



INSTITUTO TECNOLÓGICO  
SUPERIOR JAPÓN

---

GUÍA  
METODOLÓGICA  
DE INGLÉS IV

---

***MAGÍSTER SHADYRA NARVÁEZ***

**COMPILADORA**

**CARRERA PARVULARIA**

**2019**

AMOR AL CONOCIMIENTO

---

## 1. IDENTIFICACIÓN DE

<b>Nombre de la Asignatura:</b> <b>INGLÉS IV</b>		<b>Componentes del Aprendizaje</b>	<b>Marco Común Europeo de las Lenguas B.1</b>	
<b>Resultado del Aprendizaje:</b>				
<b>COMPETENCIAS Y OBJETIVOS:</b>				
<ul style="list-style-type: none"> <li>• Comprende los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio.</li> <li>• Conoce el desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua.</li> <li>• Desarrolla textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal.</li> <li>• Describe experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes.</li> </ul>				
<b>Docente de Implementación:</b>				
<b>Msc. Shadyra Narváez</b>			<b>Duración: 20 horas</b>	
<b>Unidades</b>	<b>Competencia</b>	<b>Resultados de Aprendizaje</b>	<b>Actividades</b>	<b>Tiempo de Ejecución</b>
PRESENT, PAST AND FUTURE TENSE, REVIEW PRESENT PERFECT TENSE.	Comprende los puntos principales de textos claros y en lengua estándar si tratan sobre cuestiones que le son conocidas, ya sea en situaciones de trabajo, de estudio o de ocio.	<p><b>COGNITIVO:</b></p> <p>Conocer el presente, pasado, futuro, y revisión del presente perfecto, Con preguntas y respuestas largas y cortas afirmativas y negativas.</p> <p><b>PROCEDIMENTAL:</b></p> <p>Desarrollar la estructura gramatical de forma adecuada con ejemplos de la vida real.</p> <p><b>ACTITUDINAL:</b></p> <p>Aplicar el vocabulario y gramática aprendida en diálogos con buena pronunciación.</p>	<p><b>Listening;</b></p> <p>Infer information.</p> <p><b>Reading:</b></p> <p>Newspapers advertisements.</p> <p>A magazine ad for a new product.</p> <p><b>Writing:</b></p> <p>Write a description of a fascinating experience.</p> <p><b>Speaking:</b></p> <p>Describe an interesting experience.</p>	<b>5</b>

<p>WOULD RATHER AND HAD BETTER.</p>	<p>Conoce el desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua.</p>	<p><b>COGNITIVO:</b> Conocer el would rather and had better. uso de gramática y refuerzo de ejercicios orales y escritos.</p> <p><b>PROCEDIMENTAL:</b> Desarrollar la estructura gramatical de forma adecuada a través de la plataforma virtual y actividades de listening con la vida real.</p> <p><b>ACTITUDINAL:</b> Aplicar el vocabulario y gramática aprendida en diálogos con buena pronunciación</p>	<p><b>Listening;</b> Skills strategies, active language from a text.</p> <p><b>Reading:</b> Interpret a diagram. Confirm facts.</p> <p><b>Writing:</b> Write a short article about one's musical tastes.</p> <p><b>Speaking:</b> Describe features of products and use the new vocabulary learnt.</p>	<p style="text-align: center;"><b>5</b></p>
<p>PAST CONTINUOUS, PAST CONTINUOUS VS.PAST TENSE.</p>	<p>Desarrolla textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal</p>	<p><b>COGNITIVO:</b> Conocer el pasado continuo, y pasado continuo Vs. pasado en la gramática inglesa</p> <p><b>PROCEDIMENTAL:</b> Desarrollar la estructura gramatical de forma adecuada a través de la plataforma virtual y actividades de listening con la vida real.</p> <p><b>ACTITUDINAL:</b> Aplicar el vocabulario y gramática aprendida en diálogos con buena pronunciación</p>	<p><b>Listening;</b> Skills strategies, active language from a text.</p> <p><b>Reading:</b> Skills, understand from context and infer the information.</p> <p><b>Writing:</b> Make a venn diagram and compare two people in a family</p> <p><b>Speaking:</b> Sing a song. Infer vocabulary. Make a conversation.</p>	<p style="text-align: center;"><b>5</b></p>

<p>PASSIVE VOICE, CONDITIONAL IF.</p>	<p>Describe experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes.</p>	<p><b>COGNITIVO:</b> Conocer la voz pasiva y el condicional if, en la gramática inglesa .</p> <p><b>PROCEDIMENTAL:</b> Desarrollar la estructura gramatical de forma adecuada a través de la plataforma virtual y actividades de listening con la vida real.</p> <p><b>ACTITUDINAL:</b> Aplicar el vocabulario y gramática aprendida en diálogos con buena pronunciación</p>	<p><b>Listening;</b> Skills strategies, active language from a text.</p> <p><b>Reading:</b> Draw conclusions. Apply information.</p> <p><b>Writing:</b> Write a detailed description of a decorative object.</p> <p><b>Speaking:</b> Sing a song. Infer vocabulary. Make a conversation about how to use computers, and the impact of the internet-</p>	<p style="text-align: center;"><b>5</b></p>
---	---	--	---	---

## 2. CONOCIMIENTOS PREVIOS Y RELACIONADOS

### Co-requisitos

- ENGLISH THIRD LEVEL

## 3. UNIDADES TEÓRICAS

### • Desarrollo de las Unidades de Aprendizaje (contenidos)

#### A. Base Teórica

➤ **UNIT 1**

**PRESENT, PAST AND FUTURE TENSE, REVIEW PRESENT PERFECT TENSE.**

☉ **PRESENT SIMPLE TENSE**

El presente simple del modo indicativo con verbos como *have, like, live, study, do*, etc.

Este tiempo verbal se utiliza para hablar sobre estados, hábitos o eventos que se repiten, que son habituales. Utilizamos el presente cuando hablamos sobre las *cosas que nos gustan o no* (*I like dry Martinis. I don't like vodka.*), cuando decimos *dónde vivimos* (*I live in Santa Clara*), *donde trabajamos* (*I work in a big hotel*), cuando hablamos de nuestras *rutinas* (*I go to work every day, I always have lunch at work...*) de *lo que conocemos, o sabemos hacer* (*I can play the piano / I speak English fluently*), etc.

Para la tercera persona del singular (los pronombres “He”, “She”, “It” o sustantivos como “The barman...”, “The restaurant...”) al verbo se le adiciona una “S” en las oraciones afirmativas, y cuando los verbos terminan en “S”, “CH”, “SH” o “X” se les añade “ES” para esta persona gramatical. Veamos algunos ejemplos para resaltar este punto:

Ej. I WORK in the restaurant (Primera persona del singular. El verbo se escribe en su forma básica, igual a la que aparece en cualquier diccionario o lista de vocabulario)

E.j. Peter WORKS in a bar. He MIXES cocktails. (Al verbo se le ha añadido “S” o “ES” por tratarse de un sujeto en tercera persona del singular)

Para hacer preguntas en presente simple con estos verbos, necesitamos un verbo auxiliar. El verbo auxiliar podría verse como un signo de interrogación oral, en lugar de la marca que usamos en la lengua escrita (?). Este verbo auxiliar se pone delante del sujeto de la oración, y tiene dos formas DOES para la tercera persona del singular, y DO para todas las otras personas gramaticales. Recuerde que este verbo no tiene otra significación en esta posición que no sea la de indicar que se trata de una pregunta.

*La utilización de las mayúsculas en estos ejemplos sólo tiene el propósito de resaltar el fenómeno gramatical para su mejor comprensión, pero todos estos verbos o auxiliares se escriben con letra minúscula, salvo cuando la oración comienza con ellos.*

Veamos algunos ejemplos:

DO you work here?

What DO you do? (El primer “DO” es un verbo auxiliar que en este caso nos indica que se trata de una oración interrogativa. El segundo “do” es el verbo “hacer”).

DOES Mr Morris come from England?

Observe como una vez que en la oración hay un verbo auxiliar que indica que estamos hablando de una tercera persona, el verbo principal no toma la “S”. *La S en estos verbos en tercera persona sólo ocurre en oraciones afirmativas.*

Para formar oraciones negativas también utilizamos los auxiliares DO / DOES, seguidos de la palabra negativa NOT, todo esto delante del verbo:

I DO NOT work here.

She DOES NOT speak French.

Aunque en el lenguaje oral estas formas siempre se contraen, lo cual se representa en el lenguaje escrito mediante la unión del auxiliar y la negación, más la omisión de la “O” en la palabra NOT, lo cual se representa con un apóstrofo (’):

I DON’T work here.

She DOESN’T speak French.

Por último, recordaremos que estos auxiliares se utilizan además en respuestas cortas como se verá en los siguientes ejemplos:

\_\_\_ Do you speak German? \_\_\_ No, I don’t.

\_\_\_ Do you work here? \_\_\_ Yes, I do.

\_\_\_ Does he live in town? No, he doesn’t.

\_\_\_ Does he study English? Yes, he does.

☉ *Trabajo y residencia:*

♣    Where do you live? (¿Dónde vives?) /wéar du iú liv/

♠    I live in Santa Clara. (Vivo en Santa Clara.) /ai liv-in .. /

♣    Do you live alone? (¿Vives solo/a?) /du iú liv alóun/

♠    No, I live with my family. / No, I'm married. (No. Vivo con mi familia. / No. Soy casado/a.)

*/nóu, ai liv wiz mai fámili – nóu, aim márid/*

♠    Yes, I live all alone. (Sí. Vivo completamente solo/a.)

*/iés, ai liv ol alóun/*

♣    Who do you live with? (¿Con quién vives?) /ju du iú liv wiz/

♠    I live with my parents. (Vivo con mis padres.)

*/ai liv wiz mai párents/*

♣    Do you work? (¿Trabajas?) /du iú werk/

♠    Yes, I do. (Sí -lo hago-) /iés, ai dú/

♣    Where do you work? (¿Dónde trabajas?) /wéar du iú werk/

♠    I work in a hotel. (Trabajo en un hotel.) /ai werk in e joutél/

♣    What kind of work do you do? (¿Qué tipo de trabajo haces?)

*/wat káindov werk du iú dú/*

♠    I am a food server. (Soy dependiente gastronómico.)

*/aim e fud sérver/*

♣    What do you do for a living? (¿Cómo te ganas la vida?)

*/wat du iú dú for e lívin/*

♠    I am a barman. (Soy barman.) /aim ebárman/

☉ *Rutinas y actividades que realizamos en nuestro tiempo libre.*

♣    What is your daily routine? ► (¿Cuál es tu rutina diaria?) Pron. ► /wats ior déili rutín/

   I get up early... ► (Me levanto temprano...) Pron. ► /ai gueróp érli/

\_\_\_ I take a shower... ► (Tomo una ducha...) Pron. ► /ai téik e cháu- er/

\_\_\_ I have breakfast... ► (Desayuno / tomo el desayuno...) Pron. ► /ai jav bréikfast/

\_\_\_ I go to work... (Voy al trabajo...) Pron. /ai góu tu werk/

♣ What are your hours? ► (¿Cuál es tu horario?) Pron. ► /wat ar ior áuars/

\_\_\_ I work from 9 to 5. ► (Trabajo de 9 a 5) Pron. ► /ai werk from nain tu faiv/

♣ What do you do after work? ► (¿Qué haces después del trabajo?) Pron. ► /wat du iú dú áfter werk/

\_\_\_ After work I go back home... ► (Después del trabajo regreso a casa...) Pron. ► /áfter werk ai góu bak jóum/

\_\_\_ I make dinner... ► (Preparo / Hago la comida / cena) Pron. ► /ai méik díner/

\_\_\_ I take a shower / I take a bath... ► (Tomo una ducha / un baño...) Pron. ► /ai téik e cháu-er/ o /ai téik e baz/

\_\_\_ I eat my dinner / I have dinner... ► (Como mi cena...) Pron. ► /ai ít mai díner/ o /ai jav díner/

\_\_\_ I watch TV for a while... ► (Miro la televisión un rato...) Pron. ► /ai wach tiví for e wáil/

\_\_\_ then I go to bed. ► (entonces me acuesto / voy a la cama.) Pron. /den ai góu tu béd/

☺ Veamos ahora algunos ejemplos con preguntas y respuestas en tercera persona del singular:

\_\_\_ Does your mother work? (¿Tu mamá trabaja?) Pron. /das ior móder werk/

\_\_\_ Yes, she does. / No she doesn't. (Sí. / No.) Pron. /iés chi das - nóu chi dásent/

\_\_\_ What does she do? (¿Que hace ella? -¿A qué se dedica?-) Pron. /wat das chi dú/

\_\_\_ She works in an office. (Ella trabaja en una oficina.) Pron. /chi werks in an ófis/

\_\_\_ Where does she live? (¿Dónde vive ella?) Pron. /wéar das chiliv/

\_\_\_ She lives in Santa Clara. (Ella vive en Santa Clara.) Pron. /chi livs insánta clára/



☉ Veamos ahora una descripción en forma de párrafo:

I usually wake up at 6:30 and then I get up, brush my teeth, wash up and get dressed. Then I have breakfast.

At 7:30 I go to work. I always work from 8:00 until 5:00. I have lunch at work. When I finish work I go back home.

At home, I cook dinner, I usually clean the house and then I take a shower. Then I have dinner, watch TV and I go to bed around 11:00. On weekends I always sleep late. In the morning I usually visit my friends and relatives or play sports. In the afternoon, I take a nap after lunch and then I go out with friends.

#### Traducción:

Yo usualmente me despierto a las 6:30 y entonces me levanto, me cepillo los dientes, me lavo *-cara y manos-* y visto. Entonces desayuno. A las 7:30 voy para el trabajo. Siempre trabajo desde las 8:30 hasta las 5:00. Almuerzo en el trabajo. Cuando termino el trabajo, voy de regreso a casa. En casa, cocino la comida, usualmente limpio la casa y entonces tomo una ducha. Luego como / ceno, miro la TV y me voy a la cama alrededor de las 11:00. Los fines de semana siempre duermo hasta tarde. Por la mañana usualmente visito a mis amigos y parientes o hago

/ juego deportes. Por las tarde, tomo una siesta después de almuerzo y entonces salgo con mis amigos.

