**Level:** Pre-A1

**Listening and Speaking Practices**

**Lesson 4:** Is she a teacher? (No, she’s not.)

**1. Warm Up. Spanish-English Equivalents: Occupations.** **(5 min)**

**Directions:** What’s the English word for…?

|  |
| --- |
| **New Words and Expressions!**  (The following jobs/occupations will be actively used in this lesson)   * **gardener /gár-de-ner/:** *jardinero* * **painter /’peɪn-ter/:** *pintor* * **artist /ár-rɪst/:** *artista* * **child care worker**   **/chaɪld ker uér-ker/:** *cuidador(a) de niños* |

a) ama de casa: \_\_\_\_\_\_\_\_\_\_\_\_\_

b) cajera: \_\_\_\_\_\_\_\_\_\_\_\_\_

c) mecánico: \_\_\_\_\_\_\_\_\_\_\_\_\_

d) enfermera: \_\_\_\_\_\_\_\_\_\_\_\_\_

e) asistente de oficina: \_\_\_\_\_\_\_\_\_\_\_\_\_

f) doctor: \_\_\_\_\_\_\_\_\_\_\_\_\_

g) mesero: \_\_\_\_\_\_\_\_\_\_\_\_\_

h) estudiante: \_\_\_\_\_\_\_\_\_\_\_\_\_

i) veterinario: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**1. Four Short Conversations**

**1.1. Listening Comprehension (5min)**

**Directions:** Listen to four conversations and answer the questions below. If necessary, take notes as you listen.

**(Conversation 1)**

**a)** What is Lilly’s job? What’s the woman’s job?

**(Conversation 2)**

**b)** What’s Paul’s Job?

**(Conversation 3)**

**c)** What’s the woman’s job? What’s the man’s job?

**(Conversation 4)**

**d)** What’s the woman’s job?

**1.2. Pronunciation Practice (5 min)**

**Directions:** Under your teacher’s supervision, read the conversations transcripts aloud for pronunciation assessment. Also, analyze the meaning of the words/phrases in the chart.

**1.**

**New Words and Expressions!**

**1.** **Really?** [*En serio?*]

(Expresión de asombro hacia algo que pareciera ‘ireal’ o ‘imposible’)

**2.** **…, right?** [*Correcto?*]

(Expresión que se usa para comprobar la veracidad de lo que se piensa o dice)

**3.** **What do you do?** [*A qué te dedicas?*]

(Expresión que se usa para preguntar por el trabajo u ocupación directamente.)

4. **What about you?** [*Y tú?]*

(Expresión que se usa para obtener la misma información anterior de la persona con que se habla.)

5. **also** /ól-sou/: [*además*]

(Adverbio de adición)

**He:** That’s Lilly. She’s an office assistant.

**She:** Oh, really? I’m an office assistant, too.

**2.**

**She:** Paul is a teacher, right?

**He:** No, he’s not a teacher. He’s a nurse.

**3.**

**She:** I’m a gardener. What about you?

**He:** I’m an electrician.

**4.**

**He:** What do you do?

**She:** I’m a homemaker. I’m also an artist.

**1.3. Speaking:** ***More about Lilly and Paul.* (5 min)**

**Directions:** According to the information provided in the chart what else can you say about Lily and Paul?

|  |  |
| --- | --- |
|  | 13 Reasons to Work in the NHS as an Overseas Nurse |
| **Country:** Venezuela | **Country:** Brazil |
| **Age:** 28 | **Age:** 35 |
| **Status:** Single | **Status:** Married |
| **Characteristic:** friendly | **Characteristic:** Smart |
| **Home Address:** Main Street 102 | **Home Address:** First Avenue 45 |

**2. Conversation: *He’s not an artist!***

**2.1. Listening Comprehension (5 min)**

**Directions:** Listen to a conversation between two classmates and say whether the following information is TRUE or FALSE. If necessary, take notes as you listen.

\_\_\_\_\_ The man is a gardener.

\_\_\_\_\_ The man is a student.

\_\_\_\_\_ The woman is not a student.

