



Instituto Superior de Profesorado N° 7

INSTITUTO SUPERIOR DE PROFESORADO N° 7

Venado Tuerto

Profesorado de Inglés

Cuadernillo para el Ingreso



“A man who knows two languages is worth two men”

David Crystal

Dear student,

We are happy to welcome you to this course with the aim of becoming an English teacher.

We have prepared this short booklet (Cuadernillo para el Ingreso) especially for you, so that you can see how we are going to work along the year.

It comprises exercises based on different types of material you may encounter while attending your lessons; cartoons, stories, advertisements, magazine articles, and so on.

You are being asked to work on these pages before we start our lessons, with the purpose of checking and discussing in detail what you may have found difficult to solve when we meet at the “Propedeútico”. Don’t worry if you can’t cope with everything in it, you will be able to do so with time, energy and hard work!

Studying English to become a teacher is not an easy task, you will have to advance to the most proficient levels of the language but you will find it interesting and self-rewarding if you commit yourself to this

We really hope to meet you in February ready to start working together.

English Teachers

ISP N° 7

Reading Advertisements

Ad 1

**GREEN • ENVIRONMENTALLY FRIENDLY • BIODEGRADABLE
COMPOSTABLE • SUSTAINABLE**

OregonGreenProducts.com



Now you can enjoy the convenience of disposable plates, cups, bowls, and cutlery without harming the environment!

<p>If you are sick of increasing our ever-growing landfill with petroleum-based plastic cups and utensils, as well as plates and cups coated with plastic or made from Styrofoam, and you would like a Green alternative, it is now available in Bend.</p>	<p>Items perfect for: picnics, festivals, public events, bbq's, weddings, parties, office break rooms, catering, and take-out</p> <p>Products made from: potato, sugar cane fiber, corn, bamboo, recycled paper</p> <p>Products include: <i>Plates, Bowls, Cutlery (knives/forks/spoons) Hot & Cold Cups, Take-out Containers, Napkins, Straws, Bags</i></p>
---	---

**For a retail price list and locations, please visit
www.oregongreenproducts.com
For wholesale information, call Owen at 541-389-5400**

OregonGreenProducts.com is a division of **LavaEdge** LLC

Pre-reading activity:

- 1- Look at both ads. What do you think they are about?
- 2- Look at ad #1: What does the Word GREEN suggest to you?
- 3- Make a list of words you know that are similar in meaning to green (for example *eco-friendly*)
- 4- Look at ad #2. What are the risks of a sedentary life?

Reading activity

Ad #1: Scan the ad to check words that are similar to *green*.

Ad#2: Scan the ad to check what illnesses or risks of a sedentary life are mentioned (two pages ahead)

Word formation

- 1- In English there are many **compound words**, that is to say, words that are joined together to make a new word (alarm clock, postman, e-mail). Compounds are easily distinguished when they take a **hyphen**, but this is not always the case. Compounds may be hyphenated, may be written together as one word or may be written as two separate words. Look for examples of each case in ad 1. Be careful! Some combinations of noun + noun or adjective + noun are not compounds at all.

There aren't rules to know when a compound takes a hyphen or is written together or as two separate words. You can do the following exercise to see some examples:

http://grammar.ccc.commnet.edu/grammar/cgi-shl/par_numberless_quiz.pl/compounds_quiz.htm

- 2- Now pay attention to the word *bbq*. What does it mean? What kind of word is this? The most common example of this kind of word perhaps is TV. Do you know other examples?

Try to work these out:

a.s.a.p.

i.e.

OMG

LOL

DIY

p.s.

- 3- Notice the word cutlery. As the ad says, it means forks, knives and plates.