#### Pronunciación:

/ai iúchuali wéik-op at siks zérti and den ai gueróp, broch mai tíz, wachóp and guet drest - den ai jav bréikfast - at séven zérti ai góu tu werk - ai ólweis werk from éit ontíl faiv - ai jav lonch at werk - wen ai fínich werk ai góu bak jóum - at jóum ai kuk díner, ai iúchuali klin de jáus and den ai téik e cháuer - den ai jav díner, wach tiví and ai góu tu bed aráund iléven - on wikénds ai ólweis slip léit - in de mórning ai iúchuali vísit mai frends and rélativs or pléi sports - in de afternún ai téik e nap áfter lonch and den ai góu áut wiz frends/

☉ Además de la pregunta “What’s your daily routine?” podemos utilizar otras para el mismo propósito:

♣ \_\_\_ How do you spend your day? ► (¿Cómo pasas el día?) Pron. ► /jáu du iú spénd ior déi/

♣ \_\_\_ What’s your schedule like? ► (¿Cómo es tu horario / rutina / plan diario?) Pron. ► /wats ior skéyul láik/

☉ Ahora vamos a averiguar sobre las rutinas de una persona de forma más detallada:

♣ \_\_\_ What time do you get up? (¿A qué hora te levantas?) Pron. /wat táim du iú gueróp/

• I sleep until noon. (Duermo hasta el mediodía.) Pron. /ai slíp ontil nún/

• I usually sleep late. (Usualmente duermo hasta tarde.) Pron. /ai iúchuali slíp léit/

• I get up very early. (Me levanto muy temprano.) Pron. /ai gueróp véri érlí/

• I get up at 7:00.  
Pron. /ai gueróp at séven/

♣ \_\_\_ Do you eat breakfast early in the morning? (¿Desayunas temprano en la mañana?)

**Pron. /du iú út bréikfast érlí in de mórnin/**

♣ \_\_\_ Do you have a job? (¿Tienes un empleo?) Pron. /du iú jáv-e yob/

♣ \_\_\_ What time do you start work? (¿A qué hora comienzas el trabajo?) Pron. /wat táim du iú start werk/

♣ \_\_\_ How do you get to work? (¿Cómo vas para el trabajo? / ¿Cómo llegas al trabajo?)

**Pron. /jáu du iú guét tu werk/**

• I walk to work (Yo voy caminando hasta el trabajo.) Pron. /ai wók tu werk/

• I ride my bike to work (Yo voy en bicicleta...) Pron. /ai ráid mai

*báik tu werk/*

- I take the bus to work (Tomo el ómnibus...) Pron. /ai téik e

*bos tu werk/*

- I use public transportation (Utilizo el transporte público.) Pron. /ai iús póblik

*transportéichon/*

- I drive to work. (Voy en mi carro. / Voy conduciendo...) Pron. /ai dráiv tu

*werk/*

► Estas preguntas y respuestas las podemos utilizar igualmente con estudiantes:

Ej.

\_\_\_How do you go / get to school? (¿Cómo vas / llegas a la escuela?) Pron. /jáu du iú góu –  
*guet- tu skúl/*

\_\_\_I go to school by bus. (voy a la escuela en autobús.) Pron. /ai góu tu skúl  
*bai bós/*

► Continuemos con las rutinas:

♣\_\_\_When do you finish work? (¿Cuándo terminas el trabajo?) Pron. /wen du iú fínich  
*werk/otambiénpodemospreguntar...*

...What time do you finish work? (¿A qué hora terminas el trabajo?) Pron. /wat táim du iú fínich  
*werk/*

♣\_\_\_What do you do after work? (¿Qué haces después del trabajo?) Pron. /wat du iú dú áfter  
*werk/*

♣\_\_\_Do you do the house chores? (¿Haces las tareas domésticas /...las labores del hogar? Pron. /du  
*iú dú de jáuschors/*

♣\_\_\_Do you help your mother in the kitchen? (¿Ayudas a tu mamá en la cocina?)

**Pron. /du iú jelp ior móder in de kíchen/**

♣ \_\_\_ Do you watch television? (¿Miras la televisión?) Pron. /du iú wach tiví/

♣ \_\_\_ Do you ever go out on weekdays? (¿Sales alguna vez los días entre semana?)

Pron. /du iú éver góu áut on wikénds/

► Para responder a esta última interrogante conviene conocer los adverbios de frecuencia:

Never: nunca /néver/

Seldom: rara vez, casi nunca /séldom/

Sometimes: algunas veces /somtáims/

Usually: usualmente, frecuentemente /iúchuali/

Always: siempre /ólweis/

Ej.

I never go out on weekdays. (Nunca salgo los días entre semana.)

I usually go out on weekends. (Usualmente salgo los fines de semana.)



Cuando hablamos de las actividades que comúnmente realizamos en nuestro tiempo libre, de nuestros hobbies o pasatiempos, también utilizamos el presente simple, pues se trata de hechos o eventos habituales:

♣ What do you do with your free time? (¿Qué haces con tu tiempo libre?) Pron. /wat du iú dú wiz ior fri táim/

- I read a good book. (Leo un buen libro.) Pron. /ai rid e gud buk/
- I take a walk. (Tomo un paseo) Pron. /ai téik e wók/
- I go shopping. (Voy de compras.) Pron. /ai góuchópin/
- I ride a bike. (Monto en bicicleta) Pron. /ai ráid e báik/
- I go to the movies. (Voy al cine.) Pron. /ai góu tu de múvis/
- I watch television. (Miro la TV) Pron /ai wachtiví/
- I go dancing. (Voy a bailar.) Pron /ai góudánsin/
- I play sports. (Hago / Juego deportes.) Pron. /ai pléisports/
- I play baseball / football / basketball.... (Juego pelota / fútbol / baloncesto...)

**Pron. /ai pléi béisbol...fútbol.....básketbol/**

- I go out with friends. (Salgo con los amigos.) Pron. /ai góu áut wiz frénds/
- I go to parties. (Voy a fiestas.) Pron. /ai góu tu pártis/
- I visit my friends and relatives. (Visito mis amigos y parientes.) Pron. /ai vísit mai frénds and rélativs/
- I study English. (Estudio inglés.) Pron. /ai stódi ínglich/

► El verbo “go” –que significa “ir”- usualmente va seguido de gerundios para hablar de actividades que realizamos como pasatiempos:

Go dancing: ir a bailar /góu dánsin/ Go skiing: ir a esquiar /góu skí-in/ Go swimming: ir a nadar /góu suímin/

Go hiking: ir a una caminata /góu jáikin/

Go fishing: ir de pesca / ir a pescar /góu fíchin/ Go hunting: ir de cacería

/ ir a cazar /góu jóntin/ Go shopping: ir de compras /góuchópin/

Go clubbing: ir a discos, clubes nocturnos /góu klóbin/

### Ejemplos:

On weekends, I usually go fishing in the morning. In the evening, I go dancing or I stay home and watch TV. ►Pron. /on wikénds ai iúchuali góu fíchin in de mórnin, in de ívnin ai góu dásin or ai stéi jóum and wach tiví/

Traducción: los fines de semana, usualmente voy a pescar por la mañana. Por las noches, voy a bailar o me quedo en casa y miro la televisión.



## THE FUTURE

El futuro con “will + verbo”, “be going to + verbo” y “be + verbo con terminación -ing”

En inglés existen varias opciones para expresar la idea de futuro, como ocurre en nuestra lengua, p.ej “*Mañana voy al cine*” –presente simple-, o “*Voy a ordenar pollo.*” –ir a + verbo en infinitivo-, o “*Primero terminaré la ensalada.*” –Verbo con marca de futuro en su declinación- En inglés las formas más comunes –o las que nos interesan ahora- para expresar la noción de futuro son:

- Una de las formas del verbo “TO BE” (am / is / are ) –*según el sujeto de la oración*- seguida de GOING TO y el VERBO en su forma básica. Ej. “*I am going to stay at the Ritz Hotel next vacation.*”
- El verbo auxiliar “WILL” seguido de la forma básica del VERBO principal: “*I will have chicken.*”
- El presente progresivo o continuo –forma del verbo “BE” en presente + VERBO que termina en “ING”- también se utiliza para hablar de planes futuros, pero mayormente con verbos de movimiento –come, go- y estado. Ejemplos: *When are they coming?*

*/ Are you staying home this weekend? / I’m going to the beach*

*tomorrow. / Are you doing anything special tonight?*



En los restaurantes, cuando ordenamos, muchas veces utilizamos el futuro con “will”, pues este denota intención por parte del hablante. Ejemplo:

I will have the grilled lobster. (Voy a comer/ordenar la langosta a la parrilla.... Pron. /ai wil jav de grild lóbster/

“Will” se utiliza cuando decidimos algo en el momento en que hablamos, o cuando hacemos promesas. Cuando hablamos de planes, cosas que haremos que ya están concebidas, preferimos usar el futuro con be going to + verbo.

Compare:

- I am going to visit my parents tonight. (Voy a visitar a mis padres esta noche) -hablando de planes-
- I'll go with you. (Iré contigo) -Acabo de decidir acompañarte-

Es importante llegar a conocer las diferencias básicas en el uso de estas estructuras: will para predicciones, expresar intención, o para un futuro neutral, y be going to para indicar el futuro como cumplimiento del presente, resultante de una intención presente o para expresar que algo es inminente, es decir, para expresar la expectativa de que algo va a ocurrir pronto.

Examples:

- I'll have a cup of coffee. (intención)
- It'll rain tomorrow. (predicción)
- I'm going to work over the weekend. (intención presente que será llevada a cabo en el futuro)
- It's going to rain. (inminencia de eventos, el cielo está muy nublado)

Utilizamos también el futuro con “will” cuando la oración se introduce con palabras como “I think”, “probably”, “I guess”, “maybe”.

Ejemplos:

♣ \_\_\_ I don't have plans. Maybe I will go to the movies.

(No tengo planes. Quizás vaya al cine.) –observe como en español utilizamos el subjuntivo y no el futuro en este caso-

*/ai dóunt jav plans – méibi ai will góu tu de múvis/*

♣ \_\_\_ I think / I guess I will stay home tonight. (Creo que me quedaré en casa esta noche.)



*/ai zɪnk –ai gues- ai wil stéi jóumtunáit/*

♣ \_\_\_ I will probably go out of town. (Probablemente sdel pueblo.)

*/ai wil próbabli góu áut ov táun/*

♣ \_\_\_ Probably I won't go anywhere.

(Probablemente no vaya a ninguna parte.) –subjuntivo en español-

*/ai próbabli wóunt góu eniwéar/*

- won't es la contracción de will not, que utilizamos comúnmente en las oraciones negativas.
- Observe como will se contraea 'll ▶ I will = I'll /ail/

\_ I think I'll stay home all day. (Creo que me quedaré en casa todo el día.) /ai zɪnk ail stéi jóum ol déi/

## FUTURE TENSES: WILL / GOING TO



I **will** travel to Japan next year → decision



I **am going to** study German at school → plan

Concentrémonos ahora en el futuro para hablar de nuestros planes:

♣ \_\_\_ Are you going to do anything exciting this weekend? ► (¿Vas a hacer algo interesante / emocionante este fin de semana?)

**Pron.** ► /ar iú góin tu dú éinizin iksáitin dis wikénd/

♣ \_\_\_ What are your plans? ► (¿Cuáles son tus planes?) Pron. ► /wat ar ior plans/

♣ \_\_\_ Where are you going to go? ► (¿Adónde vas a ir?) Pron. ► /wéar ar iú góin tu góu/

♣ \_\_\_ Who are you going to go there with? ► (?Con quién vas a ir?) Pron. ► /jú ar iú góin tu góu déar wiz/

♣ \_\_\_ How are you going to get there? ► (¿Cómo vas a llegar allí? / ¿En qué vas a ir? –medio de transporte-) Pron. ► /jáu ar iú góin tu guet déar/

♣ \_\_\_ What are you going to do there? ► (¿Qué vas a hacer allí?) Pron. ► /wat ar iú góin tu dú déar/

► Para responder a estas preguntas podemos utilizar los mismos verbos que aprendimos cuando estudiamos el presente simple, sólo que ahora los utilizaremos combinados con “be + going to”.

- I’m going to stay home and read a book. (Voy a quedarme en casa y a leer un libro.) Pron. /aim góin tu-stéi jóum and ríd e buk/

- I’m going to go out with friends / I’m going out with friends. (Voy a salir con los amigos.)

**Pron.** /aim góin tu góu áut wiz frénds/ - /aim góin áut wiz frénds/

- I’m going to go to a disco / I’m going to a disco. (Voy a ir a una disco.)

**Pron.** /aim góin tu góu tu e dískou/ /aim góin tu e dískou/

- I’m going to go to the beach. / I’m going to the beach. (Voy a ir a la playa.)

**Pron. /aim góin tu góu tu de bích/ /aim góin tu de bích/**

- I'm going to visit my parents. (Voy a visitar a mis padres.)

**Pron. /aim góin tu vísit mai párents/**

- I'm going to see a movie. (Voy a ver una película.) Pron. /aim góin tu sí emúvi/

I'm going to work around the house. (Voy a hacer algunos trabajos en la casa.) Pron. /aim góin tu werk aráund de jáus/

- I'm going to do the house chores.

(Voy a hacer las tareas domésticas.) Pron. /aim góin tu dú de jáus chors/

- I'm going to watch television. (Voy a mirar la TV.)

Pron. /aim góin tu wach tiví/

- I'm going to take it easy at home. / I'm going to relax. (Voy a relajarme en casa.)

**Pron. /aim góin tu téikirísi at jóum/ /aim góin tu riláks/**

☺ *Hablemos ahora sobre nuestros planes para las vacaciones:*

♣ \_\_\_ What are you going to do on your next vacation? (¿Qué vas a hacer en las próximas vacaciones?)

**Pron. /wat ar iú góin tu dú on ior nekst veikéichon/**

♣ \_\_\_ What are your plans for the next vacation? (¿Cuáles son tus planes para las próximas vacaciones?) Pron. /wat ar ior plans for de nekst veikéichon/

♣ \_\_\_ Where are you going to go? (¿Adónde vas a ir?)

**Pron. /wéar ar iú góin tu góu/**

► Lea ahora este párrafo donde una persona habla de sus planes para las próximas vacaciones. Utilice estas ideas para hablar sobre sus propios planes.

Next summer I am going to have a month's vacation. What are my plans? First, I'm going to go to the beach. What beach? Well, not Varadero, but Ancón, in Trinidad. It's a very good beach and I am going to spend a week there. I'm not going to stay in a hotel because that's very expensive. I am going to rent a room in the city. When I come back from the beach I am going to take it easy at home for a few days, then I'm going to go to a campsite in the mountains. There, I am going to go hiking, swimming maybe I'll go fishing, too. The last week is going to be quieter. I'm just going to visit my friends and relatives and maybe I'll go dancing in the evenings. Who knows?

