

COLEGIO DE LENGUAS EXTRANJERAS INGLÉS

**ÁREA 4 HUMANIDADES Y ARTES**

Grado: 5° Clave: 1506 Plan: 96

**GUÍA DE ESTUDIO  
LENGUA EXTRANJERA INGLÉS V**

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# PRESENTACIÓN

La Escuela Nacional Preparatoria ha trabajado durante casi 145 años en la formación de jóvenes llenos de ideales y metas por cumplir, con deseos de superación y comprometidos con su país, a quienes tenemos que guiar y conducir hacia el logro de sus éxitos académicos, factores que reforzarán su seguridad personal.

Las herramientas que adquieran los estudiantes, durante esta etapa escolar, serán fundamentales, columna vertebral que sostenga sus estudios profesionales, con lo que el desarrollo de habilidades y actitudes se verá reflejado en su futuro próximo.

Es nuestra responsabilidad dotar a los alumnos de todos los materiales didácticos que ayuden a enfrentar los retos de adquisición del aprendizaje, para que continúen con sus estudios de manera organizada, armónica y persistente.

Por lo mismo, los profesores que integran esta dependencia universitaria, trabajan de manera colegiada; ponen toda su energía en desarrollar las Guías de estudio para aquellos alumnos que, por cualquier razón, necesitan presentar un examen final o extraordinario y requieren elementos de apoyo para aprobarlos y concluir sus estudios en la Preparatoria.

La presente *Guía de estudio* es un elemento didáctico que facilita la enseñanza y el aprendizaje. Se puede utilizar de manera autodidacta o con la ayuda de los muchos profesores que a diario brindan asesorías en cada uno de los planteles de la Escuela Nacional Preparatoria.

Continuaremos buscando más y mejores elementos didácticos: presenciales y en línea, con el objetivo de ayudar a nuestros alumnos a que aprueben y egresen del bachillerato.

Sólo me resta desearles éxito en su camino personal y profesional.

Juntos por la Escuela Nacional Preparatoria.

**Mtra. Silvia E. Jurado Cuéllar**  
**Directora General**



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# PRÓLOGO

La presente guía está dirigida a ti alumno y tiene como objetivo principal ayudarte para la preparación de tu examen extraordinario de inglés. Por favor, sigue las recomendaciones que ésta te brinda y dedícale el tiempo suficiente para su estudio.

Esta guía está diseñada para darte la oportunidad de practicar, en forma adicional, las estructuras y funciones que viste a lo largo del curso.

También te servirá como refuerzo de lo visto en clase y, sobre todo, para que tengas éxito en tu examen extraordinario. Debes recordar que los ejercicios que se incluyen son sólo ejemplos. Y de ninguna manera aparecerán en los exámenes.

La guía consta de:

- una introducción en cada unidad donde sabrás lo que se espera que realices
- una explicación de cada uno de los temas que conforman el programa
- actividades con ejercicios parecidos a los que encontrarás en el examen extraordinario, los que te ayudarán al logro de los aprendizajes esperados de manera autónoma y eficiente
- ejercicios de autoevaluación con un examen modelo que te permitirán conocer tu grado de avance en el conocimiento de la lengua inglesa, y saber qué es lo que necesitas reforzar o repasar para poder aprobar tu examen
- sitios a los que podrás acceder para que puedas ampliar tu información o reforzarla de manera independiente
- bibliografía de consulta
- hoja de respuestas para todos los ejercicios incluidos en la guía

Te deseamos mucha suerte en esta tarea que hoy emprendes y esperamos que además de prepararte para el examen te vuelvas autónomo, independiente y autorregulado en tu manera de aprender, lo que te ayudará en tu vida futura.

# UNIDAD 1

## USAR EL INGLÉS PARA APRENDER MÁS INGLÉS



### Introducción

Esta unidad busca que conozcas el vocabulario y expresiones más comunes dentro del salón de clase y que desde el inicio te puedas comunicar utilizando frases sencillas en el idioma que estás aprendiendo.

### Objetivo

El alumno intercambiará información acerca de la estructura, su vocabulario y sus usos comunicativos de la lengua, con propósito de aprender más acerca de la misma.

### Contenido

Metalingüística

- How do you say “disculpe” in English?
- What does “huge” mean?
- How can I ask for the price of this in English?
- How do you pronounce this word?
- What’s the difference between “large” and “long” \_\_\_?
- Could you repeat that, please?
- When can you use “do” and when “does”?



### Explicación

¿Por qué se llama esta unidad “metalingüística”? La metalingüística es el estudio de la relación entre la lengua y la cultura, por lo que es importante conocer modismos, expresiones, vocabulario que se utilizan en una situación específica, los cuales nos sirven para comunicarnos y nos ayudan a aprender más de la lengua que estamos estudiando. Dicho en otras palabras, vas a aprender inglés usando el inglés.



### Actividades de aprendizaje

I. Relaciona las columnas para completar las siguientes oraciones.

A	B
1.-Sit _____ and open your books	A. How
2. _____ do you say “coche” in English?	B. to
3. What does “abroad” _____ ?	C. down
4. Go _____ page 78, please!	D. Have
5. _____ a good weekend.	E. mean

II. Escribe el opuesto de las siguientes instrucciones


Instructions	Opposites
1. Work on your own.	W_____ in pairs.
2. Stand up	S_____ down.
3. Ask the question	A_____ the question.
4. Speak English	D_____ speak Italian.
5. Turn on your phone	T_____ o_____ your phone.

Adapted from: Oxeden Clive, New English file pre-intermediate, workbook, p. 5

III. Ordena las siguientes palabras para formar preguntas.

- / does / mean/ What / "flat"  
\_\_\_\_\_ ?
- / late / Sorry / I'm  
\_\_\_\_\_ !
- / page / it / Which / is /  
\_\_\_\_\_ ?
- / copy / Can / have / a / I / please  
\_\_\_\_\_ ?
- name / do / spell / your / you / How /  
\_\_\_\_\_ ?

IV. Relaciona las frases con sus respectivas respuestas.

A	B
1. How do you say  in English?	Repulsive ( )
2. How do you spell it?	67 ( )
3. Could you repeat that, please?	Apple ( )
4. How do you pronounce it?	See you. Bye. ( )
5. What does <b>disgusting</b> mean?	Yes. A-P-P-L-E. ( )
6. Can I have a piece of paper, please?	That's OK. Sit down. ( )
7. Which page is it?	/aepl / ( )
8. Sorry, I'm late.	You too. See you on Tuesday.( )
9. Bye.	A-P-P-L-E ( )
10. Have a good weekend!	Here you are. ( )



**Síntesis del tema**

Esta unidad tiene como propósito hacer un repaso de expresiones comunes que sirven para poder comunicarnos de una manera más sencilla. Por otro lado, hay que recordar que no sólo se trata de aprender una lengua por aprenderla, sino que debemos conocer la cultura del país o países que hablan esa lengua.



## Ejercicio de autoevaluación

Elige la opción más apropiada.

1. Teacher: Please, \_\_\_\_\_ your mobile.  
Student: Sorry, could you repeat that, please?  
A. turn on  
B. switch it  
C. turn off  
D. switch on
  
2. Student: How do you \_\_\_\_\_ "bell"?  
Teacher: It's /bel/  
  
A. repeat  
B. mean  
C. spell  
D. pronounce
  
3. Student: What does "awful" \_\_\_\_\_?  
Teacher: It's something terrible, bad.  
  
A. repeat  
B. mean  
C. spell  
D. pronounce
  
4. Student: How do you \_\_\_\_\_ "bridge"?  
Teacher: It's b-r-i-d-g-e.  
  
A. repeat  
B. mean  
C. spell  
D. pronounce
  
5. Student: I can't \_\_\_\_\_ you. Can you speak louder, please?
  1. say
  2. repeat
  3. hear
  4. listen

## Bibliografía para consulta

1. Oxeden, Clive. (2005) *New English File pre-intermediate/intermediate*, Hong Kong.
2. Oxeden, Clive. (2005) *New English File pre-intermediate*, workbook, Hong Kong

## Sitios de consulta

[www.oup.com/elt/englishfile/pre-intermediate](http://www.oup.com/elt/englishfile/pre-intermediate)

**Anexo**  
**Respuestas**  
**Actividades de aprendizaje**

I.

1. C
2. A
3. E
4. B
5. D

II.

1. Work in pairs
2. Sit down
3. Answer the question
4. Don't speak Italian
5. Turn off your phone

III.

1. What does "flat" mean?
2. Sorry, I'm late!
3. Which page is it?
4. Can I have a copy, please?
5. How do you spell your name?

IV.

Repulsive	(5)
67	(7)
Apple	(1)
See you. Bye	(9)
Yes. A-P-P-L-E	(3)
That's OK. Sit down.	(8)
/æpl/	(4)
You too. See you on Tuesday.	(10)
A-P-P-L-E	(2)
Here you are.	(6)

**Ejercicio de Autoevaluación**

1. C    2.D    3.B    4.C    5.C

# UNIDAD 2

## HALAGOS Y CUMPLIDOS



### Introducción

En esta unidad vas a conocer el vocabulario y expresiones relacionadas con halagos y cumplidos, así como el grado comparativo y superlativo de los adjetivos y adverbios en inglés.

### Objetivo

El alumno utilizará expresiones y fórmulas para halagar.

### Contenido

Halagar a alguien:

- That sweater looks good on you.
- Was it very expensive?
- Oh no, it was on sale.
- You look great today.
- Oh, thanks. Do you really think so?

El alumno establecerá comparaciones entre personas u objetos utilizando el grado comparativo y superlativo de adjetivos.

- This cake tastes delicious.
- Oh, but I'm on a diet. Could I have a smaller piece?
- This book is more interesting than...



### Explicación

El uso del grado comparativo de los adjetivos en inglés muestra diferencias o contrastes entre dos cosas o personas. Por otro lado, el grado superlativo muestra diferencias entre tres o más objetos o personas.

Con los adjetivos monosílabos; agregamos **adjective - er than** para el grado comparativo y para el superlativo sólo se agrega **the adjective - est**.

### Comparatives:

**Monosyllable adjective + er than**  
**Two or more syllables more + adjective + than**

### Superlatives:

**The + monosyllable adjective + est**  
**Two or more syllables the most + adjective**

<b>Adjetivo</b>	<b>Comparativo</b>	<b>Superlativo</b>
young	younger than	the youngest
tall	taller than	the tallest
fast	faster than	the fastest

*e.g. My sister is younger than me and my brother is the youngest.*

En la mayoría de los adjetivos de dos o más sílabas, el comparativo se forma con **more elegant than** y el superlativo con **the most elegant**.

**Comparatives:**

Two or more syllables: more + adjective + than

**Superlatives:**

Two or more syllables: the most + adjective

<b>Adjetivo</b>	<b>Comparativo</b>	<b>Superlativo</b>
beautiful	more beautiful than	the most beautiful
important	more important than	the most important
modern	more modern than	the most modern

*e.g. Verna is more modern than Shadow but Smart is the most modern of them.*

Hay algunos adjetivos que son irregulares como:

<b>Adjetivo</b>	<b>Comparativo</b>	<b>Superlativo</b>
good	better than	the best
bad	worse than	the worst
little	less than	the least
much	more than	the most
many	more than	the most
far	farther than	the farthest
	further than	the furthest

**Comparativos de Igualdad**

Se usa **as + adjective+ as** para demostrar que dos cosas o grupos son similares.

**Barbara is as tall as Carol.**

Ej. Bárbara es tan alta como Carol, de hecho tiene la misma estatura.

Otra manera en que se puede expresar una comparación es en su forma negativa.

**sujeto + negativo + as + adjetivo +sujeto**  
**Leonardo is not as tall as Arthur.**



### Actividades de aprendizaje

I. Lee las siguientes oraciones. ¿La parte que esta resaltada en cada oración es correcta (✓) o incorrecta (X)?

1. What's the quicker way to get to the South of Mexico City? ( )
2. Driving is more boring than going by train. ( )
3. Petrol isn't as cheap in Mexico than in USA. ( )
4. Does the plane tickets cost as much as train tickets? ( )
5. Richard is most intelligent student in my class. ( )
6. Today is hottest day of the year. ( )
7. This is the worse restaurant I've ever been to. ( )
8. I think tennis is more exciting as golf to watch on TV. ( )
9. It was the more comfortable hotel I've ever stayed in. ( )
10. Torreón is the farthest place I've ever been to. ( )

II. Corrige las que son incorrectas.

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III. Completa las siguientes frases célebres con la forma apropiada del adjetivo.

