



Sharpening up your vocabulary. A Practical Guide for English as a Foreign Language Learner. It is divided into five chapters. The first one deals with the stylistic classification of vocabulary, so it integrates a conceptual outline of English vocabulary, the layers/norms: literal/cult (formal), neutral and colloquial (informal), and the neutral, common literal, and common colloquial vocabulary. The second one copes with some communicative functions and notions expressed in formal, neutral, informal layers. The third one is devoted to practice and progress devoted to the development of the four major skills mainly speaking. Hence it handles exercises, tongue twisters, proverbs, sayings, and phrasal verbs; it finishes with useful vocabulary at a restaurant. The fourth one achieves classroom management, and the fifth one compacts the special vocabulary related to cooking, Physical Education, Labor Education, Mechanics, Physics, Chemistry, Special Education, Geography, Mathematics, and Common Colloquial Vocabulary.



Ernan Santiesteban Naranjo

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Sharpening up your vocabulary. A Practical Guide for English as a Foreign Language Learner

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Abstract

Sharpening up your vocabulary. A Practical Guide for English as a Foreign Language Learners. It is divided into five chapters. The first one deals with the stylistic classification of vocabulary, so it integrates a conceptual outline of English vocabulary, the layers/norms: literal/cult (formal), neutral and colloquial (informal), and the neutral, common literal, and common colloquial vocabulary. The second one copes with some communicative functions and notions expressed in formal, neutral, informal layers. The third one is devoted to practice and progress devoted to the development of the four major skills mainly speaking. Hence it handles exercises, tongue twisters, proverbs, sayings, and phrasal verbs; it finishes with useful vocabulary at a restaurant. The fourth one achieves classroom management, and the fifth one compacts the special vocabulary related to cooking, Physical Education, Labor Education, Mechanics, Physics, Chemistry, Special Education, Geography, Mathematics, and Common Colloquial Vocabulary.

Key words: vocabulary, communicative functions, communicative notions, exercises, and skills

Resumen

Enriquece tu vocabulario. Guía práctica para estudiantes de inglés como lengua extranjera.

Es un libro compuesto por cinco capítulos. El primero trata de la clasificación estilística del vocabulario, por lo que integra un esquema conceptual del vocabulario inglés, los estratos/normas: literal/culto (formal), neutro y coloquial (informal), y el vocabulario neutro, literal común y coloquial común. La segunda aborda algunas funciones comunicativas y nociones expresadas en los estratos formal, neutro e informal. La tercera está dedicada a la práctica y al progreso en el desarrollo de las cuatro destrezas principales, principalmente la expresión oral. De ahí que se ocupe de ejercicios, trabalenguas, proverbios, refranes y phrasal verbs; termina con vocabulario útil en un restaurante. El cuarto se ocupa de la gestión del aula, y el quinto compendia el vocabulario especial relacionado con la cocina, la Educación Física, la Educación Laboral, la Mecánica, la Física, la Química, la Educación Especial, la Geografía, las Matemáticas y el Vocabulario Coloquial Común.

Palabras clave: vocabulario, funciones comunicativas, nociones comunicativas, ejercicios y habilidades.



Chapter 1. Stylistic classification of vocabulary

1.1. Conceptual outline of English vocabulary

The classification of vocabulary given here is purely stylistic. It is important in that various stylistic resources are based on the interrelation of different stylistic aspects of words. Hence, it is worthwhile to allude to how vocabulary can be classified from the point of view already referred to, and in fact, it deserves due attention.

To have a more or less clear idea of the volume of words that exist in any language, the elements through which are interconnected, interrelated, and independent must be presented as a system. Some linguists, who see the systematic character of language as a whole, deny, however, the possibility of a systematic classification of vocabulary; they hold the view that the volume of words in any language is so colossal and so heterogeneous that it is impossible to formalize them and, therefore, to include them in a system of the English vocabulary.

The pointing out of new lexical units, the development of meaning, the differentiation of words in correspondence with their stylistic evaluation and sphere of use, the correlation between meaning and concept, and other vocabulary-related problems are so diverse and varied that it is difficult to integrate them into one system, although this co-exists with the system of other levels (phonetic, morphological and syntactic).

To deny the systemic character of vocabulary is to deny the very systemic character of language as a whole, where words are elements of a system in general.

Vocabulary can be presented as a definite system, in which different aspects of words can be singled out as independent. A special branch of linguistics - lexicology - has made valuable contributions to the classification of vocabulary; where just a glance at the content of any lexicology text will suffice to affirm the outline of the vocabulary system of a given language.

For our purpose, a stylistic classification of vocabulary is of conspicuous importance, and for this, we will take the division of literal/cult and colloquial, so that we will be able to represent the whole volume of words of the English language in three main 1.2.



1.2. Layers/norms: literal/cult (formal), neutral and colloquial (informal)

The cultured and colloquial norms contain a series of subgroups each of which has the property of sharing with all the subgroups within the norm. This common property, which integrates the different groups of words within a layer/norm, can be referred to as its aspect. The aspect of the cultured norm is characterized by the use of stilted words and it is this characteristic that makes it more or less stable. On the contrary, colloquial language is characterized by lively speech, and this quality makes it unstable and fleeting.

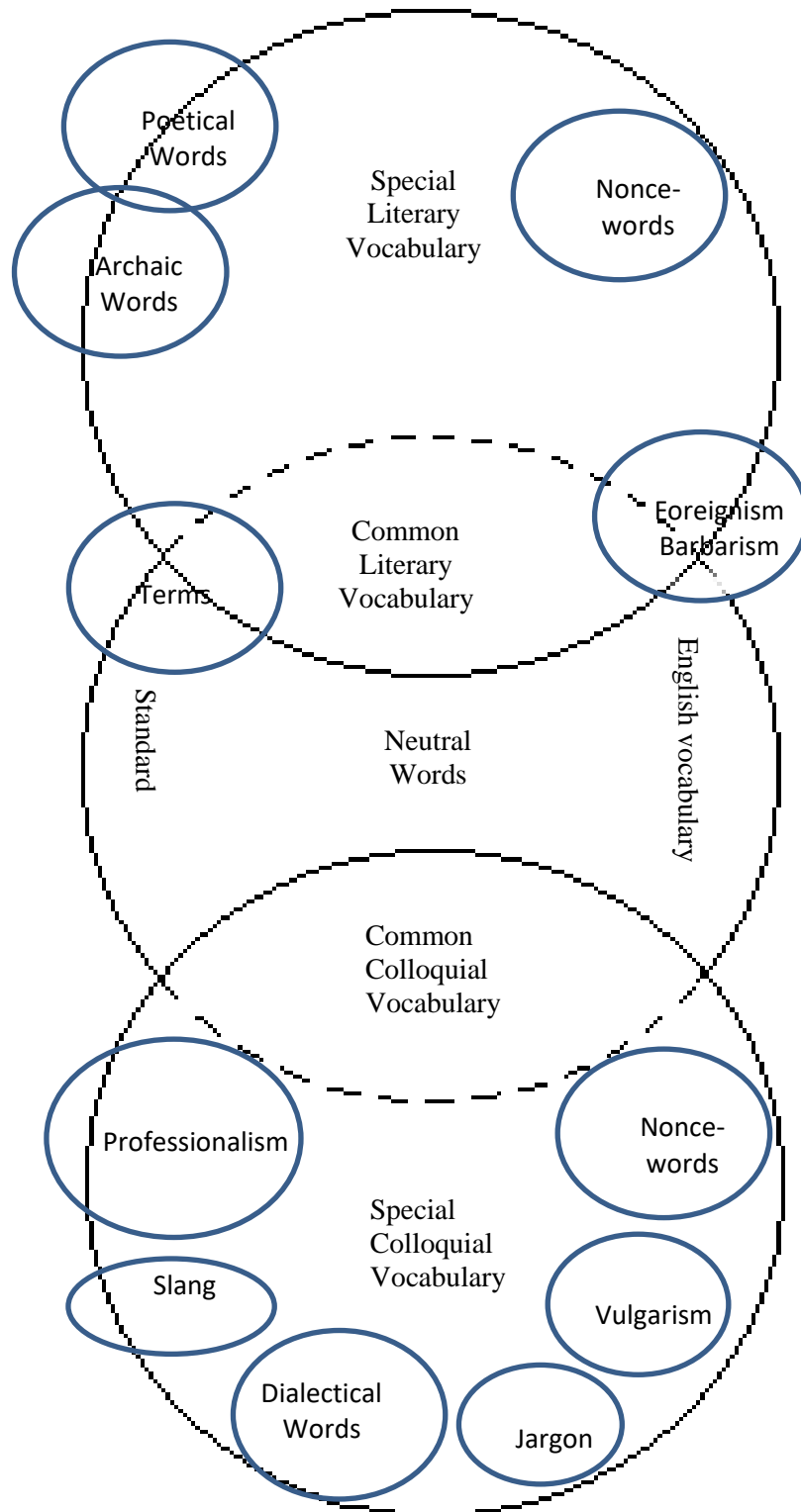
The aspect of the neutral standard is distinguished by its universal character. This means it is flexible in use. It can be used in all styles of language and all spheres of human activity. It is these peculiarities that make this norm the most stable.

The cultured norm of words consists of groups accepted as legitimate members of the English vocabulary. They have neither local nor dialect character.

The colloquial norm of words as qualified in any English dictionary is not commonly limited to the language of a given community or confined to a particular locality where it is used.

The cultured norm of vocabulary is composed of the following groups of words: common literal, terms, poetic, archaic, barbarisms, and foreign words. On the other hand, the colloquial standard of vocabulary is made up of the following groups of words: common colloquial, jargon, jargonisms, professionalisms, dialects, and vulgarisms.

Common literal, neutral, and common colloquial words are grouped under the term standard English vocabulary. Other groups in the literal standard are considered as special literal vocabulary and those found in the colloquial standard are referred to as special colloquial (non-literal). Figure 1 illustrates this classification graphically.





1.3. Neutral, Common Literal, and Common Colloquial Vocabulary

Neutral words, which constitute the largest volume of English vocabulary, are used in both colloquial and literary norms. Neutral words are the main source of synonyms and polysemy.

The richness of the neutral stratum is often underestimated because of its inconspicuous nature. However, it is impressive because of its ability to take on new meanings and generate new stylistic variants. This generative force of the neutral words of the Spanish vocabulary is multiplied by the very nature of the language.

Literal common words are mainly used in the written language and in "polished" speech. One can always identify a cultured word from a colloquial one. The reason for this lies in a certain objective characteristic of cultured words. Objective characteristics are difficult to name because objective criteria have not yet been determined. But, one of them, no doubt, is that literal units are in opposition to colloquial ones; this becomes apparent when pairs of synonyms are formulated: literal and colloquial and placed in contrasting relations.

The following synonyms illustrate the relationship between neutral, literal, and colloquial words in the English language.

Colloquial	Neutral	Literary
Kid	Child	Infant
Daddy	Father	Parent
Chap	Fellow	Associate
Go on	Continue	Proceed
Teenager	Boy	Youth
Flapper	Girl	Maiden
Go ahead/ Move/ get going	Make a Begin/ Start	Commence
I can't/ I cannot	Henceforth, I am unable	In the light of this predicament I have come to the conclusion that I am unable to perform the act of canning

It is understood that these synonyms are not only stylistic but also ideographic. There is a definite, though slight, semantic difference between the words - a fact that occurs in almost all synonyms.

The main distinction between synonyms is from the stylistic point of view; from this point of view, it can be classified as emotional tension connoted in the word, in the sphere of application, or the degree of quality denoted. Colloquial words are always more emotional than literal ones. The neutral stratum of words, as in the case of the term itself, does not imply a degree of emotionality, nor does it have any distinction in the expectation of application.



Taking into account these three layers of the language: Neutral, Common Literal, and Common Colloquial Vocabulary; the notions to accomplish a certain communicative function will be presented in the referred way.

Chapter 2. Communicative functions and notions

Starting a conversation with a stranger

- Excuse me, sir/madam/miss...
- Lovely (day), isn't it?
- Nice (weather), isn't it?
- Mm, (marvelous)
- Terrible (morning), isn't it?
- Horrible (afternoon), isn't it?
- Warm, isn't it?
- Windy, isn't it?
- Cold, isn't it?
- Freezing, isn't it?
- It's a wonderful reception, isn't it?
- It's a wonderful reception, wasn't it?
- I hope you don't mind my asking, but...
- I hope you don't mind me asking, but...
- Excuse my asking, but...
- I'm sorry, but I couldn't help overhearing...
- It seems to be clearing up, doesn't it?
- I wonder if I could have a word with you.
- Might I just have a word with you?

To bring other people to the conversation

- We were talking about...isn't...?
- We were just talking about... don't you think...?
- Talking about the devil and he is sure to appear. We were just saying...
- Oh, how good of you to come! ... We were just discussing...

General strategy

- Ask for light and keep the conversation going.
- Comment on the weather.
- Ask for your opinion.
- Ask someone to open/close a window, etc. (in a bus, in a train, on a taxi)
- Ask for directions.
- Ask for information about sales, transport, services, etc.



Introducing yourself

- My name's...
- I'm glad to meet you. My name's...
- Excuse me. I don't think we've met before. My name's... (first name and surname).
- How do you do? I don't think we've met before. My name's... (first name and surname).
- Excuse me. How do you do? I don't think we've met before. My name's... (first name and surname).
- I'm ... (first name or first name surname).

On the telephone

- Hello? (This is) ...
- Hello? /Good morning/ afternoon/ evening. This is...speaking. (first name and surname).
- Hello? /Good morning/ afternoon/ evening. My name's...(first name and surname).
- Hello? /Good morning/ afternoon/ evening ...speaking/here

Asking how someone is

- How's everybody feeling today?
- Do you have any suggestions?
- Do you have any comments about your stay?
- How do you feel today?
- How are you?
- How are you feeling (today)?
- How's life in the fast lane?
- How is it hanging?
- What's the deal, Bill?
- How is it, dude?
- What's the deal, dude?
- How are you dealing?
- What are you driving at?
- What are you giving us?

Saying how you are

- I can't complain.
- I'm fine (thank you).
- All right (thank you).
- I'm on top of the world, (thank you).
- I'm very well (thank you).
- I'm just dandy.
- I am feeling under the weather.
- I am not feeling well.



- So-so.
- I am a little bit ..., but I feel OK.

Asking how someone feels after something happens

- Have you enjoyed your stay here?
- Did you like...?
- Did you enjoy...?
- How do you feel...?
- How did you feel...?

Saying you are pleased

- We spent wonderful days here.
- ... was great.
- ... was terrific.
- ... was fantastic.
- ... was marvelous.
- I (am/was) very pleased with...
- I (am/was) delighted about...

Asking for someone's opinion

- What do you think about....?
- How do you feel about....?
- Don't you think...?
- What are your views?
- What's your view?
- What's your opinion?
- What do you think?

Giving your opinion

- I think...
- I guess...
- I believe...
- I suppose...
- It seems to me...
- In my view,...
- In my opinion,...
- As I see it, ...
- The way I see it, ...
- I thought I was ...
- I think you should...

Trying to change someone's opinion

- But don't you think...?
- (Yes, but) do you really think...?
- (Yes, but) surely you don't think ...?
- (Yes, but) surely you don't believe...?
- No, but look...



Asking if someone agrees

- Do you agree?
- Don't you think so?
- What is your truth?
- Eh? (typically Canadian)

Agreeing

- Yes, I agree.
- I (entirely) agree...
- That's (just) what I was thinking.
- I completely agree.
- I entirely agree with what you say.
- I think so/too/also.
- I guess you are right.
- You're right.

Disagreeing

- Oh, I don't agree.
- I'm not (at all) sure, in fact.
- I'm not (at all) sure, actually.
- Actually, I think...
- In fact, I think...
- That's not the way I see it...
- I don't think that's right.
- Oh, I don't know.

Comparing

The superlative

- I think ... is the best
- I still think that...is the most interesting and the most profound...
 - a) For short adjectives: (the) ...est
 e.g. One of Ernan's greatest works is about reading.
 - b) For long adjectives: the most ...
 e.g. I think that The dynamic and participatory approach is the most interesting and the most profound of his work.
 - c) Irregular comparison

good	better	the best
bad	worse	The worst
many/much	more	The most
far	farther (for space)	The farthest
	further (for space, time, degree, quantity)	The furthest

The superlative is very common in the expression *one of the/my* (superlative, meaning one of many) things ...



one of the/my	adjective	plural nouns
One of the/my	most important	books
One of the/my	most interesting	cases
One of the/my	most exciting	adventures
One of the/my	most beautiful	women (that I have seen...)
One of the/my	nicest	men (I know)
One of the/my	prettiest	love stories
One of the/my	ugliest	birds (I ever saw)
One of the/my	tallest	buildings
One of the/my	best	theories

Suggesting

- I think ...could...
- I think so too.
- Why don't think you...?
- You could...
- We could always..., then?
- Surely s/he could..., then?
- Do it at home, then. (or other suitable imperative)

Asking about and giving personal information

- What's her name?
- Is she single or married?
- Is she Cuban?
- Where is she from?
- Is she a doctor?
- What's her job?
- What does she do for a living?
- Is she young or old?
- How old is she?
- Where does she live?
- What's her phone number?

Asking where a place is

- Where's the library, please?
- Is the market near here?
- How can I get to the library, please?
- What's your address?
- Where do you live?
- Can you, please, tell me where I can I buy/have fast food?

Giving directions

- The shop is *along the street*.
- He ran *up the hill/down the hill*.
- He drove *up/down the street*.



- Walk straight ahead...turn left...turn right...
- It's nearby...
- (on the road, outside of a building)
- A: How far is Rancho Luna from here?
- B: It's about 18 kms away.
- (in a house or building)
- A: Excuse me, is this the way to the personnel department?
- B: Yes. (It's the) second door on the left.

Saying you are willing to do something

- Yes, of course.
- Certainly
- Sure.
- Right, you are.
- No problem
- Ok.
- Why not.
- Yeah.
- Mmm.

Saying you are not willing to do something

- I'd like to, but...
- It's not that I don't want to, but...
- It's not that I don't want to, it's just that...
- Well, I er,...
- I didn't really want to...
- I don't really want to...
- I don't really fancy... (smile as you say it)

Asking if someone is interested

- Are you interested in ...?
- Are you interested in ... at all?
- Do you find ...interesting (at all)?
- Are you keen on ... (at all)?
- Are you a ... fan?
- What are our interests?
- What are you interested in?

Saying you are interested

- I am interested in...
- I am (very) keen on ...
- I am a ... fan
- My particular interest is ...
- It interests me a lot.
- My hobby is....



- I have a particular interest in ...
- I look forward/ long for...
- I am fascinated/tempted/captivated by...

Saying you are not interested

- I don't find ... very interesting.
- Actually, I don't have any interest in
- Actually, I don't have much interest in
- I find ... rather uninteresting.
- I find ... rather boring.
- ... isn't for me.

Giving an example

- For instance, ...
- For example, ...
- Like ..., (for instance/example).
- ..., e.g. (for example, usually written).
- To illustrate this point, let us look at...
- To illustrate this point, let us examine...
- ..., such as...
- Let me take an example...
- To illustrate this point, let us consider...
- An example of this/that would be...

Asking for information about travel

- Have you (ever) been to ...?
- Have you (ever) gone to ...?
- Have you (ever) traveled to ...?
- Did you go/travel to...?
- When did you go to ...?
- Where did you go in 2023?

Advising someone to do something

- I think you should...
- You'd better...
- The way I see it, you should...
- I reckon you should...
- Just....
- Why don't you...
- I would...

Advising someone not to do something

- I think you shouldn't...
- You'd better not...
- Don't go that way. / Go the other way. (or any other suitable imperative).
- Why don't you...



- The way I see it, you should...
- The way I see it, you shouldn't...
- Just...

Ending a conversation

- (Well,) it is nice speaking to you, but I have to go now.
- (Sorry,) it is nice speaking to you, but I have to go now.
- (Sorry,) I have to go now.
- (Sorry,) I have to fly now.
- (Sorry,) I must go now.
- (Sorry,) I must fly now.
- (Sorry,) I must be off now.
- I hope you don't mind, but I really have to go now.
- I hope you don't mind, but I really have to be going now.
- I hope you don't mind, but I must be going now.
- It's been very nice/ interesting talking to you, but I am afraid I shouldn't stay any longer.

On the telephone

- Someone wants to speak to me, I'm afraid. Can I call you back later?
- Someone wants to speak to me; I'm on another line just at the moment.
Could I call you back in a few minutes?
- I'm in a meeting just at the moment. May I call you back later?

Reminding

- Remember that...
- (Please) don't forget...
- Remember about...
- Don't forget about...
- You won't forget to ... will you?
- I'd like to remind you about...
- Remember to give my best wishes to...
- You are going to ... aren't you?
- Excuse me Mr.... I think that I should remind you that you must...

Asking about remembering

- Don't you remember...?
- Can't you remember...?
- Have you forgotten...?
- Do you remember...?
- You remember..., don't you?
- Can you remember...?
- You haven't forgotten ..., have you?
- Remember...?



Saying you remember

- Oh, yes, I remember now.
- It's coming back to me now...
- I seem to remember...
- I distinctly remember that...
- As far as I remember...
- I can remember...
- If I'm not mistaken...
- If my memory serves me right, ...
- If my memory doesn't fail me, ...
- I can see ... now!
- What I remember is ...

Saying you have forgotten

- Sorry, I forgot to ...
- (I'm sorry but), I seem to have forgotten...
- (I'm sorry but), I appear to have forgotten...
- I forgot about ...
- I have forgotten...
- I don't remember ...
- I'm afraid I forgot ... now.
- It's gone.
- ...'s slipped my mind.
- Sorry, my mind's gone blank.
- Sorry, my mind's gone a complete blank.

Asking if something is correct

- ...to see if it is correct?
- Is ... O.K, (or not)?
- Could you tell me if ...is right, please?
- Could you tell me if ...is correct, please?
- I'd like to check this/ that...Is it right?

Saying something is correct

- Oh, yes. I think you are right.
- Yes, that's right.
- Yes, you're right.
- Absolutely.

Saying something is not correct

- I think you made a mistake.
- I think there is a mistake somewhere.
- I think you are wrong.
- I think you're mistaken.
- I think the information you have must be incorrect.
- I'm sorry there is some misunderstanding (here).



Correcting someone

- I'm sorry. I think you made a mistake.
- Oh, I'm sorry. I will correct it.
- Well, actually...
- Well, if may I, I'd like to correct one thing you said.
- If may I correct you...

Saying what you want

- Excuse me, Miss. We'd like...
- What I need is...
- I would like

Giving something to someone

- Here's the...
- Can I give you...?
- Here you are.
- A... for you.
- The ... for you.
- The ... you asked for.
- ... is for you.
- ... are for you.

Asking about price

- How much do I owe you?
- How much is this/that?
- How much are these/those?
- How much is everything?
- How much does it cost?
- How much do they cost?
- What is the value of ...?
- What is ... worth?

Saying the value of something

- They are worth...
- That'll be ...
- It's...
- They are ... (each).
- It's worth...
- It'll cost you... (each).
- They'll cost you... (each).

Asking for information about someone's occupation or intended profession

- ..., how long have you been working as...?
- Do you like your job?
- What time do you start/begin (your) work (every day)?
- What time do you start/begin working (every day)?



- What time do you finish?
- What time do you sign off?
- How much do you earn/get (every month)?
- How often do you take vacations?
- Do you like your job? Why?
- What do you do for a living?
- What did you do to become a/an...?
- How did you become a/an...?
- How long did you study to become a/an...?
- How long did it take you to become a/an...?
- When did you start working as...?
- Are you interested in a full time / part-time job?

Giving information about someone's occupation or intended profession

- I've been a ... for more than 10 years now.
- It's a nice job and you meet a lot of interesting people.
- I usually begin working at... in the morning/ afternoon/evening.
- I can't say that I have a fixed time to finish. It (all) depends on how much work I have.
- The pay is good. I earn ... a month.
- I take vacation once a year, a month's vacation.
- What I don't like about the job is ...but anyway it's a clean job.
- S/he is a

Poet	Playwright	Translator
Bricklayer	Bricklayer assistant	Plumber
Plumber assistant	Welder	Warehouse clerk
Warehouse foreman	Workshop foreman	Heavy equipment mechanic
Maintenance foreman	Typist	Typewriter mechanic
Shop mechanic	Chief mechanic	Bulldozer operator
Boiler operator	Concrete mixer operator	Loathe operator
Telegraph operator	Crane operator	Heavy equipment operator
Draftsman	Steel bar cutter	Glass cutter
Project manager	Teacher	Professor
Doctor	Secretary	Programmer
Transportation engineer	Civil engineer	Woodcarver
Carpenter	Fitter	Gas station attendant
Work safety expert	Labor organization expert	Service attention attendant
Guard	Policeman/woman	President
Nurse	Physician	Technician
Singer	Musician	Director
Shop manager	Typographer	Quarry excavation technician
Sanitary technician	Laboratory technician	Chief project technician
Refrigerator technician	Brigade chief	Personnel chief
Reception chief	Porter	Finances chief
Mechanic	Reporter	Waiter
Journalist	Sculptor	Composer



Diplomat	Taylor/seamstress	Physicist
Critic	Kitchen helper	Stevedore
Cook/Cook maid	Pilot	Graphic art specialist
Salesclerk/man/woman	Family doctor	Ship captain
Courier	Barber	General practitioner doctor
Grave digger	Carwash	Chairman
Street cleaner	General practitioner doctor	Garbage collector
Family doctor	Janitor	Courier
Shoe black	Land lady	Doorkeeper

➤ S/he is an

Engineer	Engineer mechanic	Industrial Engineer
Oiler	Electronics engineer	Outfitter
Architect	Architect assistant	Assistant executive to the president
Actor	Ambassador	Assistant executive to the ambassador
Actress	Editor	Editor-in-chief
Economist	Employer	Economic manager
Officer	Agonomist	Assistant bookkeeper
Information Specialist	Undertaker	

Asking for information about someone's schooling

- Where did you learn English?
- When did you start school?
- How old were you (when you started school)?
- Who was your first teacher?
- Which were your favorite subjects (in elementary, junior, and senior high)?
- Why did you take up the translation course?
- How old were you when you graduated?
- Do you have any other degree?