Well, that's what I have in mind. What about you?

Traducción:

El próximo verano voy a tener un mes de vacaciones. ¿Cuáles son mis planes? Primero, voy a ir a la playa. ¿Qué playa? Bueno, no a Varadero, sino a Ancón, en Trinidad. Es una playa muy buena y voy a pasar una semana allí. No voy a quedarme en un hotel porque eso es muy caro. Voy a alquilar una habitación en la ciudad. Cuando regrese de la playa, voy a relajarme en casa unos cuantos días, luego voy a ir a un campamento / campismo en las montañas. Allí, voy a hacer una caminata, nadar, y quizás vaya a pescar también. La última semana va a ser más tranquila. Sólo voy a visitar mis amigos y parientes y quizás iré a bailar por las noches. ¿Quién sabe?

Bien, eso es lo que tengo en mente. ¿Y tú?



## ● THE SIMPLE PAST TENSE

El pasado simple-pretérito -es el tiempo verbal que utilizamos cuando narramos un hecho o evento que ocurrió en un punto preciso del pasado, un evento o hecho que vemos como concluido, p.ej. “Ayer fui al cine” (I went to the cinema/movies yesterday.)

En inglés existe una única forma para todas las personas gramaticales en el pasado, excepto con el verbo “TO BE” que tiene dos formas: “WAS” y “WERE”. Si queremos conjugar el verbo “TO GO” (Español: IR) en pasado, sólo tenemos que aprender una forma: “WENT”

Ejemplo:

I WENT to the movies. (Yo fui al cine.)

You WENT to the movies. (Tú fuiste al cine.) He WENT to the movies. (Él fue al cine.) She WENT to the movies. (Ella fue al cine.)

We WENT to the movies. (Nosotros fuimos al cine) You WENT to the movies. (Ustedes fueron al cine.)

They WENT to the movies (Ellos / Ellas fueron al cine.)

Como ven, la forma verbal es solamente una, pero precisamente por eso no podemos omitir el pronombre como hacemos en español: cuando decimos “Fui al cine” todos saben que el sujeto de la oración es “Yo”; pero en inglés es necesario utilizar el sujeto para que se sepa de quién se habla.

Ahora bien, existe un grupo de verbos que forman su pasado añadiendo “ed” al verbo en su forma básica. Por ejemplo, el pasado del verbo “work” (trabajar) es “worked”, el pasado del verbo “visit” (visitar) es “visited”, y así sucesivamente. Estos verbos que siguen una regla, una regularidad para formar su pasado, son llamados “verbos regulares” y constituyen la mayoría de los verbos existentes; pero aquellos que no siguen esta regla, como el caso con el que comenzamos (go – went), que son los llamados “verbos irregulares”, son quizás los más frecuentes en su utilización.

SIMPLE PAST TENSE (Pasado Simple)		
MODO AFIRMATIVO	MODO INTERROGATIVO	MODO NEGATIVO
<b>I played</b> Yo jugué	<b>Did I play?</b> ¿Jugué yo?	<b>I did not play</b> Yo no jugué
<b>You played</b> Tú jugaste	<b>Did you play?</b> ¿Jugaste tú?	<b>You did not play</b> Tú no jugaste
<b>He played</b> Él jugó	<b>Did he play?</b> ¿Jugó él?	<b>He did not play</b> Él no jugó
<b>She played</b> Ella jugó	<b>Did she play?</b> ¿Jugó ella?	<b>She did not play</b> Ella no jugó
<b>It played</b> Él/Ella jugó	<b>Did it play?</b> ¿Jugó él / ella?	<b>It did not play</b> Él / Ella no jugó
<b>We played</b> Nosotros jugamos	<b>Did we play?</b> ¿Jugamos nosotros?	<b>We did not play</b> Nosotros no jugamos
<b>You played</b> Ustedes jugaron	<b>Did you play?</b> ¿Jugaron ustedes?	<b>You did not play</b> Ustedes no jugaron
<b>They played</b> Ellos jugaron	<b>Did they play?</b> ¿Jugaron ellos?	<b>They did not play</b> Ellos no jugaron

## PRONUNCIACIÓN DE LA –ED EN LOS VERBOS REGULARES.

Aunque todos los verbos regulares terminan en “ed”, esta escritura puede tener tres pronunciaciones diferentes según el caso, o sea, puede pronunciarse como /t/, como /d/ o como una sílaba extra:

/id/ o /ed/.

Verbos en los que la “ed” se pronuncia como /t/:

work - worked /werk<sup>t</sup>/, look - looked /lʊk<sup>t</sup>/, book - booked /bʊk<sup>t</sup>/, cook - cooked /kʊk<sup>t</sup>/, y muchos otros como washed, watched, poached, picked, chopped, liked, mixed etc., cuyas formas básicas serían wash, watch, poach, pick, chop, like, mix.

Se trata de aquellos verbos que terminan en un sonido “sordo”, es decir, un sonido que no produce vibración en las cuerdas vocales, lo cual podemos constatar al poner nuestros dedos ligeramente sobre la garganta, donde se encuentra la “nuez de Adán” en los hombres. Observen como el verbo mantiene la misma cantidad de sílabas que el verbo en su forma básica: “work” tiene sólo una sílaba y lo mismo ocurre con “worked”.

Verbos en los que la “ed” se pronuncia como /d/: prepare - prepared /prɪpərd/, kill - killed /kɪld/, y todos aquellos que terminen en su forma básica en un sonido “sonoro”, o sea, un sonido que percibimos como una ligera vibración al poner nuestros dedos en la posición que señalamos anteriormente. P. ej., love – loved, live – lived, move – moved, listen – listened, y todos los que terminan en sonido vocálico: play - played, study - studied, agree – agreed, etc.

Verbos en los que la “ed” se pronuncia como una sílaba extra /id/ o /ed/: decide – decided /dɪsáɪdɪd – dɪsáɪdɪd/, need – needed /níded – nídid / y todos aquellos cuyo último sonido en su forma básica es

/t/ o /d/, Ej., decide – decided, act – acted, want – wanted, y algunos otros.

Queremos recordar que salvo estos verbos, los cuales añaden una sílaba en pasado, todos los demás mantienen la misma cantidad de sílabas que tienen en la forma básica.

En la página siguiente le ofrecemos una pequeña lista de verbos agrupados según la pronunciación de la “ed” de manera que usted pueda recordarlos mejor. La traducción se la ofrecemos en infinitivo, no enpretérito.

<i>/t/</i>	<i>/d/</i>	<i>/ed/ o /id/</i>
Asked (preguntar, pedir)	answered (responder)	Accepted (aceptar)
Cooked (cocer, cocinar)	fried (freir)	acted (actuar)
kissed (besar)	killed (matar)	Dictated (dictar)
liked (gustar)	lived (vivir)	decided (decidir)
looked (observar, mirar)	loved (amar)	Hated (odiar)
picked (recoger)	played (jugar, tocar Ej. un instrumento)	manifested (manifestar)
pronounced (pronunciar)	prepared (preparar)	needed (necesitar)
watched (mirar, vigilar)	sauteed (saltar)	Objected (objetar, estar en contra)
washed (lavar)	stayed (permanecer, quedarse)	visited (visitar)
worked (trabajar)	studied (estudiar)	wanted (querer)



► ORACIONES INTERROGATIVAS EN PASADO SIMPLE (PRETÉRITO)

Para el caso de las oraciones interrogativas conviene recordar lo que estudiamos para los verbos en presente. ¿Recuerdan que en ese tiempo verbal utilizábamos los auxiliares DO y DOES –en el caso de la tercera persona del singular (he, she, it) y entonces el verbo principal quedaba en su forma básica? Pues bien, con el pretérito sucede algo similar, salvo que en este caso habrá un único auxiliar para todas las personas gramaticales. Ese verbo auxiliar es “DID”. Veamos algunos ejemplos con preguntas y respuestas:

\_\_\_Where DID you GO last night? \_\_\_I WENT to a concert.

(\_\_\_¿Adónde fuiste anoche?\_\_\_\_\_Fui a un concierto.)

\_\_\_What DID you DO last weekend?\_\_\_\_\_I just STAYED home and WATCHED TV.

(¿Qué hiciste el pasado fin de semana?\_\_\_\_\_Sólo me quedé en casa y miré la televisión.)

\_\_\_Did you STUDY for the examination?\_\_\_\_\_Oh, yes, I STUDIED a lot.

(¿Estudiaste para el examen?\_Oh, sí. Estudié mucho.)

► Ahora veamos algunas oraciones negativas:

I DID NOT STUDY for the examination, so I'll probably fail.

(No estudié para el examen, así que probablemente desaprobaré.)

Recuerde que en lenguaje oral DID NOT generalmente se contrae a DIDN'T:

I DIDN'T WATCH TV last night. I WAS too tired.

(No miré la televisión anoche. Estaba muy muy cansado/a.)

My wife DIDN'T COOK dinner yesterday because she WAS angry with me.

(Mi esposa no cocinó la cena anoche porque estaba enojada conmigo.)

Resumiendo, podemos decir que sólo utilizaremos la forma del verbo en pasado en las oraciones afirmativas, ya que tanto en las interrogativas como en las negativas el verbo auxiliar DID es el encargado de marcar el pasado.

En el caso del pasado del verbo TO BE, recuerde que el auxiliar no se utiliza en las oraciones interrogativas o negativas, sino que, en las interrogativas se cambia la posición del verbo en la oración, es decir, se pone el verbo delante del sujeto, y en las negativas sólo se pone la negación NOT detrás del verbo.

AFIRMATIVA: She WAS a waitress here. (Ella era / fue dependiente aquí.)

INTERROGATIVA: WAS she a waitress? (¿Era / fue ella dependiente?)

NEGATIVA: She WASN'T a waitress here, she WAS just a trainee. (Ella no era / fue dependiente. Ella sólo era / fue una adiestrada.)

ENGLISH GRAMMAR		<b>WAS - WERE SHORT ANSWERS</b>		Woodward ENGLISH
	PRESENT	Are you happy?	Yes, I am.	
	PAST	Were you happy?	Yes, I was.	
EXAMPLE QUESTIONS	AFFIRMATIVE SHORT ANSWERS		NEGATIVE SHORT ANSWERS	
Was I correct? Was I early?	Yes, you were.		No, you weren't.	
Were you busy yesterday? Were you cold last night?	Yes, I was.		No, I wasn't.	
Were you and John ready? Were you both embarrassed?	Yes, we were.		No, we weren't.	
Were they hungry? Were Mike and Jack worried?	Yes, they were.		No, they weren't.	
Was he late again? Was Steve frustrated?	Yes, he was.		No, he wasn't.	
Was she a good student? Was Mary at home last night?	Yes, she was.		No, she wasn't.	
Was it difficult? Was your dog sick last week?	Yes, it was.		No, it wasn't.	
www.grammar.cl		www.woodwardenglish.com		www.vocabulary.cl

► Por último, veamos algunos verbos irregulares. Estos hay que aprenderlos de memoria.

BE (AM, IS, ARE)(ser, estar)	WAS, WERE
CUT (cortar)	CUT (se mantiene igual para el pasado)
DO (hacer)	DID
DRINK (beber)	DRANK
EAT (comer)	ATE
FIGHT (luchar, pelear)	FOUGHT
GET (llegar, obtener, conseguir)	GOT
GO (ir)	WENT
MAKE (hacer)	MADE
READ (leer) /ri:d/	READ /red/ (igual escritura)
SEE (ver)	SAW
SLEEP (dormir)	SLEPT
SWEEP (barrer)	SWEPT
TAKE (tomar, coger)	TOOK
TEACH (enseñar)	TAUGHT
THINK (pensar)	THOUGHT

☺ Utilizamos el pasado simple cuando narramos un evento pasado, por ejemplo, lo que hicimos el fin de semana pasado, las vacaciones pasadas, etc.

♣ What did you do last weekend? (¿Qué hiciste el pasado fin de semana?) Pron. /wat did yú dú last wikénd/

♣ Did you go out last weekend? (¿Saliste el fin de semana pasado?) Pron. /did yú góu áut last wikénd/

♣ Where did you go? (¿Adónde fuiste?) Pron. /wéar did yú góu/

♣ Did you have a good time? (¿La pasaste bien? / ¿Pasaste un buen rato?) Pron. /did yú jav e gud táim/

♣ What did you do on your last vacation? (¿Qué hiciste en tus vacaciones pasadas?) Pron. /wat did yú dú on ior last veikéichon/

♣ Did you do anything interesting on your vacation? (¿Hiciste algo interesante en tus vacaciones?)

**Pron. /did yú dú é nizín íntrestin on ior veikéichon/**

♣ Did you enjoy yourself? (¿Te divertiste?) Pron. /did yú enyóí iorsélf/

► Posibles respuestas:

\_\_\_I went to the movies last weekend. (Fui al cine el fin de semana pasado.) Pron. /ai went tu de múvis last wikénd/

\_\_\_I went out with some friends. (Salí con algunos amigos/as) Pron. /ai went áut wiz som frends/

\_\_\_I saw a movie. (Vi una película.) Pron. /ai só e múvi/

\_\_\_I went dancing. (Fui a bailar.) Pron. /ai wentdánsin/

\_\_\_I went to the beach. (Fui a la playa.) /ai went tu de bích/

\_\_\_I went to a disco (...a una discoteca.) /...tu edískou/

\_\_\_I went to a restaurant (...a un restaurante.) /...tu e réstorant/

\_\_\_I went to the park (...al parque.) /...tu de park/

\_\_\_I had a great time. (La pasé muy bien. Lit: Tuve un gran tiempo.) Pron. /ai jad e gréit táim/

\_\_\_I visited my friends and relatives. (Visité mis amigos y parientes.) Pron. /ai vísited mai frends andrélativs/

**Past Simple**  
**WAS, WERE, REGULAR VERBS**

- It ..... the race so she ..... swimming as fast as she could. (be, start)
- ..... you ..... TV yesterday? (watch)
- I ..... my teeth and I ..... my hair an hour ago. (brush, wash)
- Mike ..... his room last Saturday. (tidy)
- She ..... when she ..... her ankle. (cry, twist)
- They ..... very tired because their journey ..... very long. (be, be)
- It ..... very late so she ..... to the bus stop. (be, rush)
- I ..... my homework two hours ago. (finish)
- We ..... sleepy so we ..... to go to sleep. (not be, not want)
- My parents ..... to buy a new car. (decide)
- ..... you ..... me yesterday? (call)
- She ..... me a few minutes ago. (text)
- We ..... tennis in our PE lesson last week. (play)
- Why ..... you ..... off the computer? (switch)
- We ..... the Internet to do our project. (use)
- Where ..... you an hour ago? (be)
- My cat ..... a tree in the morning. (climb)
- I ..... to eat anything for breakfast. I ..... hungry. (not want, not be)
- Somebody ..... on the door and we ..... scared. (knock, be)
- ..... you ..... your dog in the afternoon? (walk)

iSLCollective.com

## ● TAREAS DOMÉSTICAS

\_\_\_I did the house chores. (Hice las labores domésticas.) Pron. /ai did de jáus chors/

\_\_\_I made the beds (Tendí las camas. Literalmente: Hice las camas.) Pron. /ai méid de beds/

\_\_\_I swept the floor. (Barrí el piso.) Pron. /ai suépt de flor/

\_\_\_I cooked / made breakfast / lunch / dinner. (Cociné / Hice el desayuno / el almuerzo / la comida.)