Think of a word that includes the following:

pen, pencil, rubber

bed, chest, armchair

papers, clips, folders

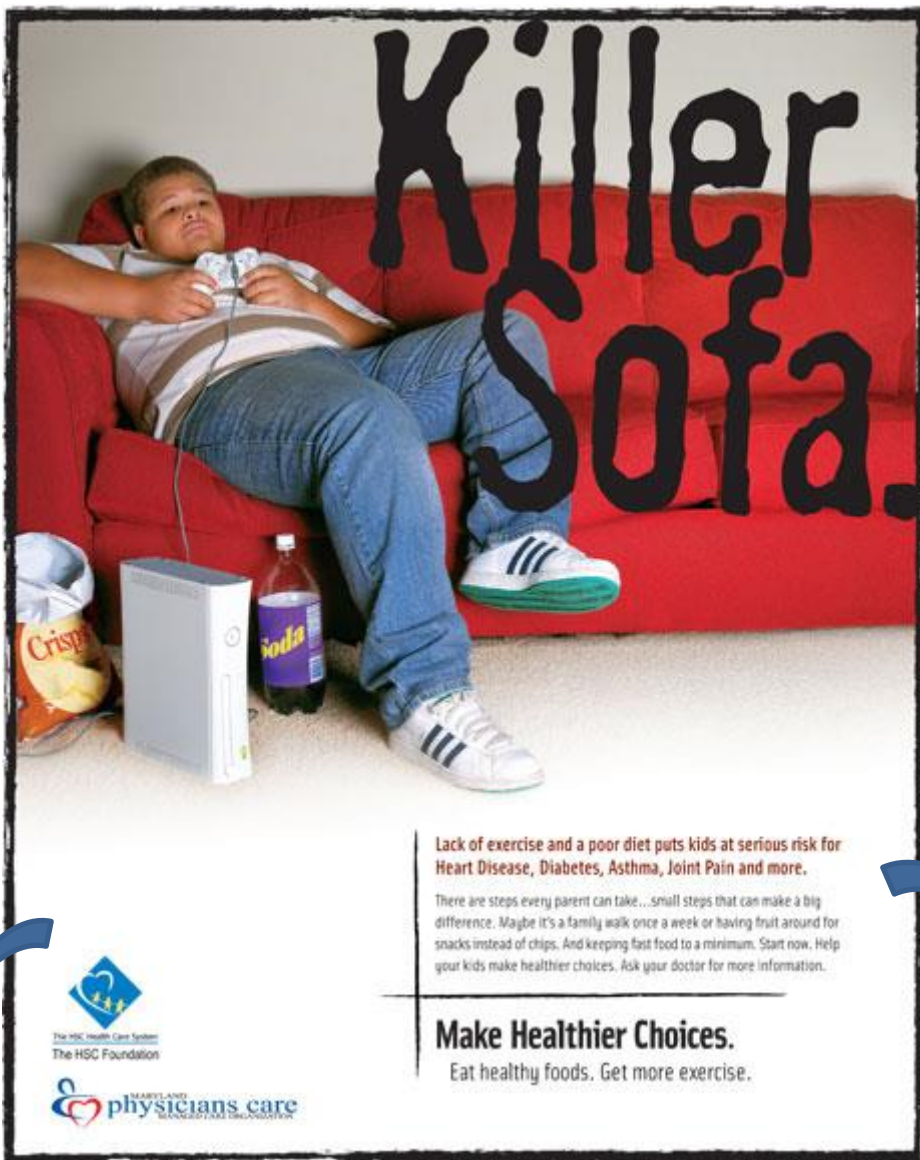
shorts, T-shirt, dress

cups, plates, dishes

- 4- Catering: Do we use this word in Spanish? What other words in English do we usually use?
- 5- It is very common in English that the same word may be a noun, an adjective, a verb, etc. For example, in the phrase "*lack of exercise*" in ad #2, the word exercise is a noun but in the question "*Do you eat properly and exercise regularly?*" it is a verb.

Look for more words in ad #2 that may be used as another word class. Then use a dictionary to find good examples of those words.

Ad 2



Lack of exercise and a poor diet puts kids at serious risk for Heart Disease, Diabetes, Asthma, Joint Pain and more.

There are steps every parent can take... small steps that can make a big difference. Maybe it's a family walk once a week or having fruit around for snacks instead of chips. And keeping fast food to a minimum. Start now. Help your kids make healthier choices. Ask your doctor for more information.

Make Healthier Choices.

Eat healthy foods. Get more exercise.

Lack of exercise and a poor diet puts kids at serious risk for Heart Disease, Diabetes, Asthma, Joint Pain and more.