1. The \_\_\_\_\_ (beautiful) thing we can experience is the mystery. *Albert Einstein*
2. Love is the \_\_\_\_\_ (great) refreshment in life. *Pablo Picasso*
3. It is \_\_\_\_\_ (easy) to do a job right than to explain why you didn't. *Martin Van Buren*
4. Friendship is like money, \_\_\_\_\_ (easy) made than kept. *Samuel Butler.*
5. It is \_\_\_\_\_ (good) to have loved and lost than never to have loved at all. *Alfred Tennyson*
6. Believe \_\_\_\_\_ (good) of everybody. *Rudyard Kipling.*

IV. Ordena las siguientes oraciones:

1. expensive / BMW / than / Toyota / more / is /

2. Arsenal / than / Chelsea / played / better /

3. the / in / polluted / city / It's / most / world / the /

---

4. farthest / I've / is / to / Australia / The / ever / flown / place

---

5. as / intelligent / He's / her / as / not /

---

V. Completa las siguientes conversaciones con la palabra más apropiada de acuerdo al contexto.

bad / good / cheap / old

1. A. That jacket looks \_\_\_\_\_ on you.  
Was it expensive?  
B. Oh no, it was very \_\_\_\_\_.

great / expensive / dirty / ugly

2. A. What a \_\_\_\_\_ sweater! You look marvelous!  
B. Do you think so?

old / look / hate / like / beautiful / love

3. A. Great! You \_\_\_\_\_ good in red and that dress is very \_\_\_\_\_.  
B. Yes, I \_\_\_\_\_ it.



### Síntesis del tema

Se usa la forma comparativa de los adjetivos para comparar cosas o personas y de los adverbios para comparar acciones.

e.g. **My brother's taller than me.**

**He drives more slowly than me.**

Se usa el superlativo para expresar quién es el mejor de todos en un grupo.

e.g. **It's the highest mountain.**

**She's the best in class.**

1. Para los adjetivos que tienen una o dos sílabas y terminan en consonante o "e":

great	greater than	the greatest
nice	nicer than	the nicest

2. Adjetivos que terminan en una vocal y van seguidos por una consonante:

big	bigger than	the biggest
wet	wetter than	the wettest

3. Adjetivos que terminan en "y":

happy	happier than	the happiest
sexy	sexier than	the sexiest

4. Adjetivos cuya forma es irregular:

good	better than	the best
bad	worse than	the worst
far	farther than	the farthest
	further than	the furthest

5. Adjetivos que tienen dos o más sílabas:

famous	more famous than	the most famous
interesting	more interesting than	the most interesting

6. La forma para expresar igualdad es:

Tim is as thin as Jack.

7. La forma para negar la igualdad es:

Raul is not as tall as Martha.

8. Forma para modificar los comparativos utilizando *a bit* o *much*:

Susan is a bit heavier than Michael.

### Ejercicio de autoevaluación

- A. Elige la opción correcta:

- The traffic is \_\_\_\_\_ than it was.  
A. badder  
B. worse  
C. more bad  
D. worst
- Radio newsreaders speak more \_\_\_\_\_ than before.  
A. quickly  
B. quick  
C. quicker  
D. quickest
- Baseball isn't as \_\_\_\_\_ it was in the past.  
A. popular than  
B. popular that  
C. popular as  
D. the popular

4. What's the \_\_\_\_\_ place you've ever been to?  
 A. most beautiful  
 B. more beautiful  
 C. as beautiful  
 D. beautiful as
5. Mexico City is one of the \_\_\_\_\_ cities in the world.  
 A. noisy  
 B. noisiest  
 C. noisier  
 D. noisy

B. Completa la siguiente conversación, utilizando las palabras del recuadro.

seem nice look very think great on sale thanks like
--

- A: You (1) \_\_\_\_\_ great today!  
 B: Do you (2) \_\_\_\_\_ so?  
 A: And your dress is (3) \_\_\_\_\_  
 B: It was (4) \_\_\_\_\_  
 A: Oh, and what a (5) \_\_\_\_\_ handbag!  
 B: (6) \_\_\_\_\_ a lot!

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[www.edufind.com/english/grammar/ADJECTIVES6.cfm](http://www.edufind.com/english/grammar/ADJECTIVES6.cfm)



## Respuestas Actividades de aprendizaje

### I.

- |        |         |
|--------|---------|
| 1. (X) | 6. (X)  |
| 2. (ü) | 7. (X)  |
| 3. (X) | 8. (X)  |
| 4. (ü) | 9. (X)  |
| 5. (X) | 10. (ü) |

### II.

1. What's **the quickest** way to get to the South of Mexico City?
3. Petrol isn't **as cheap in Mexico as** in USA.
5. Richard is **the most intelligent** student in my class.
6. Today is **the hottest** day of the year.
7. This is **the worst** restaurant I've ever been to.
8. I think tennis is **more exciting than** golf to watch on TV.
9. It was **the most comfortable** hotel I've ever stayed in.

### III.

1. most beautiful
2. greatest
3. easier
4. easier
5. better
6. the best

### IV.

1. BMW is more expensive than Toyota.
2. Arsenal played better than Chelsea.
3. It's the most polluted city in the world.
4. Australia is the farthest I've ever flown to.
5. He's not as intelligent as her.

### V.

1. A. good  
B. cheap
2. A. great
3. A. look – beautiful  
B. love

## Ejercicios de Autoevaluación

### A.

- 1.B      2.A      3.C      4.A      5.B

### B.

- 1.look      2. think      3. great      4. on sale      5. nice      6. thanks

# UNIDAD 3

## HABLAR POR TELÉFONO



### Introducción

Hoy en día es importante comunicarnos a través de diferentes medios; uno de los más comunes es el teléfono. En esta unidad vas a conocer el vocabulario y expresiones relacionadas con conversaciones telefónicas para que te puedas comunicar de la mejor forma posible.

### Objetivo

El alumno podrá entablar una conversación telefónica.

### Contenido

#### Llamar por teléfono.

- Hello. Could I speak to Jane?
- Who's calling?
- John Hawkins.
- Hold on, please.

#### Marcar un número equivocado.

- Could I speak to David?
- There's no one by that name here.
  
- What's wrong?
- The phone isn't working.
- Let's go find another one.



### Explicación

Si tienes que llevar a cabo una conversación telefónica, no tengas miedo en contestar el teléfono. El miedo a hablar por teléfono desaparecerá en un segundo si practicas las expresiones que se te dan a conocer más adelante.

La parte más difícil de hablar por teléfono en otra lengua que no es la propia es que no puedes ver el rostro de la otra persona, sus movimientos, el lenguaje corporal. Mientras que si fuera una conversación frente a frente podrías leer los labios, sus expresiones, el movimiento de sus manos.

En esta unidad aprenderás expresiones que se usan para entablar una conversación telefónica.

Hay un gran número de frases y modismos que sólo se usan cuando hablamos por teléfono. Observa el vocabulario que se utiliza en la siguiente conversación:

- **Operator:** Hello, Frank and Brothers. How can I help you?
- **Peter:** This is Peter Jackson. Can I have extension 3421, please?
- **Operator:** Certainly, hold on a minute, I'll put you through...
- **Frank:** Bob Peterson's office. Frank speaking.
- **Peter:** This is Peter Jackson calling, is Bob in?
- **Frank:** I'm afraid he's out at the moment. Can I take a message?
- **Peter:** Yes. Could you ask him to call me at 6?. I need to talk to him about the Nuovo line, it's urgent.
- **Frank:** Could you give me the number, please?
- **Peter:** Yes, that's 5678903498, and this is Peter Jackson.
- **Frank:** Thank you, Mr. Jackson. I'll make sure Bob gets this as soon as possible.
- **Peter:** Thanks, bye.
- **Frank:** Bye.

A continuación se te presenta el siguiente cuadro para que identifiques qué expresiones puedes utilizar para presentarte, preguntar por alguien, tomar un mensaje, etc.

<p><b>Presentarte</b></p> <p>This is Ken. Ken speaking</p>	<p><b>Preguntar quién está en la línea telefónica</b></p> <p>Excuse me, who is this? Can I ask who is calling, please?</p>
<p><b>Preguntar por alguien</b></p> <p>Can I have extension 321? (extensions are internal numbers at a company) Could I speak to...? (Can I - more informal / May I - more formal) Is Jack in? (informal idiom meaning: Is Jack in the office?)</p>	<p><b>Comunicarte con alguien</b></p> <p>I'll put you through (put through - phrasal verb meaning 'connect') Can you hold the line? Can you hold on a moment?</p>
<p><b>Cómo responder cuando alguien no se encuentra o no puede contestar</b></p> <p>I'm afraid ... is not available at the moment The line is busy... (when the extension requested is being used) Mr. Jackson isn't in... Mr. Jackson is out at the moment...</p>	<p><b>Tomar un mensaje</b></p> <p>Could (Can, May) I take a message? Could (Can, May) I tell him who is calling? Would you like to leave a message?</p>

Tabla adaptada. Fuente: [http://esl.about.com/library/speaking/bltelephone\\_vocab.htm](http://esl.about.com/library/speaking/bltelephone_vocab.htm)



## Actividades de aprendizaje

I.- Para involucrarte con el vocabulario, lee la conversación que aparece en la explicación y subraya las frases o palabras relacionadas con conversaciones telefónicas.

II. ¿Qué significan las siguientes palabras?. Subraya la opción correcta.

- |                  |            |                         |       |
|------------------|------------|-------------------------|-------|
| 1. <b>Insert</b> | get        | put in                  | take  |
| 2. <b>Lift</b>   | pick up    | take up                 | go up |
| 3. <b>Accept</b> | take       | give                    | use   |
| 4. <b>Press</b>  | pull       | push                    |       |
| 5. <b>Redial</b> | dial again | dial for the first time |       |

III. Elige la opción correcta.

- When you pick up the phone to call someone you hear a\_\_\_\_\_:
  - ringer
  - dial tone
  - receiver
- If I'm not home, leave a message on my\_\_\_\_\_ machine.
  - directory
  - answering
  - dial
- Sally must be talking to her mom because I have been getting a\_\_\_\_\_ for two hours.
  - answering machine
  - chat room
  - busy signal
- I never answer my\_\_\_\_\_ while I'm driving.
  - cordless
  - cell phone
  - payphone
- Mark always turns his\_\_\_\_\_ off when he is studying.
  - ringer
  - other line
  - call display
- I'm busy right now. Can you\_\_\_\_\_ later?
  - hang up
  - call back
  - telephone book
- You have to\_\_\_\_\_ "0" for the operator.
  - answer
  - hang up
  - dial
- I have a\_\_\_\_\_ phone so I can do the dishes and chat at the same time.
  - receiver
  - busy signal
  - cordless

9. You will need a quarter or a phone card if you want to use the \_\_\_\_\_.

- a. cell phone                      b. payphone                      c. pager

10. I know it was my boyfriend who called because I have \_\_\_\_\_.

- a. dial tone                      b. call display                      c. directory

IV. Completa la conversación con las palabras del recuadro.

<b>Who's this</b>	<b>stepped</b>	<b>hold on</b>	<b>run</b>	<b>Bye</b>	<b>Hello?</b>
	<b>repeat</b>	<b>in</b>	<b>Could you</b>		

**Leslie:** a) \_\_\_\_\_

**Cameron:** Hi, is this Leslie?

**Leslie:** Yes. b) \_\_\_\_\_?

**Cameron:** It's Cameron here. Is Maria c) \_\_\_\_\_?

**Leslie:** No, she just d) \_\_\_\_\_ out for a moment. Can I take a message?

**Cameron:** Yes, thanks. e) \_\_\_\_\_ ask her to meet me at the Lumière movie theatre at 7 pm tonight?

**Leslie:** Sure. Just let me write that down. Oh, Cameron. Could you f) \_\_\_\_\_ for a second? I have to take another call.

**Cameron:** No problem.

**Leslie:** Sorry about that. Now could you please g) \_\_\_\_\_ the information? I didn't have a pen handy.

**Cameron:** Sure. It's the Lumière theatre at 7 o'clock.

**Leslie:** Okay, I've got it. Is there anything else?

**Cameron:** No, that's great.

**Leslie:** Okay. Uh-oh, there's my other line again. I'd better h) \_\_\_\_\_

**Cameron:** Okay, thanks again. Bye for now.

**Leslie:** i) \_\_\_\_\_!



### Síntesis del tema

A continuación se enlistan las frases típicas que puedes utilizar en una conversación telefónica. Repásalas y practícalas.

<b>Contestando el teléfono</b>	<ul style="list-style-type: none"> <li>. Hello? (informal)</li> <li>. Thank you for calling Cinemark. Jody speaking. How can I help you?</li> <li>. Doctor's office.</li> </ul>
<b>Presentándote</b>	<ul style="list-style-type: none"> <li>. Hey, George! It's Lisa calling. (informal)</li> <li>. Hello, this is Julie Madison calling.</li> <li>. Hi, it's Gerry from the dentist's office here.</li> <li>. This is she.*</li> <li>. Speaking.*</li> </ul> <p>*The person answering says this if the caller does not recognize his/her voice.</p>
<b>Pedir hablar con alguien</b>	<ul style="list-style-type: none"> <li>. Is Fred in? (informal)</li> <li>. Is Jackson there, please? (informal)</li> <li>. Can I talk to your sister? (informal)</li> <li>. May I speak with Mr. Green, please?</li> <li>. Would the doctor be in/available?</li> </ul>
<b>Pedir que te comuniquen con alguien</b>	<ul style="list-style-type: none"> <li>. Just a sec. I'll get him. (informal)</li> <li>. Hang on a second. (informal)</li> <li>. Please hold on and I'll put you through to his office.</li> <li>. One moment, please.</li> <li>. All of our operators are busy at this time. Please hold on for the next available person.</li> </ul>
<b>Pedir algo de manera formal</b>	<ul style="list-style-type: none"> <li>. Could you please repeat that?</li> <li>. Would you mind spelling that for me?</li> <li>. Could you speak a little louder, please?</li> <li>. Can you speak a little slower, please. My English isn't very strong.</li> <li>. Can you call me back? I think we have a bad connection.</li> <li>. Can you please hold on for a minute? I have another call.</li> </ul>
<b>Tomar un mensaje</b>	<ul style="list-style-type: none"> <li>. Sammy's not in. Who's this? (informal)</li> <li>. I'm sorry, Lisa's not here at the moment. Can I ask who's calling?</li> <li>. I'm afraid he's stepped out. Would you like to leave a message?</li> <li>. He's on lunch right now. Who's calling please?</li> <li>. He's busy right now. Can you call again later?</li> <li>. I'll let him know you called.</li> <li>. I'll make sure she gets the message.</li> </ul>
<b>Dejar un mensaje para alguien</b>	<ul style="list-style-type: none"> <li>. Yes, can you tell him his wife called, please.</li> <li>. No, that's okay, I'll call back later.</li> <li>. Yes, it's James from Comp Inc. here. When do you expect her back in the office?</li> <li>. Thanks, could you ask him to call Brian when he gets in?</li> </ul>

- Do you have a pen handy. I don't think he has my number.
- Thanks. My number is 222-3456, extension 12.