**Pron. /ai kukt – méid bréikfast – lonch – díner/**

\_\_\_I cleaned my house. (Limpié mi casa.) Pron. /ai klind mai jáus/

\_\_\_I did the laundry. (Lavé. *Literalmente:* Hice el lavado.) Pron. /ai did de lóndri/

\_\_\_I ran some errands. (Hice algunos mandados.) Pron. /ai ran som érand/

\_\_\_I did the ironing. (Planché. *Literalmente:* Hice el planchado.) Pron. /ai did de áironin/

\_\_\_I did the dishes. (Fregué los platos. *Literalmente:* Hice los platos.) Pron. /ai did de díches/

Veamos ahora esta descripción en forma de párrafo con los mismos verbos que vimos en la descripción de una rutina en presente simple

I woke up at 5:00 and got up immediately.

I brushed my teeth, washed up and got dressed. Then, I had breakfast.

At 7:30 I went to work.

I worked from 8:00 until 5:00. I had lunch at work. When I finished work, I went back home.

At home, I cooked dinner, cleaned the house and took a shower. Then I had dinner and after that I watched TV.

I went to bed around 11:00.

### Traducción:

Me desperté a las 5:00 y me levanté inmediatamente.

Me cepillé los dientes, me lavé y vestí. Entonces desayuné. A las 7:30 fui para el trabajo.

Trabajé desde las 8:00 hasta las 5:00. Almorcé en el trabajo. Cuando terminé el trabajo regresé a casa.

En casa, cociné la comida, limpié la casa y tomé una ducha. Luego comí y después miré la TV.

Me acosté / fui a la cama sobre las 11:00.

#### Pronunciación:

*/ai woukóp at fáiv and goróp imídiatli – ai brocht mai tiz, wocht óp and got drest – den ai had bréikfast – at seven zérti ai went tu werk – ai werkt from iléven ontúl faiv – ai jad lonch at werk – wen ai fínicht werk ai went bak jóum – at jóum ai kukt díner, klínd de jáus and tuk e cháuer – den ai jad díner and áfter dat ai wacht tiví*

*– ai went tu bed aráund iléven/*

#### ◆ Sugerencia para la práctica oral:

Entable una conversación con su compañero/a acerca de lo que ustedes hicieron realmente el pasado fin de semana.

Estas frases le serán de utilidad:

- Where did you go?
- Did you do anything special (this weekend)?
- Did you go to a party?
- How was it? / Was it any good?
- Did you have fun / enjoy yourself / have a good time?
- Did you like it?
- How did you like it?
- It was excellent / terrific / wonderful / nice, etc.
- It was terrible / awful / boring / disgusting, etc.

#### **PRESENT PERFECT:**

- Se forma con el verbo TO HAVE (que funciona como verbo auxiliar) + el participio de pasado del verbo principal. ( Recuerda que hay dos tipos de verbos en inglés: *verbos regulares*, que forman el participio añadiendo –ed al infinitivo, y *verbos irregulares*, en este caso el participio de pasado es la tercera columna de la lista de verbos.
- Se utiliza para expresar acciones que empezaron en el pasado y continúan en el presente, o si

bien la acción ya ha acabado, el resultado de la misma lo vemos en el presente.

#### ESTRUCTURAS:

##### O. AFIRMATIVAS:

SUJETO + HAVE/HAS + PARTICIPIO PASADO VB + COMPLEMENTOS:

Ej: I work in a bank. I *have worked* there for  
10 years. (Trabajo en un banco. He  
trabajado allí durante 10 años)

##### O. NEGATIVAS:

SUJETO + HAVEN'T / HASN'T + PART. PASADO VB + COMPLEMENTOS

Ej: She is reading a book. She *hasn't finished* it yet.  
(Ella está leyendo un libro. No lo ha  
terminado todavía)

##### O. INTERROGATIVAS:

HAVE / HAS + SUJETO + PART. PASADO VB + COMPLEMENTOS?

Ej: *Have you ever been to*  
London? (¿Has estado  
alguna vez en Londres?)

Suele aparecer con expresiones de tiempo como SINCE, FOR ( En respuesta a preguntas con HOW LONG?) Ej: I have worked here since 1976

How long have you met him? I have met him for several years.

Otras expresiones de tiempo que aparecen con el PRESENT PERFECT:

#### **JUST: ACABO DE**

Se utiliza en oraciones afirmativas y va colocado delante del verbo principal.

Ej: Have you seen Paul? He has just arrived (¿Has visto a Paul? Acaba de llegar.

#### **ALREADY: YA**

Se utiliza en oraciones afirmativas y va colocado delante del verbo principal: Ej: Would you like to see *Titanic*? I'm sorry, I've already seen it.

(¿Te gustaría ver *Titanic*? Lo siento, ya la he visto)

#### **YET: TODAVIA NO**

Se utiliza en oraciones negativas, y va colocado al final de la oración: Ej: Have you read the book? No, I'm sorry, I haven't started it yet.

Has leído el libro? No, lo siento, no lo he empezado todavía.

**EVER: ¿ALGUNA VEZ?**

Se utiliza en oraciones interrogativas, va colocado delante del verbo principal:

Ej: Have you ever tried Japanese food? No, not yet.

(¿ Has probado alguna vez la comida japonesa? No, todavía no.

**SOMEBODY/ SOMEONE ( ALGUIEN) y SOMETHING (ALGUNA COSA)** son 3ª persona del singular, tienen que ir por tanto seguidos de HAS.

**EJERCICIOS:**

A) Complete the sentences with a verb from the list. Use the present perfect ( have / has + the past participle of the verb)

Break buy finish do go go lose paint read take

1. Are they still having dinner? No, they -----
2. I ----- some new shoes. Do you want to see them?
3. Is Tom here? No, he -----to work.
4. ----- you -----the shopping? No, I'm going to do it later.
5. Where is your key? I don't know. I----- it.
6. Look! Somebody ----- the window.
7. Your house looks different. ----- you-----it?
8. I can't find my umbrella. Somebody -----it.
9. I'm looking for Sarah. Where ----- she ----?
10. Do you want the newspaper? No, thanks, I -----it.

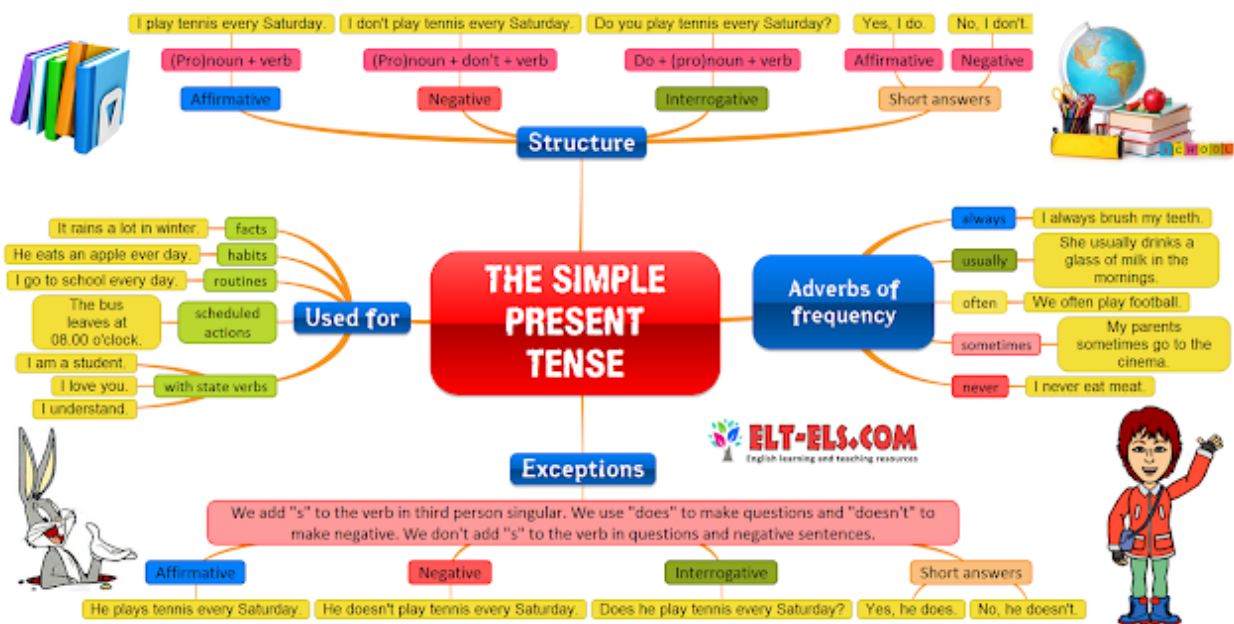
B) Complete the exercise with FOR or SINCE:

1. She has been in London-----Monday.
2. She has been in London-----4 days.
3. Mike has been ill ----- a long time. He has been in hospital--October.
4. My aunt has lived in Australia----- 15 years.
5. Nobody lives in that house. It has been empty -----years.
6. Mrs Harris is in her office. She has been there -----7 o'clock.
7. India has been an independent country ----- 1947.
8. The bus is late. We have been waiting -----20 minutes.



Present perfect or simple past? Pay special attention to expressions of time, such as yesterday, ever... they will give you the clue to know the tense you have to use.

- 1) My friend is a writer. He (write)----- many books.
- 2) We (not have) ----- a holiday last year.
- 3) I (play) -----tennis yesterday afternoon.
- 4) What time ( you go)-----to bed last night?
- 5) (you ever meet) -----a famous person?
- 6) The weather ( not be) -----very good yesterday.
- 7) My hair is wet. I ( just wash)----- it.
- 8) I (wash) -----my hair before breakfast his morning.
- 9) Kathy travels a lot. She (visit) -----many countries.
- 10) Is Sonia here? No, she ( not come ) ----- yet.
- 11) (you ever be) ----- to Florida? Yes, we ( go)----- There on holiday two years ago.
- 12) Where is Alan? (you see him) -----?Yes, he ( go)- out a few minutes ago.



✓ UNIDAD 2

## WOULD RATHER

**I would rather** ('I prefer', 'I would prefer') is used as a modal auxiliary verb:

**I would rather** (or **I'd rather**) **stay with you.** I would prefer to stay with you.

**What would you rather do instead?** What would you prefer to do instead?

**She'd rather not see me.** She'd be happier not to see me.

**Wouldn't you rather stay on the beach?** Wouldn't you like it better if we stayed on the beach?

• **Would rather** is often followed by a past subjunctive (which is conjugated with the past simple, except for 'to be'):

**I'd rather (that) you came another time.** I'd prefer you to come another time.

**She would rather (that) he weren't so angry.** She would prefer him to be less angry.

**Bruno would rather (that) Icarus didn't stay so late at the office.** Bruno would be happier if Icarus didn't stay so late at the office.

Note: The verb **to prefer** is a synonym of **would rather**, but has a slightly more formal, impersonal tone.

### Specific preferences: *would prefer, would rather*

When we speak about a specific preference (our preference now), **would rather** and **would prefer** have the same meaning and are interchangeable.

**Would rather** can be abbreviated to **'d rather**. **Would prefer** can be abbreviated to **'d prefer**:

- *We went to the theatre yesterday; today I **would rather** go to the cinema.*
- *We went to the theatre yesterday; today I **would prefer** to go to the cinema.*
- *... **I'd rather** go to the cinema.*
- *... **I'd prefer** to go to the cinema.*

**Would rather** is followed by the **infinitive without to**.

**Would prefer** is followed by **to + infinitive** or a noun:

- *I'd rather **have** fruit juice.*
- *I'd prefer **to have** fruit juice.*

- *I'd prefer fruit juice.* (noun, no verb)

We say **would rather . . . than**.

We say **would prefer . . . rather than** or **would prefer . . . instead of**:

- *It's such nice weather – I'd rather sit in the garden **than** watch TV.*
- *It's such nice weather – I'd **prefer** to sit in the garden **rather than** watch TV.*
- *It's such nice weather – I'd **prefer** to sit in the garden **instead of** watching TV.*

We use a **past tense after would rather** when we speak about the actions of other people, even though that action may be in the present or future:

- *I'd rather **you took** a taxi (instead of walking) – it's not safe on the streets at night.*
- *The film is quite violent. I'd rather our children **didn't watch** it.*

### **General preferences: prefer, would rather**

When we talk about general preferences, we can use **prefer** or **would rather** (but not ~~would prefer~~). **Prefer** and **would rather** have the same meaning:

- *I **prefer** walking to cycling.*
- *I **would rather** walk than cycle.*

After **prefer** we use the verb in the **-ing** form. After **would rather** we use the **infinitive without to**:

- *I **prefer using** a keyboard to writing with a pen.*
- *I'd rather **use** a keyboard than write with a pen. (I'd = I would)*

We say **prefer . . . to**, but **would rather . . . than**:

- *I **prefer** walking **to** driving.*
- *I'd rather walk **than** drive*

Choose the best answer to fill the gap in each of the following:

1. I prefer coffee \_\_\_\_\_ tea.  
a. to    b. than    c. from
2. I don't fancy the theatre again. I'd rather \_\_\_\_\_ to the cinema.  
a. to    b. go    c. going
3. Although I love relaxing on beaches, I think I prefer \_\_\_\_\_ in the mountains.  
a. walk    b. walking
4. I'd rather speak to him in person \_\_\_\_\_ things over the phone.  
a. than discuss    b. to discussing    c. to discuss
5. I prefer trains \_\_\_\_\_ cars.  
a. from    b. than    c. to
6. I'm not a big fan of cars; I prefer \_\_\_\_\_ by train.  
a. travelling    b. travel
7. If I had a choice I think I'd rather \_\_\_\_\_ London.  
a. live in Paris than in    b. live in Paris to    c. to live in Paris than
8. They'd rather have lunch inside, but I'd prefer \_\_\_\_\_ outside in the garden.  
a. eat    b. eating    c. to eat

1. I prefer coffee **to** tea. (a.)
2. I don't fancy the theatre again. I'd rather **go** to the cinema. (b.)
3. Although I love relaxing on beaches, I think I prefer **walking** in the mountains. (b.)
4. I'd rather speak to him in person **than discuss** things over the phone. (a.)
5. I prefer trains **to** cars. (c.)
6. I'm not a big fan of cars; I prefer **travelling** by train. (a.)
7. If I had a choice I think I'd rather **live in Paris than in** London. (a.)
8. They'd rather have lunch inside, but I'd prefer **to eat** outside in the garden. (c.)

