similar routine? / *Receta para el éxito. Lea una entrevista acerca del manejo de tiempo y la priorización de actividades para el éxito. ¿Su rutina diaria es similar?*

Script / Guión:

Reporter: According to Success magazine, people who know how to manage their time better are more successful. Today in the studio, we have Robert Campbell, one of the most successful businessmen in our country. Good morning, Bob, and thanks for coming.

Robert Campbell: Thank you for the invitation. I am very happy to be here with you today.

Reporter: OK, Bob, we all know you are a very successful person, could you please tell us what to do to be successful in life?

Bob: Well, I think it is essential to organize your priorities and do only what is connected with your objectives. For example, I always get up early and map out my day. I usually check my mail before having breakfast. I never watch TV. I hardly ever procrastinate. Sometimes I do yoga before taking a shower. When I have a new project, I often visualize the results I want to get. Visualization always works.





Reporter: It sounds simple, but for most people is very difficult to have that much discipline. After the break, Bob will tell us how to be more disciplined.

According to the interview, are the following statements true or false. Choose the correct option. / *De acuerdo con la entrevista, ¿Los siguientes enunciados son verdaderos o falsos? Escoja la opción correcta.*

a. Mr. Campbell thinks it is very important to organize your priorities.

T

F

b. Mr. Campbell sometimes gets up early.

T

F

c. Mr. Campbell hardly ever watches TV.

T

F

d. Mr. Campbell never procrastinates.

T

F

e. Mr. Campbell thinks visualization is very effective.

T

F

**B.** Unscramble these words to form sentences. Type the words in the space provided. / *Organice las palabras para formar oraciones. Escriba las palabras en el espacio provisto.*

1. doesn't, get up, usually, Joe, early

2. go swimming, never, in winter, they

3. hungry, often, are, Peter, Brandon, and

4. helps, always, his kids, their homework, Ray, with

5. read, in the evening, hardly ever, novels, my parents





6. listens to, rarely, Gregory, salsa music

7. in the morning, seldom, watches TV, Frank

C. Put the following frequency adverbs in the correct order from the most often to the least often. / *Ponga los siguientes adverbios de frecuencia de manera correcta desde el más frecuente hasta el menos frecuente.*

Usually	1.
Never	2.
Always	3.
Seldom	4.
Sometimes	5.
Often	6.

D. Complete the sentences. Use the adverb and the correct form of the verbs in brackets. / *Complete las oraciones. Use el adverbio y la forma correcta de los verbos en paréntesis.*

1. Our teacher, Mrs Jones, \_\_\_\_\_ (never / be) late for class.
2. I \_\_\_\_\_ (often / clean) my garage on weekends.
3. My sister \_\_\_\_\_ (hardly ever / help) me with my homework.
4. I \_\_\_\_\_ (sometimes / be) bored in history class.
5. We \_\_\_\_\_ (rarely / watch) soap operas on TV.
6. You and John \_\_\_\_\_ (never / play) soccer with me.
7. Jane \_\_\_\_\_ (usually / be) at the sports center on Saturdays.
8. The school bus \_\_\_\_\_ (always / arrive) at seven o'clock.








## Pronunciation practice / Práctica de pronunciación

**Note:** This practice must be completed using the multimedia version of the study material. There you will find the corresponding sound files. / **Nota:** esta práctica debe ser completada usando la versión multimedia del material de estudio. Allí encontrará los archivos de audio correspondientes.

- A. Listen to the nouns and place them in the correct column according to the sound of the plural form. To place each word, drag it and drop it in the corresponding column. / *Escuche los sustantivos y ubíquelos en la columna correcta de acuerdo con el sonido de la forma plural.*

Weeks	Tables
Ridges	Slices
Sons	Cats
Voices	Lamps
Shorts	Judges
Sirens	Views

Z 	IZ 	S 

- B. What is its plural form? Listen to the options and click on the correct answer. / *¿Cuál es su forma plural? Escuche las opciones y escoja la respuesta correcta.*



1. Man a. Mans b. Mens c. Men	2. Child a. Children b. Childs c. Childrens	3. Person a. Persons b. People c. Peoples	4. Fish a. Fishes b. Fish c. Fishen	5. Foot a. Foots b. Feets c. Feet
6. Tooth a. Teeth b. Tooths c. Teeths	7. Leaf a. Leaves b. Leafs c. Leafes	8. Knife a. Knifes b. Knives c. Knifees	9. Woman a. Womens b. Womans c. Women	10. Mouse a. Mice b. Mouses c. Mices

C. Listen to the following words. Pay attention to the pronunciation of the vowel in each word. / *Escuche las siguientes palabras. Preste atención a la vocal de cada palabra.*

**Note:** if there are more than two vowels in a word, pay attention to the vowel in the underlined syllable. / **Nota:** si hay más de dos vocales en una palabra, preste atención únicamente a la vocal en la sílaba subrayada.




I	i	e
Ship Dinner	Sheep Sleep	Get Dec <u>e</u> mber

Now, classify the words on the following list according to the vowel sound you hear. / *Ahora, clasifique las palabras en la lista de acuerdo con el sonido que escuche.*

<u>B</u> ed Geese Leaf <u>F</u> ebruary Feed <u>D</u> inner	Midnight <u>D</u> ecember Teeth <u>E</u> xercise Clean <u>B</u> reakfast <u>L</u> etter
--	---





I 	i 	e 

D. Listen to the following words. Pay attention to the pronunciation of the underlined consonant in each word. Then, say them aloud. Try to imitate the consonants sounds you hear. / *Escuche las siguientes palabras. Preste atención a la consonante subrayada en cada palabra. Luego, diga las palabras en voz alta tratando de imitar los sonidos consonánticos escuchados.*

ʒ	dʒ	ʃ	tʃ
Televis <u>ion</u> Us <u>ually</u>	Manag <u>er</u> J <u>une</u>	Brush <u>h</u> Posit <u>ion</u>	Watch <u>h</u> Ch <u>ild</u>

Now, classify the words on the following list according to the consonant sound you hear. / *Ahora, clasifique las palabras en la lista de acuerdo con el sonido de consonante que escuche.*

Management <u>Ch</u> ildren Occas <u>ion</u> ally <u>J</u> uly Posit <u>ion</u> Garag <u>e</u> <u>J</u> anuary	Witch Lunch Dish <u>e</u> s <u>J</u> ogging <u>S</u> hower March
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3	dʒ	ʃ	tʃ

E. Listen to the following words. Pay attention to the stressed syllable. / *Escuche las siguientes palabras. Preste atención a la ubicación de la sílaba acentuada.*

<u>Schedule</u> Breakfast	August <u>Reports</u>	<u>Saturday</u> Manager	November Tom <u>ato</u>











Now, classify the words on the list according to their stress pattern. / *Ahora, clasifique las palabras en la lista de acuerdo con su patrón acentual.*

Recipe Hardly July Management Always Apartment	Iron Exercise Success Listen October Belief	Frequently Midnight Potato Basketball Often September
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- F. Listen to the pronunciation of the following sentences. Then, say them aloud. Try to imitate the intonation pattern used. / *Escuche la pronunciación de las siguientes oraciones. Luego, dígalas en voz alta tratando de imitar el patrón de entonación usado.*

	Where do you work?
	I don't work every day.
	I wake up at 7.30 and eat lunch at noon.
	She sees her parents on weekends.
	We vacation in August.
	It snows in New York in December.
	They frequently travel abroad.
	You sometimes watch too much TV.
	I never go shopping on Mondays.
	She is always happy.

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