**Confirmar información**

- Okay, I've got it all down.
- Let me repeat that just to make sure.
- Did you say 555 Charles St.?
- You said your name was John, right?
- I'll make sure he gets the message.

**Escuchar información en una contestadora**

- Hello. You've reached 222-6789. Please leave a detailed message after the beep. Thank you.
- Hi, this is Elizabeth. I'm sorry I'm not available to take your call at this time. Leave me a message and I'll get back to you as soon as I can.
- Thank you for calling Dr. Mindin's office. Our hours are 9am-5pm, Monday-Friday. Please call back during these hours, or leave a message after the tone. If this is an emergency please call the hospital at 333-7896.

**Dejar un mensaje en una contestadora**

- Hey, Mikako. It's Yuka. Call me! (informal)
- Hello, this is Ricardo calling for Luke. Could you please return my call as soon as possible. My number is 334-5689. Thank you.
- Hello, Maxwell. This is Marina from the doctor's office calling. I just wanted to let you know that you're due for a check-up this month. Please give us a ring/buzz whenever it's convenient.

**Terminar una conversación**

- Well, I guess I'd better get going. Talk to you soon.
- Thanks for calling. Bye for now.
- I have to let you go now.
- I have another call coming through. I'd better run.
- I'm afraid that's my other line.
- I'll talk to you again soon. Bye.

## Ejercicio de autoevaluación

1. Elige la opción correcta.

1. A: May I ask you who is calling?  
B: \_\_\_\_\_.
  - a. Ms. Smith, please.
  - b. I'll call tomorrow.
  - c. This is Bob Hall.
  
2. A: Could I have your telephone number, please?  
B: \_\_\_\_\_.
  - a. Yes. It's 532-9843
  - b. My name's Greg Rodgers
  - c. My zip code is 09783
  
3. A: I'm sorry but he's in a meeting.  
B: \_\_\_\_\_.
  - a. Ok, I'll call him back later.
  - b. Yes. I'll meet him at 5:00.
  - c. Sorry. I can't meet him now.
  
4. A: I'll be sure to give her the message.  
B: \_\_\_\_\_.
  - a. Here's the message.
  - b. No. I'll call later.
  - c. Thank you.
  
5. A: I'm sorry but she's out to lunch right now.  
B: \_\_\_\_\_.
  - a. Ok. I'll call her right now.
  - b. I'll call her after lunch.
  - c. Ok. Lunch time is fine.

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(frases telefónicas)

<http://www.englishclub.com/speaking/telephone.htm>

[http://www.englishclub.com/speaking/telephone\\_quiz.htm](http://www.englishclub.com/speaking/telephone_quiz.htm)

[http://www.englishclub.com/speaking/telephone\\_language.htm](http://www.englishclub.com/speaking/telephone_language.htm)

[www.oup.com/elt/englishfile/intermediate](http://www.oup.com/elt/englishfile/intermediate)



## Respuestas

### Actividades de aprendizaje

#### I.

- **Operator:** Hello, Frank and Brothers, How can I help you?
- **Peter:** This is Peter Jackson. Can I have extension 3421, please?
- **Operator:** Certainly, hold on a minute, I'll put you through...
- **Frank:** Bob Peterson's office, Frank speaking.
- **Peter:** This is Peter Jackson calling, is Bob in?
- **Frank:** I'm afraid he's out at the moment. Can I take a message?
- **Peter:** Yes, Could you ask him to call me at 6?. I need to talk to him about the Nuovo line, it's urgent.
- **Frank:** Could you repeat the number please?
- **Peter:** Yes, that's 5678903498, and this is Peter Jackson.
- **Frank:** Thank you Mr. Jackson, I'll make sure Bob gets this as soon as possible.
- **Peter:** Thanks, bye.
- **Frank:** Bye.

#### II.

- |                  |                   |                         |       |
|------------------|-------------------|-------------------------|-------|
| 1. <b>Insert</b> | get               | <b>put in</b>           | take  |
| 2. <b>Lift</b>   | <b>pick up</b>    | take up                 | go up |
| 3. <b>Accept</b> | <b>take</b>       | give                    | use   |
| 4. <b>Press</b>  | pull              | <b>push</b>             |       |
| 5. <b>Redial</b> | <b>dial again</b> | dial for the first time |       |

#### III.

- |             |              |
|-------------|--------------|
| 1. <b>b</b> | 6. <b>b</b>  |
| 2. <b>b</b> | 7. <b>c</b>  |
| 3. <b>c</b> | 8. <b>c</b>  |
| 4. <b>b</b> | 9. <b>b</b>  |
| 5. <b>a</b> | 10. <b>b</b> |

#### IV.

- a) Hello? b) Who's this? c) in d). stepped e) Could you f) hold on  
g) repeat h) run i) Bye

### Ejercicio de Autoevaluación

1. c    2.a    3.a    4.c    5.b

# UNIDAD 4

## DAR SUGERENCIAS



### Introducción

En esta unidad aprenderás a dar sugerencias utilizando el segundo condicional, lo que te permitirá ponerte en el lugar del otro y expresar lo que harías en el lugar de esa persona. Sin embargo no debes olvidar que además existen otras formas para dar sugerencias dependiendo de la situación.

### Objetivo

El alumno utilizará el segundo condicional para dar sugerencias y rechazarlas.

### Contenidos

- Segundo condicional
- Aceptar y rechazar sugerencias

-If I were you I'd quit smoking.

- All right, but I just can't.

- If I were you I'd stay at the "Presidente" Hotel.

- Oh yes, but don't you think ...?

-If were you, I'd ask him to forgive me.

- OK. But I don't feel the same way.



### Explicación

El segundo condicional se usa básicamente para expresar una situación presente irreal o improbable (condición hipotética) en la cual el hablante supone la falsedad o improbabilidad de lo que se describe. (L&S: 107; Kay: 104). Observa la siguiente tabla (adaptada de Kay: 104):

**Situación verdadera**  
**Temporalidad:**  
**presente simple**

- a. Peter **doesn't need** money.
- b. I **am not** in your position.
- c. Sally's dog **isn't** injured
- d. We **have** homework
- e. You **don't win** the lottery

®  
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**Situación irreal o improbable**  
**Temporalidad:**  
**pasado simple. (Cláusulas**  
**condicionales)**

- If** Peter **needed** money
- If** I **were** in your position...
- If** Sally's dog **were** injured...
- If** we **didn't have** homework...
- If** you **won** the lottery...

Las oraciones a-e describen sucesos presentes verdaderos. Sin embargo, cuando nos referimos a situaciones imaginarias, se usan las cláusulas condicionales, y el verbo se conjuga en pasado simple. Observa las dos partes que integran las cláusulas condicionales:

*cláusula condicional*

- a. **If** Peter **needed** money,
- b. **If** I **were** in your position,
- c. **If** Sally's dog **were** injured,
- d. **If** we **didn't have** homework,
- e. **If** you **won** the lottery,

*cláusula principal*

- I **would lend** it to him.
- I **would work** harder.
- she **would take** it to the vet.
- we **would go** to the movies.
- would you share** the prize with your friends?

Mientras en la cláusula condicional se requiere utilizar verbos en pasado simple para señalar la irrealidad de los sucesos descritos, en la cláusula principal se presenta la consecuencia -también irreal- mediante el uso del modal **would** seguido por un verbo en forma simple.

Recuerda que el pasado de los verbos se utiliza con todas las personas sin importar si es singular o plural. Además, sólo en el caso del condicional dos es posible emplear la conjugación **were** del verbo **to be** para todas las personas en forma oral y escrita, aunque algunas veces **was** puede usarse en la forma oral.

Ahora bien, en algunas ocasiones la gente usa la primera persona del condicional dos para hacer una sugerencia o dar un consejo, ya que hace posible que el sujeto se ponga en el lugar de alguien más y expresar qué haría o cómo solucionaría una situación determinada.

- You look tired. **If I were** you, **I would take** a few days off.

- Now, young girl. If I were you, I would work harder at school.

- If I were as good as you in Math, I would study Engineering.



**Síntesis del tema**

Recuerda que hay también otras expresiones y verbos con los que puedes dar consejos tales como *should / ought to*, o hacer sugerencias con *why don't you/we...?; how about...?; we can/could.. y. let's...* entre otros.

Para aceptar consejos o sugerencias puedes usar expresiones como: *Thank you for the advice*; *Thanks, that's a good idea*, etc. Recuerda siempre dar las gracias y hacer algún comentario pertinente.

Rechazar un consejo o sugerencia implica tener en cuenta que, por cortesía, no es recomendable *simplemente negarte o decir no de manera contundente*. Observa cómo los hablantes rechazan la sugerencia o el consejo en las siguientes conversaciones.

A: You look tired. **If I were** you, **I would take** a few days off.

B: *Thanks for the advice, but the work is due this week. I must finish it.*

A: Tina, your grades leave much to be desired. These Cs and Ds won't help you to get a scholarship next term.

B: I know mom. It's just that I don't like school. It's kind of boring.

A: Now, young girl. **If I were** you, **I would work** harder at school.

B: *I do try, mom, but I think school is not for me.*

A: Tina, you *should do* your best and complain less!

B: *Yes, mom. I'll do my best.*

A: **If I were** as good as you in Math, **I would study** Engineering.

B: *Oh, thanks. But don't you think I will be needing some Physics as well? I'm not any good at it.*

A: Mary, don't be so downhearted. There are plenty of fish in the sea. You **should find** yourself another boyfriend.

B: *Oh, I know, but right now I just can't.*

Las oraciones en cursiva muestran que es necesario dar una explicación acerca del motivo por el cual no será posible seguir el consejo o la sugerencia, de una manera educada. Generalmente se dan las gracias y se presenta la justificación.



## Actividades de aprendizaje

I. Lee las siguientes cartas dirigidas a Annie. Escribe los consejos que darías en cada situación, utilizando los verbos que se indican en los paréntesis.

Dear Annie,

My best friend has a boyfriend who is cheating on her. I found out he is dating someone else. I don't know what to do. On the one hand, I don't want to interfere because it may be a fleeting romance and he might really love my friend. On the other, I would feel bad for knowing and not telling her if he dumped her. What should I do?

Anxious friend

Dear Anxious,

I understand your fears, but why \_\_\_\_\_ (1. wait) a little time to see how things turn up. Then you \_\_\_\_\_ (2. analyze) the situation and make up your mind to do the right thing. If you \_\_\_\_\_ (3. be) in your friend's shoes, you \_\_\_\_\_ (4. do) what you thought best. Don't you think so?

Dear Annie,

I'm the youngest daughter and I have got tired of being treated as a babe. I'm 18 years old and my elder brothers overprotect me. They are always spying on me. The other day I found my middle brother reading my diary. All my male friends get scared with my brothers' attitudes. My parents don't seem to care about this, they feel I am ungrateful. How can I make them understand I'm old enough to take care of myself?

Youngest daughter

Dear Youngest daughter,

There are always options. You could ask your brothers to respect your privacy. Talk to them and help them understand they \_\_\_\_\_ (5. not/like) it if you \_\_\_\_\_ (6. keep) meddling in their own affairs.

Dear Annie,

One of my classmates gets the exams beforehand, so he always gets As. None of the teachers suspects him of cheating, but the other students and I hear his bragging about that all the time. I am afraid of telling the principal. Should I let it pass and go on living?

Fearful

Dear Fearful,

If the whole matter upsets you, it means you have to do something. If not, don't do anything. However, how \_\_\_\_\_ (7. set) him up so that everybody finds out about his dishonest behavior? You could contrive he blurted out the truth in front of the teachers.

II. Escribe algunas sugerencias, utiliza el segundo condicional y alguna otra forma para dar sugerencias o consejos. Estudia cada situación cuidadosamente y proporciona el consejo más adecuado empleando las pistas que se te proporcionan.

John is having some trouble at school. He talks to a friend about it.

Peter: John, relax. Nothing is final, only death.

John: No, it's too late. My Physics and Math grades are terrible. I won't be able to pursue engineering at the university. Besides my parents will get mad at me when they hear. The best thing I can do is run away and start a new life somewhere else.

Peter: Come on, John. Why \_\_\_\_\_ (a. talk) to your parents?

To be honest, if I \_\_\_\_\_ (b. be) you, I \_\_\_\_\_ (c. choose) something else to study. Engineering is not the only major you can pursue.

Jane is talking to her friend Lynn about her husband and their son.

Jane: ...and they are not talking to each other anymore.

Lynn: Is it only because Tim is letting his hair grow long?

Jane: It is shoulder length really, but Nick said, "I won't have an untidy and smelly hippie under my roof! It doesn't matter he is my own son."

Lynn: Does Tim really look and smell that bad?

Jane: Of course not! He washes his hair every day and is very neat. It is Nick who went mad about the boy's hair.