\_\_\_\_\_ The woman is a teacher at Greenville school.

\_\_\_\_\_ The woman is an artist.

\_\_\_\_\_ Emilio is an artist.

\_\_\_\_\_ Emilio is a painter.

\_\_\_\_\_ Emilio is a house painter.

**2.2. Pronunciation Practice**

**Directions:** Under your teacher’s supervision, read the conversation transcript aloud for pronunciation assessment. Also, analyze the meaning of the words/phrases in the chart.

**New Words and Expressions!**

**1.** **too** /tuu/: también (adverb.)

(Usado al final de la oración para expresar ‘adición’.)

**2.** **there** /dher/: allí, allá (adverb)

(Adverbio de lugar que indica locación en la distancia)

**3.** **interesting** /’ɪn-tres-tɪng/: interesante (Adjetivo que describe algo que nos causa o despierta interés)

**4.** **artist** /ˈar-rɪst/: artista (noun)

(Sustantivo que se refiera a la persona que se dedica al Arte)

**She:** So, what do you do?

**He:** I’m a gardener. And I’m a student at Greenville adult school.

**She:** Really? I’m a student there, too. And I’m an artist.

**He:** Oh, that’s interesting! I think Emilio is an artist, too.

**She:** No, he’s not.

**He:** Yes, he is. He’s a painter!

**She:** Right! But he’s a house painter! Not an artist!

**2.3. Spanish-English Oral Translation**

**Directions**: With the help of your teacher, translate the following Spanish paragraph about the conversation above. Some English words have been translated for you between brackets.

|  |
| --- |
| *El hombre es estudiante en Greenville School; y la mujer también. Él es jardinero y la mujer es artista. Emilio es un compañero de clase [classmate]. El hombre piensa que [thinks] Emilio también es artista porque Emilio es pintor. Pero Emilio no es un artista. Él es “pintor de casas”.* |

**3. Conversation: *Is she a teacher?***

**3.1. Listening Comprehension** (Multiple Choice)

**Directions:** Listen to a conversation between two classmates and choose the correct answer in each case from the given options:

**1.** The woman and the man are:

A. students B. cashiers C. cooks

**2.** The woman has:

A. Four Jobs B. Three Jobs C. One job.

**3.2. Pronunciation Practice**

**Directions:** Under your teacher’s supervision, read the conversation transcript aloud for pronunciation assessment. Also, analyze the meaning of the words/phrases in the chart.

**She:** Who’s that? Is she a teacher?

**He:** No, she’s not. She’s a student.

**She:** And she’s a cashier at Al’s restaurant.

**New Words and Expressions!**

1. **Who’s that?** [*Quién es ese(a)?*]

[Expresión que se usa para preguntar la identidad de una 3ra persona]

2. **That’s interesting!** [*Qué interesante!]*

(Expresión que se usa para expresar asombro o admiración por algo.)

**He:** Oh! That’s interesting!

**She:** And, what do you do?

**He:** I’m a cook.

**She:** A cook? I’m a cook, too!

**He:** Really?

**She:** Yes! I’m a cook, a waitress, a child care worker and a doctor.

**He:** Four jobs?

**She:** Yes!

**3.3. Spanish-English Translation: Conversation.**

**Directions:** *What would be the English version of the following conversation?*

|  |  |
| --- | --- |
| **Character 1: HE** | **Character 2: SHE** |
| *¿Ella es tu prima?* | *No, no es mi prima. Es mi amiga.* |
| *¿Es casada?* | *No, no es casada. Es soltera. Y tiene 18 años.* |
| *¿Es americana?* | *Sí, es de Texas. Pero sus padres son mexicanos.* |
| *¡Oh! Yo soy mexicano, de Aguascalientes.* | *¿El español es tu primera lengua?* |
| *Sí. El inglés es mi segunda lengua.* | *¡Tu inglés es muy bueno!* |
| *Gracias ¿Y tu amiga es estudiante?* | *Sí, es estudiante de inglés. Además, es mesera en un restaurante.* |
| *Es muy bonita.* | *Gracias, y es muy inteligente también.* |