There are steps every parent can take... small steps that can make a big difference. Maybe it's a family walk once a week or having fruit around for snacks instead of chips. And keeping fast food to a minimum. Start now. Help your kids make healthier choices. Ask your doctor for more information.

Make Healthier Choices

Eat healthy foods. Get more exercise

The HSC Foundation – Maryland Physicians Care

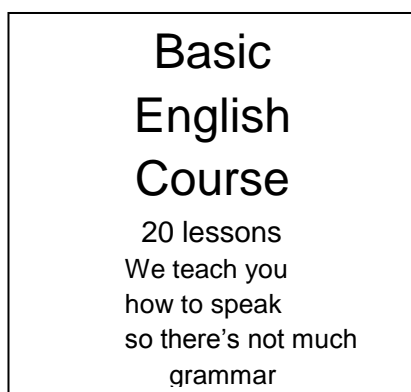
The Myth of Simplicity - David Crystal

Text #1: **The Myth Of Simplicity** (David Crystal:” The Cambridge Encyclopedia of the English Language” Cambridge University Press)

Pre-reading activity:

- 1- What is a myth? Discuss.
- 2- Have a look at the ad “BASIC ENGLISH COURSE” and answer the following questions:
 - a- Have you ever seen an ad like that?
 - b- What does it propose?
 - c- Do you think it is possible to learn English in 20 lessons?
 - d- Do you think it is possible to learn without grammar?

The Myth Of Simplicity



This advertisement (minus the name of the firm who produced it) appeared in a foreign Sunday paper a few years ago. It represents one of the most pervasive myths about a language –that grammar is needed for language, but not for speech.

“English has a grammar of great simplicity and flexibility” wrote the authors of *The Story of English* – a book based on a BBC television series, which became a best-seller in the 1980s. This kind of statement is often made by those who identify the complexity of a language with the number of word endings it has –an unfortunate legacy of the Latin influence on English grammar. The reality can be seen in the three kilos of paper comprising *A Comprehensive Grammar of the English Language* (1985). Non-native speakers of English who have spent several years learning the grammar to an advanced level have little sympathy with the view that English grammar is “simple”

Reading Comprehension: Read the whole article and answer the following questions:

- 1- According to the text, why do some people claim that English grammar is simple?
- 2- What does Crystal mean when he says that “A Comprehensive Grammar of the English Language” weighs three kilos?
- 3- Do you think Crystal agrees with the view that English is simple?

Follow-up:

1- Over to you:

What is your own view of English? Have you found it simple/ difficult to learn? What is simple or difficult to you?

Now, let's work on language!

Word formation

Look at the following words: advertisement, simplicity, flexibility, statement, complexity, reality. What words are they?

Now see that these words comprise other words, for example advertisement – advertise. Try to find all the possible words.

Simplicity:

Flexibility:

Now have a look at the word **unfortunate**. What word is it? Is there another word in it?

Now try to explain this process. Do we have the same process of word formation in Spanish?

Think of more examples that you know in English or use a dictionary to find some examples.

Verb tenses

1-Now read the text again and underline all the verb phrases. What tense is the one that prevails in the text? Why do you think this is so?

Match the verb tenses with the examples

... appeared

... has a grammar

Who have spent

What are the main differences between these tenses? Why are they used in each case?

Now read these examples:

... grammar is needed for language / This statement is often made... / The reality can be seen ...

These examples are written in present, but they are different from the previous ones.

What's the difference? What is this use of verbs called?

Cartoons



- 1- *Can*, *won't* (will + will not) and *would* in the comic strip are examples of **modal verbs** or **modal auxiliaries**. Modal verbs are used with other verbs to express different functions of language like asking for permission, inviting, suggesting, etc , or to denote time (future or past).