### ➤ UNIDAD 3

#### PAST CONTINUOUS VS SIMPLE PAST TENSE AND PAST CONTINUOUS

The most common use of the **past continuous** tense is to talk about something that was happening around a particular time in the past.

*What were you doing at 8 o'clock last night? I was watching television.*

I started watching television before 8 o'clock and I continued watching it after 8 o'clock.

*In 1994 he was working in a small town in Poland.*

*At 6 o'clock on Saturday morning we were travelling to the airport.*

2. We often use the **past continuous** and the **past simple** tense together. When this happens, the **past continuous** describes a longer, 'background' action or situation and the **past simple** describes the action or events.

*When I woke up this morning it was raining and my father was singing in the kitchen.*

*I was walking home, whistling happily, when I saw two masked men run out of the bank.*

Often, the 'action' described by the **past simple** tense *interrupts* the 'situation' described by the **past continuous** tense.

*I broke my leg when I was skiing.*

*I was playing a computer game when the doorbell rang.*

Notice that the **past continuous** describes 'situations' that go on for some time – 'skiing' and 'playing' but the **past simple** describes 'actions' that happen quickly – 'broke' and 'rang'.

Notice too the important difference between these two sentences.

*When they arrived, Jeff was cooking dinner.* Jeff started cooking before they arrived.

When they arrived, Jeff cooked dinner. Jeff started cooking dinner after they arrived.

## Use of the *Past Progressive*

### 1.1. actions were in progress at a special time in the past

Peter **was reading** a book yesterday evening.

### 1.2. two actions were happening at the same time (the actions do not influence each other)

Anne **was writing** a letter while Steve **was reading** the New York Times.

### 1.3. together with *Simple Past*

While we **were sitting** at the breakfast table, the telephone **rang**.

### 1.4. repeated actions irritating the speaker (with *always, constantly, forever*)

Andrew **was** always **coming** late.

## 2. Signal words

**while**

## 3. Form

to **be (was, were)** + **infinitive** + **-ing**

## 4. Examples

### 4.1. Affirmative sentences in the *Past Progressive*

Long forms	Contracted forms
I <b>was playing</b> football.	
You <b>were playing</b> football.	not possible
He <b>was playing</b> football.	

### 4.2. Negative sentences in the *Past Progressive*

Long forms	Contracted forms
I <b>was not playing</b> football.	I <b>wasn't playing</b> football.
You <b>were not playing</b> football.	You <b>weren't playing</b> football.
He <b>was not playing</b> football.	He <b>wasn't playing</b> football.

#### 4.3. Questions in the *Past Progressive*

Long forms	Contracted forms
<b>Was I playing</b> football?	
<b>Were you playing</b> football?	not possible
<b>Was he playing</b> football?	

#### What are signal words for the *Past Progressive*?

Signal words tell you what tense you have to use. In the *Past Progressive* we often use a period of time. A typical signal word is **while**. The *Past Progressive* is frequently used in sentences together with the *Simple Past*.

**while** (In this part of the sentence we usually use *Past Progressive*.)

**While** we **were watching** TV, Andy **was surfing** the internet.

**when** (In this part of the sentence we usually use the *Simple Past*. The *Past Progressive* is used in the other part of the sentence.)

The ladies **were talking when** the accident **happened**.

#### How to use *do* and *have* in *Past Progressive*

##### 1. *do* as a main verb

Pronouns	Affirmative sentences	Negative sentences	Questions
I	I <b>was doing</b> an exercise.	I <b>was not doing</b> an exercise.	<b>Was I doing</b> an exercise?
you	You <b>were doing</b> an exercise.	You <b>were not doing</b> an exercise	<b>Were you doing</b> an exercise?
he, she, it	He <b>was doing</b> an exercise.	He <b>was not doing</b> an exercise.	<b>Was he doing</b> an exercise?
we, you, they	They <b>were doing</b> an exercise.	They <b>were not doing</b> an exercise.	<b>Were they doing</b> an exercise?

## 2. *have* as a main verb

Pronouns	Affirmative sentences	Negative sentences	Questions
I	I <b>was having</b> a bath.	I <b>was not having</b> a bath.	<b>Was I having</b> a bath?
you	You <b>were having</b> a bath.	You <b>were not having</b> a bath.	<b>Were you having</b> a bath?
he, she, it	He <b>was having</b> a bath.	He <b>was not having</b> a bath.	<b>Was he having</b> a bath?
we, you, they	They <b>were having</b> a bath.	They <b>were not having</b> a bath.	<b>Were they having</b> a

## Present Perfect Continuous Forms

The present perfect continuous is formed using *has/have* + *been* + **present participle**. Questions are indicated by inverting the subject and *has/have*. Negatives are made with *not*.

- Statement: You **have been waiting** here for two hours.
- Question: **Have you been waiting** here for two hours?
- Negative: You **have not been waiting** here for two hours.

## Present Perfect Continuous Uses

### USE 1 Duration from the Past Until Now





We use the present perfect continuous to show that something started in the past and has continued up until now. "For five minutes," "for two weeks," and "since Tuesday" are all durations which can be used with the present perfect continuous.

Examples:

- They **have been talking** for the last hour.
- She **has been working** at that company for three years.
- What **have you been doing** for the last 30 minutes?
- James **has been teaching** at the university since June.
- We **have been waiting** here for over two hours!
- Why **has Nancy not been taking** her medicine for the last three days?

## USE 2 Recently, Lately



You can also use the present perfect continuous WITHOUT a duration such as "for two weeks." Without the duration, the tense has a more general meaning of "lately." We often use the words "lately" or "recently" to emphasize this meaning.

Examples:

- Recently, I **have been feeling** really tired.
- She **has been watching** too much television lately.
- **Have you been exercising** lately?
- Mary **has been feeling** a little depressed.
- Lisa **has not been practicing** her English.
- What **have you been doing**?

## IMPORTANT

Remember that the present perfect continuous has the meaning of "lately" or "recently." If you use the present perfect continuous in a question such as "Have you been feeling alright?", it can suggest that the person looks sick or unhealthy. A question such as "Have you been smoking?" can suggest that you smell the smoke on the person. Using this tense in a question suggests you can see, smell, hear or feel the results of the action. It is possible to insult someone by using this tense incorrectly.

## REMEMBER Non-Continuous Verbs/ Mixed Verbs

It is important to remember that non-continuous verbs cannot be used in any continuous tenses. Also, certain non-continuous meanings for mixed verbs cannot be used in continuous tenses. Instead of using present perfect continuous with these verbs, you must use present perfect.

Examples:

- Sam **has been having** his car for two years. *Not Correct*
- Sam **has had** his car for two years. *Correct*

## ADVERB PLACEMENT

The examples below show the placement for grammar adverbs such as: always, only, never, ever, still, just, etc.

Examples:

- You have **only** been waiting here for one hour.
- Have you **only** been waiting here for one hour?

## ACTIVE / PASSIVE

Examples:

- Recently, John **has been doing** the work. *Active*
- Recently, the work **has been being done** by John. *Passive*

NOTE: Present perfect continuous is less commonly used in its passive form.

EXERCISE: FILL IN THE BLANKS.

**Mr. Smith:** So tell me a little bit about yourself, Mr. Harris. I would like to find out a little bit more about your background.

**Mr. Harris:** I (work)  in the insurance industry for over ten years. I worked for Met Life for six years and World Insurance for four and a half. During that time, I heard many good things about Hollings Life Insurance and that's why I (apply)  for the new sales position.

**Mr. Smith:** Tell me a little about your hobbies and interests.

**Mr. Harris:** In my spare time, I hike in the mountains outside of town, volunteer at the Sierra Club and play tennis. In fact, I (compete)  in a tennis tournament this weekend.

**Mr. Smith:** Really, how long (you, play)  tennis ?

**Mr. Harris:** I (play)  since high school. I love the sport.

**Mr. Smith:** Great! We like dedication here at Hollings Life. You mentioned you volunteer at the Sierra Club. I (work, currently)  with them on the sea turtle project. We (try)  to create a wildlife sanctuary near the bay.

**Mr. Harris:** Do you know Frank Harris? He's my brother. He (work, presently)  on the same project.

**Mr. Smith:** I know Frank quite well. Any brother of Frank's would be a welcome addition to Hollings Life. Just one more thing, we (look)  for somebody who is fluent in Spanish; many of our clients are from Mexico.

**Mr. Harris:** No problem. I (study)  Spanish since elementary school.

**Mr. Smith:** Sounds like you are the perfect candidate

## ➤ UNIT 3

### MODALS VERBS AND ADVERBS.

The modal verbs include *can, must, may, might, will, would, should*. They are used with other verbs to express ability, obligation, possibility, and so on. Below is a list showing the most useful modals and their most common meanings:

Modal	Meaning	Example
-------	---------	---------

can	to express ability	I <i>can</i> speak a little Russian.
can	to request permission	<i>Can</i> I open the window?
may	to express possibility	I <i>may</i> be home late.
may	to request permission	<i>May</i> I sit down, please?
must	to express obligation	I <i>must</i> go now.
must	to express strong belief	She <i>must</i> be over 90 years old.
should	to give advice	You <i>should</i> stop smoking.
would	to request or offer	<i>Would</i> you like a cup of tea?
would	in if-sentences	If I were you, I <i>would</i> say sorry.

Modal verbs are unlike other verbs. They do not change their form (spelling) and they have no infinitive or participle (past/present). The modals *must* and *can* need substitute verbs to express obligation or ability in the different tenses. Here are some examples:

<i>Past simple</i>	Sorry I'm late. I had to finish my math test.
<i>Present perfect</i>	She's had to return to Korea at short notice.
<i>Future</i>	You'll have to work hard if you want to pass the exams.
<i>Infinitive</i>	I don't want to have to go.
<i>Past simple</i>	I couldn't/wasn't able to walk until I was 3 years old.
<i>Present perfect</i>	I haven't been able to solve this problem. Can you help?
<i>Future</i>	I'm not sure if I will be able to come to your party.
<i>Infinitive</i>	I would love to be able to play the piano.

Modals are auxiliary verbs. They do not need an additional auxiliary in negatives or questions. For example: *Must I come?* (~~Do I must come?~~), or: *He shouldn't smoke* (~~He doesn't should smoke~~).

**Important:** The explanations and examples on this page are just an introduction to this extensive and complex area of English grammar. Students of English who want to learn more should consult a good reference work, such as *Swan's Practical English Usage*.

### 1. can

Use	Examples
ability to do sth. in the present (substitute form: to be able to)	I <b>can speak</b> English.
permission to do sth. in the present (substitute form: to be allowed to)	<b>Can I go</b> to the cinema?
Request	<b>Can you wait</b> a moment, please?
Offer	I <b>can lend</b> you my car till tomorrow.

Use	Examples
Suggestion	<b>Can</b> we <b>visit</b> Grandma at the weekend?
Possibility	It <b>can get</b> very hot in Arizona.

## 2. could

Use	Examples
ability to do sth. in the past (substitute form: to be able to)	I <b>could speak</b> English.
permission to do sth. in the past (substitute form: to be allowed to)	I <b>could go</b> to the cinema.
polite question *	<b>Could</b> I <b>go</b> to the cinema, please?
polite request *	<b>Could</b> you <b>wait</b> a moment, please?
polite offer *	I <b>could lend</b> you my car till tomorrow.
polite suggestion *	<b>Could</b> we <b>visit</b> Grandma at the weekend?
possibility *	It <b>could get</b> very hot in Montana.

## 3. may

Use	Examples
possibility	It <b>may rain</b> today.

Use	Examples
permission to do sth. in the present (substitute form: to be allowed to)	<b>May</b> I go to the cinema?
polite suggestion	<b>May</b> I help you?

#### 4. *might*

Use	Examples
possibility (less possible than may) *	It <b>might</b> rain today.
hesitant offer *	<b>Might</b> I help you?

#### 5. *must*

Use	Examples
force, necessity	I <b>must</b> go to the supermarket today.
possibility	You <b>must</b> be tired.
advice, recommendation	You <b>must</b> see the new film with Brad Pitt.

#### 6. *must not/may not*

Use	Examples
prohibition (must is a little stronger)	You <b>mustn't</b> work on dad's computer.

Use	Examples
	You <b>may not work</b> on dad's computer.

### 7. need not

Use	Examples
sth. is not necessary	I <b>needn't go</b> to the supermarket, we're going to the restaurant tonight.

### 8. ought to

similar to *should* – *ought to* sounds a little less subjective

Use	Examples
advice	You <b>ought to drive</b> carefully in bad weather.
obligation	You <b>ought to switch</b> off the light when you leave the room.

### 9. shall

used instead of *will* in the 1st person

Use	Examples
suggestion	<b>Shall I carry</b> your bag?

### 10. should

Use	Examples
-----	----------

Use	Examples
advice	You <b>should drive</b> carefully in bad weather.
obligation	You <b>should switch</b> off the light when you leave the room.

## 11. will

Use	Examples
wish, request, demand, order (less polite than would)	<b>Will</b> you please <b>shut</b> the door?
prediction, assumption	I think it <b>will rain</b> on Friday.
promise	I <b>will stop</b> smoking.
spontaneous decision	Can somebody drive me to the station? - I <b>will</b> .
habits	She's strange, she' <b>ll sit</b> for hours without talking.

## 12. would

Use	Examples
wish, request (more polite than will)	<b>Would</b> you <b>shut</b> the door, please?
habits in the past	Sometimes he <b>would bring</b> me some flowers.