Lynn: Oh, dear. If I \_\_\_\_\_ a say in all this (d. have), I \_\_\_\_\_ (e. make) Nick understand the boy's going through a phase and it won't last forever.  
 Jane: Lynn, Nick won't pay any attention to me, but he thinks highly of you. Why \_\_\_\_\_ (f. talk) to him?  
 Lynn: I don't think it is a very good idea. He may feel I am interfering in his family affairs.

III. Rechaza los consejos o sugerencias que te dan. Emplea las ideas en paréntesis.

1. A: Some friends and I are spending a few days at the beach. Why don't you come with us?  
 B: \_\_\_\_\_, \_\_\_\_\_. (not/finish the school project yet)
2. A: Lisa, your nervousness is driving us all crazy. If I were you, I would do yoga. You know, it always relaxes you.  
 B: \_\_\_\_\_, \_\_\_\_\_. (not/ believe in it)
3. A: Hey, boys. How about going to the movies in the afternoon? Guillermo del Toro's latest film is on at the Plaza movie theater.  
 B: \_\_\_\_\_, Uncle Toby, \_\_\_\_\_. (have piano lesson/ at 5 pm)

IV. Escribe un consejo o sugerencia para las siguientes situaciones. Usa las ideas en paréntesis o tus propias ideas.

- a. James is taking a trip to South America by himself. His mother is worried about him.  
 A: Oh, dear! \_\_\_\_\_ (not/ go alone). Down there isn't safe.  
 B: You worry too much. I will be just fine, mom.
- b. Bertha is at the store buying a new dress. Her friend comments on her appearance.  
 A: You look stunning in that blue dress. It suits you.  
 B: Oh, I'm not sure. I think I look better in the gray one.  
 A: No, not really. If I \_\_\_\_\_, \_\_\_\_\_. (have your complexion/ buy the blue one). I'd love to look like a Viking princess!
- c. Paul is at the bookstore looking at the blurbs of some books. He doesn't know which one to get, so he asks for the sales clerk advice.  
 A: This one is about knights and lost kingdoms and that one is a sci-fi novel.  
 B: I'm not sure which one will be the most fun reading. Which one would you choose?  
 A: I do enjoy imagining life in the future. What about you?  
 B: No, not really. It makes me kind of sad because I won't be there to see things.  
 A: Then, if \_\_\_\_\_, \_\_\_\_\_. (choose the medieval novel)  
 B: Hey, I think I'll get that one.



## Síntesis del tema

Hay distintas formas en las que puedes dar un consejo, algunas se usan más en forma oral; otras, tanto en la forma oral como en la escrita.

### *Dar un consejo o hacer una sugerencia*

<b>Verbos y/o estructuras</b>	<b>Uso</b>
<p style="text-align: center;"><b>Condicional 2</b></p> <p><b>If + sujeto + verbo pasado + objeto / complemento, sujeto + would + verbo forma simple + o / c.</b></p> <p><b>If I were</b> in your shoes, I <b>would think</b> it twice before saying anything to the boss.</p>	<p>Normalmente lo usas para hablar sobre cosas irreales o improbables, pero puedes usar la primera persona del singular para hacer sugerencias o dar un consejo.</p> <p>Puedes usar el condicional 2 tanto en forma oral como escrita.</p>
<p style="text-align: center;"><b>Modales: should &amp; ought to</b></p> <p>Sujeto + <b>should (n't) + verbo forma simple + o / c.</b></p> <p>Sujeto + <b>ought (n't) to + verbo forma simple + o / c.</b></p> <p>Young children <b>oughtn't to / shouldn't stay</b> up late.</p>	<p>Ambos modales se utilizan normalmente para dar consejos y puedes usarlos tanto en forma oral como escrita.</p>
<p style="text-align: center;"><b>Expresiones</b></p> <p><b>Why don't + sujeto + verbo forma simple + o / c ?</b></p> <p><b>Don't you think + sujeto + verbo conjugado + o / c ?</b></p> <p>Sujeto + <b>could / can + verbo forma simple + o / c.</b></p> <p><b>How about + verbo – ing + o / c ?</b></p> <p><b>Let's + verbo forma simple + o / c.</b></p> <p><b>Why don't</b> you <b>stay out</b> of trouble at school?</p> <p>Don't you think Neil's idea is better than ours?</p> <p>We <b>could/can go</b> to the movies tonight.</p> <p><b>How about paying</b> more attention to your classes?</p> <p><b>Let's finish</b> the homework first and then watch a movie.</p>	<p>Todas las expresiones de este apartado se usan para hacer sugerencias y las puedes escuchar generalmente en conversaciones. Algunas son más formales que otras.</p>

## Ejercicios de autoevaluación

I. Elige la opción que mejor conteste o complete la información.

1. Boyd has a hearing problem, but doesn't want his parents to know. The problem is that his grades at school are getting lower and lower. He had an interview with the counselor.  
C: Boyd, you need to talk to your parents about your hearing.  
B: I don't want to disappoint them.  
C: My dear child, it won't happen. \_\_\_\_\_ you talk to them when you get home?
  - a. You can
  - b. How about
  - c. Why don't
  - d. Don't you
2. Neil is playing video games when his mother arrives. She finds out he hasn't started doing homework.  
M: Young man, \_\_\_\_\_.  
N: Let me play one more game, please.
  - a. If I were you, I would do what is asked.
  - b. I would go to the garden if I were you.
  - c. If dad were here, you could play more.
  - d. I would ask you to stay if I were you.
3. Pat's grandmother has been sick. Pat has had so much work that her mother called her.  
M: Pat, your grandma has been asking about you. When are you calling on her?  
P: Sorry, mom. I've been quite busy. I may make a quick trip, but I'm afraid it will be a short visit.  
M: \_\_\_\_\_ you think even a brief visit will cheer her up?
  - a. Let's
  - b. Don't
  - c. How's
  - d. What's
4. John just won the lottery. He's getting ideas from his relatives and friends on what to do with the money.  
J: Guys, relax! It is not that much money but a fair amount.  
A: John, don't throw it away in women and gambling.  
B: If I were you, I \_\_\_\_\_ invest most of the money.
  - a. could
  - b. would
  - c. ought to
  - d. should
5. Daniel draws and paints wonderfully, but he doesn't want to go to Art School. A friend doesn't agree with him.  
A: Come on, Daniel. Are you going to waste your talent?  
D: It's not a matter of talent. What am I going to live on? Art doesn't pay.  
A: Oh, If I \_\_\_\_\_ your talent, I could conquer the world with my master pieces!



- a. has
  - b. had
  - c. have
  - d. having
6. Paul and Donna are organizing a surprise birthday party for a friend. They are wondering about the type of party.  
P: A picnic will do.  
D: I'm not sure, Jill knows a lot of people from work and charities.  
P: OK. Then, \_\_\_\_\_ have a dinner party!
- a. let's
  - b. don't
  - c. how's
  - d. what's
7. You have just been invited to an acquaintance's party. You want to go, but your school work is not ready. You call the host to let him know you can't attend.  
A: I'd love to go, \_\_\_\_\_.  
B: I'm sorry to hear that.
- a. for I've never been in such a fancy place.
  - b. but I'm afraid I haven't finished my project.
  - c. although you are only a recent acquaintance.
  - d. because it must be nice to see how you live.
8. Dr. James is concerned about Sally, his patient.  
Dr: Sally, your health problems are due to stress, and only you can help yourself. Relax, perhaps a few days at the beach may help.  
S: It's a nice piece of advice, but right now it may be difficult because \_\_\_\_\_.
- a. I'm going to the movies next week.
  - b. I've only been working for two weeks.
  - c. I've been doing the work for next week.
  - d. I'll be staying in Bahamas for two weeks.
9. Dean wants a pet dog, but his mother hasn't made up her mind.  
A: Mom, please. Let me have a dog.  
B: Dean, you don't even clean your own room!  
A: I promise I'll take care of it.  
B: If you \_\_\_\_\_, you might get it.
- a. really wanted it
  - b. planned to work
  - c. came often to stay
  - d. never stayed up late
10. Two co-workers are talking about a promotion.  
A: Who may be the new manager?  
B: If you \_\_\_\_\_, you might know.
- a. worked hard
  - b. listened to others
  - c. helped out people
  - d. did all the activities

## **Bibliografía de consulta**

1. Eckersley C.E. & Eckersley J. M. (1985). *A Comprehensive English Grammar for Foreign Students*. Great Britain: Longman.
2. Gaetz, Lynne. (2002). *Open Book: English Grammar*. Canada: Longman.
3. Hartmann, Pamela. (2007). *Quest 2: Reading & Writing*. USA: The McGraw-Hill Companies, Inc.
4. Leech and Svartvik. (1994). *A Communicative Grammar of English*. Great Britain: Longman.
5. Murphy, Raymond.(1996). *English Grammar in Use. A self-study reference and practice book for intermediate students*. New York: Cambridge University Press.
6. Richards, Jack C.(2005). "Unit 15" in *Interchange 2: Full Contact*. 3rd Edition. Hong Kong: Cambridge University Press

## **Sitios de Internet**

[www.esl-classroom.com](http://www.esl-classroom.com)  
[esl.about.com/library/quiz/blgrammarquiz.htm](http://esl.about.com/library/quiz/blgrammarquiz.htm)  
[www.elscafe.com](http://www.elscafe.com) (click "quizzes")  
[www.englishday.com](http://www.englishday.com) (click "tests")  
[www.english-at-home.com](http://www.english-at-home.com) (click "grammar")  
[teslj.org/links](http://teslj.org/links)

## **Anexos**

### **Respuestas**

#### **Actividades de aprendizaje**

- |                   |                 |
|-------------------|-----------------|
| I.                | II.             |
| 1. don't you wait | a. don't you    |
| 2. should, could  | b. were you     |
| 3. were           | c. would choose |
| 4. would do       | d. had          |
| 5. wouldn't like  | e. would make   |
| 6. kept           | f. don't you    |
| 7. about setting  |                 |
- III.
1. I'd love to / Thank you, but I haven't finished the school project yet.
  2. Thanks for the advice/Sorry, but I don't believe in it.
  3. Thanks, Uncle Toby, but we have a piano lesson at 5 pm.
- IV.
- a. You shouldn't go alone. If I were you, I wouldn't go alone.
  - b. If I had your complexion, I would buy the blue one.
  - c. if were you, I would choose the medieval novel.

### **Ejercicios de Auto-evaluación**

1. c. Why don't
2. a. If I were you, I would do what is asked.
3. b. Don't
4. b. would
5. b. had
6. a. Let's
7. b. but I'm afraid I haven't finished my project.
8. b. I've only been working for two weeks.
9. a. really wanted it.
10. b. listened to others

# UNIDAD 5

## INSTRUCCIONES FORMALES E INFORMALES



### Introducción

Esta unidad busca que conozcas las expresiones para dar instrucciones tanto formales como informales dependiendo de la situación, el contexto y a quién te dirijas.

### Objetivo

El alumno utilizará expresiones para dar instrucciones tanto formal como informalmente.

### Contenido

Pedir y dar instrucciones de manera formal e informal.

- Would you mind opening the window, please?
- Do you think you can take my clothes to the dry cleaners?
- Don't lift that box. It's too heavy.
- Put the documents you want to send here.



### Explicación

Para poder dar instrucciones formales o informales lo más importante es entender cómo te dicen las cosas y no qué palabras está utilizando la persona para comunicarse contigo. Es importante que conozcas como dar una instrucción formal o informal. Esto va a depender del contexto, de la persona a la que te dirijas y de lo solicitud que quieras pedir.

- Ø Una instrucción es informal cuando te diriges a alguien a quien le tienes mucha confianza; ya sea un amigo, un compañero o alguien que conozcas desde hace mucho tiempo.

Se puede utilizar la forma imperativa, que se forma de la siguiente manera:

#### **Verbo + complemento**

Close the door, please!  
Write down your own information.  
Call me at 7, please!

Ø En negativo se utiliza de la siguiente manera:

**Don't + verbo + objeto o complemento**

**Don't forget to do the dishes!**

**Don't leave home without cleaning your room.**

Ø Otra forma de dar instrucciones informales es la siguiente:

**Can + sujeto+ verbo + objeto o complemento?**

**Can you draw a line?**

Ø Una instrucción formal se usa cuando te diriges a alguien con un rango mayor: tu jefe, alguna persona a quien no conoces o alguien que es muy importante para ti.

**Could + sujeto + verbo + objeto o complemento?**

**Could you come at 6?**

**Would + sujeto + mind + verbo - ing + objeto o complemento?**

**Would you mind opening the door, please?**

**NOTA:** Es importante aclarar que en esta unidad el tema principal es hacer peticiones (**making requests**) más que dar instrucciones para hacer funcionar un equipo o aparato eléctrico.









### Actividades de aprendizaje

I. De las siguientes oraciones, coloca el número de la oración en la columna apropiada.

FORMAL	INFORMAL

1. Don't look at your books!
2. Give me a pen, thanks.
3. Could you give me your pen, please?
4. Bring your English books to school tomorrow, please.
5. Would you mind smoking outside, please?
6. Don't read aloud!
7. Can you follow the instructions?