You can try doing this exercise to see more examples of modals:

http://grammar.ccc.commnet.edu/grammar/cgi-shl/quiz.pl/modal_quiz.htm

- 2- In the comic strip there are also two examples of **if clauses**. Make sure you know how if clauses are formed. Pick out the sentences with if clauses and underline the verbs in them to work out a rule.
- 3- Visit this web site to do get some extra practice on if clauses:
http://grammar.ccc.commnet.edu/grammar/quizzes/conditional_quiz.htm
- 4- Pay attention to the question “*How long have you been learning English?*” When do you use this tense? Make a list of things you have been doing for quite a long time (make sure you still do them!)
- 5- Why does the girl say they haven’t been learning the most useful type of English? Is the conversation natural or artificial? Why? Compare the language in the comic strip with the following:



If you want to read more about these forms, you can access the complete article here: <http://reallifebh.com/how-english-is-really-used-colloquial-contractions-wanna-gotta-gonna>

Newspaper Headlines

Most popular stories

David Beckham 'crashes into car outside his LA home with Brooklyn in the passenger seat'



The ex-England football captain was in his black Range Rover with what looked like his son Brooklyn in the front passenger seat when the collision reportedly occurred.

Runaway schoolgirl, 16, who fled to France with jailed teacher Jeremy Forrest 'dumps him after finding boyfriend her own age'



The girl, now 16, had said she would wait 'for ever' for Forrest who was was jailed for five-and-a-half years for abducting her in September last year.

Gigging George basking in the radiant glow of his mother's love: An utterly captivating new Royal christening portrait... released by VERY proud parents



After the christening, and with all the other photographs done, George saved his best until last letting out a burst of giggles for this gorgeous image.

Brace yourself: St Jude's Storm with 90mph winds and heavy rain WILL hit Britain tonight wreaking havoc across country as coastguard launch desperate hunt for photographer washed off sea wall in high seas



A vast area of low pressure is forming over the Atlantic Ocean and 'Storm St Jude' - named after the patron saint of lost causes - is expected to hit the South-West coast at around midnight before causing havoc across the South.

Mel C and Matt Cardle fuel rumours they're more than just friends as they hold hands and flirt up a storm in Poland



The singers put on yet another display of affection as they explored Warsaw, Poland on Saturday.

Strictly's Susanna Reid's student past comes back to haunt her as it emerges she 'scandalised her uni campus with fling with professor'



She's one of the top contenders for this year's Strictly Come Dancing crown, who is known for her flirty TV interviews.

Holiday in the sun! Alan Shearer takes wife Lainya and their three children for a spot of rest and recreation in sunny Barbados



He's a British footballing legend and Bewcastle born and bred. so Alan Shearer must be used to chilly winters in the UK. However the retired striker looked very at home going shirtless in Barbados while on holiday with his wife and three kids.

Knocked up! Amir Khan and wife Faryal say they 'can't wait to be parents' as they announce they are expecting their first child



Boxer Amir Khan and his wife Faryal are set to become parents for the first time.

Yes, we know you're engaged! Michelle Keegan flashes her huge sparkler as she heads to the theatre with fiancé Mark Wright



She had to wait a while to finally get her hands on her engagement ring after it was sent away to be resized.

SHAMEFUL: Fury over UK soldiers investigated after performing Nazi-style salute in Helmand



Apparently taken at an Army base, the photograph of two serving British soldiers giving Nazi-style salutes will provoke international disgust as Remembrance Day approaches.

Read the Headlines and brief references to the different pieces of news and discuss the questions below

- 1- Look at the first headline. What happened to David Beckham? Who is Brooklyn? Why is it an important piece of news?
- 2- Why is teacher Jeremy Forrest in prison? What did the schoolgirl do? What does the word “abducting” mean? What is important about her new boyfriend?
- 3- What does “basking” mean? How can you explain the phrases: “save his best” and “burst of giggles”?
- 4- What’s the storm called and why? What does 90 mph mean? What does the expression “wreaking havoc” mean? What happened to the photographer?
- 5- Who are Mel C and Matt Cardle? How can you explain the phrases “fuel rumours” and “flirt up a storm”?
- 6- What does the verb “haunt” mean? What did she do in the past? What does “to be a top contender” mean? What does “fling” mean?
- 7- Who is Alan Shearer? What does the phrase “Bewcastle born and bred” mean? How can you explain the phrase “a spot of rest and recreation”? What does “to look very at home” mean?
- 8- Why does the news begin with the phrase “knocked up”? What’s the piece of news about?
- 9- What does the phrase “...flashes her huge sparkler” mean? What does “fiancé” mean? Why did she have to wait for her ring? When do people get engaged?
- 10-What is it shameful? What does “Remembrance Day” bring to memory?