## GERUNDS AND QUANTIFIERS.

We use gerunds (verb + ing):

After **certain verbs** - I **enjoy singing**

After prepositions - I drank a cup of coffee **before leaving**

As the subject or object of a sentence - **Swimming** is good exercise

We use 'to' + infinitive:

After **certain verbs** - We **decided to leave**

After many adjectives - It's **difficult to get** up early

**- I came to London to study English**

**We use the bare infinitive (the infinitive without 'to'):**

**After modal verbs** - I can **meet** you at six o'clock

After 'let', 'make' and (sometimes) 'help' - The teacher let us **leave** early

After some verbs of perception (see, watch, hear, notice, feel, sense) - I watched her **walk** away

After expressions with 'why' - why **go** out the night before an exam?

Verbs that take the gerund or 'to + infinitive' with examples and exercises:

### Gerunds and Infinitives with Verbs Part 1

Here are some of the most common verbs that are usually followed by the gerund.

enjoy: I enjoyed **living** in France.

fancy: I fancy **seeing** a film tonight.

discuss: We discussed **going** on holiday together.

dislike: I dislike **waiting** for buses.

finish: We've finished **preparing** for the meeting.

mind: I don't mind **coming** early.

suggest: He suggested **staying** at the Grand Hotel.

recommend: They recommended **meeting** earlier.

keep: He kept **working**, although he felt ill.

avoid: She avoided **talking** to her boss.

And here are some common verbs followed by 'to' and the infinitive.

agree: She agreed **to give** a presentation at the meeting.

ask\*: I asked **to leave** early / I asked him **to leave** early.

decide: We decided **to go** out for dinner.

help\*: He helped **to clean** the kitchen / he helped his flatmate **to clean** the kitchen.

plan: She plans **to buy** a new flat next year.

hope: I hope **to pass** the exam.

learn: They are learning **to sing**.

want\*: I want **to come** to the party / I want him **to come** to the party.



would like\*: I would like **to see** her tonight / I would like you **to see** her tonight.  
promise: We promised not **to be** late.

\*We can use an object before the infinitive with these verbs.

(Note that 'help' can also be followed by the infinitive without 'to' with no difference in meaning: 'I helped to carry it' = 'I helped carry it'.)

## Gerunds and Infinitives with Verbs Part 2

Here are some more verbs that are usually followed by the gerund

miss: She misses **living** near the beach.  
appreciate: I appreciated her **helping** me.  
delay: He delayed **doing** his taxes.  
postpone: He postponed **returning** to Paris  
practise: She practised **singing** the song.  
consider: She considered **moving** to New York.  
can't stand: He can't stand her **smoking** in the office.  
can't help: He can't help **talking** so loudly.  
risk: He risked **being** caught.  
admit: He admitted **cheating** on the test.

And here are some more verbs followed by 'to' and the infinitive.

can afford: We can't afford **to go** on holiday.  
manage: He managed **to open** the door without the key.  
prepare\*: They prepared **to take** the test /  
the teachers prepared the students **to take** the test.  
demand: He demanded **to speak** to Mr. Harris.  
choose: I chose **to help**.  
offer: Frank offered **to drive** us to the supermarket.  
wait: She waited **to buy** a movie ticket.  
would hate\*: I'd hate **to be** late / I'd hate you **to be** late.  
would love\*: I'd love **to come** / I'd love him **to come**.  
seem: Nancy seemed **to be** disappointed.

\*We can use an object before the infinitive with these verbs.

## QUANTIFIERS

Quantifiers are adjectives and adjectival phrases that give approximate or specific answers to the questions "How much?" and "How many?" The pages in this section will teach you more about the different quantifiers in English and how they are used.

### QUANTIFIERS IN ENGLISH

- Numbers in English: ordinal, cardinal, and percentages
- Choosing the right quantifier: countable and uncountable nouns
- Expressing opinions about quantity
- Indefinite and incomplete quantities
- Using graded quantifiers to compare amounts
- Using the quantifier "enough"

A quantifier is a word or phrase which is used before a noun to indicate the amount or quantity:  
'Some', 'many', 'a lot of' and 'a few' are examples of quantifiers.

Quantifiers can be used with both countable and uncountable nouns.

Examples:

There are *some* books on the desk

He's got only *a few* dollars.

How *much* money have you got?

There is *a large quantity of* fish in this river.

He's got *more* friends than his sister.

## Examples of quantifiers

### With Uncountable Nouns

- much
- a little/little/very little \*
- a bit (of)
- a great deal of
- a large amount of
- a large quantity of

### With Both

- all
- enough
- more/most
- less/least
- no/none
- not any
- some
- any
- a lot of
- lots of
- plenty of

### With Countable Nouns

- many
- a few/few/very few \*\*
- a number (of)
- several
- a large number of
- a great number of
- a majority of

#### \* **NOTE**

*little, very little* mean that there is not enough of something.

*a little* means that there is not a lot of something, but there is enough.

#### \*\* **NOTE**

*few, very few* mean that there is not enough of something.

*a few* means that there is not a lot of something, but there is enough.

Choose the correct quantifier.

1. They have had  homework in mathematics recently.
2. How  time do you need to finish the work?
3. There are too  students in the library.
4. Have you visited  foreign countries?
5. Although he's very ill, he didn't take  medicine.
6.  people know as much about linguistics as John does.
7. They say  knowledge is a dangerous thing.
8. He's having  of trouble passing his driving test.
9. I spend  of my time reading novels.
10. He knows  English. He knows enough English to manage.

✓ UNIDAD 4

PASSIVE VOICE AND CONDITIONALS

The passive of an active tense is formed by putting the verb **to be** into the same tense as the active verb and adding the past participle of the active verb. The subject of the active verb becomes the 'agent' of the passive verb. The agent is very often not mentioned. When it is mentioned it is preceded by **by** and placed at the end of the clause.

*Active: My grandfather planted this tree.*

*Passive: This tree was planted by my grandfather.*

	ACTIVE VOICE	PASSIVE VOICE
Present Simple	<i>He delivers the letters.</i>	<i>The letters are delivered.</i>
Past Simple	<i>He delivered the letters.</i>	<i>The letters were delivered.</i>
Future Simple	<i>He will deliver the letters.</i>	<i>The letters will be delivered.</i>
Present Continuous	<i>He is delivering the letters.</i>	<i>The letters are being delivered.</i>
Past Continuous	<i>He was delivering the letters.</i>	<i>The letters were being delivered.</i>
Going to	<i>He is going to deliver the letters.</i>	<i>The letters are going to be delivered.</i>
Present Perfect	<i>He has delivered the</i>	<i>The letters have been</i>

	<i>letters.</i>	<i>delivered.</i>
<b>Past Perfect</b>	<i>He had delivered the letters.</i>	<i>The letters had been delivered.</i>
<b>Infinitive</b>	<i>He has to deliver the letters.</i>	<i>The letters have to be delivered.</i>
<b>Modals</b>	<i>He must deliver the letters.</i>	<i>The letters must be delivered.</i>

		<b>SIMPL E</b>	<b>CONTINUOUS</b>	<b>PERFECT</b>
<b>PRESENT</b>	+	S + am/is/are + Ptp	S + am/is/are + being + Ptp	S + have/has + been + Ptp
	-	S + am/is/are + not + Ptp	S + am/is/are + not + being + Ptp	S + have/has + not + been + Ptp
	?	Am/Is/Are + S + Ptp ?	Am/Is/Are) + S + being + Ptp ?	Have/Has) + S + been + Ptp ?
<b>PAST</b>	+	S + was/were + Ptp	S + was/were + being + Ptp	S + had + been + Ptp
	-	S + was/were + not + Ptp	S + was/were + not + being + Ptp	S + had + not + been + Ptp
	?	Was/Were + S + PtpV ?	Was/Were + S + being + Ptp?	Had + S + been + Ptp
<b>FUTURE</b>	+	S + will + be + Ptp		
	-	S + will + not + be + Ptp		
	?	Will + S + be + Ptp ?		
<b>GOING TO</b>	+	S + V to be (am/is/are) + going to + be + Ptp		
	-	S + V to be (am/is/are) + not + going to + be + Ptp		
	?	V to be (am/is/are) + S + going to + be + Ptp ?		

### Short answers

To make short answers:

- we use the verb **to be** (am/is/are/was/were) for *Present Simple*, *Past Simple*, *Present Continuous*, *Past Continuous* and *Going To* questions.
- we use the verb **have** (have/has/had) for *Present Perfect* and *Past Perfect* questions.
- we use **will** for *Future Simple* questions.

### USE

The Passive is used:

1. when the **agent** (=the person who does the action) is **unknown**, **unimportant** or **obvious** from the context.
 

*Jane was shot. (We don't know who shot her.)*

*This church was built in 1815. (Unimportant agent) He has been arrested. (Obviously by the police)*
2. to make more **polite** or **formal** statements.

*The car **hasn't been cleaned**. (more polite)  
 (You haven't cleaned the car. – less polite)*

- when the **action is more important** than the agent, as in processes, instructions, events, reports, headlines, new items, and advertisements.

*30 people **were killed** in the earthquake.*

- to put **emphasis on the agent**.

*The new library will be opened **by the Queen**.*

To say who did the action that we are talking about, ie. to refer to the agent, we use the preposition **by** and the name (*by Peter*), noun (*by the teacher*) or pronoun (*by him*) at the end of the sentence.

We usually only refer to the agent when it gives us some important information which otherwise would be missing from the sentence.

*Our house was designed **by a famous architect**.*

We don't mention the agent:

- if we don't know who has done what we are talking about.

*Our car was stolen last night. (We don't know who stole it)*

- if we are not interested in who has done what we are talking about or it is not important to mention it.

*He has been taken to hospital. (What we are interested in is the fact that he has been taken to hospital and not who has taken him.)*

- if it is easy to understand who did something without it being mentioned.

*The murderer was arrested last night. (It is not necessary to mention that he has been arrested by the police because it is self-evident.)*

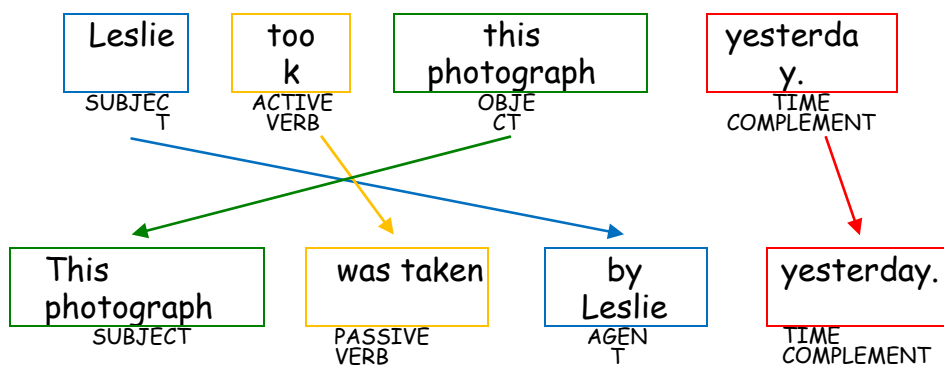
- if the subject of the active voice sentence is something like **somebody, people, they, you, etc.**

***Someone** broke the window. → The window was broken.*

### ACTIVE TO PASSIVE

To change a sentence from the active voice to the passive voice:

- the **object** of the active voice sentence becomes the **subject** of the passive voice sentence.  
*Agatha Christie wrote **this book**.*  
***This book** was written by Agatha Christie.*
- we change the main verb of the active voice sentence into the passive voice. The tense remains unchanged.
- the **subject** of the active voice sentence becomes the **agent** of the passive sentence. It is placed after the past participle and it is preceded by the preposition **by**.



In the passive voice, we use:

- **by** with the **agent** to refer to by whom the action is being done.  
*The door was opened **by Mr Black**. (Mr Blak = agent)*
- **with** to refer to the instrument, object or material that was used for something to be done.  
*The door was opened **with a key**. (a key = the object that was used)*  
*The omelette was made **with eggs, cheese and peppers**. (eggs, cheese and peppers = the material that was used)*

### DOUBLE OBJECT VERBS

When we have verbs that take two objects like, for example, **give somebody something**, we can convert the active sentence into a passive one in two ways:

- by making the **indirect** (animate) **object** the subject of the passive voice sentence, which is also the way that we usually prefer.  
*Rick gave me (indirect object) this book (direct object).*  
*I was given this book by Rick.*
- By making the **direct** (inanimate) **object** the subject of the passive voice.

Some of the verbs that take two objects are: **give, tell, send, show, bring, write, offer, pay**, etc.

When the indirect object is alone after the verb in the passive voice sentence, it needs the preposition **to**. If the indirect object of the active voice sentence is a personal pronoun it has to be changed into a subject pronoun to be the subject of the passive voice sentence.

<i>SUBJECT</i>		<i>OBJECT</i>
<b>I</b>	← →	<b>Me</b>
<b>You</b>	← →	<b>You</b>
<b>He</b>	← →	<b>Him</b>
<b>She</b>	← →	<b>Her</b>
<b>It</b>	← →	<b>It</b>

<i>SUBJECT</i>		<i>OBJECT</i>
<b>We</b>	← →	<b>us</b>
<b>You</b>	← →	<b>you</b>
<b>They</b>	← →	<b>them</b>

## EXERCISES

### 1. Complete the sentences with the correct passive form of the verbs in brackets. Use the Present Simple.

- English \_\_\_\_\_ (speak) in many countries.
- The post \_\_\_\_\_ (deliver) at about 7 o'clock every morning.
- \_\_\_\_\_ (the building/use) any more?
- How often \_\_\_\_\_ (the Olympic Games/hold)?
- How \_\_\_\_\_ (your name/spell)?
- My salary \_\_\_\_\_ (pay) every month.
- These cars \_\_\_\_\_ (not make) in Japan.
- The name of the people who committed the crime \_\_\_\_\_ (not know).
- His travel expenses \_\_\_\_\_ (not pay) by his company.

### 2. Complete the sentences with the correct passive form of the verbs in brackets. Use the Past Simple.

- My car \_\_\_\_\_ (repair) last week.
- This song \_\_\_\_\_ (not write) by John Lennon.
- \_\_\_\_\_ (the phone/answer) by a young girl?
- The film \_\_\_\_\_ (make) ten years ago.
- When \_\_\_\_\_ (tennis/invent)?
- The car \_\_\_\_\_ (not damaged) in the accident.
- The original building \_\_\_\_\_ (pull) down in 1965.
- Where \_\_\_\_\_ (this pot/make)?
- When \_\_\_\_\_ (this bridge/build)?