Giving information about someone's schooling

- ... started school in...
- I was six (years old) when I started school.
- My first teacher was an old lady. Her name was... if I remember well.
- In elementary school, I especially liked natural sciences.
- In junior high, I began to like humanities.
- I'd like to study.
- I have a PhD.

<i>School levels</i>	
Kindergarten	
Elementary school	
High school	Junior
	Senior
University	



Other research-oriented doctorates (some having a professional practice focus) include the Doctor of Education (Ed.D. or EdD), the Doctor of Science (D.Sc. or Sc.D.), Doctor of Arts (D.A.), Doctor of Juridical Science (J.S.D. or S.J.D.), Doctor of Musical Arts (D.M.A.), Philosophical Doctor (PhD.), Doctor of Professional Studies/Professional.

While both a PhD and a doctorate are doctoral-level degrees, there are some key differences between the two. One of the main differences is that a PhD is typically an academic degree, while a doctorate can be either academic or professional.

What are the types of master's degrees by subject/coursework type?

- Master of Arts (MA) ...
- Master of Science (MS, MSc) ...
- Master of Research (MRes) ...
- Master by Research (MPhil) ...
- Master of Studies (MSt) ...
- Master of Business Administration (MBA) ...
- Master of Library Science (MLS, MLIS, MSLS) ...
- Master of Public Administration (MPA)

Types of bachelor degrees

- Bachelor Of Applied Science (BASc)
- Bachelor Of Arts (BA)
- Bachelor Of Business Administration (BBA)
- Bachelor Of Economics
- Bachelor Of Management Studies (BMS)
- Bachelor Of Science: (BSc)
- Bachelor Of Commerce (Bcom)
- Bachelor Of Computer Science (BCS)
- Bachelor Of Design (B.Des)
- Bachelor Of Fine Arts (BFA)
- Bachelor Of Laws (LLB)
- Bachelor Of Engineering (BEng)
- Bachelor Of Technology (BTech)
- Bachelor Of Education (BEd)
- Bachelor Of Medicine, Bachelor Of Surgery (MBBS)
- Bachelor Of Veterinary Science (BVSc)
- Bachelor Of Architecture (BArch)

Complementing

- You are very fluent in English.
- You are (really) competent at...
- You're English is (really) very fluent/good, etc.
- You speak the language very well.
- You speak very fluently.
- You have very good English.
- ...is excellent.



- What excellent food!
- I must say that the food is delicious!
- This is practically a banquet!
- This is what I call good food!
- Nice food you have yourself here, eh?

Responding to compliments

- Thank you.
- It's very nice of you to say so.
- Thank you very much for saying so.
- Oh, it's nothing special, really.
- Oh, I have a lot to learn yet.
- Oh, good, I'm glad you think so.
- Oh, good, I'm glad you like/ liked it.
- Oh, it's nothing special really.

Asking if someone can do something

- Do you know any other languages?
- Do you speak French?
- Can you...?
- Do you know anything about...?

Saying you can do something

- Well, yes...
- It's not too difficult to...
- I know (some)...
- I'm not too bad at...
- I can play the piano, the guitar, run a mile...

Saying you are not able to do something

- No, I can't.
- No, I don't know (how to ...).
- I have no idea (how ...).
- I'm hopeless at...
- I'm not sure I can (...).

Describing a place

- Oh, I love to see ... They say it's a marvelous city.
- ... is...
- There is a/an...and...
- There isn't any ...
- There are some/ a few ...
- There are many/ a lot...
- There aren't any...
- You can see...
- You can see how...



- The city is...
- It is one of the most...

Saying you intend/plan to do something

- I'd like...
- I will be visiting...
- I will probably...
- I'm going to... (Pure future).
- I'm planning to... (Immediately future).
- I plan to (Future plan).
- I'm visiting... (Immediately future).
- I think I'll...
- I'll do all I can...
- I've decided to...
- I'll make an effort to ...
- I'll see if I can...
- I'm going to make sure...
- As a matter of fact, I'm, thinking of...
- I reckon I'll...
- I'll ... or burst!
- Then, let me say clearly that I have every intention/resolution of ...
- I intend to ...
- I fully intend to ...
- It is my intention to ...
- I've decided/chosen/fixed upon/determined/settled down...
- I'm going to make sure that...
- I've decreed/resolved to...
- My intention is to...

Saying you do not intend/plan to do something

- No, we're not going to...
- We won't be...
- We don't plan to...
- We are not planning to...
- I'm not going to ...
- I've decided not to ...
- I'm not planning to ...

Giving reasons

- Yes, I know you do. That's because of ...
- Yes, because of ...
- Because ...
- The reason is/was that...
- Let me explain, you see...
- The main/basic reason is that...



- Well, you see ...
- Well, the thing is ...
- It's like this, you see ...
- ...so that...
- But the point is ...
- But surely...
- Tim's got a point. You see...
- If I could explain ...
- I think there is actually a good case for ...
- I believe (he) is fully justified in saying Because ...
- The main/basic reason is/was that...

Asking someone to say something again/ asking for clarification

- Sorry, I didn't catch that. Could you repeat it, please?
- I'm sorry, I didn't here.
- I'm sorry, what was (the word) again?
- I'm sorry, what did you say?
- Could you repeat (what you said), please?
- Would you repeat (the last word), please?
- I beg your pardon.
- Pardon?
- I don't understand, please repeat.
- I'm sorry, I don't understand.
- I don't understand this exercise. Could you explain it to me?
- I don't understand this part. Can you explain it to me?
- What does ...stand for?
- What does it mean?
- What is the meaning of...?

Saying something again/clarifying

- I was (just) saying ...
- I was (just) asking ...
- I was (just) wondering ...
- I was (just) remarking ...
- What I said was...
- It means...
- What you have to do is...
- It is easy, you only have to...
- First, you have to ... secondly...

Checking you have understood

- Does that mean that ...
- So...?
- If I understand right, ...
- If I've understood right, ...



- Do you mean (that) ...
- In other words ... right?
- Does that mean that...?
- I'm sorry, but I'm not sure I understand.
- If I've got it right, then...
- If I've got it picture, then...

Attracting someone's attention

- Oh, excuse me. Sorry to trouble you (again), but (may)...?
- Sorry but ...
- Sorry to bother you, but ...
- Sorry to interrupt you, but ...
- Sorry to disturb you, but ...

Telling someone to do something

- You have to ...
- Take... (an imperative).
- Please, place...

Saying someone does not need to do something

- It's not necessary.
- You don't have to...
- You don't need to...

Giving someone your good general wishes

- Have a nice trip.
- I wish you all the best.
- All the best!
- All the best in...!
- All the best with...!
- Every success in...
- Every success with...
- I hope you have a good time.
- I hope you have a pleasant trip.
- The best of luck!
- I wish you luck in ...
- I wish you luck with ...

Other forms when you want somebody to pass your good wishes on to a third person

- Be sure to give my best wishes to...
- Say hello to ... (for me).
- Give my love to... (for me).
- Regards to...
- Send my regards to ...



Responding to general good wishes

- Thank you. The same to you.
- Thank you very much.
- Thanks.

Showing someone around

- This is the (house) where...
- The (house) looks just as it did when...
- The ...is/are devoted to...
- In ... you will see... belonging to...
- You may look around and ask any question you'd like.
- On the first floor, you can see...
- The (library) is on the (second floor) ...
- In the upper floor....
- Next to... is the...
- To your right/left is ...
- At the end of the hall...
- At the back of the room...
- Behind (this building)...

Showing you are listening

- How interesting!
- I see.
- Really?
- Mmm.
- Aha.
- Oh!
- Oh?
- Well, ...
- Well.
- Eh? (Typically Canadian).
- Did he? Is he? Has he? (or another operator according to the main sentence).

Asking for information about someone's identity

- When was ...born?
- Did s/he participate in ...?
- Did he fight against ...?
- Did he live in exile?
- How old was he when he died?
- Who did he marry?
- When did he get married?
- Where did he marry?
- What did he study?
- Did he leave any children?
- Who were his parents?



Giving information about a person's identity

- (He) was born on...
- (He) was ... when he died/got married.
- (He) married (name) in ...(year/month) /on...(date)
- (He) started school when he was... (age).
- (He) had... (number of children).

Giving an exposition

Starting your exposition

- I am going to talk about...
- I am going to deal with...

Developing the exposition

- I'm sure many of you know that...
- Probably one of the aspects of...
- You see...
- Basically...
- About his...I could say that...
- I could make this point about...
- In other words...
- Take for example...
- Speaking about his... I can mention that...
- I would also like to mention...

Closing the exposition

- To sum up...
- I hope this lecture has been of interest.
- I'm open to any questions you may wish to ask.

Changing the subject

- Changing the subject for a moment.
- That's true.
- (Just) to change the subject (for a moment)...
- (Oh,) by the way...
- (Oh,) incidentally...
- (Oh,) before I forget...
- (Oh,) I knew there was something I meant to tell you...
- (Oh,) I knew there was something I wanted to tell you...
- (Oh,) I knew there was something I had to tell you...

Taking up the point

- ...it seems that...
- That's true, but to go back to what we were saying/discussing.
- (But) to go back to what (you) were saying.



- Interestingly, you say so, because...
- It's interesting you say that, because...
- That reminds me of...
- That makes me remember...
- On the subject...
- Talking of...
- This brings to my mind something about...

Asking someone to describe a person

- What does s/he look like? (physical characteristics)
- What is s/he like? (personality traits)

Describing someone

Physical description

- He is fairly short, he has a slight build with deep temples, a prominent forehead, heavy brows, and a mustache. His eyes are impressive; they seem to gaze into the essence of everything.

Description of the personality

- (+) sensitive, generous, capable, careful, creative, enthusiastic, friendly, kind, happy, hardworking, helpful, intelligent, smart, polite, warm, sentimental, emotional, affectionate, talkative, artistic, cheerful, considerate, diplomatic, efficient, energetic, flexible, frank, generous, gentle, good-humored, kind, interesting, imaginative, humorous, good-natured, loyal, open-minded, optimistic, organized, outgoing, patient, perceptive, practical, rational, self-confident, sensible, spontaneous, thoughtful, unselfish, versatile.
- (-) Selfish, greedy, conceited, scornful, boring, difficult, unfriendly, cool, cold, lonely, hateful, nasty, provocative, touchy, aggressive, nervous, shy, timid, dependable, easygoing, witty.

Narrating an event

The language used to narrate an event will greatly depend on what is being narrated, and there is usually a combination of various communicative functions.

- The better one has two strikes and three balls.
- The game is still tied at no score, 0 to 0.
- Las Tuna's best hitter... is at bat.
- The game is still scoreless, but there is a man in the second, and one in the third, and there is just one out.
- Ah, it's a long fly... it's a homer.

In a narrative, you can choose whether to report people said like this. He told me to leave, or like this: he said, "If you don't get out of here this minute. I will call the police."



- He wanted to know...
- He wondered...
- He tried to find out...
- He went on to say...
- He mentioned something about...
- He hinted that...
- I found out that...

General strategy to narrate an event

1. *To create suspense*
 - What happened was that...
 - What he did was that...
2. *To involve the listener in the narrative*
 - You won't believe what happened next.
 - Guess what happened next.
 - And do you know what happened next?
 - You can just imagine...
3. *To take up a point*
 - That reminds the time...
 - Funny you should say so because something similar happened to...
 - By the way, did I ever tell you about the time...?
4. *To sum up the story*
 - To cut it short...
 - To make a long story short...
5. *To show the end of the digression*
 - Anyway...
 - To go back to what I was saying...

Stating a deduction

- (She) must be at the airport now.
- (She) is supposed to... you see ... (reason).
- I suppose (she) ...because... (reason).
- If things turned out the way (she) planned it, (she)...
- (She)... So, (she's) supposed to ...
- If everything turned out all right, (she) must...
- If everything worked properly, (she) must...
- If (her) plans didn't fail, (she) must...

Showing sympathy

- Oh, I am sorry to hear that...
- I'm deeply sorry to hear that...
- I'm sorry to hear that...
- I'm sorry to hear that (your father) has passed away.
- I was sorry to hear that (your father) passed away.



In written messages when someone has died

- You have my deepest sympathy at this difficult time.
- You have my sincere condolence at this tragic time
- Please, accept my condolences.

Saying you are looking forward to something

- I am looking forward to...
- It'll be nice to...
- It'll be interesting to...
- It'll be good.
- It'll be pleasant to...
- I can't wait to...
- I can't wait for...

At the end of a letter

- I look forward to hearing from you.
- I'm looking forward to hearing from you.

Congratulating someone

- I must congratulate you.
- Congratulations!
- Congrats!
- Congratulations on...
- Let me congratulate you.
- Well done!
- Nice one!
- Good old (name)!

Living someone politely for a short time

- Can you excuse me for a moment? I have to... I'll be back in a moment.
- Excuse me a minute.
- Excuse me for a second.
- Could you excuse me for a moment, please?
- Excuse me. I will be back in a minute.
- Excuse me. I will be right back.
- Hang on a second. (On the phone).

Offering your help/service

- Can I help you?
- Could I help you?
- May I help you?
- Want a hand?
- If there's anything I can do for you, please feel free to ask me.
- If there's something you would like, please tell me.



Accepting an offer of help/service

- Yes, please.
- Can (we)...?
- Could (we) possibly...?
- I was wondering if we could...

Declining an offer of help/service

- Thank you. I am fine.
- Thank you. I am all right.
- Thank you. Not now.
- Thank you, everything's just fine.

Requesting

- Would you please...?
- Could/would you...please?
- Would you mind...please?
- Do you mind...please?
- Pass the salt, please, will you?
- Can you...?
- Do you think it would be possible...?
- Do you think you could...?
- Could I ask you to...?
- Any chance of ...?
- You couldn't ... could you?
- You haven't got ... have you?
- Do me a favor and ...
- Would it be possible for you to...?
- Would there be any possibility ...?
- We should be most grateful if ...?
- Could you possibly...?
- Would you be so kind as to ...?

Proposing a toast

- I want to propose a toast to...
- I want to propose a toast to honor...
- I want to propose a toast in honor of...
- Here's to...
- Cheers!

Saying what you hope will happen

- I hope...
- I wish...
- I'm hoping...
- Hopefully...
- Here's hoping (for)...



- As long as our plan doesn't fail...
- Let's hope (for)...
- If only ...
- What if...
- If ...
- Just imagine (if)...
- Unless...
- Let us imagine ...
- Let us suppose ...
- Let us assume ...

Asking about the weather

- What's the weather like in...?
- Do you know anything about ...?
- Do you happen to know ...?
- Know anything about ...?
- Could you give any information about ...
- I wonder if you could let me know ...

Talking about the weather

Describing the weather

- The sea's very choppy/rough.
- It's low tide now.
- High tide will be at about (six).
- A small-craft advisory is in effect.
- There'll be a thunderstorm.
- The wind is blowing heavily.
- It's quite warm and sunny.

Reporting the weather forecast

- (The weather forecast says) we'll have...
- (They say) they're looking for...
- (They say) We may likely have...
- ...have/has been reported.

Predicting what the weather will be like

- I think it'll be...
- It's likely to be...
- It may...
- It might...
- I guess we can expect...



Reporting what other people say

To introduce reported statements

- I've been told that...
- Someone told me...
- People say that...
- There's a talk about...
- She told me ...
- He was just saying that...
- I was just wondering...
- She was just/surely expressing ...
- Are you deaf, she said, eh?

To introduce reported questions

- He asked (me) if...
- He wanted to know if ...
- He asked (me) when/where/who/why...
- He inquired about...
- She was just asking me...

To introduce reported commands

- ...told me to..., and he told me not to...
- (He) asked me (not) to...
- (He) ordered ... (not) to...
- (He) commanded ... (not) to...
- (He) requested ... (not) to...

Warning someone

- I think you shouldn't...
- Make sure you...
- Make sure you don't...
- Be ready for...
- Look out!
- Mind out!
- Watch out!
- Watch out for...!

Threatening

- If you don't... I'm going to...
- Do that again and I will...
- Don't ... or ...
- Don't you dare!
- Try ... and ...
- Just you dare!
- Just don't... that's all!



Asking for advice

- Don't you think I could ...
- What should I/ ought I ...?
- Do you think I should...?
- What would you advise?
- What would you advise us to do?
- Would you advise me to ...?
- What would you do if you were me?
- What would you do (in my position)?
- What would you ...?
- How would you ...?
- Where would you ...?
- When would you ...?
- Who would you ...?
- Which one would you ...?
- Do you think I that I ought to...?
- I'd like your/some advice on/about...
- Reckon I should...
- Can you help me sort...out?
- Well, I would appreciate your advice on how to deal with...
- I would like to ask...
- I was wondering to know what your reactions would be about ...

Advising someone to do something

- Well ... I think it is better you stay here.
- I think you should...
- I think you ought to...
- If I were you, I'd ...
- I'd ... if I were you.
- It might be an idea to ...
- I would...
- Take my advice and...
- Just...
- The way I see it, you should ...
- It might be a good idea to ...
- You'd better...
- If I were in your shoes, I'd...
- It mightn't be a bad idea to ...
- Well, my advice would be to...
- Why don't you...
- If you follow my advice...
- I would recommend....



Advising someone not to do something

- Well, I don't think you should.
- I wouldn't ..., if I were you.
- I don't think you ought to...
- If I were you, I wouldn't ...
- You'd better not...
- Take my advice and...
- Just...
- (If I were you), I'd think twice about...
- (If I were you), I'd think twice before...
- It's up to you, but I wouldn't...
- The way I see it, you should...
- The way I see it, you shouldn't...

Asking about likes

- Do you like ...?
- Do you mind...?
- Are you keen on ...?
- Don't you like...?
- Do you go for ...?
- Isn't/ aren't ... great/fantastic, etc.?
- What are your feelings about...?
- But don't you find ... exciting/ enjoyable?
- Are you fancy to.../fanatic to/ about...

Expressing likes

- I've always liked/loved...
- ... is wonderful/lovely/marvelous.
- I'm absolutely crazy/mad about...
- I'm head over heels about ...
- I'm really fond of ...
- I have a particular fondness for ...

Expressing dislikes

- I'm afraid I don't like ...
- I can't work up any enthusiasm for ...
- I can't bear/stand...
- Oh, God!
- Oh, hell!

Making apologies

- Sorry, I didn't ...
- Sorry ...
- Sorry!
- I'm so sorry.



- I'm very sorry.
- Oh, my fault.
- How stupid/silly/clumsy of me!
- Please, accept my apologies.
- Please, forgive me for...
- I'm extremely sorry about ...

Accepting an apology

- Oh, that's all right. Forget it.
- That's/it's all right.
- Not at all.
- Please, really don't be.
- It really doesn't matter at all.
- Please, think nothing of it.
- Please, don't give it another thought.
- That's OK.
- That's all right.

Asking about arrangements

- Will you ..., please?
- Would you ..., please?
- I'd like you to ..., please
- I must ask you to ...
- Come and ... (imperative)
- Just ... (imperative)
- Set the ... (imperative)
- They'll be ...
- I'll ... while (you) ...
- Would you be so kind as to ...?
- It's my duty/obligation to ask/tell you to ...
- Would you mind ...?

Making predictions

- It won't be very difficult once you get there.
- I hope you both are very happy.
- That'll probably...
- I expect ...
- It's quite possible/likely...
- It looks like...
- It looks as if...
- You can/could be sure ...
- There's a good chance ...
- I reckon ...
- Surely ...
- I bet ...



- I assume/believe ...
- It is not unlikely to ...
- It is more likely to ...
- I predict ...
- It is bound to ...

Agreeing with predictions

- I'm sure it will be soon, won't it be?
- How true.
- How right you are.
- I absolutely/entirely agree.
- Oh, exactly/quite/definitely.
- Yes, I am sure (she) will.
- Yes, so do it.
- Yes, I do too.
- Well, maybe she will.
- Mm, possibly.
- Perhaps she will.
- Well, that's the thing.
- Well, this/that is it.
- Too true.
- I'm with you there.
- I agree entirely.
- I am of the exact opinion.
- I don't think anyone could disagree.
- No, I am sure he won't.
- Neither do I.
- I don't either.

Disagreeing with predictions

- I disagree.
- I don't think/believe that is right.
- I can't agree with that.
- I think that is nonsense.
- Oh, surely not.
- I don't see why.
- I can't go along with ...
- Rubbish!
- Nonsense!
- Never!
- No way!
- You must be joking.
- You can mean that.
- (I am afraid) I entirely disagree.



- I am afraid) I can't accept that.
- I can't say that I share your views.
- I am not at all convinced.
- I see things rather different myself.

Expressing purpose

- Tim's mother gave up her job *to* look after Carrie.
- Tim wants to find a house in Las Tunas *so that* his mother can go back to work.
- Tim's mother gave up her job *to* look after Carrie.
- Tim wants to find a house in Las Tunas *to* build a new life.
- I'm planning to...
- I plan to...
- I've decided to...
- As a matter of fact, I'm thinking of
- I reckon I'll ...
- I fully intend to ...
- My purpose is to...
- It is my purpose to ...

Asking for information

- Is there a garden for Josephine to play in?
- Have you found a school for Tom?
- Can/could you tell (me) where (place) is, please?
- (excuse me) d' you know if (place) is (address, location, etc.)?
- Sorry to trouble you, but is (place) in/on/at (address, location, etc.)
- Do you happen to know...?
- (Got) any idea ...?
- Any clue ...?
- Happen to know...?
- Know something about...?
- Have you got any idea...?
- I wonder if (someone) could tell (me) where (place) is?
- I hope you don't mind my asking, but ...
- I'd like to know ... please.
- I should be interested to know...
- Could anyone tell us...?

Expressing possibilities

- That'll probably...
- It will/ may/ might/ could ...
- I expect/think...
- It is quite possible/probable...
- Maybe/perhaps, probably...
- It looks like/ looks as if...



- Could be.
- You could be sure.
- There is a good chance.
- Oh, sure.
- I think there is every possibility...
- I assume/believe...
- It is my expectation...

Rejecting possibilities

- I don't think/expect...
- (Sorry but) it's not likely that...
- It's impossible/not likely for ...
- Probably not!
- Impossible, I'm afraid!
- Maybe not.
- Not a chance.
- No way.
- I consider ... quite out of the question.
- I think there is very little chance/probability.
- It's not reasonable/sensible/wise to...

Expressing criticism

- I wish you wouldn't (take)...
- I wish I'd never (started)...
- You needn't have...
- You should/shouldn't have...
- You ought/ought not to have...

Expressing imaginary situations

- My mom would have been upset if I hadn't gone.
- If you phoned me on Friday night, I wouldn't have forgotten.
- If ...had/hadn't...would/wouldn't
- ...might have ...if...
- ...could have ...if...
- ...would have ...if...

Stating a promise

- I'll be sure to ...
- I promise ...
- You can count on that.
- I bet my dime ...
- You can rely on...
- You can trust me.
- I will ...



Saying you are afraid

- I'm terrified.
- I'm still terrified of...
- I'm frightened of ...
- I'm afraid of ...
- I panic at...

Giving something to someone

- Here you are, Sir / Ma'am.
- Here is the...
- This is the...

Asking where someone is from

- Where are you from?
- Are you from Japan?

Talking about possession

- A: Is this your pen or mine?
- B: It's mine. I think yours is on your desk.
- A: (at a restaurant) Whose fried chicken is this?
- B: That's Barbara's. She likes a lot of onion.

Introduce yourself for a job interview

Essential tips

- Create a positive first impression. (be punctual)
- Dress professionally.
- Have a good posture, and be educated. Don't sit down until you are invited to.
- Keep eye contact. You need to have an idea of how people react to what you say. But you have to be careful when a person looks away from your gaze; you know that the eye contact has gone on for too long. Three or four seconds is enough.
- Review the footwork. While standing still, keep your weight on both feet. When you move to a new position plant your feet before starting to talk.
- Hand movement. All movement should be meaningful and purposeful. Do not over-exaggerate.

e.g. Officially morning, first if may I? I would like to introduce myself, my name is Ernan Santiesteban Naranjo, and I am here today for the interview. It's an honor to meet you. Thank you very much.