II. Relaciona los dibujos con las burbujas.

 <p>1</p>	<p>A. Could you bring me a bigger size, please!</p>	 <p>4</p>	<p>D. Could you get me a tin of tomato soup please?</p>
 <p>2</p>	<p>B. Be careful. Don't go near the water!</p>	 <p>5</p>	<p>E. Could you get me some more tea, please?</p>
 <p>3</p>	<p>C. Get out of the car. Don't move.</p>	 <p>6</p>	<p>F. I'm terribly sorry, please don't smoke. This is a non-smoking area.</p>

Adapted from: Viney, Peter, Grapevine 2, unit 38.

1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 \_\_\_\_ 6 \_\_\_\_

III. ¿Qué dirías en las siguientes situaciones?

**Ask a friend**

1. - You want the window open.

---

2. - You want your letter posted.

---

3. - You think the TV is on too loud.

---

4. - You want the number dialed.

---

5. - You want a lift to the school.

---

**Ask a stranger**

1. You would like him/her to move his /her car.

---

2. You want to know the way to the main entrance of a building.

---

3. You would like to borrow a pen.

---

4. You would like him/her to sign the visitor's book.

---

5. You want your boss to give you permission for leaving early.

---



**Síntesis del tema**

Es importante que conozcas las estructuras para dar instrucciones formales e informales, pero más importante es que identifiques cuándo se usan, según el contexto, situación o persona a quien te diriges, para darle la formalidad correspondiente y hablar con propiedad.

**Ejercicios de autoevaluación**

**I. Elige la opción más apropiada.**

1. You have an exam today and you forgot your book at home. Your friends are not using theirs, so you ask them: \_\_\_\_\_?
  - a. Borrow your book?
  - b. Can I borrow your book?
  - c. Could I borrow your book?
  - d. Would you mind if I borrow your book?

2. You are writing a letter to ask for information about a summer school.

Dear Sir/Madam,  
I'm interested in the summer courses. \_\_\_\_\_  
\_\_\_\_\_ me some information about?

- a. Can you fax
- b. Should you fax
- c. Will you have faxed
- d. Would you mind faxing

3. The teacher asks Peter to hand in his project.

- a. Peter, bring your assignment, please.
- b. Where is your homework?
- c. Could you show me your work, please?
- d. Peter, keep up the good work.

4. You are in a meeting, the room is getting too hot, so you ask someone else to open the window:

- a. Open the window
- b. Could you open the window, please.
- c. Do you mind closing the window, please.
- d. Close the window.

5. A thief is asking a woman for her valuables.

- a. Can you lend me some money?
- b. Would you mind if I borrow some money?
- c. Give me your money.
- d. Save your money.

### **Bibliografía de consulta**

- 1. Abbs, B. (1983) *Developing strategies*, Hong Kong.
- 2. Oxeden, Clive. (2005) *New English File pre-intermediate/intermediate*, Hong Kong.
- 3. Viney, P. Et al. (1990). *Grapevine 2*, Hong Kong.

### **Sitios de consulta**

[www.oup.com/elt/englishfile/pre-intermediate](http://www.oup.com/elt/englishfile/pre-intermediate)



**Anexos**  
**Respuestas**  
**Actividades de aprendizaje**

**I.**

FORMAL	INFORMAL
3,5	1,2,4,6,7

**II.**

1. C
2. D
3. B
4. E
5. A
6. F

**III. Ask a friend**

1. Can you open the window ? / Open the window, please.
2. Can you post this letter ? / Post this letter, please.
3. Can you turn down the TV ? / Turn down the TV, please.
4. Can you dial this number ? / Dial this number, please.
5. Can you take me to the school ? / Take me to the school, please.

**Ask a stranger**

1. Could you move your car ? / Would you mind moving your car ?
2. Could you tell me where the main entrance of the building is? / Would you mind telling me where the main entrance of the building is?
3. Could I borrow a pen ? / Would you mind lending me a pen?
4. Could you please sign the visitor's book? / Would you mind signing the visitor's book?
5. Could I leave early ? / Would you mind if I leave early?

**Ejercicios de autoevaluación**

1. b    2. d    3. a    4. b    5. c

# UNIDAD 6

## HACER PLANES



### Introducción

En esta unidad desarrollarás las habilidades necesarias para que puedas platicar acerca de planes para el futuro. Encontrarás una explicación que te ayudará a usar la lengua como lo hacen los hablantes nativos, también encontrarás una explicación gramatical de la estructura del tiempo futuro. Los ejercicios que te ayudarán a practicar y reforzar el conocimiento.

### Objetivo

El alumno intercambiará información con otros alumnos y platicará sobre sus planes futuros.

### Contenidos

- What are you going to do tonight?
- I think I'll go to bed early.
- What will you buy for lunch?
- I don't know yet. I'll decide later.



### Explicación

Usamos "will" para:

- hacer predicciones acerca del futuro:  
*I think humans will work at home in the year 2050.*
- hacer promesas u ofertas  
*A: I really don't feel like cooking tonight.*  
*B: That's OK. I'll pick up some Chinese food on my way home.*

Taken from *Grammar Dimension*

Usamos "going to" para:

- expresar intenciones:  
*I'm going to visit my mother next weekend.*
- expresar planes:  
*What are you going to do next year?*



## Actividades de aprendizaje

I. Lee las siguientes oraciones y escribe en la tabla las frases subrayadas.

1. I think I'll get married.
2. I'll probably have two children.
3. I don't think I'll live abroad.
4. Maybe I'll get married.
5. I doubt I'll be famous.
6. I'm sure I won't have children.
7. I'm sure I'll learn to drive.

A. I believe this will happen	B. I think it's possible that this will happen	C. I believe this won't happen

Taken from *English in Mind I*

II. Cambia las siguientes oraciones a preguntas y respóndelas. Sigue el ejemplo:

**e.g.** She will cook tomorrow.

**Will she cook tomorrow? Yes, she will.**

1. I think they will have a party.

2. Jane will come tomorrow.

3. Mike will play soccer next Saturday.

4. Elise will write tomorrow.

5. The children will help you tonight.

III. Llena los espacios con *will* y *won't*.

1. A: I want to go camping to Valle de Bravo next weekend.

B: Who \_\_\_\_\_ drive you there?

A: Tom's mother will.

2. A: I need to go shopping.

B: OK, I \_\_\_\_\_ give you a lift.

A: That would be great. It \_\_\_\_\_ take me long, so afterwards we \_\_\_\_\_ have time to go for lunch.

3. A: There is something wrong with Rocky.

B: Oh, poor thing. I \_\_\_\_\_ take him to the vet.

A: I \_\_\_\_\_ go with you. He \_\_\_\_\_ bark if I'm not there.

B: I hope he \_\_\_\_\_ bite the vet!

4. A: I think I \_\_\_\_\_ have a barbecue at the weekend.  
 B: That's a good idea. Who \_\_\_\_\_ you invite?  
 A: I don't know yet. \_\_\_\_\_ you help me make a list?  
 B: Of course.

Taken from *Enterprise Grammar 2*

**IV. Ordena las palabras para formar preguntas.**

In the future...

- a. traditional /shops / will / have / we / ? /  
 \_\_\_\_\_  
 b. there / be / shopping centers /will/?/  
 \_\_\_\_\_  
 c. buy / will / our newspaper / we / where / ? /  
 \_\_\_\_\_  
 d. will / to / school / how / students / ? / go /  
 \_\_\_\_\_  
 e. meals / cook / will / mothers / what / ? /  
 \_\_\_\_\_

Taken from *Opportunities. Elementary*

**V. Lee el texto y realiza las actividades.**

***E.T. ARE YOU THERE?***

Is there life on other planets or are we alone in the universe? A lot of scientists have tried and are still trying to answer this question. Some of them have started a programme called SETI (Search for Extra-Terrestrial Intelligence). (1)\_\_\_\_\_ There, they use a huge antenna and hope that they will make contact with other life forms in the universe.

The antenna is over 300 meters wide. (2) \_\_\_\_\_. If there is a life form somewhere in the universe, it will probably send out some radio signals. This antenna will pick them up.

People who want to take part in SETI only need a computer, because the information from the antenna is on the Internet. (3)\_\_\_\_\_. They are looking for alien signals on their computers, but they haven't found any yet.

If someone discovers an unusual message, this will mean that humans are not the only intelligent creatures in the universe. (4)\_\_\_\_\_ Well, we must wait and see.

A. Lee el texto. Faltan cuatro oraciones. Completa los espacios 1-4 con los incisos a-d de las oraciones de abajo.

- a. What will happen then?
- b. It looks for messages from outer space.
- c. Twice a year, they go to the Arecibo Observatory in Puerto Rico.
- d. About two million people have already connected to the site.

B. Después de leer el texto encuentra los errores en las siguientes oraciones y corrígelos.

1. Scientists go to the Arecibo Observatory once a year.
2. The Arecibo antenna is over 300 meters high.
3. The Arecibo antenna can send radio signals.
4. You need an antenna to take part in the SETI programme.
5. About two million people have visited the Arecibo Observatory.
6. Some people have found alien signals on their computers.

Taken from *Say Yes – 2, 64*



### Síntesis del tema:

Después de los auxiliares **will** y **won't**, el verbo siguiente debe estar en su forma simple:  
*I will help you with your homework.*

La forma negativa es: will + not = **won't**

Los adverbios de tiempo que te ayudarán a formar oraciones con **will** son *next, tomorrow*.

La contracción con *will* es: I'll, you'll, he'll, she'll, it'll, we'll, they'll.

AFFIRMATIVE	NEGATIVE	QUESTION
I will	I won't	Will I?
You will	You won't	Will you?
He/ She/ It will	He/ She/ It won't	Will he/she/it?
We will	We won't	Will we?
They will	They won't	Will they?

Para obtener información más completa en una pregunta usamos *what, where, when, why, who, how*.

*What will you do after finishing school? I think I'll get a job.*  
*Where will you go on vacations? I'll probably go to Cuernavaca.*  
*Who will you go with? I'll go with my friends.*

## Ejercicios de autoevaluación

### VI. Lee las predicciones de Alex y Brittney.

#### WHERE WILL THEY BE IN TWENTY YEARS?

Alex will be a veterinarian to the stars. Drew Barrymore, Christian Slater, and many other actors will never take their animals to any other vet. Alex will live in Los Angeles and Morelia, Mexico, with a house in each city. He'll have three dogs, a cat, an iguana, a ferret, a snake, and an armadillo. When he travels, he won't leave them home. They'll all go with him on his private plane.

Brittney won't follow in the footsteps of her namesake Brittney Spears. Instead, she'll become a high-powered lawyer. She'll work twenty hours a day, but she'll love it. Because of Brittney's most famous case, high schools will have to pay students to go to class. Suddenly, every student will have perfect attendance and high school students will be the richest age group in the country.

- Lee las predicciones y encierra en un círculo la opción correcta.
  - According to the prediction, in 20 years Alex will have...
    - a vegetarian business.
    - One house.
    - Two airplanes.
    - Eight pets.

- B. According to the prediction, in 20 years Brittney will...
- be a singer.
  - be a lawyer.
  - Work in a hospital.
  - Play the guitar.

2. Escribe las oraciones de la caja en la columna que corresponda:

I'll drive.  
 I'll pick you up about 7:00.  
 Alex will be a veterinarian.  
 Brittney will make tons of money.  
 I'll have a house in Morelia.  
 I'll make some popcorn.

<b>Predictions about the future</b>	<b>Promises to do something</b>

3. Escribe las respuestas a las preguntas, y las preguntas de las respuestas

- \_\_\_\_\_? He'll have a house in Los Angeles and another in Morelia.
- \_\_\_\_\_? He'll be a veterinarian.
- \_\_\_\_\_? No, he won't. They'll go with him.
- Will Brittney be a singer in twenty years? \_\_\_\_\_
- How long will Brittney work every day? \_\_\_\_\_.
- \_\_\_\_\_? In Los Angeles.

### **Bibliografía de consulta**

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- Harris, M. et al. (2001). *Opportunities. Elementary I*. Longman. England.
- Mitchell, H. and Scott, J. *Say Yes 2. Special Edition*. MM Publications. Greece.
- Puchta, H and Stranks, J. (2004). *English in Mind I*. Cambridge University Press. England
- Gardner, I. (2004). *Style 2*. MacMillan. England.

### **Sitios de consulta**

[www.british.council.org.uk](http://www.british.council.org.uk)

The English Listening Lounge : <http://www.englishlistening.com>

ESL Café's Help Center : <http://www.eslcafe.com/help/>

Focus on Grammar: <http://www.longman.com/ae/marketing/fog/>

Guide to Grammar and Writing : <http://webster.commnet.edu/grammar/index.htm>

## Anexos

### Respuestas

#### Actividades de aprendizaje

I. 1. a, 2. b 3. c 4. b 5. c 6. a 7. a

#### II.

1. Will they have a party? Yes, they will.
2. Will Jane come tomorrow? Yes, she will.
3. Will Mike play soccer next Saturday? Yes, he will.
5. Will Elise write tomorrow? Yes, she will.
6. Will the children help you tonight? Yes, they will.

#### III.

1. will                      2. will, won't, will                      3. will, will, will, won't                      4. will, will, will

#### IV.

In the future...

1. Will we have traditional shops?
2. Will there be shopping centers?
3. Where will we buy our newspaper?
4. How will students go to school?
5. What meals will mothers cook?

#### V.

- I. A. 1. c 2. b 3. d 4. a

B.

1. Scientists go to the Arecibo Observatory **twice** a year.
2. The Arecibo antenna isn't over 300 meters **high**. It's over 300 meters **wide**.
3. The Arecibo antenna **cannot send** radio signals. It **can pick** them **up**.
4. You **don't** need an antenna to take part in the SETI programme.
5. About two million people **haven't visited** the Arecibo Observatory. They **have connected** to the site.
6. People **haven't found** alien signals on their computers yet.