### Choose the correct form of the verbs in brackets.

#### FIAT

Fiat <sup>0</sup> *was started* (started/was started) by a group of Italian businessmen in 1899. In 1903, Fiat,  
1 \_\_\_\_\_ (produced/was produced) 132 cars. Some of these cars  
2 \_\_\_\_\_ (exported/were exported) by the company to the United States and Britain.  
In 1920, Fiat <sup>3</sup> \_\_\_\_\_ (started/was started) making cars at a new factory at Lingotto, near Turin.  
There was a track on the roof where the cars <sup>4</sup> \_\_\_\_\_ (tested/were tested) by  
technicians. In 1936, Fiat launched the Fiat 500. This car <sup>5</sup> \_\_\_\_\_ (called/was called)  
the Topolino – the Italian name for Mickey Mouse. The company grew, and in 1963 Fiat <sup>6</sup>  
\_\_\_\_\_ (exported/was exported) more than 300,000 vehicles. Today, Fiat is based in  
Turin, and its cars <sup>7</sup> \_\_\_\_\_ (sold/are sold) all over the world.

**3. Change the following sentences into passive sentences using the words in brackets.**

a. We sell tickets for all shows at the Box Office. (Tickets for all shows/sell/at the Box Office)

---

b. Thomas Edison invented the electric light bulb. (The electric light bulb/invent/by Thomas Edison)

---

c. Someone painted the office last week. (The office/paint/last week)

---

d. Several people saw the accident. (The accident/see/by several people)

---

e. Where do they make these video recorders? (Where/these video recorders/make)

---

**Rewrite these sentences in the passive voice.**

f. Someone built this house 200 years ago.

---

g. A thief stole my purse.

---

h. The police will arrest the robbers.

---

i. They produce cars in this factory.

---

j. They serve breakfast at eight o'clock every day.

---

k. People throw away tones of rubbish every day.

---

l. They make coffee in Brazil.

---

m. Someone stole Jim's bike lat night.

---

**Rewrite these sentences in the passive voice.**

n. They will build a new bridge next year.



---

o. Brian Brody directed *The Ultimate Space Adventure*.

---

p. Pierre Matie will design her costume.

---

q. Someone found my wallet.

---

r. One of the students broke the window.

---

s. They will deliver my computer on Monday.

---

t. Mary invited Paul to her birthday party.

---

u. British astronomers discovered a new planet.

---

**Form the question.**

v. Paper is made from wood.

Is paper made from wood ?

w. The telephone was invented by Mr Bell.

\_\_\_\_\_ ?

x. This picture was painted by Peter.

\_\_\_\_\_ ?

y. The thieves will be arrested by the police.

\_\_\_\_\_ ?

z. Champagne is made in France.

\_\_\_\_\_ ?

aa. The letters will be sent next week.

\_\_\_\_\_ ?

bb. The animals are fed three times a day.

\_\_\_\_\_ ?

cc. This article was written by Stanley.

\_\_\_\_\_ ?

CDs are made of plastic. \_\_\_\_\_ ?

dd. The party was organised by Paul.

\_\_\_\_\_ ?

**Read and complete. Use Past Simple.**

ee. The toothbrush / invent / in the 15<sup>th</sup> century.

---

ff. The first public basketball game / play / in 1892.

---

gg. The first eyeglasses / wear / in the 1200s.

---

hh. The first bicycle / ride in 1791.

---

ii. The first hot dog / eat / in the 1860s.

---

jj. The first CDs / sell / in the 1980s.

---

kk. The first electric guitar / play / in 1923.

---

ll. The first computer mouse / use / 1964.

---

**Complete with the passive. Use Present Simple.**

mm. \_\_\_\_\_ This programme \_\_\_\_ (watch) by millions of people.

nn. Paper \_\_\_\_\_ (make) from wood.

oo. Hundreds of people \_\_\_\_\_ (kill) in accidents every year.

pp. London \_\_\_\_\_ (visit) by thousands of tourists every year.

qq. The biology class \_\_\_\_\_ (teach) by Mr Green.

rr. English \_\_\_\_\_ (speak) all over the world.

ss. Lunch \_\_\_\_\_ (serve) at twelve o'clock.

tt. Books \_\_\_\_\_ (write) by authors.

**Put the verbs in brackets into Past Simple Passive.**

Two men \_\_\_\_\_ (see) breaking into a house in my street last night. The police \_\_\_\_\_ (call) and they arrived very quickly. One man \_\_\_\_ (catch) immediately. The other escaped, but he \_\_\_\_\_ (find) very soon. Both men \_\_\_\_\_ (take) to the police station where they \_\_\_\_\_ (question) separately by a police officer. The two men \_\_\_\_\_ (charge) with burglary.

**Rewrite the following passage in the Passive.**

Somebody has stolen a bus from outside the school. Some children saw the thief. The police are searching for the bus now. They will use the children's descriptions to catch the thief.

---

---

---

**Rewrite the following passage in the Passive.**

Some people saw a UFO in the sky above London last night. They reported it to the police. The army sent a helicopter to look at it more closer. The UFO shot the helicopter down and killed both men in it. People have given photographs of the UFO to the police. Experts are looking at them now.

---

---

---

---

---

**Rewrite the following passage in the Passive.**

Someone broke into a local jewellery shop yesterday. The owner had just locked up the shop when a robber with a gun threatened him. The robber told him to unlock the shop and give him all the diamonds in the safe. Then the robber tied him up. The police have organized a search for the robber. They hope they will find him in a few days. Doctors are treating the owner of the shop for shock.

---

---

---

---

---

**Rewrite the following passage in the Passive.**

My uncle painted this picture. Someone has offered him a lot of money for it. He will deliver the painting tomorrow. When they give him the money, he will tell them the truth. He painted it one night while he was sleepwalking!

---

---

---

---

**Rewrite the following passage in the Passive.**

Our school is organizing a contest. The teachers will choose the best project about the environment. The students must include pictures and drawings in their projects. The students will also have to do all the writing themselves. The school will give the winner a set of encyclopaedias.

---

---

---

---

**Turn from Active to Passive in two ways.**

He gave me a present. \_\_\_\_\_

The waiter will bring us the bill. \_\_\_\_

---

Her mother bought Mary some sweets. \_\_\_\_\_

---

Bob has sold Ted a second-hand car. \_\_\_\_\_

Larry is going to send a letter to Tom. \_\_\_\_\_

---

**Turn from Active to Passive.**

Someone is helping her with the housework.

---

The mail-order company sent Mrs Green a parcel.

---

My friend sent me an invitation.

---

The secretary has given Mrs Jones some letters.

---

The traffic warden had already given him a ticket for illegal parking.

---

John gave Elizabeth that beautiful ring.

---

Her students have sent her flowers.

---

He must give the message to the right person.

---

We teach our students English and French.

---

Someone bought flowers for the bride.

---

They showed the tourists the sights of Athens

---

They pay her an excellent salary.

---

They paid the artist £1,000 for his painting.

---

**Rewrite these sentences in the passive voice.**

1. They sell oysters in the shop next door.

---

2. They haven't delivered the food yet.

---

3. Shakespeare wrote *King Lear*.

---

4. They have to answer the questions on this sheet.

---

5. Has anybody put the cases upstairs?

---

6. Someone should take this rubbish away.

---

7. They'll ask you a lot of questions.

---

8. Someone's going to send her some flowers.

---

9. They didn't pay me much for that job.

---

10. Have they offered him a better job?

---

11. They told us a secret.

---

12. Would they lend me their car?

---

13. People should send their complaints to the head office.

---

14. They had to postpone the meeting because of illness.

---

15. They are going to hold next year's congress in San Francisco.

---

16. The bill includes service.

---

17. People don't use this road very often.

---

18. They cancelled all the flights because of fog.

---

19. Somebody accused me of stealing the money.

---

20. They are building a new ring-road round the city.

---

21. I didn't realize that someone was recording our conversation.

---

22. They have changed the date of the meeting.

---

23. Brian told me that somebody had attacked and robbed him in the street.

---

24. You should open the wine about three hours before you use it.

---

25. Somebody had cleaned my shoes and brushed my suit.

---

26. We use this room only on special occasions.

---

27. In some districts farmers use pigs to find truffles.

---

28. John gave Elizabeth that beautiful ring.

---

29. They have offered Sarah a very good job.

---

30. The estate agent showed the house to the young people.

---

31. We will pay the gardener a lot of money.

---

32. Someone is going to repair the roof next week.

---



INSTITUTO TECNOLÓGICO SUPERIOR JAPÓN  
GUIA DE APRENDIZAJE

33. They can't find Joanna.

---

34. They should decorate the room with flowers.

---

35. Archaeologists have discovered an ancient temple.

---

36. We will put all these things into boxes.

---

37. The firefighters rescued the teenagers from the burning building.

---

38. The youngest student in the class has written the best composition.

---

39. The children send me messages every day.

---

40. The villagers gave the travellers food and water.

---

41. A very talented young girl wrote the story.

---

42. They are going to finish the new road in a few days.

---

43. They cancelled the match because of the rain.

---

44. You must not cross this line.

---

45. They had picked the oranges before the storm.

---

46. Professor Smith should write the book.

---

47. Mr Elliot will pay the workers.





---

48. Two men were following Tom.

---

49. Millions of people use the Internet every day.

---

50. They gave Bob a CD player for his birthday.

---

51. The prime minister will give a medal to the winners.

---

52. She is telling the children a story.

---

53. They've offered Sally a job.

---

54. Poisonous chemicals have polluted the river.

---

55. Doctor Simms is examining her.

---

56. You must stop him now.

---

57. Someone gave them free tickets for the concert.

---

## CONDITIONALS

### CONDITIONAL SENTENCES („if” sentences)



© www.ClipPro.com

There are 4 main types of **if** sentences in English, often called **conditional** sentences. These sentences are in two halves (clauses):

- the **if** part (if clause)



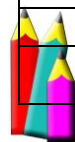
- the other part where you can use words such as **can, will, may, might, could** and **would** (main clause)



**ZERO CONDITIONAL** is a structure used for talking about general truths --

things which always happen under certain conditions (note that most zero conditional sentences will mean the same thing if "when" is used instead of "if"). The zero conditional is used to talk about things which are always true -- scientific facts, general truths, and so on.

if clause	main clause
<b>If + Present Simple</b>	<b>Present Simple</b>
<i>If you heat the water to 100 degrees,</i>	<i>it boils.</i>



**1st CONDITIONAL** is a structure used for talking about possibilities in the present or in the future. The first conditional is used to talk about things which are possible in the present or the future -- things which *may happen*.

if clause	main clause
<b>If + Present Simple</b>	<b>Future Simple, can, may</b>
<i>If you study hard,</i>	<i>you will pass the test.</i>



**2nd CONDITIONAL** is a structure used for talking about *unreal situations* in the present or in the future. The second conditional is used to talk about things which are unreal (not true or not possible) in the present or the future -- things which *don't or won't happen*.

if clause	main clause
<b>If + Past Simple</b>	<b>would, could, might</b>
<i>If I had a million dollars,</i>	<i>I would buy a big house.</i>



**3rd CONDITIONAL** is a structure used for talking about *unreal situations* in the *past*. The third conditional is used to talk about things which **DID NOT HAPPEN** in the past. If your native language does not have a similar construction, you may find this a little strange, but it can be very useful. It is often used to express criticism or regret.

if clause	main clause
<b>If + Past Perfect</b>	<b>would/could/might have + Past Participle</b>
<i>If I had studied harder,</i>	<i>I would have passed the exam.</i>



INSTITUTO TECNOLÓGICO SUPERIOR JAPÓN  
GUIA DE APRENDIZAJE

If the "if" clause comes first, a comma is usually used. If the "if" clause comes second, there is no need for a comma –



*Water boils if you heat it to 100 degrees. You will pass the test if you study hard. I would buy a big house if I had a million dollars. I would have passed the exam if I had studied harder.*

DGV



**Make Zero Conditional sentences, use cues.**  
Jane / eat / too much chocolate / she /get / sick

---

You / not / eat / you / die

---

You / heat / ice / it / melts

---



**Make 1st Conditional sentences, put the verbs in brackets in correct form.**

If you \_\_\_\_\_ (not study), you \_\_\_\_\_ (fail) the test. I \_\_\_\_\_ (lend) you my umbrella

3	
---	--



**Write 2nd Conditional sentences, put the verbs in brackets in correct form.**

If you \_\_\_\_\_ (leave) your job, you \_\_\_\_\_ (travel) around the world. If you \_\_\_\_\_ (be) nicer to him, he \_\_\_\_\_ (lend) you the money

It \_\_\_\_\_ (be) nice if the rain \_\_\_\_\_ (stop)!

3	
---	--





INSTITUTO TECNOLÓGICO SUPERIOR JAPÓN  
 GUIA DE APRENDIZAJE

3	
---	--

**Write 3rd Conditional sentences, put the verbs in brackets in correct order.**

He crashed his car, because he fell asleep while driving.

If he \_\_\_\_\_ (fall) asleep while driving, he \_\_\_\_\_ (crash) his car. I lo

I \_\_\_\_\_ (lose) my job if I \_\_\_\_\_ (be) late for work. We couldn't go t

If we \_\_\_\_\_ (have) enough money, we \_\_\_\_\_ (go) to the  
 concert.

3	
---	--



**Put the verb in brackets in correct form.**

If I \_\_\_\_\_ (be) you, I wouldn't risk.

If they had waited another month, they could probably \_\_\_\_\_ (get) a  
 better price for their house.

It's quite simple really. When it's cold, water \_\_\_\_\_ (freeze).

If he decides to accept that job, he \_\_\_\_\_ (regret) it for  
 the rest of his life. If he hadn't been driving so fast, he \_\_\_\_\_ (hit) the  
 motorcyclist.

If he \_\_\_\_\_ (be) more careful, he would have spotted the mistake.

If she goes on passing her exams, \_\_\_\_\_ (be) qualified to  
 practise as a lawyer. If I pay you twice as much, will you \_\_\_\_\_ (able) to finish by  
 Tuesday?

If only I'd invested in that company, I \_\_\_\_\_ (become) a millionaire by  
 now.

9	
---	--



TOTAL

21	
----	--



INSTITUTO TECNOLÓGICO SUPERIOR JAPÓN  
GUIA DE APRENDIZAJE

KEY

**Make Zero Conditional sentences, use cues.**

Jane / eat / too much chocolate / she / get / sick

If Jane eats too much chocolate, she gets sick

You / not / eat / you / die

If you don't eat, you die. You / heat / ice / it / melts

If you heat ice, it melts.

**Make 1st Conditional sentences, put the verbs in brackets in correct form.**

If you don't study (not study), you will

fail (fail) the test. I will lend (lend)

you my umbrella if you need (need)

it. If I am late (be late), I will call (call)

you.