Indicators to be taken into account in your speech

- Talk about the skills and qualities you have that are a must for the role you are applying for.



- Talk about any experience or qualifications you possess that are relevant to the position.
- Talk about any significant achievement you have gained in your work life or personal life so far.
- Talk about the type of person you are and what you are going to do in the role if they hire you.

Eg. (Begin the presentation using eye contacts, smiling) Thank you for allowing me to be interviewed for this position today. Having studied the job description, I am confident I have the skills, the qualities, and the qualifications needed to excel in the role. I am a fast learner; I possess excellent problem-solving capabilities, and I can manage a significant workload. I have an impressive track record of achievement. For example, I have a Ph.D., I am a full and main Professor, I am an expert in teaching, and I have received several awards nationally and internationally. I have participated in different international scientific events. I have published hundreds of scientific articles and more than twenty books in high-impact journals and publishers. In my previous role as Editor-in-chief, I got that my journal would be indexed in more than 60 databases. The type of person I am means that I always act as a positive role model for the institution, and I will make sure I take responsibility for my ongoing professional development. If you hire me in this position, I believe you will quickly see a positive return on your investment.

Chapter 3. Practice and progress

3.1. Read, write, and talk to your partner about

1. My wife and I had a wonderful time at the beach. First buried me in the sand, and then I buried her. Next summer I'm going back and digging her up.
 - a) Did this joke make you laugh? Why?
 - b) What is the point of the joke?
 - c) Why do you think that women are sometimes the butts of men's jokes?
 - d) Do you know any of these jokes? Tell us about it.
 - e) Retell the story in your own words. Make all necessary changes to sound better.
 - f) According to the information provided in the text, in your opinion, which are the author's prejudices?
 - g) What social criticism is implied in the story? Discuss the relation between its form & effectiveness.
2. Liars and truth tellers. You are a manager in that mythical land where there are only liars and truth-tellers. A job applicant comes in to see you and appears to be sincere. He tells you that the next candidate has admitted to him that he is a liar.
 - a) Is he lying or telling the truth?



- b) Make comments about the text, where you state your critical evaluation about it.
 - c) Do you think you would enjoy being in that mythical land. Why? Why not?
 - d) Describe something that has happened to you that is similar to the events in this story.
 - e) Could this story happen today in your community?
 - f) Refer to the moral of this story. Explain what can we learn from it.
3. A question of age. Anne, Bill, George, and Sally are planning a party. One of the girls is going to be 18 years old next week. One of the kids is already 18; one is 15 and one of the boys is 16. Bill is older than Sally, but Anne isn't.
- a) How old is Anne?
 - b) How old is Bill?
 - c) How old is George?
 - d) How old is Sally?
 - e) Imagine that you are a teacher, which aspects will you reinforce when teaching this story tale to your pupils?
4. How do you know? You have just tossed a coin that has come up heads for the tenth time in a row.
- a) What is the probability that it will come up heads the next time?
 - b) What social criticism is implied in the story? Discuss the relation between its form & effectiveness.
 - c) Suggest changes that make the passage sound better.
5. A poor, hungry man walked into a diner and gave his order to the waitress. "I would like a stew, please- and a few kind words." In a few minutes, the waitress was back with the bowl of stew. "Here you are, sir" "And what about my few kind words" She whispered in his ear: "Don't eat the stew"
- a) What sort of restaurant was this one?
 - b) Was the waitress honest?
 - c) What else could the waitress have said?
 - d) Explain the meaning of these words as they are used in the joke: a diner, to whisper, stew.
 - e) Imagine you are filming the poem the text. Decide what visual image you' d provide for it. Justify your choices.
 - f) In your opinion, what ´s the relation between the facts state in the text & the role of the individuals in our society.
 - g) Suggest changes that make the passage sound better.



6. Customer: “This soup isn’t fit for a pig!”
Waiter: I’ll see if we have any, sir.
- What is the point of this joke?
 - Did the waiter offer his service to the customer?
 - What is another word for *fit* as used here?
 - What is the difference between *pig* and *pork*?
 - Mention the most outstanding examples of irony in the text.
 - Which do you think was the reason that impelled the waiter to say: “I’ll see if we have any, sir?”
7. Last week I went to the theater. I had a very good seat. The play was very interesting. I did not enjoy it. A young man and a young woman were sitting behind me. They were talking loudly. I got up very angry. I could not hear the actors. I turned around. I looked at the man and the woman angrily. They did not pay any attention. In the end, I could not bear it. I turned round again. “I can’t hear a word,” the young man said rudely “This is a private conversation.”
- What is the point of this joke?
 - Did the couple understand what the other spectator meant?
 - What do you think about the couple’s behavior? Discuss this point with your teacher.
 - Has anything similar ever happened to you?
 - Imagine you are in a situation similar to the one in the text. What would you find most unusual? Why?
 - Do you think you would enjoy being in a theater and having a couple who behaves similar to the above situation? Why? Why not?
8. Mrs. Robinson always seemed to be ill and unhappy. She often has painful headaches, and medicines did not seem to make her any better. So, at last, her husband took her to a good doctor.
The doctor examined her carefully and asked her a lot of questions. Then, he suddenly put his arms around her and gave her a big kiss. Mrs. Robinson at once looked better and happier.
“You see?” said the doctor to her husband. “That’s all she needs. I suggest that she has the same every Tuesday, Thursday, and Saturday, and smile”.
“Well,” said Mr. Robinson, “I can bring her on Tuesdays and Thursdays, but not on Saturdays because I always go sailing on that day”.
- Is the story funny? Why?
 - What do you think about the doctor’s suggestion?
 - Do you think that Mrs. Robinson is ill? Explain why?
 - Does Mr. Robinson agree with the doctor’s suggestion?
 - What is your opinion about Mrs. Robinson’s answer?
 - Could this story happen today in your community?
 - Did any character in this story do something you would like to do/be afraid to do? Explain.



9. A young father was visiting an older neighbor. They were standing in the older man's garden and talking about children. The young man said, "How strict should parents be with their children".

The older man pointed to a string between a big, strong tree and a thin young one.

"Please, untie that string," he said. The young man untied it, and the young tree bent over to one side.

"Now, tie it again, please," said the older man. But first, pull the string tight so that the young tree is straight again".

The young man did that. Then, the older man said, "There, it is the same with children". You must be strict with them, but sometimes you must untie the string to see how they are getting on. If they are not able to stand alone, you must tie the string tight, again. But when you find that they are ready to stand alone, you can take the string away.

- Why do you think the young father asked the older man for advice?
 - In your opinion, what did the older man mean by the comparison between children and young trees?
 - Do you agree with him? Why?
 - Talk about the young father's attitude.
 - Explain the simile made by the older man.
10. While Tim was walking home one evening, he met four of his old friends. To be polite, he invited them to come with him to a supper. He was expecting that they would equally politely refuse the invitation, but to his surprise, they quickly accepted and went home with him.

Tim was a very poor man, and there was never much food in his house. He knew that there would be very little for supper that night, but he didn't know how to get rid of his unwanted guests without being very rude, so he let them come with him as far as his house, but when they were a short distance from his from the door, he suddenly rushes forward, opened it, went in, shut it, again, and then, locked it. He told his wife what had happened.

Tim's guests were at first surprised but waited for him to open the door. After several minutes, they began to get angry and bang on the door, calling for Tim, who sent his wife to a window to tell them that he wasn't at home. "What do you mean that he is not at home? –shouted one of the men- We came here a few minutes ago with Tim, and we saw him go into the house".

Tim was now afraid that the noise the old men were making would bring all his neighbors around and that he would be publicly shamed, so he put his head out of the window and said, "Please, gentlemen, what are you making all this noise about? This house has a back door, as well as the front one. Perhaps Tim came in through one and went out through the other".

- What is the fun of this story?
- What do you think about Tim's attitude?
- Do you consider him as a wise or stupid man? Explain why?
- What would you do in a similar situation?



- e) Did you like the story? What does it teach you?
- f) What impression do you get of the Tim's personality?
- g) Do you think the attitude of Tim's four friends were nice & kind. Why?

11. Mrs. Black was having a lot of trouble with her skin, so she decided to go to her doctor. He couldn't find anything wrong with her. However, he sent her to the local hospital for some tests. The hospital, of course, sent the results of the tests directly to Mrs. Black's doctor, and the next morning he telephoned her to give her a list of the things that he thought she shouldn't eat, as any of them might be the cause of her skin trouble.

Mrs. Black wrote carefully all the things down on a piece of paper, which she then left beside the telephone while she went out to a lady's meeting.

When she got back home two hours later, she found her husband waiting for her. He had a big basket full of packages beside him, and when he saw her, he said, "Hello, dear, I've done all your shopping for you".

"Done all my shopping?" she asked in surprise. "But did you know what I wanted?"

"Well, when I got home, I found your shopping list beside the telephone", answered her husband, "so, I went down to the shop and bought everything you had written down".

- a) In your opinion, how did Mrs. Black feel during the rest of the day? Why?
- b) What do you think was her husband's reaction when she told him what he had done?
- c) What do you think Mrs. Black did with all the shopping her husband had just bought?
- d) What would you do if this happened to you?
- e) Imagine that you are a teacher, which aspects will you reinforce when teaching this story tale to your pupils?
- f) Describe each positive image the narrator seems to expect in the story tale.

12. Mrs. Baker's sister was ill. She had someone to look after her from Monday to Friday, but not at the weekend, so every Friday evening Mrs. Baker used to go off to spend the weekend with her at her home in a neighboring town. But as Mr. Baker could not cook, she had arranged for his sister to come over and spend the weekend looking after him at their home.

This meant that Mr. Baker had quite a busy time when he came from work on Friday evenings. First, he had to drive home from the railway station. Then he had to drive his wife to the station to catch her train, and then, he had to wait until his sister's train arrived, to take her to his house.

Of course, on Sunday evenings he had to drive his sister to the station to catch her train back home, and then wait for his wife's train, to bring her home.

One Sunday evening he had seen his sister off on her train and was waiting for his wife's arrival when a porter, who had often seen him at the station, came over and spoke to him.



“You are having a lot of fun”, he said. “But one day one of those women is going to catch you with the other, and then you’ll be in real trouble”.

- a) Do you think Mrs. Baker was the right and only person to look after her sister? Why?
- b) Do you think Mr. Baker needed to bring his sister home to look after him or not? Give your reasons.
- c) Why did the porter say that Mr. Baker was having a lot of fun?
- d) Was Mr. Baker having fun? Why?
- e) What social criticism is implied in the story? Discuss the relation between its form & effectiveness.
- f) Suggest changes that make the passage sound better.

13. –Pete, why are you standing in front of the mirror with your eyes closed?

–Well, I want to see what I look like when I am asleep.

- a) Do you usually stand in front of the mirror? What for?
- b) What do you think about Pete’s personality?

14. The air hostess was in a small kitchen at the back of the airplane preparing the trays for lunch when a little old lady came in and spoke to her. “Could you please tell me”, she asked, “where the lady’s lavatory is in this airplane?”

“Yes, madam,” said the air hostess and smiled. It is right at the other end of the airplane –at the front”.

The little old lady went too far. She walked to the front of the airplane, opened the door in front of her, and saw the captain of the airplane and the other officers were all busy at their work and did not see her. She went out again, shut the door, and returned to the air hostess.

“Oh, didn’t you find it madam?” the girl asked her.

“Yes, I did,” said the little old lady. “But there are four men in the ladies’ lavatory watching television”.

- a) What do you think of the little old lady?
- b) Why do you think the old lady didn’t find the lavatory?
- c) Why did the old lady think the men were watching television?
- d) Discuss with your partner what would you do, & how would you feel or respond, if you were in a situation similar to the air hostess.

15. Tim’s wife was very ill, at last, she died. After a few months, Tim married again. His new wife was a widow.

Exactly seven days after he married her, she had a baby.

Tim, at once, hurried away to the market and bought some papers, some pencils, son pens, and some children’s books. Then he hurried back home again with these things and put them beside the baby. His new wife was surprised. “What are you doing,” she said “The baby won’t be able to use those things for a long time. Why are you in such a hurry?”



Tim answered, “You are quite wrong, my dear. Our baby is not an ordinary baby. It came in seven days instead of nine months, so it will certainly be ready to learn how to read and write in a few weeks from now”.

- a) Why do you think Tim’s wife died?
- b) Tim believed that the child had come in only seven days. What do you think about this?
- c) What about Tim’s new wife, do you consider her an honest person? Why?
- d) What would you do if something similar happened to you?
- e) If you were Tim, would you have married a girl who was about to give birth?

16. At the time when Bill and Rose married, neither had much money, so they were unable to buy a house or a flat. For the first few years of their married life, they therefore lived in rented flats. Then Bill’s father died and left him some money, so they bought a house. When they moved into it for the first time, one of best Bill’s friends sent him a bottle of wine as a present to celebrate his entry into the first house he had owned.

Bill and Rose had a lot of work to do getting their things unpacked, arranging the furniture, getting curtains, and all the rest, so they forgot about the bottle of wine. They put it away in a cupboard without even unpacking it. They already had two children when they moved into their new house, and a few months later, the third was born. When Rose came from the hospital with the baby, Bill invited some friends around to celebrate its arrival and they had a wonderful party with plenty to eat and drink.

After the party had been going on for some time, however, Bill found the wine was finished. Luckily, he remembered the bottle which his friend had given him when they had moved into the new house which was still lying unpacked in a cupboard somewhere in the house. He found it with some difficulty and brought it into the living room where his guests were sitting, When he had unwrapped the bottle, he saw a card tied to it, so he took it and read it aloud to the others. It said, “Bill, take good care of this one- it is the first one that is yours”.

- a) Did you find this story funny? Why?
- b) What do you think Bill’s guests’ reaction was after having heard what the card said?
- c) How do you think Bill felt about it?
- d) Write a review of the story.
- e) State what the author codified the text for.
- f) Retell the text in your own words. Make all necessary changes to sound better.

17. Which dogs have no tails?

- Hot dogs.

18. Can a frog jump higher than a house?

- Yes, houses can’t jump.



19. Ten men under one umbrella and they didn't get wet. How is this possible?
- It was not raining.
20. Why do some birds fly South in autumn?
- Because it is too far to walk.
21. What's the hardest thing when you are learning to ride a bicycle?
- The road.
21. Why do hens have short legs?
- Because if they were taller the eggs would break with the fall.
22. Three men register at a hotel and take a room for 30.00 USD. Each pays the clerk 10.00 USD. Since the room is worth only 25.00 USD, the clerk's conscience begins to trouble her, so she calls the bellboy and gives him 5.00 USD to return to the three men. But the bellboy has only half a conscience and returns 3.00 USD, pocketing 2.00 USD for himself.

Since the men paid 27.00 USD for the room and the bellboy kept 2.00 USD (marking 29.00 USD) what happened to the extra dollar?

3.2. Tongue twisters

1. This is a story about four people named Everybody, Somebody, Anybody, and Nobody. There was an important job to be done and Everybody was asked to do it. Everybody was sure Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry, it was Everybody's job. Everybody thought Anybody could do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.
2. a) A cup of coffee in a copper coffee pot
b) Six gray geese in a field grazing
c) Jack joked in jail with John the midget.
d) Use the juice to make yellow jelly at Yale University.
e) Igr y hnowgry somegry thingry yougry don'tgry knowgry.
3. Six, slick, slim saplings
Six, thick thistle sticks
4. Are you the guy?
Who told the guy?
That I am the guy.
Who gave the guy?
A black eye.
5. She sells seashells on the seashore.
These shells she sells are sea shells I'm sure.
6. Sister Suzy is sewing shirts for soldiers.
Sewing shirts for soldiers.
That is all Sister Suzy does.



7. The soldiers wrote home an epistle.
That they slept on thistles.
8. If a body meets a body in a bag of beans.
Can a body tell a body what a body means?
9. How much wood would a woodchuck chuck?
If a woodchuck would chuck wood.
A woodchuck would chuck much wood,
If a woodchuck could chuck wood.
10. Thimblery thistles wait thievishly thinking.
To thrive through thick and through thin.
Through throwing his thimble about.
11. If Peter Piper picked a peck of pickled peppers.
Where's the peck of pickled peppers?
That Peter Piper picked?
12. The rat ran around the room
Around the ragged rug
The ragged rascal ran
Around and around the ragged rack
The ragged rascal ran
13. Harry has a hawk and had it in a high-hat box
Hawk hung his head out
Harry hit the hawk on the head with a hammer
Hard-hearted Harry.
14. A constant and a constant –T
An apple and a maple
And a Constantinople.
15. Theophilus thistledown the successful thistle sifter
In sifting a sleeve full of unsifted thistles
Thrust three thousand thistles through the thick of his thumb.
If then, Theophilus thistledown the successful thistle sifter
In sifting a sleeve full of unsifted thistles
Thrust three thousand thistles through the thick of his thumb.
In sifting a sleeve full of unsifted thistles
Does not get the thistle stuck in my tongue.

3.3. Proverbs, sayings, and phrasal verbs

English	Spanish
The leopard can't change his spots.	Totí que come arroz, aunque le corten el pico lo sigue haciendo.
The early bird catches the worm.	Quien que madruga Dios lo ayuda.
You can't teach an old dog new trick.	Más sabe el diablo por viejo que por diablo.
Blood is thicker than water.	La sangre llama.
He must have been looking with an eye closed	Seguro que estaba en la bobería
To make a false move/ to pull a banner	Meter la pata/ equivocarse



How can I have the nerve_
To stand someone up/ to leave someone in the lurch
There's a talk on the street
To come into one's head
To jump from the frying pan into the fire
Man proposes God disposes.
There's a little of everything.
At the end of the world.
She sticks at everything/ she makes a mountain out of a hill.
Like Johnny on the spot/ to be too familiar in a neighbor's house.
Breach of trust.
You are as busy as a hen with one chicken.
It's no use crying over spilled milk.

A barber learns to shave by shaving fools.
Never count your chickens before they are hatched/ don't start crying yet.
You have no voice in this matter.
The grass is greener on the other side of the fence.
Fine feathers don't make fine birds / a hog in armor is still but a hog.
To touch a sore spot.
The coast is not clear.
To live in the sticks.
Goose flesh.
Where there's smoke, there's a fire.

A bird in hand is worth two in a bush.

To left holding the bag.
Tide and tide wait not for man.

Little knowledge is a dangerous thing.
Skill is better than strength.
I cross my heart and I hope to die.
Who's to bell the cat?
Can't stand at the sight of him.
For foolish talk deaf ears.
To be caught red-handed.
To sleep like a dead man.
To wear one's heart on one's sleeve.
Dog in the manger
Neither a borrower nor a lender be
It strikes me favorably
It's none of your business
I should smile

Con qué cara.
Dejar a uno plantado.

Hay una bola/chisme en la calle.
Pasarle por la cabeza
Salir de guatemala para entrar en guatepeor.
El hombre propone y la mujer dispone.
Hay de todo como en botica.
Donde el diablo echo las tres voces.
Se ahoga en un vaso de agua.

Como Pedro por su casa.

Abuso de confianza.
Eres más vago que la quijada de arriba.
No vale la pena llorar por lo que está perdido
Sacando testículos se aprende a castrar.
No cantes victoria antes de tiempo.

No tienes vela en este entierro.
Fuera del agua todo el mundo nada.

El hábito no hace al monje.

Darle donde le duele
Hay moros en la costa.
Vivir en las quimbambas.
Carne de gallina
Donde fuego hubo cenizas quedan /cuando el río suena piedras trae.
Más vale pájaro en mano que cientos volando.

Quedarse en la luna.
Camarón que se duerme se lo lleva la corriente.

La ignorancia mata a los pueblos.
Más vale maña que fuerza.
Lo juro por mi madre.
Quién le pone el cascabel al gato.
No poder ver ni en pintura.
A palabras necias oídos sordos.
Cogerlo con las manos en la masa.

Dormir a piernas sueltas.
Llevar el corazón en la mano.
Perro hortelano
El que da lo que tiene a pedir se queda
Me parece bien
No es asunto suyo
Me da gracia



Oh, come off!
 In the long run/ when all is said and done
 Point blank/ at very close range
 Without restraint
 To be as common as dirt
 To prick up one's ears
 Everyone makes mistakes
 To the letter
 Whole sale
 To start a fight/ to raise claim
 To complicate things/ look for knots in a
 bulrush
 To be self-evident
 To rack one's brain
 Head or tail
 Whither thou goest
 Love in a cottage

In capacity of ...
 When least expected
 There's no getting away from him/I'm sick of
 the sight of him
 The plot thickens
 Off-color jokes/ pool room talk
 Custom-made / made to order
 To pretend not to see
 To be in effect
 To breathe down someone's neck
 To be stubborn
 His bark is worse than his bite
 To have someone by the neck
 To get up on the wrong side of the bed
 Finders keepers, loses weepers
 To be left on the shelf
 What's bugging you?/ What's eating you?
 God rest his soul
 May he rest in peace.
 Not to know a blessed thing
 It's an ill wind that blows no good/ It's a
 blessing in disguise
 Go peddle your papers!
 A feast for the king
 To have a hard time/ to sweat blood
 To have ears like a fox/ to have a sharp ear
 Absolutely no!
 To shake one's fist at
 To roll one's eyes
 You are so funny for words
 Speech is silver, but silence is gold
 What's cooking good looking?

Eso no es verdad!
 A la corta o a la larga
 A quema ropa
 A riendas sueltas
 Abundar como mala hierba
 Parar las orejas
 Al major escribano se le va un borrón
 Al pie de la letra
 Al por mayor
 Armar la de San Quintín
 Buscarle las tres paras al gato

Caer por de su propio peso
 Calentársele los metales
 Cara o cruz
 Contigo pan y cebolla
 Más vale alones con risa que chocolate con
 lágrimas
 En calidad de ...
 En menos de lo que canta un gallo
 Está hasta en la sopa

La cosa se complica
 Cuentos colorados
 Hecho a la medida
 Hacerse de la vista gorda
 Estar vigente
 No perderle ni pie ni pisada
 No dar el brazo a torcer
 Es más rollo que película
 Meter en cintura
 Leventarse con el pie izquierdo
 El que fue a Sevilla perdió la silla
 Quedarse para vestir santos
 ¿Qué mosca te picó?
 Qué Dios lo tenga en la Gloria.
 Que descanse en paz
 No saber ni papa
 No hay mal que por bien no venga

Vete a freír tusa
 Un banquete
 Sudar la gota gorda
 Tener oídos de tísico
 Los fósforos!
 Amenazar con el puño
 Poner los ojos en blanco
 Eres muy relajada/o para tomarte en serio
 En boca cerrada no entra mosca
 Qué te pasa belleza?