READING

Accent Attack

Help in understanding English accents.



Watch & Learn!
Listen to two people discussing
this topic in a mini-video at
www.hotenglishmagazine.com



Englishwoman &
US woman

track
9

ANSWERS ON PAGE 45

1 Pre-reading

Write the corresponding adjectives next to each country. Then, make 3 sentences with any of the adjectives to talk about the people or products from those countries.

- China
- Korea
- France
- Mexico
- England
- America
- Australia
- Canada
- South Africa
- Spain
- Japan
- Indonesia

2 Reading I

Read the article once. Which English accents are mentioned?

3 Reading II

Read the article again and answer the questions.

- When did the university start collecting the recordings?
- What is special about the paragraph that contributors read out?
- What is it difficult for people over the age of 6 to do?
- Will someone who goes to live in an English-speaking country at the age of 14 pick up a native-speaker accent?

4 Language focus

The use of still

Look at this extract from the article, "...will still have a Korean accent." The writer has used the adverb *still*. With most tenses, we generally place *still* before the main verb. However, we place it *before* the auxiliaries *have/has* with the Present Perfect. Re-write the following sentences with *still* in them.

- It's raining.
- They're working.
- He works in the company.
- They can see it.
- She hasn't finished it.
- They haven't done it.

5 Discussion

- Which English accents are you most accustomed to? Why?
- Which English accent do you like the most? Why?
- Which English accent is the hardest to understand? Why?

Have you ever wondered what a Korean person speaking English sounds like? What about a South African? Or someone from Mexico? Well, now you can hear hundreds of accents at the "The Speech Accent Archive" – an online **database** of **native** and **non-native** speakers of English.

The project is managed by the George Mason University in Fairfax, Virginia, USA. The university started collecting recordings in 1999 and it now has 1,300. Every contributor has to record the following paragraph:

*"Please call Stella. Ask her to bring these things with her from the **store**: six spoons of fresh snow peas, five thick **slabs** of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can **scoop** these things into three red bags, and we will go meet her Wednesday at the train station."*

The paragraph may not be particularly natural English – it's hard to imagine anyone saying it in real life – but it does contain most of the vowel and consonant sounds of Standard American English.

Analysis of the accents is producing some interesting information. "All speakers are **slightly** different from each other, and that is interesting in itself," says Steven Weinberger, associate professor and director of linguistics at the university, who is also the administrator of the **archive**." However, the database also shows how systematic accents are, and how there are similarities among groups. For example, all French speakers have certain common characteristics that make their accent **predictable**, as will all Mandarin Chinese speakers, and Swahili speakers, and so on.

The archive clearly also shows how difficult it is for non-natives to acquire native-level pronunciation. It appears that the age of 6 is the **cut-off point**, and that after that, it's extremely difficult to master pronunciation. As Weinberger explains, "So, a person – let's say Korean – who starts learning English at the age of 11, and lives in the USA for 20 years speaking English will still have a Korean accent. But a Korean who starts her English at the age of four, and then moves to the USA and lives there for five years, will not have a Korean accent. So, it's the age of **onset**, not the length of **exposure**, that's crucial."

When it comes to pronunciation, very few learners will reach native-speaker level. However, that doesn't matter, because the most important thing is being able to produce language that others can understand. 🌱



GLOSSARY

- a database** *n*
a collection of data (information) that is usually stored/kept on a computer
- native** *adj*
a "native" speaker is someone who has spoken that language since childhood
- non-native** *adj*
a "non-native" speaker is someone who has learnt the language at a later stage in their life
- a store** *n*
a shop
- a slab** *n*
a thick, flat piece of something
- to scoop** *vb*
if you "scoop" something up, you put your hands under it and take it up in a circular movement
- slightly** *adv*
a little bit
- an archive** *n*
a collection of documents and records that contain (historical) information
- predictable** *adj*
if something is "predictable", it is easy to imagine what will happen
- a cut-off point** *n*
a time that marks a division between two things
- onset** *n*
the "onset" of something is the beginning of it
- exposure** *n*
your "exposure" to something is the amount of time you experience it