**Write 2nd Conditional sentences, put the verbs in brackets in correct form.**

If you left (leave) your job, you could travel (travel) around the world.

If you were (be) nicer to him, he might lend

(lend) you the money. It would be

(be) nice if the rain stopped (stop)!

**Write 3rd Conditional sentences, put the verbs in brackets in correct order.**

He crashed his car, because he fell asleep while driving.

If he hadn't fallen (fall) asleep while driving, he wouldn't have crashed

(crash) his car. I lost my job because I was late for work.

I wouldn't have lost (lose) my job if I hadn't been (be) late for work. We couldn't go to the concert, b

If we had had (have) enough money, we could have gone (go) to the concert.

Put the verb in

brackets in correct

form. If I *were* you, I

wouldn't risk it.

If they had waited another month, they could probably *have got* a better price for

their house. It's quite simple really. When it's cold, water *freezes*.

If he decides to accept that job, he *will regret* it for the

rest of his life. If he hadn't been driving so fast, he

*wouldn't have hit* the motorcyclist. *If he had been* more

careful, he would have spotted the mistake.

If she goes on passing her exams, *she'll be* qualified to practise

as a lawyer. If I pay you twice as much, will you *be able* to

finish by Tuesday?

If only I'd invested in that company, I *would have become* a millionaire by now.



**B. Base de Consulta**

TÍTULO	AUTOR	EDICIÓN	AÑO	IDIOMA	EDITORIAL
Top Notch – Second edition	Joan Saslow and Allen Ascher,	New York	2014	English	Pearson
Understanding and using	Betty Schrampher Azar and Barbara F. Matties.	New York	2013	English	Longman

**C. Base práctica con ilustraciones**

**Exceptions in Spelling**

Exeption	Example
silent e is dropped before ing (but: ee is not changed)	come - coming (but: agree - agreeing)
final consonant after short, stressed vowel is doubled	sit – sitting
final consonant / after vowel is always doubled (in British English)	travel – travelling
<i>ie</i> becomes <i>y</i> before ing	lie – lying

**Short Forms**

positiv	Negativ
<i>I am playing.</i> - <b>I'm</b> playing.	<i>I am not playing.</i> - <b>I'm</b> not playing.



INSTITUTO TECNOLÓGICO SUPERIOR JAPÓN  
GUIA DE APRENDIZAJE


<i>He is playing.</i> - He's playing.	<i>He is not playing.</i> - He's not playing. / He isn't playing.
<i>We are playing.</i> - We're playing.	<i>We are not playing.</i> - We're not playing. / We aren't playing.

**Use**

Use	Example
actions taking place at the moment of speaking (now)	He is playing football.
arrangements for the near future	I'm going to the theatre tonight.
actions taking place only for a limited period of time	Jim is helping in his brother's firm this week.
actions taking place around now (but not at the moment of speaking)	I'm studying for my exams.
development, changing situations	The population of China is rising very fast.

**Typical Signal Words**

- at the moment
- now / just now / right now
- Listen!
- Look!

**C**  **Photo story** Read and listen to two people meeting in a hotel lobby.

ENGLISH FOR TODAY'S WORLD  
 connecting people from different cultures  
 and language backgrounds



**Leon:** You look familiar. Haven't we met somewhere before?

**Taka:** I don't think so. I'm not from around here.

**Leon:** I know! Aren't you from Japan? I'm sure we met at the IT conference last week.

**Taka:** Of course! You're from Mexico, right?

**Leon:** That's right. I'm sorry. I've forgotten your name.

**Taka:** Kamura Takashi. But you can call me Taka.

**Leon:** Hi, Taka. Leon Prieto. Please call me Leon. So, what have you been up to since the conference?

**Taka:** Not much. Actually, I'm on my way to the airport now. I'm flying back home.

**Leon:** Hey, we should keep in touch. Here's my card. The conference is in Acapulco next year and I would show you around.

**Taka:** That would be great. I hear Acapulco's beautiful.

**Leon:** It was nice to see you again, Taka.

**Taka:** You, too.

Leon: Spanish speaker / Taka: Japanese speaker

**D Focus on language** Find an underlined expression in the Photo Story to match each of the following explanations.

- 1 You say this when you want to offer to introduce someone to a new place.
- 2 You say this to suggest that someone call or e-mail you in the future.
- 3 You say this when you're not sure if you know someone, but you think you might.
- 4 You say this when you want to ask about someone's recent activities.

**E Think and explain** Answer the questions, according to the Photo Story. Explain your answers.

- 1 Why does Leon begin speaking with Taka?
- 2 Has Taka been busy since the conference?
- 3 Why does Leon give Taka his business card?
- 4 What does Leon offer to do at the next conference?

**F Pair work** Write suggestions to a visitor about how to behave in your country. Then share your advice with the class.

“Never ask about a person's age or salary!”

“Please don't exchange business cards with one hand!”



Your advice
1
2
3



LESSON  
**1**

**GOAL** Get reacquainted with someone

**CONVERSATION MODEL**

- A**  Read and listen to people getting reacquainted.
- A: Audrey, have you met Hanah?  
 B: No, I haven't.  
 A: Hanah, I'd like you to meet Audrey.  
 C: Hi, Audrey. You look familiar. Have we met before?  
 B: I don't think so.  
 C: I know! Last month. You were at my sister Nicole's party.  
 B: Oh, that's right! How have you been?
- B**  **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



**Contractions**  
 have met = 've met  
 has met = 's met  
 have not met = haven't met  
 has not met = hasn't met

**GRAMMAR** The present perfect

Use the present perfect to talk about an indefinite time in the past.  
 Use the simple past tense to talk about a definite or specific time.

present perfect: indefinite time      simple past tense: definite time  
 I've met Bill twice.                      We met in 1999 and again in 2004.

Form the present perfect with have or has and a past participle.  
 For regular verbs, the past participle form is the same as the simple past form: (open → opened, study → studied)

We **have** met them.                      She **has** called him.  
 Have you met them?                      Has she called him?  
 Yes, we **have**. / No, we **haven't**.      Yes, she **has**. / No, she **hasn't**.

**Irregular verbs**

base form	simple past	past participle
be	was / were	been
come	came	come
do	did	done
eat	ate	eaten
fall	fell	fallen
go	went	gone
have	had	had
make	made	made
meet	met	met
see	saw	seen
speak	spoke	spoken
take	took	taken
write	wrote	written

For more irregular verb forms, open Reference Charts on your ActiveBook Self-Study Disc.

- A Pair work** Complete the conversations with the present perfect or the simple past tense. Then practice the conversations with a partner.

- A: ..... our new teacher?  
 B: Yes, ..... He ..... her in the office this morning.
- A: ..... to this class before?  
 B: No, ..... They're new at this school.
- A: ..... in the new school restaurant?  
 B: No, ..... Is it good?
- A: ..... with the school director?  
 B: Yes, ..... They ..... with her yesterday.
- A: ..... the new language lab?  
 B: No, ..... But she ..... the library.

**GRAMMAR BOOSTER** p. 122

• The present perfect: information questions



**B Grammar practice** Complete the message with the present perfect or the simple past tense.



**PRONUNCIATION**

*Sound reduction in the present perfect*

**A**  Listen to how the sound /t/ of the negative contraction “disappears.” Then listen again and repeat.

- 1 I **haven't been** to that class.
- 2 He **hasn't met** his new teacher.
- 3 They **haven't taken** the test.
- 4 She **hasn't heard** the news.

**B** Now practice saying the sentences on your own.

**NOW YOU CAN** Get reacquainted with someone

**Group work** Adapt the Conversation Model. With two other students, make introductions and get reacquainted. Use the present perfect. Then change the situation and roles.

- A: ....., have you met .....
- B: No, I haven't.
- A: ....., I'd like you to meet .....
- C: ....., You look familiar. Have we met before?
- B: .....

- Ideas**  
 You met...
- at a party
  - at a meeting
  - at a friend's house
  - in a class
  - (your own idea) \_\_\_\_\_

**Don't stop!**  
 Engage in small talk.  
 Talk about how the weather has been.  
 Ask what your partners did before class began.  
 Introduce other classmates.

LESSON  
**2**

**GOAL** Greet a visitor to your country

**VOCABULARY** Tourist activities around the world

**A** Read and listen. Then listen again and repeat.



climb Mt. Fuji



go sightseeing in New York



go to the top of the Eiffel Tower



try Korean food



take a tour of the Tower of London



take pictures of the Great Wall

**B Pair work** What tourist activities have you done? Which haven't you done? Use the Vocabulary and the present perfect.

“I've climbed two famous mountains.”

“I haven't gone to the top of the Empire State Building in New York.”

**GRAMMAR** The present perfect: already, yet, ever, and before

Use yet or already in questions about recent experiences.

Have you toured Quito yet?

Has she already tried Korean barbecue?

Use already in affirmative statements. Use yet in negative statements.

I've already tried sushi.

I haven't tried sashimi yet.

Use ever or before in questions about life experiences.

Have you ever eaten Indian food?

Has she ever been to London?

Have you eaten Thai food before?

Has she been to Paris before?

Use already or before in affirmative statements. Use have never or haven't ever in negative statements.

I've already tried Indian food three times, but I've never tried Thai food.

I've tried Indian food before, but I haven't ever tried Thai food.

**Be careful!**

You can use before in affirmative statements. But don't use ever.

Don't say:

I've ever been to London before.

**GRAMMAR BOOSTER** • p. 122

- Yet and already: expansion, common errors
- Ever, never, and before: use and placement

**A Grammar practice** On a separate sheet of paper, use the words to write statements or questions in the present perfect.

1 (you / go sightseeing / in London / before)

3 (they / ever / be / to Buenos Aires)

2 (she / already / try / Guatemalan food)

4 (we / not take a tour of / Prague / yet)

LESSON  
**3**

**GOAL** Discuss gestures and customs

**BEFORE YOU READ**

**Pair work** Discuss which hand gestures people use in your country for the expressions below. Are there any other gestures you can think of that people often use?



**READING**



# Body Talk

By Kelly Garbo

To communicate well with people of other countries, you must learn to speak well, right? Yes, but speaking isn't everything. Some experts say only thirty percent of communication comes from talking. Your gestures and other non-verbal actions matter, too.

But in different cultures, the same action can have different meanings. When you have to meet someone from a different culture, be prepared. Do you know what kind of gestures and customs are appropriate?



Let's look at shaking hands. North Americans like a firm handshake. But the French prefer a light, short handshake. If you shake a French person's hand the North American way, he or she may not like it. People in Eastern European countries and some Latino cultures prefer shorter handshakes, too. Hugging after shaking hands is also a common introduction there. Don't be surprised if a Brazilian gives you a hug. If you misinterpret gestures of introduction, your friendship may get off on the wrong foot!

Everyone around the world knows the "OK" hand gesture don't they? But in Spain, parts of South America, and Eastern Europe, the OK sign is considered rude. And if you go shopping in Japan, it means you'd like your change in coins instead of bills. In France, making the OK sign means "zero" or that something is worthless. So check before you use the OK sign to be sure it's OK!


Understanding even a few key gestures from different cultures can make you a better communicator. So next time you travel, try being culturally sensitive. Find out the local gesture and let your body talk.

Source: [bellaonline.com](http://bellaonline.com)

LESSON  
**4**

**GOAL** Describe an interesting experience

**BEFORE YOU LISTEN**

**A**  **Vocabulary** • *Participial adjectives* Read and listen. Then listen again and repeat.



The safari was **fascinating**.  
 (They were **fascinated**.)



The ski trip was **thrilling**.  
 (They were **thrilled**.)



The sky-dive was **frightening**.  
 (They were **frightened**.)



The food was **disgusting**.  
 (They were **disgusted**.)

**B** On a separate sheet of paper, write lists of things you think are fascinating, thrilling, frightening, and disgusting.

**C Pair work** Compare your lists.

“I think eating snails is disgusting.”

“Really? I’ve tried them and I wasn’t disgusted at all.”



**LISTENING COMPREHENSION**

**A**  **Listen to associate** Listen to the three interviews. Then listen again and write the number of the speaker described by each statement.

- ...3... a travels to have thrilling experiences
- ..... b describes differences in body language
- ..... c was disgusted by something
- ..... d is fascinated by other cultures
- ..... e tries to be polite
- ..... f does some things that are scary



Andrew Barlow



Nancy Sullivan



Mieko Nakamura



#### 4. ESTRATEGIAS DE APRENDIZAJE

##### **ESTRATEGIA DE APRENDIZAJE 1: Análisis y Planeación**

**Descripción:**

Discusión sobre las lecturas, artículos y videos.

Observación atenta y detallada de las éticas que emiten las estudiantes y las personas que están en su contexto para lograr la respuesta de los demás.

**Ambiente(s) requerido:**

Aula amplia con buena iluminación.

**Material (es) requerido:**

Infocus.

**Docente:**

Con conocimiento de la materia.

#### 5. ACTIVIDADES

- Controles de lectura
- Exposiciones
- Presentación del Trabajo final

Se presenta evidencia física y digital con el fin de evidenciar en el portafolio de cada aprendiz su resultado de aprendizaje. Este será evaluable y socializable

#### 6. EVIDENCIAS Y EVALUACIÓN

Tipo de Evidencia	Descripción ( de la evidencia)
De conocimiento:	Portafolio Evaluation oral and written form.



INSTITUTO TECNOLÓGICO SUPERIOR JAPÓN  
GUIA DE APRENDIZAJE

Desempeño:	Trabajo grupal presentación del trabajo sobre temas de la vida real para ser aplicados en al carrera de Parvularia.
De Producto:	Trabajo de realizado Trabajo en grupo Trabajo individual
Criterios de Evaluación (Mínimo 5 Actividades por asignatura)	1.- Actividad 1.- Make a tale 2.-Actividad 2.- Questionary and use the new vocabulary; reading comprehension. 3.- Actividad 3.- Make a broucher, about “ My INFANCY”, apply the grammar learned. 4.- Actividad 4.- Explanation advantages and disadvantages about their profession.; Oral form.

<b>Elaborado por:</b> MS.c. Shadyra Narváez	<b>Revisado Por:</b> (Coordinador)	<b>Reportado Por:</b> (Vicerrector)
--	---------------------------------------	--



INSTITUTO TECNOLÓGICO  
SUPERIOR JAPÓN

---

AMOR AL CONOCIMIENTO

---

POMASQUI-

c/Marieta Veintimilla E5-471 y Sta. Teresa 4ta transversal

**Tlfs: 022356-368 - 0986915506**

---

[www.itsjapon.edu.ec](http://www.itsjapon.edu.ec)