Ghetto blaster.
I'm my cups
Pull up your socks
To hich hike/ to take a lift
Free for all
Hang over
To beat it
She plays possum/ she seems as if butter
wouldn't melt in her mouth
To be a well flower
This will come in handy
Neither head nor tail
Out of eyes, out of mind
Better late than ever/never
All work and not play makes Jack a dull bay

One cannot see the woods of the trees

The teacher is like a candle it lights others in
consuming itself
Say not always what you know, but know
always what you say
From head to foot/ from top to bottom
I'll cook his goose/ I have a bone to pick with
him
She gave me the gate
Don't bother me any more
It smells a rat
Many men, many minds
Tell that to the marines
As the old saying goes
Many hands make a light work/ Too many
cooks spoil the broth
Set a thief to catch a thief
He who has the will has the skill
It never rains, but it pours
Say your say
It's over my heart/ It's beyond the ken of me
An old bird is never caught with shaft
Manage your own business
Mind your own business
A word to the wise is enough
Fort the life of me
To stretch one's legs
To go against the tide
Woman-hates
Don't try to run if you can walk

She stood me up
I can't rattle along with you

Tremendo hierro.
Estoy borracho
Ponte pa'la cosa.
Coger botella
Se formó la rebambaramba
Resaca
Poner pie en polvorosa
Se hace/parece una mosquita muerta

Ser un tipo aburrido
Vendrá como anillo al dedo
Ni pie ni cabeza
Ojo que no ve, corazón que no siente
Más vale tarde que nunca
No por mucho madrugar se amanece más
temprano
El que tiene paja en el ojo, no ve la del ojo
ajeno
El maestro es como una vela, alumbr a los
demás consumiéndose a sí mismo.
No siempre digas lo que sepas, pero
siempre sepa lo que dices
De pie a cabeza
Le ajustaré cuentas

Me botó
No me molestes más
Hay gato encerrado
Cuatro ojos ven más que dos
A otro perro con ese hueso
Como dice el Viejo refrán
Entre más gallinas en un gallinero, más
mierda y menos huevos
Darle las llaves a un ladrón
El que persevere triunfa
Las desgracias nunca vienen solas
Desembucha
Está fuera de mi alcance
Más sabe el Diablo por Viejo que por diablo
Preocupese por lo suyo
No se meta en lo que no le interesa
A buen entendedor con pocas palabras basta
Así me maten
Dar un paseito
Ir en contra de la corriente
Cara de ahorcado
No corras si sabes caminar/ No me vistan
tan deprisa que ando apurado
Me dejó plantado
No puedo gastar saliva contigo



Here is how
 Let's over say: I won't drink of this water
 In a twinkling of an eye
 I'm not going to throw up my hands
 Into the jaws of death
 There's a method in his madness
 Fit for a soldier
 At a pinch
 To kill two birds with one stone
 Sooner or later
 Suddenly, without any reason
 Nor anything like it.
 Dead dogs don't bite
 She takes me out of my mind
 Cheek by jowl
 There can be no questions about it
 Not for love, nor money
 I'm not as green as cabbage looking
 Every day that we spend without learning is a
 lost day
 Openly and frankly
 I want it awfully
 To be fed up
 There can be no questions about it
 Speak now or keep silent for ever
 He who wants the kernel must crack the nut
 He who doesn't work neither should eat
 Better the devil you know than the devil you
 don't
 If cap fits you put it on/ If the cap fits, wear it
 Cowards die many times before their death
 Better safe than sorry
 A sucker is bored every minute
 The same old story
 Of well known quality
 Easy comes easy goes
 To be outspoken
 Two of a kind
 You don't see any Green in my eye
 The hour is up
 As old as the hills
 To burn the midnight oil
 To stick together
 I'm not equal to imagine that
 I saw a wolf
 Don't let the cat out of the bag
 You washed his dirty linen in public
 To put on airs
 By fair means or foul
 He doesn't do anything right

A tu salud
 Nunca digas de esta agua no beberé
 En un abrir y cerrar de ojos
 No me voy a dar por vencido
 En las garras de la muerte
 No es tan loco como parece
 Apto para el servicio militar
 En caso de apuro
 Matar dos pájaros de un tiro
 Tarde o temprano
 Sin más acá ni más allá
 Ni cosa que lo parezca
 Muerto el perro se acabó la rabia
 Me tiene loco
 Cara a cara
 No cabe duda acerca de ello
 No a tiros
 No soy tan tonto como parezco
 Tiempo perdido hasta los niños lo lloran

 Con el corazón en la mano
 Me hace mucha falta
 Estar hasta la coronilla
 No cabe dudas
 Habla ahora o calla para siempre
 Para un gustazo un trancanso
 Quien no trabaja no come
 Más vale un mal conocido que un bueno por
 conocer
 A quién le sirva el traje que se lo ponga
 De los cobardes no se ha escrito nada
 Más vale precaver que tener que lamentar
 Todos los días sale un bobo a la calle
 La misma cantaleta
 De buena cepa
 Lo mal habido se lo lleva el viento
 No tener pelos en la lengua
 Tal para cual
 No tengo un pelo de tonto
 La hora ha llegado
 Más viejo que andar a pie
 Quemarse las pestañas
 Taparse uno al otro
 No me cabe en la cabeza
 Se me fue un gallo
 No reveles el secreto
 Sacaste sus trapos al sol
 Darse patadas
 Por las buenas o las malas
 No da pie con bola



As clear as cristal
Nobody is going to cry it
Ease does it
On no consideration
As sure as eggs are eggs
They are hand in a glove
He is the split of his father
It goes in one car and out the other
I don't wanna be in your shoes
Speak to the point
You have the finger everything
You hit the nail on the head
Alive and kickling
Don't cost in my teeth
On bread and water
Don't take it too heart
Don't take it amiss
I can call a sheet
To stick like a leech
Lie has short legs

Beggar cannot de choose/ never look a gift
horse in the mouth
To add fuel to the flame
Everyone for himself
He who hit promptly hits twice
Big faults excuse the smaller
To crash the gate
To be like a fish out of water
To go the limits
You don't have a leg to stand on
To pull the leg of ...
To make no bones about
Without batting an eye
It is snowing in the south
To try to irritate a person
To be not worth a straw
Packed in like sardines
To raise the roof
To set to work/ to dig in
To stake all
To call someone's bluff
To give full play
To play sick
To run in the family
With the naked eye
To make one's mouth water
To shake the leg
To live by one's wits
To swallow the hook

Tan claro como el agua
Nadie habla mal de lo suyo
El haragán trabaja doble
Bajo ningún concepto
Como dos y dos son cuatro
Son uña y carne
Es igualito a su padre
Le entra por un oído y le sale por el otro
No quiero estar en tu pellejo
Ve al grano
Estás en todas
Diste en el clavo
Vivito y coleando
No me lo echas en cara
A pan y agua
No lo tomes tan apecho
No lo tomes a mal
Donde pongo el ojo pongo la bala
Pegarse como una ladilla
Primero se coge a un mentiroso que a un
cojo
A caballo regalado no se le mira el colmillo

Echarle leña al fuego
Sálvese quien pueda
El que da primero da dos veces
En tierra de ciego el tuerto es rey
Pegar la gorra
Estar como pescado en nevera
No dejar piedra por mover
No tienes justificación alguna
Tomar el pelo a...
No andarse con rodeos
Sin pestañar
Se le sale la sayuela
Buscarle a uno las cosquillas
No valer un céntimo
Como sardina en lata
Poner el grito en el cielo
Poner manos a la obra
Jugarse el todo por el todo
Cojerle la palabra a uno
Dar riendas sueltas a...
Hacerse el enfermo
Venir de familia
A simple vista
Hacérsele la boca agua
Darse prisa
Vivir del cuento
Tragar el anzuelo



To look for a needle in the haystack	Buscar una aguja en un pajar
To be overcome with sleep	Caerse del sueño
To get cheat	Vender gato por liebre
Strike while the iron is hot	A hierro caliente batir de repente
To not have a cent to one's name	No tener donde caerse muerto
To have nothing to do with	No tener nada que ver con
To cross one's mind	Ocurrírsele a uno
To slink way	Salir con el rabo entre las piernas
To be blasphemous	Tener mala lengua
To pick a fight with	Buscar la lengua a
To pick a quarrel with	Meterse con
Save and sound	Sano y salvo
It can't be helped	No tiene remedio
The here and the hereafter	En esta vida y la futura
Neither here nor there	Eso no viene al caso
To not be able to manage	No poder con
As hard as possible	A más no poder
To pass the buck	Echarle la culpa/carga a otro
To kick the bucket	Darle la pata a la lata
Far and near	Por todas partes
To sleep on one's laurels	Dormirse en los laureles
Who goes there?	Quién vive?
Next to nothing	Casi nada
The next best	Lo mejor después de eso
At worst	En peores circunstancias
If worst comes to worst	Si pasara lo peor
To get the worst	Llevarse la peor parte.
He received his just deserts	Recibió/llevó su merecido
You've been and done it	Ahora si la has hecho buena
To come to rest	Venir a parar
I split my sides with laughter	Me desternillé de la risa
Catch me doing it	Qué me coja yo!
It came into the nick of time	Vino como anillo al dedo
He sticks in my throat/ I'm not able to stomach him	No lo puedo tragar
She looked dagger at me	Me comió con los ojos
To make one's hair stand on end	Parársele los pelos de punta
He had a hot time	La pasó negra
Johnny-come lately	Recién llegado
To be sick and tired of	Estar harto y cansado de
To blow one's nose	Sonarse las narices
To poke one's nose into	Meter las narices en
That's the limit	Eso es el colmo
Off with you!	Vaya con Dios!
To be educated is to be free	Ser culto para ser libre
Education is a task of all	La educación es tarea de todos
I've got a fix	Me da una cosa
Deeds not words	Los hechos hablen más que las palabras
A barking dog seldom bites	Perro que ladra no muerde
All that glitters is not gold	Todo lo que brilla no es oro



Never put off till tomorrow, what you can do today	No dejes para mañana lo que puedes hacer hoy
Don't do to others what you don't want to be done to yourself/ Do as you would be done by	No le hagas a otros lo que no quieres que te hagan a ti mismo
Love is never to say: I'm sorry	Amar es nunca tener que pedir perdón
He who will seek will find	El que busca encuentra
Fooled you didn't I	Te cojí por inocente
To rob Peter to pay Paul	Desvestir a un santo para vestir a otro
The goose hangs high	Todo va a pedir de boca
Let's drop it	Se acabó la fiesta
To take a stroll on boat	Dar un paseo en bote
To be horse of another color/ That's another pair of shoes	Son otros veinte pesos/ Es harina de otro costal
When pigs fly	Cuando la rana crie pelo
Play with the monkey but not with the chain	Juega con el mono, pero no con la cadena
To make sheep's eyes at	Mirar con los ojos de carnero degollado
Show me your company and I will tell you who you are,	Dime con quién andas y te diré quién eres
To go to the dogs	Tirarse al abandono
To break even	Salir en paz
Snug as bug in the rug	Como un pez en el agua
Blindly, hit or miss	Salga el sol por donde salga
To come to an understanding	Llegar a un acuerdo
To leave nothing undone	No dejar nada por hacer
Let a smile be your umbrella on a rainy day	A mal tiempo Buena cara
He is worth his weight in gold	Vale lo que pesa
To get a goose egg	Coger cero en una prueba
Knock it out	Desmaya eso.
Straw shows which way the wind blows	Por el polvo se sabe de dónde sopla el viento
Get the name of early rising and lie a bed all day	Cobra Buena fama y échate a dormir
A friend in need is a friend indeed	Un amigo en adversidad es un amigo de verdad
Step by step one goes a long way	Paso a paso se va lejos / grano a grano la gallina se llena el buche
We learn by teaching	Con enseñar se aprende
As one sows so must he reap	Según siembres así cosecharás
Talk of the devil and he is sure to appear	Hablando del rey de Roma y asomando la corona
Forewarned is forearmed	Hombre prevenido vale por dos
A stitch in time saves nine	Una puntada a tiempo salva a cientos
A rolling Stone gathers no moss	Piedra movediza no cría moho
Children and fools speak the truth	Los niños y los bobos dicen la verdad
God helps him, helps himself	Cuídate y te cuidaré
The sun shines on the just and on the unjust	Cuando el sol sale, sale para todos
Nothing ventures, nothing gains/ Weak hearts never won fair lady	El que no se arriesga no pasa
Look before your leap	Antes de que te cases, mira lo que haces
Necessity knows no law	La necesidad carece de ley



Half a loaf of bread is better than no bread
Never judge by appearance/ Appearance is
often deceitful/ Never judge a book by its
cover

Bless your soul!
I got a lump in my thought
There's no rose without a thorn
To hit the mark
To lose sight of
To put the cart before the horse
You are a scoundrel! / You rascal!
By jingo! / Great Scott!
To have the blues
At the beck and call of
Evil-minded
The pot can't call the kettle black

Dead end
Luck break!
Chock-full
To take for granted
To beat around the bush
No buts about it!
Out of nothing, nothing comes
All's well tan ends well
Money makes the world go around
Valuable gift often comes in small boxes
That set me thinking
I bet my boots
That left my mouth hanging opened
Can you read me?
He was caught off base
He was caught with his pants down
The shit gonna hit the fan
Cats have nine lives
You have to whitewash your role
He's Mr. empty pocket
He is a wolf in a sheep skin
You may whistle for that
There's no time for I told you so
I'd like to see you walking on my shoes
Play along with it
They agree like cats and dogs
To flag for the foreman
Go easy with it
It's nothing to write home about
You've had it
A closed mouth catches no flies/ speech is
silver but silence is gold
They are cut from the same cloth

Más vale algo que nada
No hay que juzgar por las apariencias/ Las
apariencias engañan

Bendito seas!
Se me hizo un nudo en la garganta
No hay rosa sin espinas
Acertar
Perder de vista
Tomar el rábano por las hojas
Bribón!
Caracoles!
Estar triste
Estar a la disposición de
Mal pensado
Dijo el sartén al caso, quítate que me tizno/
el conejo decirle orejado al burro
Callejón sin salida
Menos mal
De bote en bote
Dar por sentado
Andar por las ramas
Sin peros.
De la nada, nada viene
No hay mal que por bien no venga
Poderoso caballero Don Dinero
El perfume bueno viene en frasco chiquito
Me puso a pensar
Me lo juego todo
Me dejó con la boca abierta
Me copias?
Lo cogieron fuera de base
Lo cogieron asando maíz
La cosa se va a poner fea
Los gatos tienen siete vidas
Tienes que limpiarte
Nunca tiene dinero
Es un lobo vestido con piel de oveja
Espéralo sentado
No es hora de lamentarse
Quisiera verte en mi pellejo
Síguele la corriente
Se llevan como perros y gatos
Trabajar para el inglés
Dale suave en cualquier caso
No es nada del otro mundo
Tú te lo buscaste
En boca cerrada no entra mosca
Están cortados con la misma tijera



On man's meet is another man's prison
 Blind man would be glad to see
 Saying and doing are two things
 There's a bad blood between them
 The devil looks after himself
 The absent won't be the chair
 No gains without pains
 To go to bed very early
 Ill-gotten gains never prosper

He who loves danger will perish by it
 Bad habits lead to worse end
 To take the opportunity
 Old oak gives good shade

He who has the store must keep it
 To grope
 To seek a quarrel
 The fish that dallies with the hook does so to
 his sorrow
 To blush with shame
 It's better to please than to be pleasant
 Silence gives consent
 The defeated cock loses feather but not conceit

To feel great delight
 To turn one's back
 To keep a profound silence
 To take a dram
 The eye of the master flatters the horse
 He who hopes also fears
 He who trusts on sales, or promises becomes
 indebted
 The worst enemy is he who was once a friend
 The dress does not make the man
 Scarcely hatched, yet thinks himself cock of
 the walk
 When in Rome do as Romans do
 When there's a will there's a way

He who does not honor his wife dishonor
 himself
 That doesn't concern me
 He who kills with the sword dies by the sword
 Avoid meddling in family quarrels

Love repays love
 Evils of one's own seeking are not felt, but

Para gusto de han hecho los colores
 Deja ver dijo un ciego y nunca vio
 Del dicho al hecho va un trecho
 Se piden la cabeza
 Bicho malo nunca muere
 El que fue a Sevilla perdió la silla
 El que quiere pescado que se moje el culo
 Acostarse con las gallinas
 Bienes mal adquirido a nadie han
 enriquecido
 El que ama al peligro perece en el
 Quien mal anda mal acaba
 Aprovechar la ocasión
 Quien a buen árbol se arrima, Buena
 sombra le cobija
 El que tenga tienda que la atienda
 Buscar a tientas
 Buscarle las cuatro patas al gato
 El peje por la boca muere

Caérsele la cara de vergüenza
 Más vale caer en gracia que ser gracioso
 El que calla otorga
 Como el gallo de Morón sin plumas y
 cacareando
 Chuparse los dedos
 Dar la espalda
 No decir ni esta boca es mía
 Echarse un trago
 El ojo del amo engorda al caballo
 El que espera desespera
 Quien fía o promete en deuda se mete

No hay peor cuña que la del mismo palo
 El hábito no hace al monje
 Aún no ha salido del cascarón y ya tiene
 presunción
 Donde fueres haz lo que vieres
 La esperanza es lo último que se pierde/
 siempre que hay vida hay esperanza / más
 hace el que quiere que el que puede
 Quien a su mujer no honra a sí mismo se
 deshonra
 Eso ni me va, ni me viene
 El que a hierro mata a hierro muere
 Entre marido y mujer nadie se debe meter /
 entre padres y hermanos no metas tus
 manos
 Amor con amor se paga
 Sarna con gusto pica pero no mortifica/ para



they mortify
He who loves you will chasten you
The rope breaks at its weakest point

Everyone knows where his own shoe pinches
When the candles are out all cats are gray
Tomorrow is another day
To be ill-tempered
It's better to have too much tan to be wanted
Out of sight out of mind

He who wears borrowed plumes risks exposure
A dog in armor is still but a dog

To turn a thing upside down
What is done must be endured
Wide open
What is bread in the bones will stay in the flesh
Make a mountain out of a hill
To carry coal to new cattle
I'll do it rain or shine
You're looking your chops about her
Let's well enough alone/ Leave well alone
Beat someone to the punch

You're sitting him up
Friend like him don't come in lots
That's the difference between chicken shit and chicken salad
She must have been looking with an eye closed
To come home to roast
He turned a deaf ear
You've got to rough it
She gone me a P.R. (public relation) smile
Tit for tat
Accident can happen to anyone
If wishes were a horse I would ride it

When the cats away, the mouse will play

A man can be defeated, but not destroyed

Don't bite the hand that feeds you

In the long run/ when all is said and done
Exactly as desire
The goose hangs high

un gustazo un trancazo
Quien bien te quiere te hará llorar
La cuerda se rompe por lo más delgado/ el peje grande se come al pequeño
Cada uno sabe dónde le aprieta el zapato
De noche todos los gatos son negros
Mañana será otro día
Tener malas pulgas
Más vale que sobre y no que falte
Ojo que no ve corazón que no siente/ si te vi no me acuerdo
El que se viste de ajeno en la calle lo desvisten
Aunque la mona se vista de seda mona se queda
Volver patas arriba una cosa
A lo hecho pecho
De par en par
Genio y figura hasta la sepultura

Ahogarse en un vaso de agua
Bailar en casa del trompo
Lo hare llueva, truene a relampagueé
Te estás haciendo una paja mental con ella
Mejor deja las cosas como están
Darle delante a alguien/ adelantársele a alguien
Le estás haciendo la cama
Amigos como él no se dan todos los días
Esa es como la diferencia entre el sol y la luna
Seguro que estaba en la bobería

El que la hace la paga
Se hizo el sueco/sordo
Tienes que pasar trabajo
Sonrisa hipócrita
Tal para cual
Eso le pasa a cualquiera
Si mi abuela tuviera ruedas, yo tuviera bicicleta
Cuando el gato no está en casa los ratones están de fiesta
Solo los cristales se rajan, los hombres mueren de pie
No seas mal agradecido/ no muerdas la mano que te da que comer
Al fin
A pedir de boca
Todo va a pedir de boca



At breakneck speed/ like mad	Como alma que lleva al diablo
That's the way the ball bounces / That's the way the cookie crumbles	Así es la vida
To turn the record over / to change the subject	Cambiar de tema
To cost a mint	Costar un ojo de la cara
To make a false move / to pull a boner	Meter la pata
To strike home/ to touch a sore spot	Dar done le duele
To turn the air blue	Hablar con muchas malas palabras
To cut classes	faltar a clase
At every turn/step	A cada paso
At this point/juncture	A estas alturas
What's that to me/ so what	Y a mí qué!
I bet you don't	A qué no!
What's the point of that?	A qué viene eso?
To weather the storm	Aguantar el chubasco
How can I have the nerve	Con qué cara
Cock and bull story	Cuento chino
To flatter/ play up to/ soft soap/ soft talk	Dar coba/ bajar muela
To reproach	Echar en cara
To squander everything	Echar la casa por la ventana
The thing didn't jell/ The thing didn't work well	La cosa no cuajó
The daily grind	La rutina diaria
Stark raving mad	Loco de remate
Cows foot wrinkles	Patas de gallina (arrugas en la cara)
To be lord of one's mind	Quitarse un peso de encima
To rattle off	Repetir de carretilla
The bull jumped the fence	Le pegaron los tarros / lo traicionaron
As straight as chopsticks	Derecho como una vela
To explote like popcorn	Explotar como cafetera
To snap at the bait	Morder el anzuelo
To go through the hoops	Entrar en caja
Polling place	Colegio electoral
Joint ventures	Empresas mixtas
Cultural foundations	Fondos de bienes culturales
To use one's wits	Usar la cabeza
Pusher	Narco Traficante
To lampoon	Hacer el ridículo
Big shot	Peje Gordo
To play for keeps	Jugar a la verdad
Cradle-snatcher/ cradle robber	Asalta cuna
Zip code	Código postal
Money order	Giro postal
Hey, pops!	Oye tío!
To give someone a cold shoulder	Ignorar
Charge d'affaires	Encargado de negocio
Draw it mild/ switch off!	Afloja!
You hit the ball out of the park	Apretaste!
Appearances are often deceitful	Las apariencias engañan
There's no rose without a thorn	No hay rosas sin espinas



As one sows so must he reap
 Talk of the devil and he is sure to appear

As if by magic
 To be unavoidable

Leisure center

So to speak

Hush up...

To be just the thing

To be beside the point

better half

Shining Knight

One cannot see the woods of the trees

You piece me off

Drop it off

It is not the question for that

Leave it alone! / Let it be!

Nothing of the sort

Keep still

So much the better

Someone or other

To be a green horn

To be a humbug

To be hard up

To be used up

To hit the mark

To put the cart before the horse/ to take the
 wrong track

To register a letter

To think hard of

What are you driving at?

On his own hook

What are you giving us?

Blow off steam

At the very latest

He is in the point of death

He is head over heels in love with her

What's cooking down?

Pull up your socks/ Get on the ball

You don't seem to learn by your own mistakes

I don't piece on her car through her brains is
 on five

According to cocker

Goose flesh

Sugar daddy

Don't let me down

Left handed compliment

Happy-go-lucky girl

You are shooting in the darkness

Según siembres así cosecharas

Hablando del rey de Roma y asomando la
 corona

Como por encanto

No tener remedio

Centro de recreo

Como quien dice

Echar tierra a...

Venir al caso

No venir al caso

Media naranja

Principe Azul

El que tiene paja en el ojo no ve la del ojo
 ajeno

Me caes mal

Desmaya eso

Ese no es el asunto

No lo toques

Nada de eso

No te muevas

Tanto mejor

Uno u otro

Ser una persona inexperta

Ser un charlatán

Estar apurado de dinero

Estar rendido de cansancio

Acertar

Tomar el rábano por las hojas

Certificar una carta

Tener mala opinión de

Qué me cuentas?

De su propia voluntad

Qué nos cuentas?

Desahogarse

A más tardar

Está en el pico del aura

Está perdidamente enamorado de ella

Qué te pasa?