ACCENT ATTACK

- 1- Solve the exercises on the page.
- 2- Look at the third paragraph: Underline all the words which begin with the sound cluster "s+consonant". These words are usually difficult for us to pronounce, so practise saying them without adding an "e" before the "s"

3- Numbers

In the text we find some numerals in paragraphs 1 and 2. For ex.:

- a-hundreds of accents....}
- b- 1999
- c- 1,300

Let's practise some numbers by writing them

- 1- (year) 1870
- 2- (year) 2004
- 3- (year) 2012
- 4- 43
- 5- 702
- 6- 1,800
- 7- 356,103
- 8- 35%
- 9- 200
- 10-1st
- 11-1/2
- 12-3 1/2
- 13-3/4
- 14-30th
- 15-12th

4- Prepositions Complete the sentences/phrases below with the correct preposition and check them in the text (Don't cheat!!!!)

- 1- (line 3) Or someone _____ Mexico? (to indicate origin)
- 2- (line 8) The project is managed _____ the George Mason University _____ Fairfax, Virginia, USA
- 3- (line 11) The University started collecting recordings _____ 1999
- 4- (line 16) ...five thick slabs _____ blue cheese
- 5- (line 22) We will go meet her Wednesday _____ the Train Station
- 6- (line 27) All speakers are slightly different _____ each other

- 7- (line 40) So, a person...who starts learning English _____ the age _____ 11, and lives _____ the USA _____ 20 years...
- 8- (line 44)and then moves _____ the USA...

5- This is an example of INDIRECT QUESTIONS

- Have you ever wondered what a Korean person speaking English sounds like? (line 1)

(Notice the position of the verb, which must come after the Subject as in an ordinary statement)

Now read the Indirect questions below and write them into Direct questions

- 1- I'd like to know what she does on Sundays
What?
- 2- Do you know where she left her umbrella?
Where?
- 3- Please tell me what your name is
What?
- 4- I wonder if he will arrive on time
Will?

Mini Sagas

1) Saving Money

"I have saved 70 pence today" David said to his wife, excited and breathing deeply as he arrived home. "I followed the bus back and earned 70 pence for us." "You stupid fool, you should have followed a taxi! Don't you realise that you could have earned two pounds instead?"

2) Life

A fisherman had a nice family and lived happily near the beach, fishing only for their daily needs. One day he met a businessman who said "catch more fish, buy more boats and run a successful business". The fisherman answered "then what?" "Start a family and live by the beach."

3) Division of Labour

Four friends went on a journey. After walking they found a place to rest and eat. Each said they would do something. One said "I'll prepare a meal". Another said "I'll start a fire". The third said "I'll build a shelter", while the fourth said "I am ready to eat".

4) An Open Mind

"I don't like robots," I said to my new boss after a cup of coffee. "I hate them, I don't like working with cold machines."

"Perhaps you really should try to open your mind." My boss put down his cup and opened his body, then put two new batteries inside.

5) Growling

A big lion is growling. I have to stay here quietly. I am sweating a lot. It is just a few minutes, but I feel like this moment will last forever. Finally the school bell rang. I closed my books, packed my bag and quickly went to the restaurant

6) Who is a Fool on Earth?

One day a man was counting the storeys of a building.

A woman said "Anyone who counts here is punished. How many floors have you counted?"

The man answered "Thirty".

"30 Yuan please," the woman said.

The man gave her 30 Yuan and thought "You fool, I counted 50 floors".

7) A Flat Tyre

I was already late. I started my car and drove fast. Suddenly I lost control and the car ran over something which burst the tyre. I got out of my car and discovered the cause of the puncture. I was extremely angry.

The idiot had a bottle in his pocket!!

8)The Storm

I was walking along a railway track in spite of a terrible storm.
An unbelievable gale uprooted a tree which fell on me. I was nearly unconscious and stuck in the middle of train lines! Suddenly a loud whistle...
GOD! The train!

“Cut. That’s it for today”, said The Director.

9)Till Death Do Us Part

Her husband was very sick. She sat by him and he said: “You were there to support me through everything; when I got fired, when my business failed, when I got shot, when we lost the house, and when I got sick..... You know what?.....
You bring me bad luck!”