#### VI. Ejercicios de autoevaluación

1.

- A. d                      B. b

2.

<b>Predictions about the future</b>	<b>Promises to do something</b>
Alex will be a veterinarian.	I'll drive.
Brittney will make tons of money.	I'll pick you up about 7:00.
I'll have a house in Morelia.	I'll make some popcorn.

3.

1. Where will Alex live?
2. What will he be?
3. Will he leave his pets at home?
4. No, she won't. She will be a lawyer.
5. She will work 20 hours a day.
6. Where will she live?

Taken from *Style 2*

# UNIDAD 7

## INVITACIONES: ACEPTACIONES Y RECHAZOS.



### Introducción

En esta unidad , reconocerás las fórmulas lingüísticas para invitar a alguien de manera formal e informal, para aceptar una invitación o para ofrecer una excusa y rechazarla. Para que tengas mayor práctica en este tema es importante que consultes las páginas web que te proponemos debido a que ellas no sólo te serán útiles para escuchar y practicar los diálogos sino que también incluyen pequeños cuestionarios con clave de respuestas para que verifiques tu aprendizaje. Podrás escuchar los diálogos en internet o bajarlos para escucharlos en formato mp3 y si prefieres puedes leerlos, ya que se encuentran disponibles en formato pdf.

### Objetivo

El alumno utilizará expresiones para invitar y para aceptar o rechazar una invitación.

### Contenido

Invitar a alguien de manera informal y dar una excusa rechazando la invitación.

- Do you want to come along with us?
- I'd like to, but I have to wait for a phone call.

Aceptar una invitación.

- Why don't you come with us to the cinema tonight?
- Oh, certainly. Let's go.

Hacer peticiones.

- Could you open the window?



### Explicación

En el siguiente cuadro, encontrarás las expresiones más comunes que puedes utilizar para invitar a alguien de manera formal o informal así como para aceptar o rechazar una invitación. Si deseas ampliar tu conocimiento sobre este tema, consulta las páginas web que te proponemos en la sección de materiales.



Invitaciones informales	Do you want to...? Let's... Why don't...?.
Invitaciones formales	Would you like...? I wondered if you'd like... Are you busy on Friday?
Rechazar una invitación	I'd like to but I have to... I'm sorry but... Thanks, but...
Aceptar invitaciones	Thank you, I'd love to. I'd love it. That'd be fun. That sounds lovely. Oh, that's nice of you! Sure, why not. Let's go! Yes, that sounds like fun. OK.



### Actividades de aprendizaje

Lee las siguientes invitaciones que recibes; asegúrate de estar libre el día que te invitan. Acepta o rechaza la invitación y da una razón, de acuerdo a tu agenda. Observa el primer ejercicio que ya está resuelto.

ENERO JANUARY

14 LUNES MONDAY 11:00 a.m. Go shopping	15 MARTES TUESDAY 5:00 p.m. Dentist	16 MIÉRCOLES WEDNESDAY
17 JUEVES THURSDAY 6 p.m. Gym	18 VIERNES FRIDAY Read <i>Wuthering Heights</i> Homework	19 SÁBADO SATURDAY
		20 DOMINGO SUNDAY

- A: Let's have lunch together next Monday.  
B: I'm sorry, I'm going shopping with Jessica.
- A: Would you like to come to my house for dinner this Friday?  
B: \_\_\_\_\_
- A: What are you doing this Saturday? Why don't we go to Six Flags?  
B: \_\_\_\_\_
- A: We are skating this Sunday. Do you want to come?  
B: \_\_\_\_\_

5. A: I'm renting some movies this Tuesday afternoon. Why don't you come?  
 B: \_\_\_\_\_

II. Imagina que invitas a alguien al Auditorio Nacional y que tu invitado acepta. Completa la conversación.

- A: Good afternoon. (1) \_\_\_\_\_ Friday night?  
 B: I think so.  
 A: (2) \_\_\_\_\_ to see *The Lion King*?  
 B: (3) \_\_\_\_\_ it. Where is it?  
 A: At the National Auditorium.  
 B: What time does it start?  
 A: At 8:00 p.m. I would pick you up at 7:00 p.m.  
 B: (4) \_\_\_\_\_ See you on Friday.  
 A: See you.

III. Lee la siguiente invitación y con esta información, anota el inciso en el cuadro de abajo.

February 8th, 2008.

Hello Karen,  
 I am organizing a surprise party (a) for Jack. Would you like to come? It is going to be next Friday, February 16 (b), at 12 p.m. (c) at Central Park (d). Meet us at the south entrance on Fifth Avenue at 11:40 a.m. Please bring fruit salad (e).  
 Don't forget your CD's  
 See you  
 Karla

1. ( ) Event
2. ( ) Day
3. ( ) Place
4. ( ) Starting time
5. ( ) Food to take

IV. Completa la invitación para una boda, usando la información del cuadro.

Saint Patrick Cathedral 7:00 Rose  
 Friday, April 25 give me a call

Hello, \_\_\_\_\_. Sorry I haven't written to you. I'm very busy.  
 Guess what! I'm getting married, and I would really love you to be my maid of honor. The ceremony will be held next \_\_\_\_\_ at \_\_\_\_\_ p.m. at \_\_\_\_\_.  
 Please \_\_\_\_\_.  
 Your friend,  
 Chris



### Síntesis del tema.

Para extender invitaciones, aceptarlas o rechazarlas. informal o formalmente, puedes usar las siguientes fórmulas.

Invitación informal :	Do you want to...? Let's... Why don't...?
Invitación formal:	Would you like...? I wondered if you'd like... Are you busy on Friday?
Para rechazar una invitación:	I'd like to, but...I have to... I'm sorry, but... Thanks, but...
Para aceptar una invitación:	Thank you, I'd love to... I'd love it. That'd be fun ... That sounds lovely. Oh, that's nice of you. Sure, why not. Yes, that sounds like fun.

### Ejercicios de autoevaluación

Choose the correct answer.

1. Karen's wedding is on Friday night. Do you want to go ?
  - a) Yes, I can.
  - b) No, I won't.
  - c) No, I wouldn't.
  - d) Thanks, but I'm busy that night.
2. Let's go to Six Flags.
  - a) I'd go.
  - b) I'd like your opinion.
  - c) I'd like to invite you to a concert.
  - d) I'd love to, but I have to study on weekend.
3. Why don't you come with us to the cinema ?
  - a) Have a nice day.
  - b) Let's go shopping.
  - c) What time shall we meet?
  - d) Let me show you my videos.
4. What about going to Canada our next vacation?
  - a) That's a good idea.
  - b) Thank you for coming.
  - c) What do you want?
  - d) How do I look?
5. I have two tickets for the soccer game on Sunday. Do you want to come along?
  - a) What's going on?
  - b) I'd love to!
  - c) Do you work?
  - d) Look over there.

## **Materiales de consulta**

Para que practiques otras conversaciones donde se invite a eventos de manera informal, formal, y donde se rechace una invitación, consulta las siguientes páginas web, escucha los diálogos, léelos y resuelve los cuestionarios.

[http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/142\\_requests\\_offers/page3.shtml](http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/142_requests_offers/page3.shtml) (informal invitations)

[http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/142\\_requests\\_offers/page4.shtml](http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/142_requests_offers/page4.shtml) (polite invitations),

[http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/142\\_requests\\_offers/page5.shtml](http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/142_requests_offers/page5.shtml) (declining invitations)

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## **Respuestas**

### **Actividades de aprendizaje**

#### **I.**

1. I'd love to, but I'm busy that night. I have to read *Wuthering Heights*.
3. Yes, that sounds like fun.
4. Sure, why not.
5. I'd love to, but I have to go to the dentist. Maybe next week.

#### **II.**

1. Are you free on
2. Would you like
3. I'd love
4. It is O.K.

#### **III.**

1. a
2. b
3. d
4. c
5. e

#### **IV.**

1. Rose
2. Friday, April 25
3. 7:00
4. Saint Patrick Cathedral
5. give me a call

### **Ejercicios de autoevaluación**

1. d
2. d
3. c
4. a
5. b

# UNIDAD 8

## SUGERIR Y ORDENAR



### Introducción

La cortesía es un concepto universal que se basa en reglas, normas o principios. Existen diversos modos de expresar la cortesía, verbales y no verbales. Si tú como estudiante de una lengua extranjera no eres capaz de usar la lengua de manera adecuada, considerando las relaciones entre los participantes, la intencionalidad de éstos, la situación comunicativa y el contexto cultural, probablemente cometerás errores. Por lo tanto, aprender una lengua significa también aprender sus reglas de cortesía lingüística. En inglés se usan formas de cortesía que nos sirven en diferentes situaciones, y entre ellas para interactuar en un restaurante y ordenar comida.

### Objetivo

El alumno utilizará expresiones para ordenar comida.

### Contenido

Pedir la comida en un restaurante.

- Let's have turkey for dinner.
- Uh, uh. What else do you want to eat?
- I'd like to have some lettuce salad before.
- O.K. Waiter, please.
- May I take your order, ladies?
- Oh, yes. I'd like to have a turkey sandwich, please.



### Explicación

En inglés utilizamos formas de cortesía que nos sirven para llevar a cabo diferentes funciones, entre otras ordenar la comida en un restaurante, lo cual nos permite entender lo que el mesero nos sugiere. Ejemplo de estas formas son: *I'd like...*, *Please*, *Excuse me*, *May I...?*



## Actividades de aprendizaje

I. Para que practiques el vocabulario relacionado con esta unidad, imagina que estás en un restaurante. Observa la carta, y escribe el menú que te gustaría ordenar.

### Menu

<b>Starters</b> Fish cocktail Lobster cocktail Shrimp cocktail Bread and butter Cream with cheese Cream with cheese and ham	<b>Salads</b> Mixed Tomato Lettuce Cucumber Cabbage Chicken salad
<b>Soups</b> Black bean soup Red bean soup Chicken-noodle soup	<b>Desserts</b> Ice cream: Strawberry, vanilla, chocolate Rice pudding Guava jam with cheese Mango jam with cheese Shredded coconut in syrup with cheese French pastry
<b>Main Course</b> Ham steak Beef stew Pork steak Roast chicken Fried chicken	<b>Beverages</b> Orange juice Beer Soda Water Tea Coffee

<http://www.mailxmail.com/curso/idiomas/inglesturismo/capitulo23.htm>

### My menu

Starters \_\_\_\_\_  
Soups \_\_\_\_\_  
Main course \_\_\_\_\_  
Salads \_\_\_\_\_  
Dessert \_\_\_\_\_  
Beverages \_\_\_\_\_

II. Relaciona las columnas como en el ejemplo.

1. ( ) Are you ready to order?	a. Mango jam with cheese, please.
2. ( ) May I take your order?	b. We need a few more minutes.
3. ( ) What kind of soup do you have?	c. Yes, I think so. I'd like pork steak, please.
4. ( ) Would you like French fries or baked potato?	d. A soda, please.
5. ( ) What would you like to drink?	e. Chicken-noodle.
6. ( ) Would you like any dessert?	f. Umm... a baked potato, thanks.

III. Lee el siguiente diálogo y usa las claves para completar la conversación entre el mesero y el cliente (Arthur).

Waiter: Good afternoon. May I take your order?

Tracy: Yes, I'd like to have some lunch.

Waiter: Would you like a starter?

Tracy: Yes, I'd like a bowl of chicken soup, please.

Waiter: And what would you like for a main course?

Tracy : I'd like a grilled cheese sandwich.

Waiter: Would you like anything to drink?

Tracy : Yes, I'd like a glass of Coke, please.

After Tracy has her lunch.

Waiter... Can I bring you anything else?

Tracy: No, thank you. Just the bill.

Waiter: Certainly.

Tracy: I don't have my glasses. How much is the lunch?

Waiter: That's \$6.75.

Tracy: Here you are. Thank you very much.

Waiter: You're welcome. Have a good day.

Tracy: Thank you, the same to you.

Waiter: Order? May I take your order, sir?

Arthur: Yes, I'll have oysters.

Waiter: \_\_\_\_\_ (a starter)

Arthur: The soup of the day, please.

Waiter: \_\_\_\_\_ (main course)

Arthur: I'd like broiled steak with vegetables.

Waiter: \_\_\_\_\_ (to drink)

Arthur: I'd like lemon iced tea, please.

Waiter: \_\_\_\_\_ (dessert)

Arthur: Yes, please.

Waiter: \_\_\_\_\_ (chocolate cake or apple pie)

Arthur: Chocolate cake, thanks.

Waiter: \_\_\_\_\_ (anything else)

Arthur: \_\_\_\_\_ (the check)



## Síntesis del tema

Recuerda que las expresiones para ordenar o sugerir comida en un restaurante pueden variar. Las más comunes son:

Ordenar comida	I'd like, I'll have
Sugerir comida	Would you like?, Let's have...

### Ejercicios de autoevaluación

1. A: I'm hungry. I would like to eat a hamburger. What about you?  
B: \_\_\_\_\_
  - a. Call me tonight.
  - b. No, I don't like tuna sandwich.
  - c. I'd like a tuna sandwich.
  - d. Which cheeseburger?
2. What would you like to drink?
  - a. I'll be thirsty.
  - b. I will like a coke.
  - c. I'll have orange juice.
  - d. I'd like a watermelon.
3. Would you like some dessert?
  - a. Fruit salad, please.
  - b. Green salad, please.
  - c. Tossed salad, please.
  - d. Chicken salad, please.
4. Can I bring you anything else?
  - a. Enjoy your meal!
  - b. Ketchup, please.
  - c. What do you need?
  - d. What can I get you?
5. A: What would you like for the main course?  
B: I'll have \_\_\_\_\_
  - a. a bowl of cereal.
  - b. vanilla ice cream.
  - c. the broccoli cream.
  - d. the steak with French fries.