Ponte pa'la cosa

Tú no escarmientas

No me acuesto con ella ni con los guardia

Con todas las de la ley

Carne de gallina

Viejo verde

No me hagas quedar mal

Elogio mal intencionado

Chica fácil

Estás tirando piedras



Never cross the bridge before you come to it	No te adelantes a los acontecimientos
It's never too late to mend	Nunca es tarde si la dicha llega
To give pause to	Dar que pensar a
Every now and then	De vez en cuando
Let's not get carried away now	No nos entusiasmemos ahora
Refectory	Comedor estudiantil
Canteen	Comedor obrero
Shared ice stand	Granizado
Pop side head	Punsada del guajiro
To have a crush on someone	Estar puesto para alguien
Icon	Prenda espiritual
Dude	Acere
No way Jose	No hay arreglo
Look about	Buscar
Look back on	Mirar hacia atrás/ recordar
Look forward to	Esperar con placer anticipado
Look into	Investigar
Look on	Mirar sin participar
Look out!	Cuidado!
Look over	Examinar
Look upon	Considerer, juzgar
Come about/of/over	Suceder/ ocurrir
Come across	Encontrarse con
Come along	Acompañar
Come by	Conseguir
Come down with	Enfermarse de
Come into	Heredar
Come of	Pasarle a/ suceder
Come off	Desesperarse
Come out	Aparecer
Come up	Subir
Come up to	Acercarse a
Come up with	Proponer
Come upon	Descubrir
Break away	Librarse de
Break down	Perder la salud/ estallar en llanto/ enfermarse
Break forth	Hacer erupción (en la piel)
Break in	Forzar/ entrar por la fuerza
Break loose	Desprenderse/ escaparse
Break out	Estallar
Break through	Abrirse paso/ abrir paso entre
Keep at	Seguir haciendo/ persistir en
Keep an eye on	Vigilar
Keep away	Tener alejado
Keep back	Retener
Keep house	Cuidar la casa
Keep in touch with	Mantener en comunicación con
Keep off	Tener a distancia
Keep out	No dejar entrar



Keep up
 Keep up with

Keep watch
 To put someone in the picture
 He's got his head screwed on the right way
 I can't make head nor tail of it
 Goot off

To come off it
 Dry run
 To get steps out of line
 I am up to my ears
 On the tip of my tongue
 One for the road

Give forth
 Give in
 Go out for
 Go over
 Go up
 There is no time for I told you so
 On man's meet is another man's prison

Camp fire
 Make hay while the sun shines
 Save for a rainy day
 Never say die
 Don't put all your eggs in one basket

If at first you don't succeed, try again

Take care of the pennies and the pounds will
 take care of themselves
 Live and let live
 Cut your coat according to your cloth

Still waters run deep
 Eavesdroppers hear no good of themselves

Actions speak louder than words
 A bad workman blames his tools
 Every cloud has a silver lining
 Absence makes the heart grow fonder
 A new broom sweeps clean
 Dreams go by contraries
 It's an ill wind that blows nobody any good

Familiarity breeds contempt
 Bad news travel fast
 Nothing succeeds like success
 Two wrongs don't make a right
 A bad apple/egg

Mantener/ conservar
 Llevar adelante/ proseguir/ correr pareja
 con

Buscar
 Informar
 Es muy inteligente
 No le encuentro ni pie ni cabeza
 Negligencia en el trabajo
 Coger un tono más humilde
 Ensayo
 Sacar las uñas del plato
 Estoy muy ocupado
 En la punta de la lengua
 El último trago para marcharme

Producir
 Ceder/ rendirse
 Asistir a/ entrar en
 Examinar/ repetir
 Subir / aumentar
 No es hora de lamentarse
 Para gusto se han hecho los colores
 Fogata

Aprovecha mientras se pueda
 Ahorrar para un día lluvioso
 Nunca te rindas
 No ponga todos los huevos en la misma
 cesta

Si al principio no lo consigues, inténtalo de
 nuevo
 Cuida los céntimos y las libras se cuidarán
 solas
 Vive y deja vivir
 Estira los pies hasta donde te llegue la
 sábana

Las aguas tranquilas son profundas
 Los fisgones no oyen nada bueno de sí
 mismos
 Las acciones hablan más que las palabras
 Un mal trabajador culpa a sus herramientas

Toda nube tiene su lado bueno
 La ausencia enamora
 Escobita nueva barre bien
 Los sueños van por contrarios
 Es un viento enfermo que no sopla bien a
 nadie

La familiaridad engendra desprecio
 Las malas noticias llegan rápido
 Nada triunfa como el éxito
 Dos errores no hacen un acierto
 Una mala influencia



A hard nut to crack
 A piece of cake
 Like chalk and cheese
 Like two peas in a pot
 Selling like hot cake
 The cream of the crop
 The apple of my eye
 To bring home the bacon
 To put away
 Lord help us
 Without rhyme or reason
 To bring up unexpectedly
 Food stuffs
 To cry quits
 Ease does it

Un hueso duro de roer
 Muy fácil
 Como vinagre y aceite
 Arina del mismo costal
 Se vende como pan caliente
 Lo mejor
 La niña de mis ojos
 Traer el pan a casa
 Quitar del medio
 Qué Dios nos acompañe
 Sin ton ni son
 Sacar a relucir
 Víveres
 Pedir tregua
 El haragán trabaja doble

3.4. Useful vocabulary at a restaurant

- Asking for the order
 - Can I take your order now?
 - Are you ready to order?
- Saying your order

English	Spanish
Papaya	Fruta bomba
Papaya juice	Jugo de fruta bomba
Papaya slice	Tajada de fruta bomba
Papaya pearls	Perlas de fruta bomba
Mango juice	Jugo de mango
Mango slice	Tajada de mango
Water melon	Melon de agua/sandía
Water melon juice	Jugo de melón
Water melon slice	Rodaja de melón
Water melon pearls	Perlas de melón
Orange	Naranja
Orange juice	Jugo de naranja
Orange supreme	Suprema de naranja
Orange piece	Tajada de naranja
Orange slice	Rodaja de naranja
Orange basket	Cesto de naranja
Pineapple	Piña
Pineapple juice	Jugo de piña
Pineapple supreme	Suprema de piña
Pineapple slice	Rodaja de piña
Pineapple surprise	Sorpresa de piña
Grapefruit	Toronja
Grapefruit juice	Jugo de toronja
Grapefruit supreme	Suprema de toronja
Grapefruit slice	Rodaja de toronja
Grapefruit piece	Tajada de toronja



Fresh fruit cocktail
Fresh fruit canoe
Fruit in season
Canned fruit juice
Fresh fruit juice
Guava juice
Tangerine juice
Tamarind juice
Banana juice
Tomato juice
Grape juice
Canapes
Anchovy canape
Bonito canape
Red caviar canape
Black caviar canape
Egg canape
Ham canape
Ham and cheese canape
Pressed ham canape
Turkey canape
Chicken canape
Bologna canape
Melted cheese canape
Salami canape
Sardine canape
Sea food
Squid a la vinaigrette
Squid in ink
Plain shrimp
Plain labster
Crab cocktail
Clam cocktail
Blue crab cocktail
Oyster cocktail
Seafood enchilado
Catalonian shrimp
Grilled shrimp
Breaded shrimp
Grilled filet of sword-fish
Batter fried shrimp
Shrimp brochette
Sea bass
Spanish mackerel
Silver hake
Cold sauces and dressings
Catsup catchup
Cocktail sauce
French dressing
Russian dressing

Coctel de frutas naturales
Canoa de frutas naturales
Frutas de estación
Jugo de frutas enlatada
Jugo de frutas naturales
Jugo de guayaba
Jugo de mandarina
Jugo de tamarindo
Jugo de platanito
Jugo de tomate
Jugo de uvas.
Canapés
Canapé de anchoa
Canapé de bonito
Canapé de caviar rojo
Canapé de caviar negro
Canapé de huevos
Canapé de jamón
Canapé de jamón y queso
Canapé de jamonada
Canapé de pavo
Canapé de pollo
Canapé de mortadella
Canapé de queso derretido
Canapé de salami
Canapé de sardina
Mariscos
Calamares a la vinagreta
Calamares a la tinta
Camarones al natural
Langosta al natural
Coctel de cangrejo
Coctel de almeja
Coctel de jaiba
Coctel de ostión
Enchilado de mariscos
Camarones a la catalana
Camarones a la plancha
Camarones empanados
Filete de emperador grillé
Camarines rebosados
Camarines al pincho
Cherna
Serrucho
Merluza
Salsas frías y aliños
Salsa catchup
Salsa coctel
Salsa francesa
Salsa rusa



Mayonnaise sauce	Salsa mayonesa
Consommes	Consomés
Consommé a la reina	Consomé a la reina
Consommé julienne	Consomé juliana
Consommé jardinie	Consomé a la jardinera
Chicken consommé	Consomé de ave
Soups	Sopas
Garlic soup	Sopa de ajo
Onion soup	Sopa de cebolla
Chicken and vermiselli soup	Sopa de pollo con fideo
Chicken giblet soup	Sopa de menudo de pollo
Vegetable soup	Sopa de vegetales
Jardiniere soup	Sopa a la jardinera
Soups	Potaje
Pea soup	Potaje de chícharo
Red beans soup	Potaje de habichuela colorada
Black beans soup	Potaje de frijoles negros
Chick-pea soup	Potaje de garbanzos
White beans soup	Potaje de judías
Lentil soup	Potaje de lentejas
African puree	Puré africano
Batter fried beef tongue	Lengua rebosada
Grilled beef kidneys	Riñones grillé
Sauteed beef kidneys	Riñones salteados
Veal	Ternera
Veal cutlet	Escalope de ternera
Veal fricassee	Fricasé de ternera
Calf's brain fritters	Frituras de sesos de ternera
Turtle	Caguama
Piquant turtle stew	Chilindrón de caguama
Sausage	Embutido
Catalonian sausage	Butifarra
Spanish sausage	Chorizo
Blood sausage	Morcilla
Sausage	Salchicha
Rice	Arroz
Sauteed rice	Arroz salteado
Rice and black beans	Congrí
Fried rice	Arroz frito
Vegetables	Vegetales
Chard	Acelga
Celery	Apio
Eggplant	Berenjena
Stuffed eggplant	Berenjena rellena
Squash	Calabaza
Omelet	Tortilla
Plain Omelet	Tortilla natural
French omelet	Tortilla a la francesa
Poached eggs	Huevos escalfados
Hard-boiled eggs	Huevos duros



Soft boiled eggs	Huevos pasados por agua
Scrambled eggs	Revoltillo natural
Shirred egg	Huevo al plato
Milanese spaghetti	Espagueti a la milanese
Napolitan spaghetti	Espagueti a la napolitana
Spaghetti with meatballs	Espagueti con albóndiga
Macaroni	Macarrones
Noodles	Tallarines
Cannelons	Canelones
Lamp	Cordero
Smoked pork chop	Costilla de cerdo ahumada
Pork crackling	Chicharrones de cerdo
Fried smoked loin of pork	Lomo de cerdo ahumado y frito
Fried pork chunks	Masas de cerdo frita
Breaded minute steak	Bisté de palomilla empanado
Beef hash/mince	Picadillo de res
Cassava	Casabe
Beet	Remolacha
Custard	natilla
Main dish	Plato fuerte
Carrot	Zanahoria
Liver	Hígado
Light	Bofe
Tripe	Mondongo
Lamb	Carne de ovejo
Mutton	Carne de carnero
Giblets of poultry	Menudillo de ave de corral
Baked fish	Pescado asado
Boiled potatoes with meat	Carne con papas

Chapter 4. Classroom management

4.1. Interviewing one of the students when s/he did poorly on tests

T: Good morning, student. When you finish classes, come to my office. I need to talk to you.

St: Sure, I will

St.: Did you want to see me, teacher?

T: Yes, of course, come in.

T: I won't keep you very long. I have to talk to you about your examination results. Your marks are not very good, are they?

St: No, I'm afraid not, teacher.

T: you got forty for bookkeeping and only thirty-five for mathematics. Last year you did very well in your exams, didn't you? Did you find the work difficult last term?

St: No, I don't think so.

T: You work at home in the evening, don't you?

St: Yes, I do. But, not every day.

T: Tell me, student, how many times did you go out last week?



St: oh, two or three times.

T: That won't do, student. You mustn't waste your time. You ought to do two hours' work every evening. You can go out on weekends, can't you?

St: Yes, I will. I'm sorry. That won't happen again. I promise.

T: I expect so.

4.2. Main features of the styles of learning

Verbal linguistic

- Books are important to him/her.
- Devotes time to memorize poems, stories, facts, etc.
- Enjoys talking and telling stories.
- Enjoys games like Scrabble, Boggle, and Hangman.
- Likes to write in a journal or write stories.
- Likes to look things up in books and encyclopedias.
- Likes to listen to people read aloud to me.
- Enjoys tongue twisters, rhymes, and puns.
- Likes to use bookish words when writing or speaking.

Logical-Mathematical

- Enjoys counting things.
- Likes to make patterns and notices patterns in someone's world.
- Asks adults questions about how things work or about nature.
- Adds and subtracts in his/her head.
- Likes to measure, sort, and organize things.
- Likes to play games or solve problems that require logical thinking.
- Interested in new inventions and theories in science.
- Likes setting up little experiments.
- Enjoys doing math at school.
- Likes watching science shows or nature programs on television.

Musical

- Has a pretty good singing voice.
- Tells when someone sings or plays a wrong or off-key note.
- Likes to play or would like to learn how to play a musical instrument.
- Likes to listen to music on the radio, or CDs or cassettes.
- Loves to have music in his/her life.
- Likes to tap or bang on things to keep up a rhythm.
- Made up some of his/her songs or music.
- Notices non-verbal sounds (dog barking, waves, etc.) & hears things well.
- Gets a melody or advertisement jingle stuck in his/her head.

Visual-spatial

- Enjoys drawing and painting pictures and designs.
- Loves colors and has some special favorites.
- Enjoys putting together puzzles.
- Likes playing with blocks, Lego's, Tinker Toys, etc.



- Has a vivid and colorful dream.
- Closes his/her eyes and visualizes things in his/her head.
- Likes to take pictures and videos.
- Loves looking at picture books and magazines that have a lot of photos.
- Picks and match clothes to create great outfits to wear.

Bodily-kinesthetic

- Plays at least one sport regularly.
- Finds it difficult to sit still for long periods.
- Likes working with his/her hands & and activities like building, weaving & and carving.
- Thinks that s/he is pretty coordinated.
- Needs to touch things to learn more about them.
- Loves wild rides at the amusement park & and other thrilling experiences.
- Spends his/her free time outside.
- Likes to ride a bike or skateboard or go skating.
- Enjoys dancing.
- Acts out thing and imitate other people's movements.

Interpersonal

- Has an easy time making friends.
- Is a good person to help others do problem-solving.
- Wants to help others.
- Knows what is going on with his/her friends & and family (gossip).
- Leads in clubs or cooperative learning groups.
- Is the kind of person that others seem to come to for advice.
- Prefers group sports instead of individual activities.
- Likes to play games with others over individual activities like video games.
- Feels comfortable in crowds and at social gatherings.
- Notices when people are upset or have a hard time.

Intrapersonal

- Is pretty independent, and doesn't rely that much on others.
- Has hobbies that s/he likes to do on his own.
- Has opinions or ideas that set him/her apart from others.
- Keeps a personal diary or journal.
- Prefers to spend time alone in the woods than at a busy resort.
- Enjoys playing games by himself/herself (video games) rather than with others.
- Has some important ideas or goals that s/he likes to think about.
- Has a concrete place or fort that s/he likes to go to get away from others.
- Has a difficult time talking with others in small groups.

Naturalist

- Loves nature, animals, and the outdoors.
- Senses patterns in nature & and enjoys pointing them out to others.



- Can use patterns that s/he notices to navigate (get around); s/he is not afraid of becoming lost in nature or a new environment.
- Is sensitive to the changes in seasons, moon phases, tides, stars, etc.
- Is interested in learning the names & characteristics of various plants and animals.
- Enjoys watching nature shows & programs about explanation & other cultures.
- It is fascinating, not frightening, to be in other environments different from his/her own.
- Enjoys watching natural phenomena like comets, sunsets, thunderstorms, and waves.
- Blends in easily within nature or a new culture; sometimes s/he even feels more comfortable.
- Wants to be out in nature when s/he is thinking about or problem-solving something.

4.3. Summing up main features of the styles of learning

Type	Like to	Is good at	Learn best by
Linguistic Learner (Word Player)	Read. Write. Tell stories.	Memorizing names, places, dates, and trivia.	Saying, hearing, and seeing words.
Logical/Mathematical Learner (Questioner)	Do experiments. Figure things out. Work with numbers. Ask questions. Explore patterns and relationships.	Math. Reasoning. Logic. Problem solving.	Categorizing. Classifying. Working with abstract patterns/relationships.
Spatial Learner (Visualizer)	Draw, build, design, and create things. Watch movies/photos/slides. Play with machines.	Imagining things. Sensing changes. Mazes & puzzles Reading maps, and charts.	Visualizing. Dreaming. Using the mind's eye. Working with colors and pictures.
Musical Learner (Music Lover)	Sing, hum tunes. Listen to music. Play an instrument. Respond to music.	Picking up sounds. Remembering melodies. Noticing pitches/rhythms. Keeping time.	Rhythm. Melody. Music.
Bodily/Kinesthetic Learner (Mover)	Move around. Touch and talk. Use body language.	Physical activities. (sport/dance/acting) Craft.	Touching. Moving. Interacting with space. Processing knowledge through bodily sensations.
Interpersonal Learner (Socializer)	Have lots of friends. Talk to people.	Understanding people.	Sharing. Comparing.



	Join groups.	Leading others. Organizing. Communicating. Manipulating. Mediating conflicts.	Relating. Cooperating. Interviewing.
Intrapersonal (individual)	Work alone. Pursue own interests.	Understanding self. Focusing inward on feelings/dreams. Following instincts. Pursuing interests/goals. Being original.	Working alone. Individualized projects. Self-paced instruction. Having own space.
Naturalist (Nature Lover)	Physically experience nature. Do observations. Responds to pattering nature.	Exploring natural phenomena. Seeing connections. Seeing patterns. Reflective thinking.	Doing observations. Recording nature's events. Working in pairs. Doing long-term projects.

4.4. Teacher's checklist for testing students' styles of learning

Frequency scale: 3=strong; 2=average; 1=weak; and U= unknown or not observed					
<i>Linguistic</i>					
<i>a</i>	Possesses an advanced vocabulary	3	2	1	U
<i>b</i>	Displays an unusual amount of information for his/her age	3	2	1	U
<i>c</i>	Is an excellent or avid reader or writer	3	2	1	U
<i>d</i>	Remember facts verbatim	3	2	1	U
<i>e</i>	Use colorful and imaginative figures of speeches (puns, analogies)	3	2	1	U
<i>Linguistic score</i>					
<i>Logical/Mathematical</i>					
<i>a</i>	Approaches tasks in a logical manner	3	2	1	U
<i>b</i>	Possesses high ability in mathematics	3	2	1	U
<i>c</i>	Shows unusual ability in science	3	2	1	U
<i>d</i>	Transforms concrete to abstract easily	3	2	1	U
<i>e</i>	Appreciates puzzles and easily recognizes patterns	3	2	1	U
<i>Logical/Mathematical score</i>					
<i>Musical</i>					
<i>a</i>	Seeks out opportunities to hear or create music	3	2	1	U
<i>b</i>	Is sensitive to rhythm through body movements or changes in tempo	3	2	1	U
<i>c</i>	Has exceptional tone or pitch	3	2	1	U
<i>d</i>	Easily remembers melodies and can repeat them	3	2	1	U
<i>e</i>	Often hums, whistles, or taps fingers or toes	3	2	1	U
<i>Musical score</i>					
<i>Spatial</i>					
<i>a</i>	Can re-create (orally or on paper) a visual experience	3	2	1	U
<i>b</i>	Creates products of unusual depth or quality	3	2	1	U
<i>c</i>	Produces balance and order in art	3	2	1	U



d	Can skillfully use a variety of media and techniques	3	2	1	U
e	Can read maps and/or reproduce them easily	3	2	1	U
<i>Spatial score</i>					
<i>Bodily/Kinesthetic</i>					
a	Handles the body with ease and poise for his/her age	3	2	1	U
b	Can use the body in highly differential ways for dramatic expressions	3	2	1	U
c	Is adept with objects that require fine motor skills	3	2	1	U
d	Possesses strong gross motor skill	3	2	1	U
e	Is adept at role-playing, improvising, mimicry, or acting out situations	3	2	1	U
<i>Bodily/Kinesthetic score</i>					
<i>Interpersonal</i>					
a	Displays self-confidence	3	2	1	U
b	Is looked to by others for decisions	3	2	1	U
c	Likes to organize and bring structure to situations, people & and things	3	2	1	U
d	Is sensitive to the needs of others	3	2	1	U
e	Easily draws the attention of others	3	2	1	U
<i>Interpersonal score</i>					
<i>Intrapersonal</i>					
a	Can laugh at him/herself	3	2	1	U
b	Shows a strong sense of right or wrong	3	2	1	U
c	Works independently or prefers to work alone	3	2	1	U
d	Offers unusual, or clever responses	3	2	1	U
e	Is self-motivated and/or demonstrates perseverance	3	2	1	U
<i>Intrapersonal score</i>					
<i>Naturalist</i>					
a	Sees connections between/among events in nature	3	2	1	U
b	Makes scientific hypotheses while looking/reflecting on natural events	3	2	1	U
c	Likes to work alone or with one other person on projects	3	2	1	U
d	Sees ways for people to positively affect nature	3	2	1	U
<i>Naturalist score</i>					

4.5. Typical classroom questions

- Knowledge questions: Eliciting factual answers, testing recall and recognition of information.
 Common question words: define, tell, list, identify, describe, select, name, point out, label, and reproduce. Who? What? When? And “yes” or “no” questions.
- Comprehension questions: understanding, interpreting, extrapolating.
 Common questions words: state in your own words, explain, define, summarize, outline, and match.
- Application questions: applying information heard or read to new situations.
 Common question words: demonstrate how to use the data to solve, illustrate how, show how, apply, construct, and explain. What is ... used for? What would result from ...? What would happen if ...?
- Inference questions: forming conclusions that are not directly stated in instructional material.



- Common question words: how? Why? What did ...mean by...? What does ... believe? What conclusions can you draw from ...?
5. Analysis questions: breaking down into parts, relating parts to the whole.
Common question words: distinguish, diagram, chart, plan, deduce, arrange, separate, outline, classify, contrast, compare, differentiate, categorize. What is the relationship between ...? What is the function of ...? What conclusions can you draw from ...? What is the main idea?
 6. Synthesis questions: combining elements into a new pattern.
Common question words: compose, combine, estimate, invent, choose, hypothesize, build, solve, design, and develop. What if ...? How would you test...? What would you have done in this situation? What would happen if...? How can you improve ...?
 7. Evaluation questions: making a judgment of good or bad, right or wrong, according to some set of criteria, and stating why.
Common question words: evaluate, rate, defend, dispute, decide which, judge, grade, verify, and choose why. Which is the best? Which is more important? Which do you think is more important?

4.6. Cooperative work versus group work

Cooperative work	Group work
Students need each other to complete the assigned task.	Any one student could potentially complete the assigned task alone while the others in the group look on.
All group members need to do well for the group to do well.	Most group members could do well while one or few group members do not.
Individual public performance is required.	One or a few members can hitchhike; they are not required to overtly participate or their task is primarily symbolic or busy work.
Participation is equal.	One or a few group members could do all or most of the work.
Most of the entire group is overtly active at once.	There is a lot of “wait time” or “downtime” when members of the group are not overtly active.

4.6.1. Cooperative learning tactics

The following are some cooperative learning tactics, in order of most simple to more complex that can be used with small groups.

Think and share

The teacher puts the students into groups (of two, three, or four). Then, they are asked to think to themselves (individually), and then share with a partner and finally to the entire group. The members of the group should assume the



following role. One student talks, the next one paraphrases what the former said, then s/he shares and the next one has to share what that person said.

Numbered heads

Organize the students into groups of four, and assign each member of the group a number from one to four. Ask a question, or make a statement, and have the students put their heads together to share group opinions. Students must ensure that all group members are capable of responding, since the teacher may call upon any member of the group. Only one student will report for the class.

My fears in reading/calculating/writing, etc.: This technique is highly significant when the following objectives are to be achieved:

- Determine the concerns, worries, doubts, and fears that students may present during the teaching-learning process.
- Determine which of the risks, fears, and doubts can be overcome and the teaching strategies to achieve them.

It can be used at the beginning of the class, that is, during the presentation of the text or work with the title. The group is divided into subgroups of 5 or 6 participants, who choose a leader, who will be in charge of making the presentation later in the plenary. It is suggested that each subgroup should present all the fears, concerns, worries, and doubts they have about the teaching-learning process of the specific subject. This activity can take 10 to 15 minutes. Then, in plenary, each subgroup makes a presentation and their considerations are written on the blackboard.

Again, they work in teams for 10 to 15 minutes to analyze the teaching-learning process and determine which of these fears or concerns can be overcome and which teaching strategy is the most appropriate. The same person who was selected at the beginning works as the leader.

The considerations of each team are then taken to the plenary. The teacher or coordinator should cross out or erase from the blackboard those that are considered to be surmountable, but the proposed solutions and who is responsible for them should be specified. It may depend on the participants.

Generally, some fears remain as not surmountable, if so, the teacher offers learning strategies in correspondence with the difficulties and fears that persist.

Reading fan: The purpose of this technique is to make the group of students/readers aware of the different types of reading they can use according to the type of text and their reading objective.

For its application, the teacher invites the students to read a text and asks them to look for specific information. After this initial reading moment, students will write on the blackboard the information requested and the way they used to get it. Then, the teacher asks them to read the text again and determine the semantic key, and so on to identify possible errors and ways of improvement.



The students will again write on the board the information requested and the way they used to achieve it. After this initial part, the group will be divided into small teams to analyze the following aspects:

- What are the types of reading?
- What type of reading is the most appropriate for the type of text?
- What is the relationship between the types of reading and the reading purpose?

The conclusions reached by each team will be presented in a plenary session.

The teacher, from the observation of the work of the teams, will try to elaborate questions, by way of conclusion, that will lead the group to clarify their doubts, and concerns, to clarify and question their concepts.

Interactivity: This technique aims at contributing to the mutual knowledge of the participants, which will facilitate their integration and development as a group, as well as the processes of decoding and re-decoding of meanings, senses, and significance. It should be used in the procedure: of teamwork, and when there is already some knowledge of the team members, which may be incomplete or partial. The use of this technique will contribute to overcoming this bias as well as the presence of stereotypes, prejudices, and barriers that interfere with the reading process.

The procedures of the method are as follows:

1. *Small groups of 3 or 4 members are formed*, according to the participants' criteria. Once the groups are formed, they will proceed to the reading and analysis of the text.
2. *After reading the text*, each of the participants formulates two questions in writing to each of the other members of the opposing team: one personal and the other about the content of the text, as well as the answer that he/she believes they will give to the questions.
3. *Work continues in small groups*. Once all the members of the groups have formulated their questions and answers to the others in writing, each participant will read aloud his or her own, so that the person being questioned can say whether he or she wishes to answer them or not. If he/she agrees, he/she will answer the questions asked, analyzing what feelings they provoke in him/her and what idea the author of the text has conveyed. The student who asked the questions then reads the answers he imagined his partner would give and explains the reasons on which he based his assumptions. The answers given directly by the individuals are contrasted with the imagined ones and the successes, errors, as well as their causes, are analyzed.
4. *When all the small groups have concluded their work*, the plenary discusses the new aspects they have learned about their peers, as well as the overcoming of bias, stereotypes, and prejudices in the perception of others and the text read, and the causes that motivated them.

Some possible questions about personal qualities are the following:

- What are your best qualities?
- What do you think of me?



- What has been your biggest concern today?
- What bothers you the most about other people?
- What irritates you most about yourself?
- What are your goals as a professional?
- What are your goals in your private life?
- Are you a good or bad student?

About the questions in the text, it is necessary to keep in mind that the text in its context suggests what kind of exercise is the most appropriate. It is suggested then, to consult the text *Didactics of Reading* by the same author; in which exercises are offered for techno-scientific, communicative, and literary texts.

The questions to be asked can be decided by the plenary, before starting the reading activity or suggested by the teacher or group coordinator, depending on those aspects that are considered more valuable in the mutual knowledge and the essentiality of the text.

Discussion: It is characterized by the collective analysis of problematic situations in which an exchange of ideas, opinions, and experiences is promoted, based on the theoretical knowledge that students have about the subject matter and its strategies in correspondence with its objective and characteristics of the materials. An integral vision of the problem, its collective solution, the critical assimilation of knowledge, and the clarification of one's position and the different approaches to the problem should be achieved.