Questions on the Mini Sagas

- 1) Underline the different tenses. Is there any modal verb used? What can you say of the last question?
- 2) Can you find and underline examples of the Imperative?
- 3) What tenses can you find? Why is “will” used?
- 4) Underline the tenses. When is the present used? What does “should” indicate?
- 5) What tense/s are used in the first sentences? Does this change? Why?
- 6) What different tenses can you find?
- 7) What tenses are used? Why aren’t there any sentences in the Present Tense?
- 8) What tenses can you find here?
- 9) Are the tenses in this story all in the past?

Language and Identity...

- **“A nation without a language is a nation without a heart”**
- *“We infer the spirit of the nation in great measure from the language”*
- **“Identity and history combine to ensure that each language reflects a unique encapsulation and interpretation of human existence”**
- *“With each newly learned language you acquire a new soul”*
- **“Language embodies the intellectual wealth of the people who use it”**
- *“The sum of human wisdom is not contained in any one language, and no single language is able of expressing all forms and degrees of human comprehension”*

Language Death/ David Crystal

- 1- Can you explain what each of the quotations above mean?
- 2- What does “Identity” mean in your own words?
- 3- Which one do you like best and why?

Read the story and discuss the questions below

THE BUTTERFLY

There was once a widower who had two bright, young daughters who were so curious about everything that they kept asking questions. Questions, questions, questions, questions. And though their father was able to answer some of their questions, there were many that he just couldn't answer. And he began to feel that they needed someone who could. So he decided to send them to live with the wise old man who lived on the hill. Which was what you did in those days.

So off went the two girls to live with the wise old man who lived on the hill. And they continued to ask questions. Questions, questions, question, questions, questions. But unlike their father, the wise old man always had an answer.

At first it was delightful. But as time went by, the girls began to find it irritating that, no matter what they asked, the old man always had an answer. So they began to search for ways to catch him out.

One day, one sister ran up to the other with a beautiful bright blue butterfly in her hands. "I've got a great idea," she said. "I've just found this butterfly, and I thought I'd hide it in my hands and go and ask the old man whether it's alive or dead. If he says it's dead, I'll open my hands and let it fly out. If he says it's alive, I'll give it a quick, hard squeeze and open my hands and say "Wrong, it's dead!" So whatever he says, he can't win. "Brilliant!", said her sister.

Eventually they found the old man, sitting on a rock. "Oh wise old man," said the sister with the butterfly, "I've got this butterfly in my hands, and I want you to tell me if it's alive or dead."

The wise old man looked at the two sisters for a moment and thought. Then he smiled, "My dears," he said "the butterfly is in your hands"

- 1- Look at the list of adjectives and choose the ones that match the old man's and girls' personalities
- 2- How do the girls feel at the beginning of the story?
- 3- Which was the old man's reaction to the girl's last question?
- 4- What do you think is exclusively "in your hands now"?



Focus on writing

- 1- Notice the organization of the story into different paragraphs. Notice also that almost all the paragraphs have an **opening word or phrase**. Underline them. You may find them useful to organize your own writings.
- 2- Notice also how events are chronologically ordered. Not all texts are organized in this way but it is a simple form of organization, which you will find easy to apply in your writings. Circle the **time expressions** in the story (sometimes they are also used at the beginning of the sentences so you may have underlined them in exercise 1).
- 3- In the story there are also some examples of **connectors** or **linking words**. These may belong to three different groups: the **AND** group (showing addition), the **BUT** group (showing contrast) and the **SO** group (showing consequence). Find in the text an example and say which group it belongs to. Then make a list of the connectors you know under each heading.
- 4- Notice the use of quotation marks, for example in the last sentence: “My dears” he said “The butterfly is in your hands”. What is this **speech** called? Find more examples in the text. Pay special attention to the word order in the **reporting clause**, which may be written in two different forms (**verb + subject** or **subject + verb**).
- 5- “*So off went the two girls ...*” What’s special in this construction? Again, it has to do with **word order**.
- 6- Last, see the use of **which** and **who** in the story. They are very useful to avoid repetition.
- 7- Now you can try to write a story yourself. Don’t forget to use an opening word or phrase in each paragraph, linking expressions, time expressions to show the development of events and some of the adjectives in the chart. You may also start *There was once a ..*

Have a good year!!!!!!