### Materiales de consulta

Para saber cómo pedir una hamburguesa en un restaurante, escucha el contenido del blog en la página <http://www.es/-lab.com/fastfoodrd/.htm>.

<http://www.mailxmail.com/curso/idiomas/inglesturismo/capitulo17.htm>

<http://www.mailxmail.com/curso/idiomas/inglesturismo/capitulo23.htm>

<http://www.mailxmail.com/curso/idiomas/inglesturismo/capitulo25.htm>



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1. Frankfort, N. et al. (1993). *Spectrum 2A student's book*. Regents Prentice-Hall, USA .pp 58-59.
2. Rost, M. et al. (2005). *World View Student's book 2*. Longman, USA .pp 40-43.

## **Anexo**

### **Respuestas**

#### **Actividades de aprendizaje**

I. Las respuestas pueden variar , son propias de los estudiantes.

#### **II.**

1. b
2. c
3. e
4. f
5. d
6. a

#### **III.**

1. Would you like a starter?
2. What would you like for the main course?
3. What would you like to drink?
4. Would you like any dessert?
5. Would you like chocolate cake or apple pie?
6. Can I bring you anything else?
7. May I have the check, please?.

## **Respuestas**

### **Ejercicios de autoevaluación**

1. c
2. c
3. a
4. b
5. d

# UNIDAD 9

## PEDIR FAVORES



### Introducción

En esta unidad encontrarás expresiones formales e informales para pedir favores en inglés, mismas que te serán de gran utilidad dependiendo de la situación: persona, lugar, favor, etc.

### Objetivo

El alumno utilizará expresiones y fórmulas para pedir ayuda de manera directa.  
El alumno utilizará el presente perfecto para indicar acciones inconclusas.

### Contenido

Pedir ayuda de manera informal y aceptar la petición.

- Can you lend me five pesos?
- Oh, yes, of course.
- Could you feed my dog?
- Sure, why not.
- Can you help me to do my homework?
- Oh, yes, but I have to finish mine first.

Indicar acciones inconclusas.

- I haven't sent the letters yet. Could you post them, please?
- Sure.
- Have you seen the car keys?
- No, I haven't.
- Could you look around, please?



### Explicación

Los verbos auxiliares modales tienen varios significados y cada uno sirve para expresar diferentes funciones. Una de las funciones comunicativas de *can* y *could* es pedir a alguien que haga algo.

*Can I...?* es una expresión informal que se usa frecuentemente entre amigos.

*Could I...?* Es una expresión amable.

La petición elegida refleja el grado de formalidad con que se va a pedir algo, qué tan importante es el favor, y el tipo de relación que se mantiene con la persona a quien se pide ayuda. En el idioma inglés, generalmente mientras más larga sea una expresión de petición, es más formal y amable.

Cuando pidas un favor, usa la palabra “*please*” (por favor) para que la petición suene amable. Esta palabra se puede colocar al principio o al final de un enunciado.

*Please*, can I borrow your pen?  
Can I borrow your pen, *please*?

Lo más importante para demostrar amabilidad al pedir un favor de manera oral son el tono de voz y la entonación, que pueden ir acompañados de una sonrisa. Pero recuerda que aún cuando utilices la palabra “*please*”, puedes sonar maleducado si tu pronunciación no es correcta o si tu tono de voz es agresivo.

Los siguientes cuadros te muestran dos formas de pedir favores: la primera es informal y el segundo es la manera formal.

### Lenguaje informal para pedir favores

Expresión para interrogar	Sujeto	Frase verbal
Can	I	borrow your pen? use your phone charger? take the day off tomorrow? ask you something? sit here?

Ejemplos:

Can I borrow your car this weekend?  
Can I use your dictionary?

### Lenguaje formal para pedir favores

Expresión para interrogar	Sujeto	Frase verbal
May Could Do you mind if	I	borrow your pen? use your computer? take the day off tomorrow? ask you something?

Ejemplos:

Could I use your laptop, please?  
Could you lend me some money, please?

### Presente perfecto

El presente perfecto se forma combinando el verbo auxiliar *have* o *has* con el participio pasado del verbo principal. Los participios pasados de los verbos regulares tienen la misma forma que el tiempo pasado, mientras que los participios pasados de los verbos irregulares pueden variar (consulta la lista de verbos irregulares que aparece en el Apéndice, en la columna con el encabezado *past participle*). El siguiente cuadro ejemplifica la conjugación del presente perfecto.

Afirmativo	I have heard about this technology in Israel. You have worked very well this week. He has lost his passport. She has lived in Chicago since 2003. It has been sick this week.(our dog) We have worked in this company for two years. They have been friends since they were children.
------------	---

Interrogativo	Have I met you before? Have you ever practiced an extreme sport? Has he ever eaten lobster? Has she ever fallen in love? Has it ever broken the Christmas tree spheres? (the cat) Have we decided who to employ yet? Have they finished the report yet?
Negativo	I haven't seen your boyfriend. You haven't called me. He hasn't been on a rollercoaster. She hasn't seen a ghost. It hasn't grown yet. (daisy plant ) We haven't fed the puppies. They haven't found the treasure.

El presente perfecto siempre relaciona algo del pasado con el presente. Algunos ejemplos de uso son:

- cuando no ha terminado un período de tiempo  
I have seen two movies this week. (si esta semana todavía no termina)
- cuando no se menciona el tiempo  
George has failed his exam again.
- con el adverbio *just*, cuando el tiempo es reciente.  
Jim has just arrived.
- con las preposiciones *for* (desde hace) y *since* (desde)  
Elizabeth has lived here for 20 years.  
Elizabeth has lived here since 1988.
- con adverbios como *yet* y *still not*  
I haven't finished yet = I still haven't finished

Cuando queremos pedirle a alguien que termine una acción que no está concluida, podemos usar la expresión *Could you...?*

Las acciones inconclusas del pasado se pueden escribir en el tiempo *presente perfecto*. Por ejemplo, *I haven't sent this letter*, significa que terminé de escribir la carta pero que aún no la envíé. Para pedir a alguien el favor de que la envíe por mí, diría *Could you post it, please?*



## Actividades de aprendizaje

I. A continuación se presentan diferentes situaciones. Solicita un favor mediante una pregunta, en estilo informal.

1. Your best friend has an iPod and you want to borrow it for a moment.  
Could you lend me your iPod for a moment? \_\_\_\_\_

2. You are in a friend's party and you want him to give you a ride.  
\_\_\_\_\_

3. Today is your math exam, you forgot your calculator and you need to borrow it.  
\_\_\_\_\_

4. There is a lot of noise in your house and you can't study. Ask your sister to turn the radio down.  
\_\_\_\_\_

5. Ask for the X-Box latest game to your friend.  
\_\_\_\_\_

II. Utiliza el tiempo presente perfecto de los verbos entre paréntesis para completar los enunciados. Todas las oraciones son negativas.

1. Lucy and I \_\_\_\_\_ our science project. (not finish)
2. My son Bill \_\_\_\_\_ this Chemistry problem. (not understand)
3. I \_\_\_\_\_ the sodas, and the guests almost arrive. (not buy)
4. Tomorrow I'm going to San Francisco and I \_\_\_\_\_ yet. (not pack)
5. Father, my friend Lisa \_\_\_\_\_ Mexico City. (not visit)

III. Una vez resuelto el ejercicio anterior, elige de las siguientes opciones el enunciado que se ajuste, para solicitar ayuda. Escribe tu respuesta en el orden en que aparece cada situación.

Could you buy them for me, please? Could you help me with that? Could you help us? Could we invite her to our house next vacation? Can you explain it to him?
---

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

IV. Une la petición correcta para cada situación.

1. ( ) My telephone doesn't work.	a. Could you show it to him?
2. ( ) Brandon hasn't found the zoo exit.	b. Can you help me to look for it?
3. ( ) Yesterday I lost my passport.	c. Can you give her this message?
4. ( ) I don't like this sweater.	d. Could you come and check it, please?
5. ( ) I haven't seen Janet this week.	e. Could you show me another model, please?



### Síntesis del tema

Los verbos auxiliares modales **can** y **could** se usan en inglés para hacer peticiones. El presente perfecto relaciona algo del pasado con el presente, tratándose de acciones inconclusas. Puedes usar *Could you...?* para pedir a la otra persona que termine la acción por ti.

Algunas expresiones de tiempo que se usan con el presente perfecto son:

- **just, already** (para eventos recientes)
- **for** (para indicar un periodo de tiempo: a week, 3 months, 6 years)
- **since** (a partir de un momento preciso o un evento en el pasado)
- **yet** (para acciones inconclusas que se espera que sucedan; se usa en preguntas y enunciados negativos)
- **ever** (se usa en preguntas acerca de experiencias en la vida)

### Ejercicios de autoevaluación

Elige la respuesta correcta.

1. Teacher, could you check my composition?
  - a. Certainly.
  - b. Here you are.
  - c. See you later.
  - d. No, thank you.
2. Would you mind not smoking here?
  - a. I can't.
  - b. Quit smoking.
  - c. No, of course not.
  - d. Yes, I can.
3. Can you give me a ride?
  - a. Sure.
  - b. You can't.
  - c. What is it?
  - d. Don't call me.
4. I haven't finished my math homework, could you help me?
  - a. No, I haven't.
  - b. Of course.
  - c. Yes, I have.
  - d. Thank you.

5. Could you help me with this bag?
  - a. Here you are.
  - b. I don't know.
  - c. No, thank you.
  - d. Certainly.

### **Materiales de consulta**

[http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/142\\_requests\\_offers/pag e2.shtml](http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/142_requests_offers/pag e2.shtml)

<http://esl.about.com/library/grammar/blpresperfect.htm>

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2. Rost, M. et al. (2005). *World View Student book 2*, pp 104-105.

### **Anexos**

#### **Respuestas**

#### **Actividades de aprendizaje**

I.

1. Could you lend me your iPod for a moment?
2. Do you think you could give me a ride?
3. Could you lend me your calculator, please? I have a math exam and I forgot it!
4. The music is very loud, can you turn the radio down, please? I'm studying.
5. Can you lend me your new X-Box game?

II.

1. haven't finished
2. hasn't understood
3. haven't bought
4. haven't packed
5. hasn't visited

III.

1. Could you help us?
2. Can you explain it to him?
3. Could you buy them, please?
4. Could you help me with that?
5. Could we invite her to our house next vacation?

IV.

1. d
2. a
3. b
4. e
5. c

#### **Ejercicios de autoevaluación**

1. a
2. c
3. a
4. b
5. d

# UNIDAD 10

## DESCRIPCIÓN DEL MATERIAL DEL QUE ESTÁN HECHAS LAS COSAS Y SU ORIGEN



### Introducción

Esta unidad te ayudará a hablar sobre el origen, materiales y cómo fueron hechos distintos objetos. Para lograrlo es importante que comprendas la diferencia entre la voz activa y la voz pasiva. Además podrás utilizar esta información para establecer contacto con otras personas.

### Objetivo

El alumno usará expresiones para referirse al material del que están hechas las cosas.

### Contenidos

- Expresar la naturaleza de las cosas.
  - These pants are made of leather.
  - How about these?
  - Those? Oh, those are made of cotton and polyester.
  - Well, actually I'm looking for something made of wool.
- Establecer una relación afectiva con la demás gente
  - That dress looks beautiful on you.
  - Thank you.
  - These pants are really beautiful. What are they made of?
  - Well, thank you. This is cotton and polyester.



### Explicación

El verbo en la voz activa indica la acción que el sujeto realiza, en quién o en qué recae, y los distintos complementos (tiempo, modo, lugar, etc.). Es decir, sabemos quién específicamente lleva a cabo la acción.

Se utilizan todos los verbos conjugados en los distintos tiempos que conoces, independientemente de que permitan tener objetos (transitivos), o sólo admitan complementos de tiempo, modo, lugar (intransitivos); verbos que sean enlaces entre el sujeto y sus atributos (copulativos), o verbos que te indican el estado de las cosas o su ubicación. Observa los siguientes diálogos.



Joe's mother is talking on the phone. Suddenly, she realizes her ten-year-old son (Joe) isn't around. She asks her daughter about him.

- Mother: Where is Joe? **I can't see** *him*.  
 Daughter: Oh, he is in the kitchen.  
 Mother: In the kitchen? What **is Joe doing**?  
 Daughter: **He is preparing** *a sandwich*.  
 Mother: Oh, **I forgot** *his lunch!*

En el diálogo anterior, como puedes ver, se utilizan diversos tipos de verbos para expresar lo que está sucediendo. En este caso sólo se hicieron marcas en oraciones con los verbos que permiten tener objetos (transitivos). Puedes notar claramente el sujeto u actor que realiza una acción, misma que recae en un objeto.