Depending on the objectives pursued and the way, in which it is developed, different techniques can be distinguished, among them are:

- g) **Plenary.** The teacher promotes the discussion of the teaching problem with the participation of all students.

Its use is recommended when it is desired that the students express their criteria and be heard by all; however, participation is limited, since there are so many students, and they can only do it a reduced number of times.

b) **Ernan's-04.** This technique is a variant of the small group discussion, even though it involves the whole group and aims at obtaining in a short time, the ideas of a group of participants on a given text, seeking the participation of all. The following roles are played: audience, opponent, and speaker. All students do the same activity regardless of the role they play. Once the activity has been done in small groups, it is discussed. Those who act as speakers will present the main ideas contained in the activity and the necessary evaluations. While they present, the audience pays attention to the most significant elements alluded to by the speakers and the opponents pay attention to the insufficiencies. The necessary debate takes place and roles are exchanged so that all are speakers, opponents, and audience.

Brainstorming: Also known as "brainstorming" or "brain attack", it is similar to the nominal group technique and, like it, is recommended for working with the title/topic/announcement and in the presentation of the text/problematic situation/activity, which requires a creative group approach to facilitate the teaching-learning process.



Through brainstorming, the students can discover that they have more ideas and more interest than they formerly thought. As they use brainstorming, they begin to picture themselves as a more interesting, more creative person.

The students need to learn these four rules:

1. Accept all ideas, no matter how wild or unrealistic they may seem.
2. Work for quantity. The more ideas the better.
3. Encourage for-out, wild, and zany ideas.
4. Expand on your own or other people's ideas, give variations and extensions

The P.N.I.: Positive, Negative, Interesting Aspects technique: Allows considering ideas from different points of view and making value judgments relevant to them. It broadens the approach to any situation, since without this technique; participants would express only their emotional reaction to the issue in question, narrowing the approach to it. Therefore, it is recommended for the general discussion procedure.

The Positive aspects (P) are the good aspects that we like about an idea; the Negative (N) are those that we do not like about an idea and the Interesting (I) are those that arouse a question about what is original or out of the ordinary.

For its execution, the teacher or group leader can work with the whole group or initially divide it into three small teams and have each one work with different ideas. Three boards can be placed (or three columns can be established on the blackboard) on which the recorder (there can be two so that no idea is lost) will compile all the ideas contributed by the students about the situation presented.

Subsequently, the most relevant ideas in each case will be specified by the teacher or group leader and presented to the group.

Alibi: It's a kind of game in which the students will try to guess the situation. It is to say two or three of them prepare a situation and the rest of the class asking yes or no questions will try to guess.

Alibi's variant: the students will create a story using some pictures. They will present the pictures as the events happen. The rest of the class asking yes or no questions will try to guess. In the end, they will tell the story.

Search for someone who:

- a) Has eaten roast pork.
- b) Has gone to Angola.
- c) Speaks more than three languages.
- d) Likes garden.
- e) Believes in monogamy.
- f) Is a feminist.
- g) Has gone to the outer space.
- h) Dislikes coffee.
- i) Goes to bed after midnight.
- j) Enjoys soap opera novels.



- k) Knows how to ride on horseback.
- l) Likes tea.
- m) Is a heavy eater.
- n) Likes writing.

We should graduate this exercise according to the vocabulary and grammar needed.

4.7. Classroom language

- **A common formula used when teaching**

- Get the students to ...
- Allow/permit the students to ...
- Have the students to ...
- Make the students to ...
- Let the students to ...

- **Working in group**

- Work together with your friend.
- Find a partner.
- Work in pairs.
- Work in twos.
- Work in fours.
- Work in groups of two.
- Get into groups of 2; 3 etc.
- I want you to do a role-play.
- There are too many in this group.
- There should only be three people in each group.
- Everybody works individually/ on their own/ by yourself/ independently.
- Don't disturb your partner.

- **Instruction to an activity**

- Fill in the blanks.
- Move the desk.
- Share your answer.
- Check the answer.
- Practice...

- **Working with books**

- Take out your books.
- Get your books out.
- Books out, please.
- Open your books at page...
- You'll find the exercise on page...
- Look at page ...
- Look at the exercise on page ...
- It's near the top/middle/bottom of the page.
- Now, turn to page ...
- Turn over the page.
- Turn to the next page.



- Next page, please.
- Turn back to the page.
- The previous page.
- Ow book between two (pon el libro para los dos)
- Ow book to every there people (muestra el libro para todos)
- Sever the book with him (separa el libro de él)

- **Calling the attendance**

- I´m going to check the register.
- I´m going to check the attendance.
- Let´s call the roll.
- Who´s missing?
- Who´s absent?
- Somebody missing?
- What´s the matter with ... today?
- Has anyone seen ... today?
- Any idea where ... is today?
- Why do you get in late?
- Any dropout?

4.8. Motivating the students in class

Responsible, highly motivated students provide a great source of satisfaction for all of us. They learn more, learn faster, and create fewer discipline problems than do poorly motivated students. Highly motivated students allow us to spend more time teaching, less time on classroom management problems. Their enthusiastic approach to learning makes our job enjoyable. Hawley, (1982, p. 1)

Here are some techniques that may be applied in class to motivate the students.

1. Get acquainted. During the first lesson, as the teacher and the students are strangers to one another, the first teacher's task is to introduce him/herself by using simple structures. If the teacher can create a warm friendly atmosphere, the mood will continue throughout the course.
2. Start with an anecdote. Simple teachable stories can be used at appropriate times.
3. Ask a question. The asking of questions at least indirectly related to some phase of the problem to be discussed works wonders.
4. Repeat/ask a riddle. Carefully chosen riddles will raise the pupils' interest.
5. Start with music. People love singing.
6. Use a proverb.
7. Summarize the previous lesson and evaluate it.
8. Give hints.
9. Have a short dialog.
10. Inform the students of your objectives.



11. Show an object, picture, video, map, etc. to stimulate sensory perception.
12. Take advantage on mistakes. Become a mistake in a positive way to learn. Center the attention on what the students did aright and tell them what they have to better up.
13. Make a sudden break in though. Change the activity.

Hawley (1982, pp. 6-31) offers in his book: “Ten steps to motivate reluctant students”, the following:

1. Make the students feel included. Make the students feel included as a full member of the learning group with a direct positive relationship with you. When the students develop positive feeling of affiliation with the teacher and the members of the class they develop more positive feelings towards the work as well.

Ways to make reluctant learner feel included:

- a) Greet the students every day in positive manner.
 - b) Learn the students name as quickly as possible.
 - c) Provide activities in which everyone can fit in and be included with ease, eg. Brainstorming, and all the ones stated on 4.6.1 of this book.
2. Spend time talking and listening to the students. Spend two minutes talking informally with the students, sharing things of value, interests, hobbies, opinions, insights. Keep the conversation positive and relax.

Ways to talk and to listen to the students:

- a) Use the public interview technique.
 - b) Schedule a daily announcement.
 - c) Use comment cards to prompt personal sharing.
3. Help the students develop positive self-expectations. Your goal is to break the self-reinforcing cycle of negative expectations, low effort, and low achievement, and to help the students develop positive expectations for themselves.

Ways to help reluctant learners to develop positive self-expectation:

- a) Avoid dwelling in the past poor performance. Instead, set goals for the future.
 - b) Use the power of positive suggestions, not once, but over and over until the students begin to believe in themselves because you believe in them.
 - c) Be sure the direction you set for each task and each day’s task is absolutely clear.
 - d) Work through the students’ parents in a very special way. To build positive expectations with your reluctant learners, call each student’s parents and relate a positive incident or sign of improvement which you have recently observed.
4. Capitalize on what the students know. Your goal is to help these learners affirm for themselves that they are already knowledgeable and skilled in the task area, and that it is your purpose to help them build on and strengthen the knowledge and skills they already have.

Ways to capitalize on what the students know:



- a) Ask the class what they know about the topic which you are introducing.
 - b) Elicit from the students their personal experiences which relate to the task at hand.
 - c) In cases where the students have no personal experiences in the area to be covered, give a real or simulated experience in the classroom before introducing the topic in a formal way.
5. Set stage for success. Find ways of pointing out to the students, those things they are doing right and reinforce every positive feature of the students' work.
- Ways to set the stage for success:
- a) Prepare questions for which there can be no wrong answer, eg. questions of personal opinion or value.
 - b) Never tell the students that the task is easy.
 - c) Allow the students to practice without fear of failure.
 - d) For situations which the students find adversive, boring, or difficult, set clear time limits and stick to them.
 - e) Make the conditions surrounding a task pleasant and positive.
6. Demonstrate enthusiasm for the topic under study. Enthusiasm breeds enthusiasm. Your demonstrated interest and love for the topic or your intense desire to share and important skill will put the students up out of their skeptical, self-centered reluctance.
- Way to demonstrate enthusiasm for the topic under study:
- a) Set a professional goal to demonstrate more enthusiasm in class.
 - b) Watch yourself in your mind's eye.
 - c) Scan your curriculum.
 - d) Call a smile break from time to time.
7. Use encouraging, positive responses to the students' work and show enthusiasm for the students' contributions. It is human nature to tell others what we think they are doing wrong, expecting that they will recognize the path to change, but it is in our own best interest to avoid this natural tendency, concentrating instead on instructional responses which confirm to students what they are doing right and which set specific goals for improvement in performance.
- Ways to give encouraging positive response:
- a) Show the student what s/he is doing right. Instead of indicating which answers are incorrect, indicate which answers are correct.
 - b) Encourage positive self-evaluation.
 - c) Keep a positive and future orientation in all commands, remarks, and feedback.
 - d) Show enthusiasm for each student's contribution.
8. Elicit feedback about the class from the students. Their feedback can provoke you with new information on their special interest and needs.
- Ways to elicit student feedback:
- a) Use a classroom meeting to listen in a non-judgemental way what the students have to say.



- b) Use weekly feedback forms. Eg. What was the best part of this week's class for you?, What could be changed to make next week's classes better?, What could you do for yourself to be more satisfied with next week's classes?, What special questions or comments do you have?
 - c) Send a letter to your teacher.
 - d) Make yourself available for informal feedback.
9. Always end on a positive note. The idea is an attempt to "buy" the students' good courtesy, good manners we certainly show to any adult, applied to our most important audience, our students.
- Ways to end on a positive note:
- a) Some closing one-liners: I'm glad you came today. Thank you for coming. I'm looking forward to seeing you tomorrow. That was a good class, thank you. I enjoyed our class today, see you tomorrow.
 - b) Some closing one-liners when the situation has not been positive: Let's not end on a sour note, have a good day, and see you tomorrow. I'm sure we'll have a better day tomorrow. Thank you for coming, and let's look forward tomorrow.
 - c) Each Friday, use a receiving line to say good-bye. You may shake your hands.

4.9. Handling discipline problem

It is important to have the students involved actively in the lesson. Once they are involved in a lesson there is no chance to misbehave. Use learners-centered methods and strategies to keep them involved during the lesson. However, if the discipline problem is something recurrent, then you may apply the following strategy.

1. Characterization of the object in its initial state. This is developed through the application and research techniques.

2. Comparison with the ideal state. This correspondence must reveal the system of contradictions that characterizes the object. Psychological research techniques are used (observation, interview...). It is compared with the social ideal and then the contradictions are determined.

3. Determine the system of contradictions. In this particular case, they constitute the states of a discrepancy between the ideal and the reality of the object; they are the weak, insufficient elements that need to be strengthened.

4. Formulation of the objective of the strategy. As the contradictions are given, the objective to be formulated is aimed at strengthening the weak side of the contradictions.

5. Determination of tasks.

The tasks that allow the fulfillment of the proposed objective are determined and, depending on these, they can be medium, long, and short-term. These are more specific than the objective.

For example:

- Meetings with the management team.
- Visits to parents/guardians.
- Methodological meetings.



- Visits to institutions.
- Interviews.
- Competitions.
- Workshops.
- Implementation of courses.
- Elaboration of products.

6. Determination of the system of actions to be carried out for the fulfillment of the strategy outlined. In correspondence with the identified contradictions and response to the proposed objectives, specific actions are designed and applied to transform inadequate attitudes/behavior.

7. Apply baseline assessment. To check the effectiveness of the actions and to know which elements are necessary to continue deepening?

Chapter 5. Special vocabulary

5.1. Special vocabulary related to Cooking

Pour	-Verter
Unroll	-Desenrollar
Grate	-Rallar
Weigh	-Pesar
Add	-Agregar
Whisk	-Batidor
Cut off	-Cortar
Melt	-Fundir
Spread	-Propagación

 Cavendish	 Red Bananas	 Blue Java	 Lady Finger
 Manzano	 Barangan	 Goldfinger	 Praying Hands
 Mysore	 Gros Michel	 Pisang Raja	 Apple Banana

Cooking Bananas
Having a high starch content, these are mostly used for cooking, but some may be eaten raw once they ripen

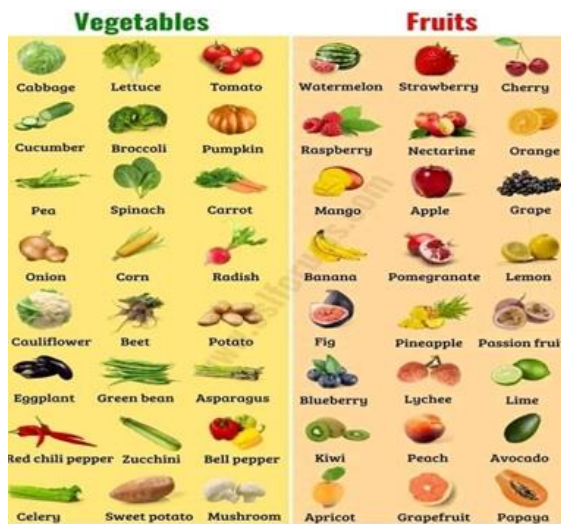
 Plantain	 Burro (Orinoco)	 Rhino Horn	 Saba
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Describing food



sweet (having a sugary flavour, such as cake, icecream, lollipops...)	bitter (with a strong and sometimes unpleasant flavour that is the opposite of sweet)
salty (having too much of salt; usually used as a negative description)	smoky (having the taste of smoked wood)
sour (having an acid taste resembling that of vinegar)	spicy (having or containing spices)
rancid (having an unpleasant smell or taste, usually because of decay)	creamy (thick and smooth like cream)
hot (spicy; that makes one's mouth burn from strong chilies)	greasy (tasting very much of oil)
moist (wet and soft)	crunchy (with a hard texture and that makes a loud sound when chewed)

 Scoop	 Bottle Opener	 Can Opener	 Oven
 Dish Dryer	 Colander	 Blender	 Kitchen Tools
 Spatula	 Kettle	 Grater	 Pot
 Pan	 Slotted Spatula	 Rolling pin & Board	 Dish Washer





Kitchen Tools



Kitchen Vocabulary



HERBS & SPICES

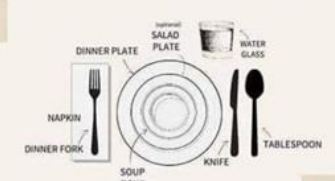


SIMPLICITY DESIGNS

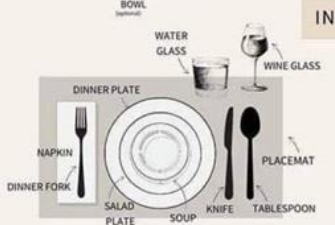
HOW TO SET A TABLE

TABLE SETTING GUIDE


CASUAL

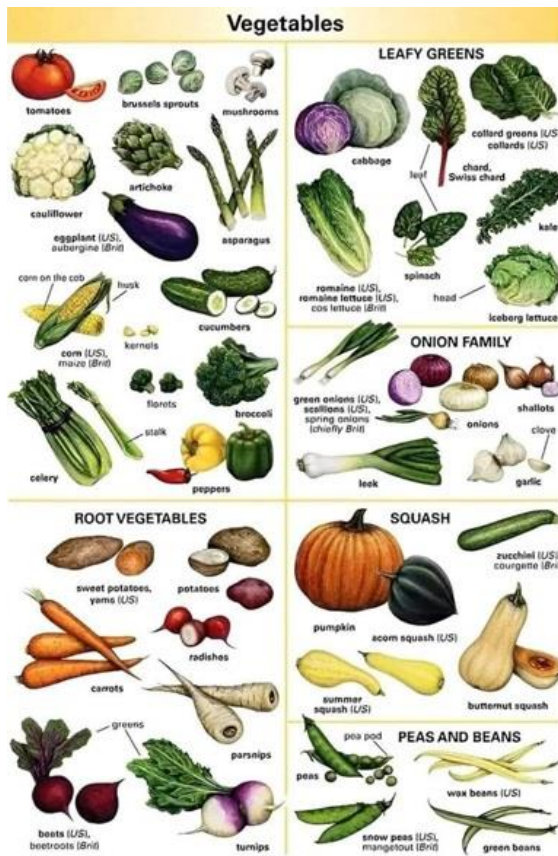


INFORMAL



FORMAL



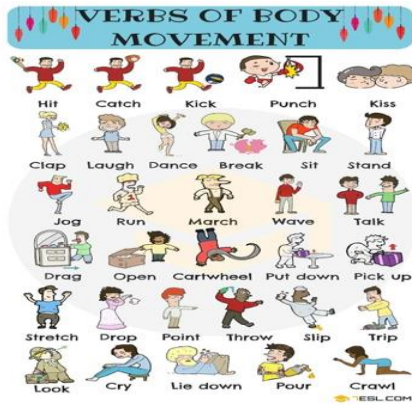






5.2. Special vocabulary related to Physical Education





Verbs related to

physical activities

- | | | |
|-----------------|-------------------|-----------------|
| 1. practise | 26. perform | 48. serve |
| 2. exert | 27. invoke | 49. meet |
| 3. do | 28. apply | 50. make |
| 4. work out | 29. operate | 51. bring |
| 5. carry out | 30. dispense | 52. exploit |
| 6. exerting | 31. extend | 53. following |
| 7. engage | 32. realize | 54. try |
| 8. undertake | 33. ensure | 55. helps |
| 9. practising | 34. have | 56. complete |
| 10. enjoy | 35. demonstrating | 57. repeat |
| 11. maintain | 36. provide | 58. repeated |
| 12. assert | 37. seek | 59. increases |
| 13. observe | 38. prove | 60. prohibiting |
| 14. utilise | 39. carrying | 61. walking |
| 15. assume | 40. put | 62. preceding |
| 16. proceed | 41. fulfil | 63. undertaken |
| 17. pursue | 42. impose | 64. interfere |
| 18. demonstrate | 43. prevail | 65. improves |
| 19. take | 44. fulfill | 66. completing |
| 20. carry | 45. uphold | 67. stretching |
| 24. implement | 46. discharging | 68. breathing |
| 25. enforce | 47. performs | 69. engaging |

Components of Fitness

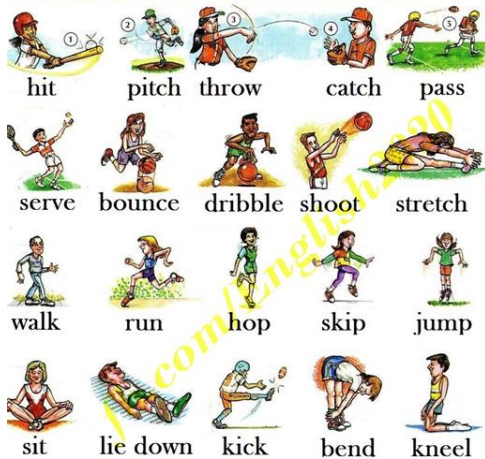
Health-Related

Strength	Flexibility
CARDIOVASCULAR ENDURANCE	MUSCULAR ENDURANCE
COORDINATION	BODY COMPOSITION

Skill-Related

AGILITY	SPEED
REACTION TIME	POWER
COORDINATION	

SPORT AND EXERCISE ACTIONS



Exercising

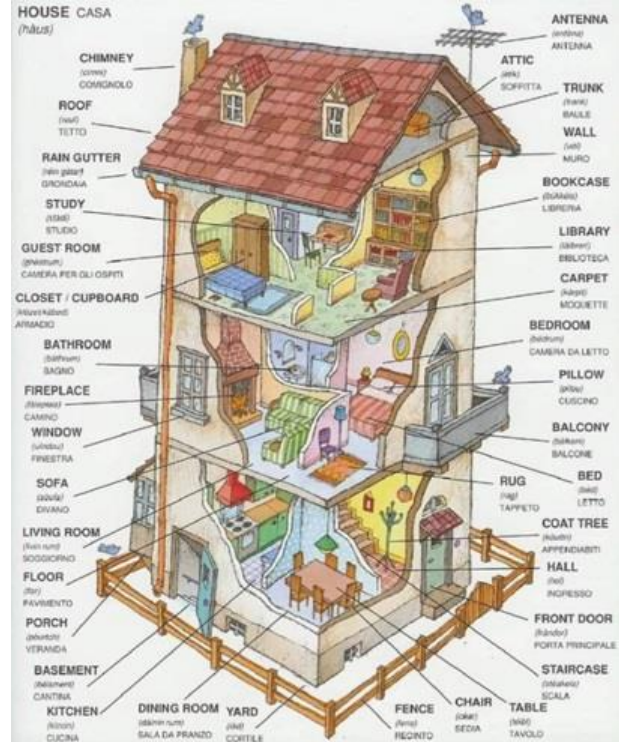
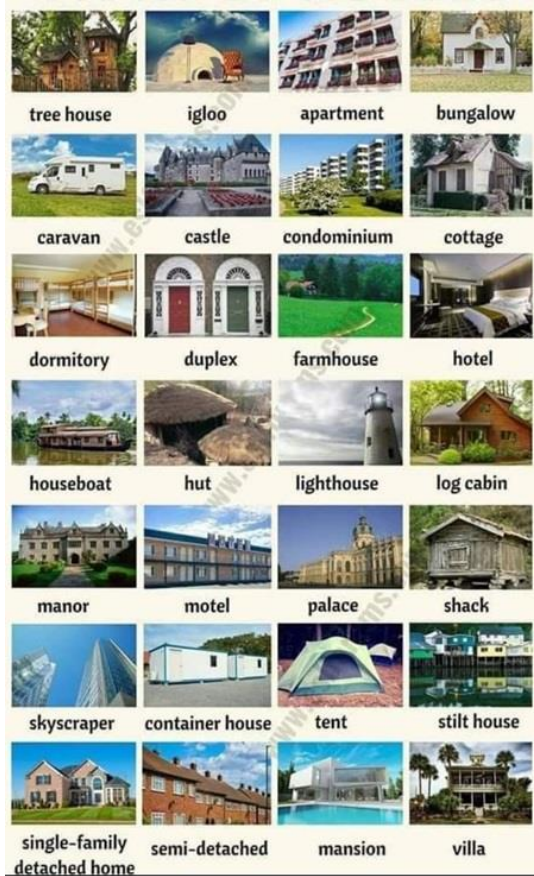
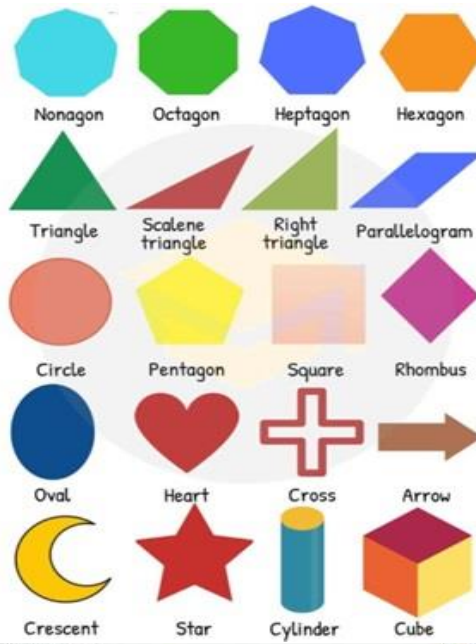
- Warm up
- Cool down
- Work out
- Get in shape
- Keep fit
- Push-ups
- Sit-ups
- Pull-ups
- Squats
- Crunches
- Cardio (Cardiovascular)
- Running
- Circuit training
- Inhale/Exhale

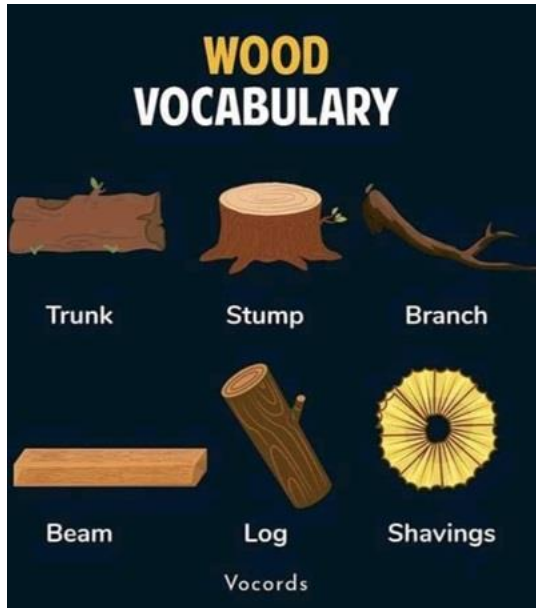
Diet

- Calorie
- Metabolism
- Digestive System
- Energy
- Nutrients
- Proteins
- Carbohydrates
- Fats
- Fiber
- Vitamins
- Organic
- Appetite
- Gain/put on weight
- Lose weight



5.3. Special vocabulary related to Labor Education







TYPES OF MARKING TOOLS



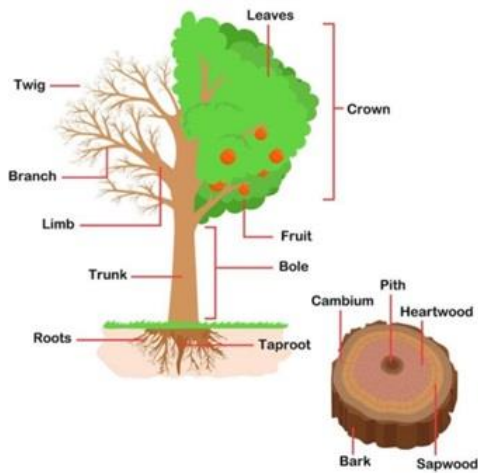
Types of Drill Bits





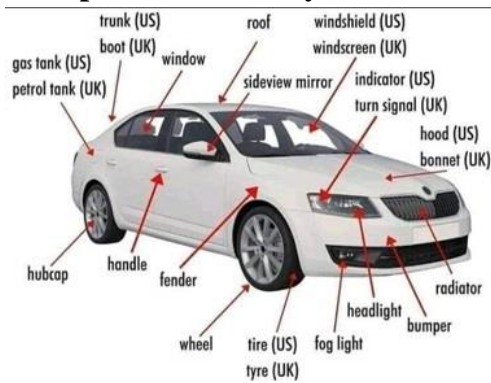


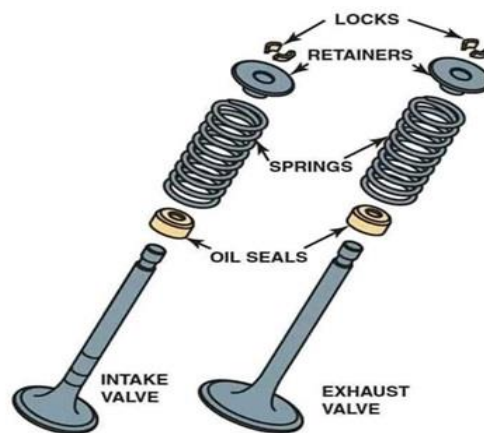
TYPES OF MARKING TOOLS





5.4. Special vocabulary related to Mechanics





Parts of Bike Engine





Types of Washer



Types of Nuts





Welding Tools and Equipments



Types of Wrenches



Types of Clamps





Workshop Tools



Types of Metals



Types of Sensors

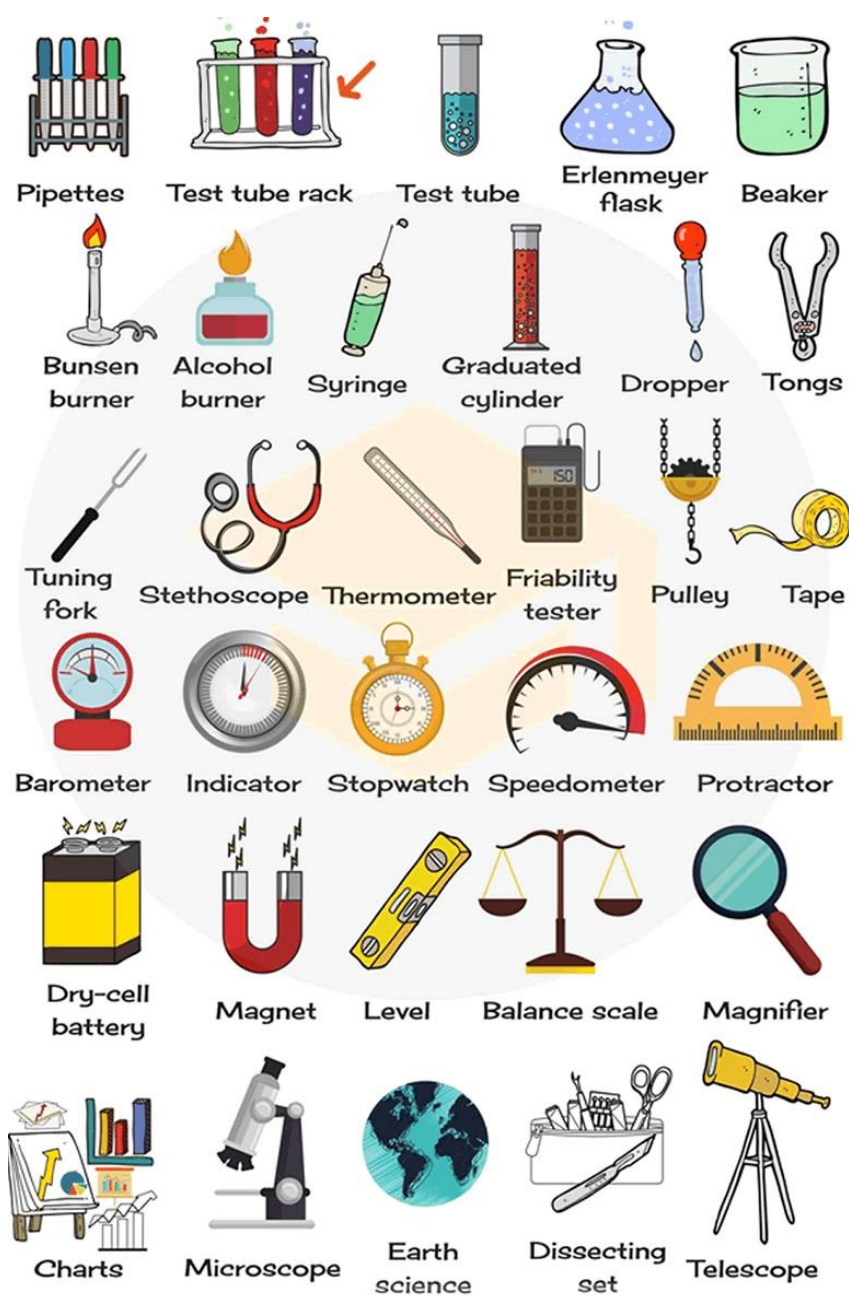


5.5. Special vocabulary related to Physics

- Absolute zero, Acceleration, Accuracy, Acoustics, Action, Adhesion, Affect, Alteration, Amplitude, Angular, Antiproton, Apparent, Applied, Apply, Aptitude, Aristotle, Aspect, Atmosphere, Atom, Atomic, Attenuate, Attraction, Aviation, Axis
- Balance, Basic, Bodies, Boson, Branch, Big Bang, Big Crunch, Black Body, Black Hole
- Calculus, Capacity, Centrifugal, Changes, Chaos, Charge, Chemical, Chromatics, Circular, Collide, Component, Compression, Condensation, Conductivity, Conservation, Constant, Control, Conversion, Copernicus, Cosmology, Curie



- d) Damping, Decibel, Density, Dependence, Deposits, Design, Development, Deviation, Diode, Direction, Discipline, Displacement, Distance, Distortion, Disturbance, Doctorate, Drag, Dynamics
- e) Effect, Einstein, Elasticity, Electricity, Electromagnetic, Electron, Electronics, Emission, Energy, Engine, Engineer, Entropy, Equation, Equilibrium, Equivalent, Evaporation, Expansion, Experiment, Explosion, External
- f) Factor, Fission, Flight, Flow, Fluid, Flying, Focus, Force, Form, Formula, Frequency, Friction, Fulcrum, Fundamental force
- g) Galileo, Gas, Generate, Geophysics, Gilbert, Graph, Gravitation, Gravity, Guide, Gyroscope
- h) Half-life, Harness, Heat, Hertz, Hold, Hydraulics
- i) Identical, Impact, Impulse, Incandescent, Inertia, Influence, Innovate, Inquiry, Interaction, Intervening, Invention, Inverse, Investigation, Invisible, Irradiate, Isotope
- j) Joule
- k) Kaon, Kinetics
- l) Laser, Laws, Level, Lift, Light, Liquids, Loft, Lumen
- m) Machinery, Magnet, Magnetism, Magnitude, Mass, Mathematics, Matter, Measure, Mechanics, Meteorology, Metrics, Modulate, Molecule, Motion, Movement
- n) Navigation, Negative, Newton, Nuclear, Nucleus
- o) Objects, Optics, Oscillation, Overload
- p) Parallax, Parity, Particle, Performance, Phenomenon, Photon, Piston, Pitch, Plasma, Position, Prediction, Pressure, Principal, Projectile, Propagation, Properties, Proportion, Psi, Pulse
- q) Quality, Quandary, Quanta, Quantitative, Quantity, Quantum jump, Quantum leap, Quark
- r) Radiation, Radioactivity, Reception, Relationship, Relative, Relativity, Repulsion, Research, Resistance, Resolution, Resonance, Rest, Reversal, Robotic, Rotation
- s) Saturation, Scalar, Science, Scientific, Seismology, Semiconductor, Shape, Shift, Sir Issac Newton, Solid, Sonic, Sound, Space, Spectrum, Speed, Standing, Stationary, Statistics, Strain, Stress, Structure, Study, Sublimation, Substance, Surface, Suspension, Symmetry, System
- t) Temperature, Tensile, Tension, Theoretical, Theory, Thermal, Thermodynamics, Thrust, Torque, Training, Trajectory, Transformation, Transistor, Transition, Trough, Turning
- u) Ultrasonic, Uncertainty, Uniform, Unify, Unique, Unit, Universal, University
- v) Vacuum, Value, Vapor, Variable, Variation, Vector, Velocity, Viscosity, Volatile, Voltage, Volume
- w) Wave, Weight, White noise
- x) X-ray
- y) Zone



5.6. Special vocabulary related to Chemistry

Following is a list of terms related to chemistry along with their explanation:

Acid: A chemical substance containing Hydrogen

Addition Reaction: The reaction in which a molecule combines with another molecule resulting in the formation of a larger molecule

Alkaline: A substance having the property of an Alkali

Alkane: A series of saturated hydrocarbons



Alkene: A series of unsaturated hydrocarbons with a double bond

Alkyne: A series of unsaturated hydrocarbons with a triple bond

Amino Acid: Monomers that combine to make proteins

Anode: An electrode with a positive charge

Aluminum: A chemical element with atomic number 13, symbol Al. The simple body aluminum is a malleable, silvery metal that is hardly altered by air and is of low density

Amphoteric: Having characteristics of both an acid and a base and capable of reacting as either

Arsenic: The chemical element with atomic number 33, whose symbol is As. The corresponding simple body is a silvery crystalline solid

Atom: A fragment of a chemical component constituting the tiniest quantity able to be associated with another element

Atomic: Relating to the smallest component of an element

Base: A chemical substance containing Hydroxide

Buffer: An aqueous solution with a weak acid and its coupled base

Balance: Harmonious arrangement or relation of parts within a whole

Barium: A chemical element with atomic number 56, symbol Ba. Properties similar to those of lime

Beaker: A glass container (generally in a cylindrical shape) with a flat bottom

Beryllium: A chemical element with the symbol Be and atomic number 4. The best known gemstones from it are the emerald and the aquamarine

Calcium: A chemical element with atomic number 20, symbol Ca. It is the fifth most profuse element in the earth's crust

Catalyst: A substance that accelerates a chemical reaction without getting affected

Cathode: An electrode with a negative charge

Covalent Bond: Bond in which pairs of electrons are shared between atoms

Carbohydrate: Carbohydrates are a class of organic compounds having the general formula – Cm (H2O)n.

Carbon: A chemical element with atomic number 6 and symbol C. It possesses three natural isotopes. Two are stable and a third is radioactive with a half-life



Carbon Black: Carbon black is a nearly pure elemental carbon formed from controlled combustion of petroleum hydrocarbons.

Carbonate: Carbonate is an ion consisting of one carbon and three oxygen atoms.

Centrifuge: A centrifuge is a device that induces acceleration by rapid rotation. It is used to accelerate the decantation of separate products of different density

Cerium: A chemical element with atomic number 58 and symbol Ce. It is part of the lanthanide and rare earth series

Cesium: A chemical element with atomic number 55, symbol Cs, the most alkaline of the alkali metals

Chelation: The process of forming a ring by forming one or more hydrogen bonds

Diffusion: Movement of particles in liquids and gases from high to low concentration areas

Dilution: The addition of a solvent like water for decreasing the concentration of a chemical

Endothermic: The reaction which absorbs energy

Exothermic: A reaction which releases energy

Einstein: A unit of measurement of the light energy absorbed by one mole of reagent

Electron: An elementary particle with negative charge

Electron: A negatively charged particle that comprises the external part of the atom

Electron volt: An Electron volt is a unit of measurement of energy

Enzyme: A complex protein produced by cells that acts as a catalyst

Equation: A mathematical statement that two expressions are the same

Europium: A chemical element, symbol Eu and atomic number 63. Europium is the most reactive of the rare earth elements

Flask: A glass container used to prepare solutions.

Formula: A group of symbols that make a mathematical statement

Gas-Liquid Contactor: A gas-liquid contactor is used for mass and heat transfer between a gas phase and a liquid phase

Gold: A chemical element with the atomic number 79, symbol Au. The simple body gold is a noble, precious metal whose color is golden yellow



Helium: Helium is the chemical element with atomic number 2, symbol He. Helium has two stable isotopes: helium 4, and less abundant helium 3. The various uses of Helium is growing rapidly

Hydrogen: Hydrogen is the chemical element with atomic number 1, symbol H. It is formed of three isotopes: Protium, Deuterium and Tritium, Tte latest is radioactive

Inflammable: Inflammable is an older term identical to flammable, which is a property of a material relating how easily the material ignites or sustains a combustion reaction

Indicator: A substance that indicates a sign using a color change

Inorganic Compound: A compound without carbon and hydrogen

Ionic Bond: When a positive electron bonds with a negative electron

Ion: An ion is an atom or molecule that has gained or lost one or more electrons.

Isomer: A compound that exists in forms having different arrangements of atoms but the same molecular weight

Lone Pair: A pair of electrons which are not in bonding

Lanthanum: A chemical element, with symbol La and atomic number 57. Lanthanum remained concealed in cerium oxide for a very long time

Lead: A chemical element with atomic number 82, symbol Pb. Usually, the simple body lead is a malleable, bluish-grey metal, which gradually bleaches on oxidation. It is poisonous, mutagenic and dangerous for reproduction

Ligand: A substance that forms a complex around a central atom

Lithium: A chemical element with atomic number 3, symbol Li. It is an alkali metal

Litmus: A coloring material that turns red in acid solutions

Magnesium: It is the ninth most abundant element in the universe. As a result from the successive sum of three helium nuclei to one carbon nucleus

Mercury: Mercury is the chemical element with atomic number 80, symbol Hg. The simple body mercury is a metal, liquid and slightly viscous. It was once used for thermometers and batteries

Molal: Designating a solution containing one mole of solute per kilogram of solvent

Molarity: Concentration measured by molecular weight of a substance

Molecular: Relating to the simplest units of an element or compound

Molecule: A set of at least two atoms, identical or not, chemically attached to each other



Neutralization Reaction: A reaction in which the result is salt and water

Naphtha: Naphtha refers to a mixture of hydrocarbons forming a flammable liquid. Naphtha is typically produced from the distillation of petroleum or coal tar

Neon: Neon is the chemical element with atomic number 10, symbol Ne. It is one of the most abundant elements in the universe, but it is rare on earth, it is present mainly in the earth's atmosphere and in some minor quantities in rocks

Neutron: An elementary particle, constitutive of the atomic nucleus. One exception is the normal hydrogen nucleus. It is electrically neutral

Nitrogen: Nitrogen is the chemical element with atomic number 7, symbol N. The minerals containing nitrogen are predominantly nitrates. It is mainly used for industrial purposes

Nucleus: The internal part of an atom. It is composed of neutrons and protons

Oxygen: Oxygen is the chemical element with atomic number 8, symbol O. It is the third most abundant element in the universe and constitutes 62.5% of the mass of the human body

Organic Compound: A compound that has one or more carbon atoms in it

Oxidation: Loss of electrons and gain of oxygen in a reaction

Periodic Table: A table which displays chemical elements

Polymer: A chemical compound with chains of molecules

Paraffin: Paraffin is a waxy substance made up of a mixture of alkanes with a total number of carbon atoms between 20 and 40

Phosphorus: Phosphorus is the chemical element with atomic number 15, symbol P. White phosphorus emits, by chemiluminescence, visible light in the dark when exposed to air. Due to a rapid decrease in resources, it is classified as a critical mineral raw material

Pipette: A pipette is a tool used to sample a solution

Plutonium: A chemical element with the symbol Pu and atomic number 94. It is a transuranic radioactive metal of the actinide group

Positron: An elementary particle with positive charge

Potassium: An atomic element with atomic number 19, symbol K, alkali metal found in potash

Proton: A particle that makes up the nucleus of an atom and has a positive charge identical to that of the electron



Quark: Fundamental subatomic particle that has a fractional charge

Radon: Radon is the chemical element with atomic number 86, symbol Rn. All the known isotopes of this gas are radioactive

Redox Reaction: A reaction which includes both oxidation as well as reduction

Reaction: An idea evoked by some experience

Refractometer: It measures the limiting angle of refraction of a material

Silicon: Silicon is the chemical element with atomic number 14, symbol Si. It is a tetravalent metalloid and is the most abundant element in the earth's crust after oxygen

Silver: Silver is the chemical element with atomic number 47, symbol Ag. Between copper and gold. Hardly or not oxidizable in air, all three are used to mint coins

Substrate: The material that is acted upon by an enzyme

Sulfur: It is the chemical element with atomic number 16, symbol S. It is an essential element for all living beings. It is used mainly to prepare sulphuric acid which is the basic product of the chemical industry

Tin: Tin is the chemical element with atomic number 50, symbol Sn. It has been used since ancient times to protect tableware from oxidation and to prepare bronze

Titanium: Titanium is the chemical element with atomic number 22, symbol Ti. It is used in light and strong alloys and its main sources are rutile and anatase

Tungsten: A chemical element with atomic Number 74, symbol W. It is used in its pure form in electrical applications but in the shape of alloys, it is suitable for the production of tools requiring great hardness such as drills, abrasive powders etc.

Uranium: A chemical element with atomic number 92, symbol U. It is of the actinide family. It is a very long-life radioactive heavy metal

Valency: It is the measure of the number of chemical bonds an atom of a particular element can form

Zinc: A chemical element with atomic number 30 and symbol Zn. It has five stable natural isotopes a chemical element with atomic number 30 and symbol Zn. It has five stable natural isotopes

Zirconium: Zirconium is the chemical element with atomic number 40, symbol Zr. It is a transition metal and the most aged of all elements on earth

5.7. Special vocabulary related to Special Education

The following list contains special education terms, definitions and acronyms that are commonly used by schools during the IEP process.



Adapted Physical Education (APE): Specially designed physical education program, using accommodations designed to fit the needs of students who require developmental or corrective instruction in PE.

Accommodations: Changes that allow a person with a disability to participate fully in an activity. Examples include, extended time, different test format, and alterations to a classroom.

ADD/ADHD: Attention deficit disorder and attention deficit hyperactivity disorder are medical conditions characterized by a child's inability to focus, while possessing impulsivity, fidgeting and inattention.

Anxiety in Children: Defined as extreme agitation, filled with tension and dread. Anxiety is different than fear. Children with anxiety may or may not qualify for special education. Those who need modifications to their school day can achieve this through a 504 plan.

Assessment or Evaluation: Term used to describe the testing and diagnostic processes leading up to the development of an appropriate IEP for a student with special education needs.

Asperger's Syndrome: A type of pervasive developmental disorder (PDD) that involves delays in the development of basic skills, including socializing, coordination and the ability to communicate.

Autism: A brain development disorder characterized by impaired social interaction, communication and by restricted and repetitive behavior. Signs usually begin before a child is 3 years old.

Behavior Intervention Plan (BIP): Special education term used to describe the written plan used to address problem behavior that includes positive behavioral interventions, strategies and support. May include program modifications and supplementary aids and services.

Bipolar Disorders: Characterized by cycles of mania alternating with depression. It is difficult to diagnose children with this disorder and often controversial.

Blindness: Condition defined by lacking visual perception due to physiological or neurological factors.

Cerebral Palsy: A series of motor problems and physical disorders related to brain injury. CP causes uncontrollable reflex movements and muscle tightness and may cause problems in balance and depth perception. Severe cases can result in mental retardation, seizures or vision and hearing problems.

Common Core Standards: A shared set of evidence based national standards developed through state led initiatives. Common Core is designed to have fewer, simplified standards. They were created by the National Governors Association and Council of



Chief State School Officers. Officials from 48 states participated in the process to develop the standards over several years.

Community Advisory Committee (CAC): A committee whose membership includes parents of school children, school personnel and representatives of the public. This committee advises school administration and local school boards regarding the plan for special education, assists with parent education and promotes public awareness of individuals with special needs.

Complaint Procedure: A formal complaint filed with the County or State Board of Education if a district violates a legal duty or fails to follow a requirement under the Individuals with Disabilities Education Act. (IDEA)

Cumulative File: The records maintained by the local school district for any child enrolled in school. The file may contain evaluations and information about a child's disability and placement. It also contains grades and the results of standardized assessments. Parents have the right to inspect these files at any time.

Deafness: Hearing impairment so severe that a child is impaired in possessing any linguistic information through hearing.

Designated Instruction Services (DIS): Instruction and services not normally provided by regular classes, resource specialist programs or special day classes. They include speech therapy and adaptive physical education.

Differential Standards for Graduation: Standards for graduation that may be modified for students with exceptional needs.

Disability: Physical or mental impairment that substantially limits one or more major life activities.

Due Process: Special education term used to describe the process where parents may disagree with the program recommendations of the school district. The notice must be given in writing within 30 days. IDEA provides two methods for resolving disputes, mediation or fair hearing.

Early Intervention: Programs for developmentally delayed infants and toddlers through 35 months of age; designed to help prevent problems as the child matures.

Emotional Disturbance (SED): Term used to describe a diagnosable mental, behavioral or emotional disorder that lasts for a significant duration that meets the criteria within the Diagnostic and Statistical Manual of Mental Disorders.

Extended School Year Services (ESY): An extended school year is a component of special education services for students with unique needs who require services in excess of the regular academic year. Extended year often refers to summer school.



Free Appropriate Public Education (FAPE): Special education and related services are provided at public expense, without charge to the parents.

Functional Behavioral Assessment (FBA): A problem solving process for addressing inappropriate behavior.

Hearing Impairment: Full or partial decrease in the ability to detect or understand sounds.

Home/Hospital Instruction: Students with verified medical conditions, which prevent them from attending school, may receive services on a temporary basis in the home or hospital with a physician's referral.

Inclusion: Term used to describe services that place students with disabilities in general education classrooms with appropriate support services. Student may receive instruction from both a general education teacher and a special education teacher.

Individuals with Disabilities Education Act (IDEA 2004): The original legislation was written in 1975 guaranteeing students with disabilities a free and appropriate public education and the right to be educated with their non-disabled peers. Congress has reauthorized this federal law. The most recent revision occurred in 2004.

Individualized Education Plan (IEP): Special education term outlined by IDEA to define the written document that states the disabled child's goals, objectives and services for students receiving special education.

Independent Educational Evaluation (IEE): A school district is required by law to conduct assessments for students who may be eligible for special education. If the parent disagrees with the results of a school district's evaluation conducted on their child, they have the right to request an independent educational evaluation. The district must provide parents with information about how to obtain an IEE. An independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the school district. Public expense means the school district pays for the full cost of the evaluation and that it is provided at no cost to the parent.

Individualized Education Program Team: Term used to describe the committee of parents, teachers, administrators and school personnel that provides services to the student. The committee may also include medical professional and other relevant parties. The team reviews assessment results, determines goals and objectives and program placement for the child needing services.

Individualized Family Service Plan: (IFSP) A process of providing early intervention services for children ages 0-3 with special needs. Family based needs are identified and a written plan is developed and reviewed periodically.



Individualized Transition Plan (ITP): This plan starts at age 14 and addresses areas of post-school activities, post-secondary education, employment, community experiences and daily living skills.

Least Restrictive Environment (LRE): The placement of a special needs student in a manner promoting the maximum possible interaction with the general school population. Placement options are offered on a continuum including regular classroom with no support services, regular classroom with support services, designated instruction services, special day classes and private special education programs.

Local Education Agency (LEA): Term used to describe a school district participating in a SELPA.

Local Plan: A plan developed by a SELPA and submitted to the State Department of Education for approval. The document outlines the plan for delivery of support services to eligible students living within the geographic boundaries of the plan.

Mainstreaming: Term used to describe the integration of children with special needs into regular classrooms for part of the school day. The remainder of the day is in a special education classroom.

Manifestation Determination: Within 10 school days of any decision to change the placement of a child with a disability because of violation of school code, the IEP team must review all relevant information in the student's file to determine if the conduct in question was caused by the child's disability or if the conduct was a direct result of the school district's failure to implement the child's IEP.

Mental Retardation (now referred to as Intellectually Disabled): This term has recently been changed. This disorder is characterized by below average cognitive functioning in two or more adaptive behaviors with onset before age 18.

Multiple Disabilities: An IEP term used to define a combination of disabilities that causes severe educational needs that require multiple special education programs such as mental retardation with blindness.

Non-public School (NPS) Districts contract with non-public schools when an appropriate placement cannot be found within the scope of the public education setting. Non-public school placement is sought only after efforts to find appropriate placement in public schools have been exhausted.

Obsessive-Compulsive Disorder (OCD): OCD is an anxiety disorder that presents itself as recurrent, persistent obsessions or compulsions. Obsessions are intrusive ideas, thoughts or images while compulsions are repetitive behaviors or mental acts that the child feels they must perform.



Occupational Therapists: Provide consultation and support to staff to improve a student's educational performance related to fine motor, gross motor and sensory integration development.

Oppositional Defiant Disorder (ODD): A child who defies authority by disobeying, talking back, arguing or being hostile in a way that is excessive compared to other children and this pattern continues for more than six months may be determined to have ODD. ODD often occurs with other behavioral problems such as ADHD, learning disabilities and anxiety disorders.

Orthopedic Impairment: Term used to define impairments caused by congenital anomaly, impairments by diseases and impairments by other causes.

Other Health Impaired: Term used to describe limited strength, vitality and alertness that results in limited ability in the educational environment. Impairment could be a result of chronic health problems such as asthma, attention deficit disorder, epilepsy, heart condition, hemophilia, leukemia, nephritis, rheumatic fever and sickle cell anemia.

Parent Consent: Special education term used by IDEA that states you have been fully informed in your native language or other mode of communication of all the information about the action for which you are giving consent and that you understand and agree in writing to that action.

Physical Therapists: Provide consultation and support to staff to improve a student's educational performance related to functional gross motor development.

Private School: There are new laws regulating the rights of students with disabilities whose parents place them in private schools. When a student is enrolled in private school and has academic difficulties, the school where the student attends needs to inform the parent and the local public school district of the student's difficulties. The district of residence may assess the student to determine if the student qualifies for special education. If they do qualify, the district of residence is responsible for writing an Individualized Education Plan

Residential and Private Placements: Part B of IDEA does not require a school district to pay for the cost of education for your disabled child at a private school or facility if the school district made free appropriate public education available to your child and you chose to place your child in private placement.

Resource Specialists: Provide instructional planning and support and direct services to students who needs have been identified in an IEP and are assigned to general education classrooms for the majority of their school day.



Resource Specialist Program (RSP): Term used to describe a program that provides instruction, materials and support services to students with identified disabilities who are assigned to general classroom for more than 50% of their school day.

School Psychologist: Assist in the identification of intellectual, social and emotional needs of students. They provide consultation and support to families and staff regarding behavior and conditions related to learning. They plan programs to meet the special needs of children and often serve as a facilitator during an IEP meeting.

Sensory Processing Disorder: A complex brain disorder that causes a child to misinterpret everyday sensory information like movement, sound and touch. Children with SPD may seek out intense sensory experiences or feel overwhelmed with information.

Specific Learning Disability: Special education term used to define a disorder in one or more of the basic psychological processes involved in understanding or using language spoken or written that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical equations.

Speech and Language Impairments: Communication disorders such as stuttering, impaired articulation, language impairment or voice impairment.

Speech and Language Specialists: Assesses students for possible delayed speech and language skills and provides direct services in the area of phonology, morphology, syntax, semantics and pragmatics. They are also available regarding hearing impairments and amplification.

SSDI: Social security disability insurance benefits are provided to qualified individuals who cannot engage in substantial gainful work activity because of a disability and who have paid into the system or has a parent who has paid into the Social Security system.

SSI: Supplemental Security Income benefits are provided to qualified individuals who cannot engage in substantial gainful work activity because of a disability and who fall below certain assets and income levels.

Special Day Class (SDC): Term used to describe a self-contained special education class which provides services to students with intensive needs that cannot be met by the general education program, RSP or DIS program. Classes consist of more than 50% of the student's day.

State Schools: Most states operate state run residential schools for deaf and blind students.

Student Study Team (SST): A group that evaluates a child's performance, makes recommendations for success and develops a formal plan. The team includes the classroom teacher, parents, and educational specialists. They may make a recommendation for a special education evaluation.



Tourette's Syndrome: Disorder that includes multiple motor and one or more vocal tics, which occur many times per day, nearly daily. If a child has Tourette's syndrome, symptoms tend to appear between the ages of 3-10 years old.

Traumatic Brain Injury: An acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment. Applies to open or closed head injuries.

Transition IEP: IDEA mandates that at age 16, the IEP must include a statement about transition including goals for post-secondary activities and the services needed to achieve these goals. This is referred to an Individual Transition Plan or (ITP).

Turner's Syndrome: This rare genetic disorder affects females and is characterized by the absence of an X chromosome. Characteristics include small stature, limited development of sexual characteristics, low hairline and abnormal eye and bone development.

Visual Impairment: Impairment in vision that even with correction adversely affects a child's educational performance.

Vision Specialists: Provide consultation and support to staff and direct instructional support to students with visual impairments. They provide functional vision assessments and curriculum modifications including Braille, large type and aural media.

Workability Program: These programs focus on preparing high school students with disabilities for successful transition to employment, continuing education and quality adult life with an emphasis on work based learning opportunities.

5.8. Special vocabulary related to Geography

Let's explore the words related to geography and understand these terms with their meanings:

Atlas: A collection of maps of the planet Earth.

Atoll: A coral reef or an island in the shape of a ring.

Altitude: Altitude is the measure of elevation above sea level.

Arctic: the regions north of the Arctic Circle centered on the North Pole

Arctic Circle: a line of latitude near but south of the north pole; it marks the northernmost point at which the sun is visible on the northern winter solstice and the southernmost point at which the midnight sun can be seen on the northern summer solstice

Area: the extent of a 2-dimensional surface enclosed within a boundary



Asia: the nations of the Asian continent collectively

Border: An artificial line drew segregating two geographical areas.

Cartography: the making of maps and charts

Chart: a map designed to assist navigation by air or sea

City: a large and densely populated urban area;

Compass rose: The modern compass rose has eight principal winds.

Contour line: a line drawn on a map connecting points of equal height

Capital: A city exercising primary status and where the government is located.

Country: A political state or a nation. For example, India, Thailand.

Continent: A large piece of land which is undivided and surrounded by water or is connected to other continents by land bridges.

Desert: A large area covered with sand, where water or vegetation is either very little or not present at all.

Earth: The 3rd planet of our solar system and the planet in which we all live.

Equator: A line drawn on the center of the earth separating the north and south pole.

Global: involving the entire earth; not limited or provincial in scope

Globe: a sphere on which a map is represented

GPS: a navigational system involving satellites and computers that can determine the latitude and longitude of a receiver on Earth

Great circle: a circular line on the surface of a sphere formed by intersecting it with a plane passing through the center

Geography: The study of the planet Earth's physical features.

Glacier: A mass of ice that is slowly moving.

Hemisphere: half of the terrestrial globe

Hemisphere: The half of a sphere. For example, Northern and Southern Hemisphere.

International Date Line: The International Date Line is an internationally accepted demarcation on the surface of Earth, running between the South Pole and North Pole and serving as the boundary between one calendar day and the next

Island: a land mass surrounded by water



Key: something crucial for explaining

Landform: A cirque may also be a similarly shaped landform arising from fluvial erosion

Legend: brief description accompanying an illustration

Latitude: The measure of the distance from the north or the south of the Equator.

Longitude: The measure of the distance from the east or the west of Prime Meridian.

Meridian: An imaginary circle passing through two poles.

Mountain: A naturally elevated path of the Earth's surface, that looks like a steep hill.

Mercator Projection: a map projection of the earth onto a cylinder; areas appear greater the farther they are from the equator

Miles: just a few miles away on the island

Mountain range: a series of hills or mountains

North Magnetic Pole: a point on the surface of Earth's Northern Hemisphere at which the planet's magnetic field points vertically downward

North Pole: the northernmost point of the Earth's axis

Northeast: the compass point midway between north and east; at 45 degrees

Northern Hemisphere: the hemisphere north of the equator

Northwest: He described it native of the North West

Plain: A piece of land that is flat.

Plateau: A piece of land on high ground.

Parallel: an imaginary line around the Earth parallel to the equator

Peak: the top point of a mountain or hill

Pole: one of two points of intersection of the Earth's axis and the celestial sphere

Relief map: a map having contour lines through points of equal elevation

River: a large natural stream of water

Road atlas: collection of road maps covering a region as small as a city or as large as a continent, typically bound together in a book

Strait: A narrow passage of water connecting two water bodies.



Sea level: level of the ocean's surface used as a standard in reckoning land elevation or sea depth

South: any region lying in or toward the south

South America: the nations of the South American continent collectively

South Magnetic Pole: the point on Earth's Southern Hemisphere where the geomagnetic field lines are directed vertically upwards

South Pole: the southernmost point of the Earth's axis

Southeast: the compass point midway between south and east; at 135 degrees

Topography: The positioning of the unrefined and artificial features of the world.

Tributary: A stream that flows into a large lake, or a river.

Valley: An area of land that is low and between hills and mountains, mainly with a river that flows through it.

Western Hemisphere: The Western Hemisphere is the half of Earth which lies west of the prime meridian and east of the anti-meridian.

5.9. Special vocabulary related to Mathematics

- a) Abacus, Absolute, Abstract, Abundant, Accurate, Acre, Actual, Acute, Addition, Adjacent, Adjustment, Advance, Aggregate, Algebra, Algorithm, Align, Altitude, Amount, Amplification, Analogue, Analysis, Analytic number theory, Angle, Annulus, Apex, Application, Arc, Area, Arithmetic, Array, Ascending, Assessment, Assign, Asymmetry, Attribute, Average(s), Axiom, Axis
- b) Balance, Base, Basic, Benchmark, Binary
- c) Calculable, Calculate, Calculation, Calibration, Cardinal, Cartesian, Centigrade, Chance, Change, Chart, Circles, Circular, Circumference, Coefficient, Coherent, Column, Combination, Common, Complementary, Complementary angle, Component, Composite, Compound, Comprehensive, Computation, Computation, Compute, Computer, Concave, Concentric, Concept, Conflate, Congruent, Conjugate, Construct, Context, Continuum, Convert, Coordinate, Corollary, Correlation, Counting, Curve, Cylinder
- d) Data, Decimal, Declivity, Degree, Delve, Demonstrate, Denominator, Density, Design, Determine, Deviation, Devise, Diagnostic, Diagram, Diameter, Difference, Digit, Dimension, Discipline, Discover, Disorder, Distance, Distribution, Divide, Dividend, Divisibility, Division
- e) Effect, Element, Ellipse, Engineer, Equal, Equality, Equation, Equivalent, Error, Essential, Establish, Estimate, Evidence, Exact, Example, Exchange, Experiment, Explore, Exponent, Expression, Extent, Extract, Extrapolate
- f) Factor, Fahrenheit, Fibonacci sequence, Figure, Finance, Finite, Foot, Form, Formula, Fraction, Frequency, Friction, Function, Fundamental



- g) Gallon, Genius, Geometric, Geometry, Googol, Gram, Graph, Greater than, Grid, Gross, Group, Guesstimate
- h) Helix, Hypotenuse, Hypothesis
- i) Identify, Imaginary, Inch, Inclination, Inclusive, Indivisible, Inequality, Infinite, Information, Innumerate, Integer, Integrate, Interactive, Interest, Interpolate, Intersect, Interval, Introduce, Invalid, Inversion, Invert, Investigate, Involution, Irrational number, Irrefutable, Isoclinal, Isosceles, Iteration
- j) Join, Junction, Juxtapose
- k) Kinetics
- l) Lateral, Latitude, Length, Li, Limit, Linear, Lines, Logarithm, Logic, Longitude
- m) Magnetic, Magnitude, Margin, Mathematician, Mathematics, Matrix, Mean, Measure, Median, Memory, Meter, Method, Metric, Mile, Minus, Mixed number, Mode, Model, Motivate, Motivation, Multiple, Multiplication, Multiply
- n) Negative, Net, Notation, Number, Numeral, Numeric
- o) Object, Oblique, Obtuse, Octagon, Octahedron, Operation, Optimism, Order, Ordinal, Origin, Outcome, Outstanding
- p) Parallel, Parallelogram, Parity, Partition, Pattern, Percent, Percentage, Perimeter, Permutation, Perpendicular, Physics, Pi, Point, Polygon, Polynomial, Portion, Position, Positive, Power, Practice, Practicum, Pre-calculus, Precise, Predict, Premise, Prime, Principle, Prism, Probability, Problem, Procedure, Process, Programming, Projection, Proof, Properties, Proportion, Puzzle, Pythagorean
- q) Quadrant, Quadratic, Quadrilateral, Qualitative, Quantity, Quantum, Question, Quick, Quincunx, Quotient
- r) Radius, Random, Range, Rank, Ranking, Rate, Ratio, Ratiocination, Rational, Reasoning, Reciprocal, Recognition, Record, Rectangular, Regular polygon, Relationship, Relevance, Repetition, Replacement, Represent, Resilient, Resistance, Review, Rhomboid, Rhombus, Root, Rotation, Rule
- s) Scalar, Scale, Scale factor, Scalene, Scientific notation, Second, Secondary, Segment, Sequence, Shape, Significant, Similar, Similarities, Simple, Simulate, Sine wave, Single, Skill, Solution, Solve, Spatial, Spectrum, Speculation, Sphere, Split, Square, Square root, Squared, Standard System, Statistics, Stochastic, Strategy, Stress, Subset, Subtraction, Supplementary, Survey, Symbols, Symmetry, System, System
- t) Technique, Tertiary, Test, Testing, Theorem, Theory, Three-dimensional, Tier, Trajectory, Transformation, Trend, Triangle
- u) Underestimate, Understanding, Unit, Universe, Unknown
- v) Valid, Value, Variable, Variety, Vertical, Volume
- w) Wave, Weigh, Weight, Whole number, Work, Wrong
- x) X-coordinate
- y) Y-axis
- z) Zeal, Zero, Zero pair, Zest, Zeta function, Zigzag, Zone



Math Symbols

$+$ plus/positive	$-$ minus/negative	$\times \cdot$ times/multiply	$\div /$ divide
$=$ equality	\neq inequality	\approx approximately equal	\pm plus or minus
$<$ is less than	\leq is less than or equal to	$>$ is greater than	\geq is greater than or equal to
∞ infinity	$!$ factorial	\emptyset empty set	$\%$ percent
π pi	\therefore therefore	\because because	\sum sum of
\int integral	$ x $ absolute value of x	\sim is similar to	\parallel is parallel to
$\sqrt{\quad}$ square root	α alpha	β beta	\equiv is congruent to

Lines

\perp Vertical	$—$ Horizontal	\diagdown Oblique	\parallel Parallel	\perp Perpendicular
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Angles

\sphericalangle Acute	$\text{right angle symbol}$ Right	\sphericalangle Obtuse	straight line Straight	\sphericalangle Reflex
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Triangles

\triangle Isosceles Two sides and two angles equal	\triangle Equilateral All sides and all angles equal	\triangle Right Angled Contains a 90° angle	\triangle Scalene No sides or angles equal
---	---	--	---

Quadrilaterals

\square Parallelogram Opposite sides parallel and equal	\square Rectangle Parallelogram with right angles	\square Square Rectangle with all sides equal	\square Rhombus Parallelogram with all sides equal and no right angles	\square Trapezium Two sides parallel and two sides not parallel
--	--	--	---	--

Regular polygons

pentagon Pentagon Five sides and angles equal	hexagon Hexagon Six sides and angles equal	heptagon Heptagon Seven sides and angles equal	octagon Octagon Eight sides and angles equal
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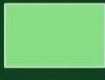












Math Symbols

- $+$ addition or positive
- $-$ subtraction or negative
- \times or \cdot multiplication
- \div division
- $=$ is equal to
- \approx is approximately equal to
- $<$ is less than
- $>$ is greater than
- \leq is less than or equal to
- \geq is greater than or equal to
- \neq is not equal to
- π pi
- $^\circ$ degree
- $\%$ percent
- \sphericalangle angle
- $\text{right angle symbol}$ right angle
- \triangle triangle
- $\sqrt{\quad}$ square root
- $|x|$ absolute value of x
- \overleftrightarrow{XY} line XY
- \overline{XY} segment XY
- \overrightarrow{XY} ray XY
- \perp is perpendicular to
- \parallel is parallel to
- ∞ infinity

$+$ Plus	\subset Subset
$-$ Minus	\subsetneq Proper Subset
\times Multiplication	\supset Superset
\div Division	\supsetneq Proper Superset
$=$ Equal	\emptyset Empty Set
\neq Not Equal	\cap Intersection
$<$ Less than	\cup Union
$>$ Greater than	\in Belongs to
\leq Greater than or equal	
\geq Greater than or equal	
\approx Approximately Equal	
Σ Summation	∂ Partial Derivative
$\sqrt{\quad}$ Square Root	\Rightarrow Implies
$\%$ Percent	\forall For All
π Pi	\therefore Therefore
\sphericalangle Angle	\because Because
\square Square	\parallel Parallel
$\text{right angle symbol}$ Right Angle	\int Integral
\propto Proportional To	\triangle Triangle
\perp Perpendicular	



TYPES OF SHAPES

 CIRCLE	 OVAL	 SQUARE	 RECTANGLE
 TRAPEZIUM	 TRIANGLE	 PARALLEL- OGRAM	 STAR
 PENTAGON	 HEXAGON	 HEPTAGON	 OCTAGON
 NONAGON	 DECAGON	 RHOMBUS	 CRESCENT

$+$ plus	$=$ is equal to	\Leftrightarrow is equivalent to
$-$ minus	\neq is not equal to	\Rightarrow implies
\times multiplied by	\sim is similar to	θ theta
\div divided by	\cong is congruent to	\emptyset empty set
\pm plus or minus	∞ infinity	Δ triangle or delta
$>$ is greater than	\geq is greater than or equals	\forall for all
$<$ is less than	\leq is less than or equals	π pi; 3.14159
\int integral	$!$ factorial	\perp perpendicular
\cap intersection of two sets	\therefore therefore	\exists exists
\cup union of two sets	$\sqrt{\quad}$ Square root of	$\%$ percent
\overline{AB} line AB	\angle right angle	$\{ \}$ braces (grouping)
\overline{AB} segment AB	\sphericalangle angle	$[]$ brackets
\overrightarrow{AB} ray AB	Σ sum of	$()$ parentheses (grouping)

32% Thirty two per cent

10m^x 3m Ten metres by three metres

8.3 Eight point three

1²/₃ One and two thirds

3³/₄ Three fourths

3² Three squared

2³ Two cubed

2⁴ Two to the power of four

1975 Nineteen seventy-five

2001 Two thousand and one

263-3847 Two-six-three, three-eight-four-seven

26°C Twenty six degrees

1,325,476 One million, three hundred and twenty-five thousand, four hundred seventy-six

21st Twenty-first

92nd Ninety-second

53rd Fifty-third

67th Sixty-seventh



5.10. Common Colloquial Vocabulary

English	Spanish
Four letter words	Malas palabras
You've got a yellow street in your face	Tienes una cara de pendejo
I don't piss son her car through her brains is on five	No me acuesto con ella ni con los guardias
I fucked her till I got my brains out	Estuve con ella hasta que me cansé
It is a pain in the neck	Le ronca los cojones
You are a pain in the ass	Me caes como una patá en el culo
Let's get the hell out of here	Vámonos para casa del pene
To have a face	Succionar (a la mujer)
To have a head	Succionar (al hombre)
Horney/love fucker/big fucker	Caliente
Nice brush	Lindas nalgas
Because they hang me long	Porque me sale de los cojones
Jism/smegma/scum	Esmegma
I was taking a piece of tail	Estaba cogiendo un filo
Dog style/ French style/to take the shit out/ to ass fuck someone	Relación sexual anal
Stick it/ Up your ass	Métetelo por el culo
Everything fucked up	Se jodió todo
To get exited	Exitarse
To be a crazy about fucking	Estar loco por tener relaciones sexuales
Deep that girl	Vacila a esa muchacha
To be crazy about someone	Estar loco por alguien
Getto blaster/ fine rubber	Tremendo hierro
Whore/sput/street lady/street walker/ foxy lady/party girl/Saturday girl/called girl/bitch	Prostituta
Sissy/gay/fag/faggot/queer/milksop/pinjay/magpie/lady man	Homosexual (hombre)
Car girl/car happy	Gasolinera
Who fuck is that?	Quién carajo es ese?
Black-shit/Shit head	Come mierda
Blasted black	Negro de mierda
Care your mother's cunt	El coño de tu madre
Off fucker/ jerky	Masturbador
Play me the long ranger	Mastúrbame
Finger fucker/ fuck herself off	Masturbadora
Go hang/go to the prick/fuck off/get the hell away/go to fuck around	Vete para el pene
Dash it all/go to hell	Vete para el carajo
To pop the question/ To sweet on	Bajar muela
To come oneself/to get wet	Venirse
Give it to me	Dámelo
To go down on someone/to blow job/sex oh phone/ to suck	Succionársela a alguien
Suck it up	Succiónamela
Tongue kissing kiss/chew the rag	Chupar la lengua
After sex quietness	Descansar sobre la mujer después de tener sexo
Jack stories	Cuentos colorados



Kill joy
I don't give a damn
I wanna jump in your bones
For my holly nuts
I lied in her bones
She opens her legs a light come on
Look! What a good piece of ass!
To fuck on all four
You piece me off/ You make me sick
Rook/Crow/body odor
Build me up with her
Don't fuck around/ don't tease up/ don't cool
around/ don't clown around
Don't tease/bother me anymore
It's snowing on the south
I'm just about to send you Little fucker to kingdom
come
Tomboy/balldike/dike/lesbian/female homosexual
Stinky feet/toe jam/dirtiness of human body
To fart/ to blow an air
Rap/soft talk/lecture/preach
To go banana
Snitch/squeeler/stooly/stool pigeon
Shuttle bus
Ain't she bad!
She is a Cadillac girl/she is far out
She is driving a F.L.A.T
Give me a piece if your skin
To get a goose egg
She is on the shelf
Get down on it
Knock it out/drop it off
To beat someone up
Dilldo
She is a two paper bag girl
To dry the snake
Fuck you/piss off with you
To be head over heels in love with someone/ to be
pussy whipped
To be/get on the ball/pull up your socks
To be a wall flower
What's eating you?
To play passum
To beat it/to take to one's heat/let's make off
She seems as if butter wouldn't melt in her mouth
Drop out your watch and up to me
We hit it well
You hang it all
Hang over
To hich hike/ lift
You are so funny for words
They banged all night long

Agua fiesta/con eyaculación precoz
Qué cojone me importa
Quiero estar contigo
Por mis santos cojones
Me acosté con ella
Es una fría
Mira! Qué clase de jeva!
Hacerlo en cuatro
Me caes mal
Mal olor de las axilas
Ponme una piedra con ella
No jodas

No me jodas más
Se le sale la sayuela
Te estoy al darte una mandá para casa de
la pinga
Lesbiana
Mal olor en los pies
Tirarse un flatus
Muela
Irse a joder
Chivato
Local (autobus)
No está mala!
Está Buena con cojone
Está acabando
Dame un filo
Coger cero en una prueba
Es una solterona
Ponte para la cosa
Desmaya eso
Descojonar a uno
Consolador
Está feísima
Sacudirse el pene
Jódete
Estar embollado

Ponerse para la cosa
Ser un tipo aburrido
Qué mosca te picó
Hacerse la mosquita muerta
Poner pies en polvorosa
Parece una mosquita muerta
Déjate de bobería y ponte para mi
Nos llevamos bien
Tú me tocas los cojones
Resaca
Coger botella
Eres muy relajada para tomarte en serio
Tuvieron sexo toda la noche



Meet a cat
Don't be a fidgety person
Jizzue/spew/come/love honey/sperm
Cock/dong/whanger/prick/dick/jack/pecker
Vertical smile/twart/cunt/pussy
Buttocks, buns, butt/sent/rear/sump/ass/shants
To fork one's legs splay
To whip a beaver/ to finger fuck
Jerk off/pull one's pipe/ pull one's pecker/to toss
off
Double/two-time/fool around/pass off
I'm freaking out
Chill out
I'm feeling blue
TGIF (Thanks God it's Friday)
Big mouth
Scrooge
Busybody

Wimp
Dope
G.O.A.T (Greatest of all times)
Gucci
Lit
Snatched
Fire

A mí la pinga
No seas culo de mal asiento
Esperma
Pene
Vulva
Nalgas
Abrirse de patas
Masturbarse la mujer
Masturbarse el hombre

Ser infiel
Estoy enloqueciendo
Relájate
Me siento triste
Gracias a Dios es viernes
Chismoso/hablador
Miserable/tacaño
Metiche/que se mete en todo lo que no
le importa
Débil/inseguro/tímido
genial
Lo mejor de todos los tiempos
Bueno
Asombroso
Perfecto
Caliente



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