- a. Many students      **have passed**      *Math tests* making a real effort.  
The company      **employs**      *two hundred people*.  
 Subject      finite verb      object

- b. John      **runs**      in the park every morning.  
We      **went**      to Europe last summer.  
 Subject      finite verb      complements (place & time)

Las oraciones del inciso a. muestran los sujetos, las acciones y sobre qué o quiénes recaen dichas acciones; en otras palabras, presentan verbos transitivos (S+VT+O). Las oraciones b. son distintas a las anteriores porque sólo permiten tener distintos tipos de complementos –tiempo, lugar, modo, etc.; a estos verbos se les llama intransitivos (S+VI+PC /TC/C).

El verbo en la voz pasiva indica qué le sucede al sujeto pasivo y siempre lleva el verbo ser o estar más el pasado participio del verbo principal (**to be + past participle**). Quién realiza la acción o qué la causa con frecuencia son aspectos desconocidos, obvios, innecesario o de poca importancia y por ello no se mencionan. En aquellos casos en los que el agente de la acción aparece, se incluye después de la preposición **by**.

Generalmente usamos la voz pasiva cuando se quiere mostrar que la acción del verbo y el sujeto pasivo son más relevantes que quien la lleva a cabo. Observa los siguientes ejemplos:

Ejemplo 1.

- a. Voz activa  
 Auguste Rodin      **made**      The Thinker      in 1880.  
 Sujeto      verbo      objeto      c. tiempo
- b. Voz pasiva  
The Thinker      **was made**      in 1880      **by** Auguste Rodin.  
 Sujeto pasivo      verbo pasivo      c. tiempo      agente

Ejemplo 2.

- a. Voz activa  
 Craftsmen      in Mexico      **build**      wood chairs.  
 Sujeto      c. lugar      verbo      objeto
- b. Voz pasiva  
Wood chairs      **are built**      in Mexico      **by** craftsmen.  
 Sujeto pasivo      verbo pasivo      c. lugar      agente

Las oraciones *a.* son oraciones como las que utilizas normalmente (S + V + O) y están en voz activa. Las oraciones *b.* se encuentran en voz pasiva, por lo cual los sujetos son pasivos, pues no ejecutan acción alguna, únicamente reciben la acción del verbo. Observa que el verbo *ser* o *estar* retiene el tiempo original de los verbos en *a.*, pero además utiliza el participio pasado del verbo original.

Estas son algunas conversaciones sobre los materiales con los que están hechos los objetos.

1. A: Excuse me. What's *this figure* **made of**?  
 B: *It is made of* wood, and *it's* **handmade**.  
 A: Really? Where **was it made**?  
 B: In Mexico.  
  
 A: What **is it used for**?  
 B: *It's used for* burning incense. What do you think of it?  
 A: It's fantastic.  

(Saslow: 90)
  
2. A: Look at these dolls. What do you think?  
 B: They are beautiful. How **were the dolls made**? By machine or by hand?  
 A: I'd say *they were made* by hand. They are all different: eye, color, hair type, etc.
  
3. A: *Madonna Enthroned* is a masterpiece of religious art.  
 B: When **was it painted**?  
 A: In the 13<sup>th</sup> century.  
 B: Where **was it painted**?  
 A: In Italy.  
 B: Was it painted by Tiziano?  
 A: No, it wasn't. Cimabue painted it.  
  
 A: Where **were those wood figures carved**?  
 B: *They were carved* in India.  
 A: They are wonderful.



### Actividades de Aprendizaje

I. Completa las oraciones con el material del que están hechas. Utiliza las palabras del recuadro.

marble	china	brick	concrete	clay	iron	silver
--------	-------	-------	----------	------	------	--------

- a. The Eiffel tower is made of \_\_\_\_\_.
- b. These candlesticks are made of \_\_\_\_\_.
- c. The Sidney Opera House is made of \_\_\_\_\_.
- d. This German plate is made of \_\_\_\_\_.
- e. Sculptures are carved from materials such as \_\_\_\_\_.
- f. Pottery is usually made of \_\_\_\_\_.
- g. \_\_\_\_\_ is often used to build houses.

II. Ordena las palabras y escribe las preguntas para las siguientes respuestas.

1. the / what / of / is / name / that / building  
\_\_\_\_\_? The Sears Tower.
2. located / where / it / is  
\_\_\_\_\_? In Chicago.
3. made / what / is / of / it  
\_\_\_\_\_? Iron, glass and aluminum.
4. was / it / completed / when  
\_\_\_\_\_? In 1974.
5. by / who / designed / it / was  
\_\_\_\_\_? By Fazur Khan.
6. famous / is / why / it  
\_\_\_\_\_? Because it was the world's tallest building at that time.
7. many / how / visit / per year / people / it  
\_\_\_\_\_? It is visited by thousands of people every year.

III. Cambia las siguientes oraciones de voz activa a voz pasiva.

- a. Guillermo del Toro directed the film *Hellboy*.  
\_\_\_\_\_
- b. Cesar Pelli designed the Petronas Towers in Kuala Lumpur.  
\_\_\_\_\_
- c. People speak English here.  
\_\_\_\_\_
- d. Isabel Allende wrote the bestseller *The House of Spirits*.  
\_\_\_\_\_
- e. Some construction workers found the remains of an Aztec temple in Mexico City.  
\_\_\_\_\_
- f. Uncontrolled fires have destroyed many forests in California.  
\_\_\_\_\_



### Síntesis del tema

La voz pasiva se usa para enfatizar el sujeto pasivo y la acción del verbo. Recuerda que el verbo siempre debe incluir *to be + past participle*. Observa la siguiente tabla.

Tenses	Active Voice	Passive Voice
Simple Present	Tim <b>draws</b> wonderful sketches.	Wonderful sketches <b>are drawn</b> by Tim.
Present Continuous	Tim <b>is drawing</b> wonderful sketches in Art class.	Wonderful sketches <b>are being drawn</b> in Art class by Tim.
Simple Past	Tim <b>drew</b> wonderful sketches last week.	Wonderful sketches <b>were drawn</b> last week by Tim.
Past Continuous	Tim <b>was drawing</b> wonderful sketches when the lights went out.	Wonderful sketches <b>were being drawn</b> by Tim when the lights went out.
Present Perfect	Tim <b>has drawn</b> wonderful sketches in Art class.	Wonderful sketches <b>have been drawn</b> in Art class by Tim.
Simple Future	Tim <b>will draw</b> wonderful sketches in Art class.	Wonderful sketches <b>will be drawn</b> in Art class by Tim.

Para ayudarte a describir el material del que están hechos los objetos y el vocabulario relevante estudia la siguiente tabla.

Adjetivos positivos	Materiales	Verbos	Verbos usados generalmente en pasivo
It's / They're <i>fantastic</i> It's / They're <i>gorgeous</i> It's / They're <i>wonderful</i> It's / They're <i>cool</i> (very informal) ---- I'm not crazy about {it, them}. I don't care for {it, them}. It's not for me. They're not for me.	glass silver gold clay copper concrete brick wood stone cloth porcelain= china brass iron gemstones marble ivory	<i>Regulares</i> carve- carved design-designed direct-directed locate-located paint- painted use for- used for  <i>Irregulares</i> build- built draw-drew-drawn find-found make- made speak-spoke- spoken take- took- taken	be inspired by be influenced by be interested in be fascinated by be moved by <b>She is inspired</b> by nature. <b>He was influenced</b> by Mexican-muralist Diego Rivera's art. <b>He has</b> always <b>been interested</b> in men's fashion. <b>She's fascinated</b> by Swedish films. <b>She is</b> really <b>moved</b> by Modotti's photos.

### Ejercicios de autoevaluación

Completa los diálogos con la forma correcta de cada verbo, la palabra, u oración más adecuada al contexto.

- A: You look absent-minded today. Are you OK?  
 B: I was wondering about Michelangelo's sculptures. Do you know where they are?  
 A: Well, that depends. Many of them are in Italy, but some others are scattered all over the world. Which one \_\_\_\_\_ in (1)?  
 B: *David*. Where \_\_\_\_\_ (2)?  
 A: In The Accademia Gallery in Florence, Italy.

1.
  - a. interest you
  - b. interests you
  - c. you be interested
  - d. are you interested
  
2.
  - a. is *David* kept?
  - b. did *David* keep?
  - c. is keeping *David*?
  - d. do you keep *David*?

Amy goes shopping to a department store. Her friend Betty is with her.

A: I've always wanted a new set of spoons, forks, and knives for my best chinaware.

B: These ones are really nice.

A: Uh, let me take a look at them. \_\_\_\_\_(3)

B: Stainless steel.

A: Oh, I prefer the \_\_\_\_\_ (4) ones.

B: They are wonderful, but have you seen the price tag?

A: Well, I deserve to have them on my table.

3.

- a. Who designed them?
- b. What are they made of?
- c. Where are they from?
- d. When were they made?

4.

- a. steel
- b. glass
- c. china
- d. silver

Daniel is filling a crossword puzzle about the Statue of Liberty. He doesn't know all the answers and his friend John helps him.

J: OK. Who \_\_\_\_\_(5) by?

D: By the French sculptor Bartholdi.

J: Right. \_\_\_\_\_(6) of?

D: Copper and iron.

J: I know this one. \_\_\_\_\_(7)? In New York, the Big Apple, of course!

D: Good for you.

5.

- a. designs it
- b. designed it
- c. was it designed
- d. is it going to design

6.

- a. Who made it
- b. What is it made
- c. When is it made
- d. Where was it made

7.

- a. Who located it
- b. What location is best
- c. When is it located
- d. Where is it located

Two friends are talking about a trip to London.

A: What was the most amazing, or funny thing of your stay in London?

B: The day when I went to The Clock Tower.

A: The Clock Tower? I don't think I've seen it.

B: You have. Look at this photo.

A: I thought the tower \_\_\_\_\_ (8) 'Big Ben.' Is it a nickname?

B: Not really. That is the name of the biggest bell there.

- 8.
- a. calls
  - b. is called
  - c. called
  - d. was called

Tina and Charly are touring Michoacan, México. She is surprised at the wide variety of crafts.

T: These \_\_\_\_\_ (9) bowls are wonderful! I'd love to buy them.

C: Then you should have them.

T: Good. The only thing I wonder is what to do with them. \_\_\_\_\_ (10) for?

C: Cooking, but they will do nicely as ornaments! Ha, ha, ha!

- 9.
- a. clay
  - b. glass
  - c. stone
  - d. wood

- 10.
- a. Who are they used
  - b. What are they used
  - c. When are they used
  - d. Where are they used

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[www.esl-lounge.com](http://www.esl-lounge.com)

[www.es-lab.com](http://www.es-lab.com)

[englishclub.com](http://englishclub.com)

## Anexo

### Respuestas

#### Actividades de Aprendizaje

I.

- a. iron
- b. silver
- c. concrete
- d. china
- e. marble
- f. clay
- g. brick

II.

1. What is the name of that building?
2. Where is it located?
3. What is it made of ?
4. When was it completed?
5. Who was it designed by?
6. Why is it famous?
7. How many people visit it per year?

III.

- a. The film *Hellboy* was directed by Guillermo del Toro.
- b. *The Petronas Towers* in Kuala Lumpur were designed by Cesar Pelli.
- c. English is spoken here.
- d. The bestseller *The House of Spirits* was written by Isabel Allende.
- e. The remains of an Aztec temple were found in Mexico City by some construction workers.
- f. Many forests have been destroyed in California by uncontrolled fires.

#### Ejercicios de autoevaluación

1. d. are you interested
2. a. is David kept?
3. b. What are they made of?
4. d. silver
5. c. was it designed
6. b. What is it made
7. d. Where is it located
8. d. was called
9. a. clay
10. b. What are they used

# UNIDAD 11

## EXPRESAR DUDAS, PROBABILIDADES Y POSIBILIDADES



### Introducción

Esta unidad es sumamente útil pues te ayudará a manejar auxiliares modales y algunas expresiones lingüísticas para expresar duda, probabilidad y posibilidad. Quizás en un principio te parezca un tanto extraño que en inglés se manejen expresiones y verbos distintos para manifestar ideas semejantes. Sin embargo, es necesario conocerlas para poder utilizarlas adecuadamente.

Además, en esta unidad descubrirás que al utilizar algunos conectores lógicos para unir las ideas de dos oraciones o cláusulas independientes, estás manifestando el tipo de relación que se establece entre ambas.

### Objetivos

El alumno utilizará los auxiliares modales *might* y *may*, así como los patrones verbales "*It is possible that ...*", e "*It is possibly wrong.*" para expresar duda, probabilidad y posibilidad. El alumno usará conectores lógicos de contraste (*although*, *but*) y de causa-efecto (*so*, *because*) para unir enunciados.

### Contenidos:

- a. Auxiliares modales *may* y *might* para expresar duda, posibilidad y probabilidad:
  - It may rain tomorrow.
  - It might be cold in Veracruz.
  - That's possibly wrong.
- b. Expresiones formales para expresar duda, posibilidad y probabilidad: *It is possible + that -clause*.
- c. Uso de adverbios los *perhaps* y *probably*.
- d. Conectores de contraste: *but* y *although*.
  - He lent me some money.
  - John has little money himself.
  - John lent me some money although he has little money himself.



e. Conectores de causa-efecto: *because* y *so*.

- I'll take my coat. It may be cold.
- I'll take my coat because it may be cold.
  
- John didn't come to school. He may be sick.
- John didn't come to school, so he may be sick.



## Explicación

### Duda, probabilidad y posibilidad

La duda, probabilidad y posibilidad en inglés forman la parte intermedia de la escala de probabilidad (*scale of likelihood*) en la que la imposibilidad (*can't*) y la certidumbre (*must*) ocupan los extremos.

Expresar duda, probabilidad y posibilidad en inglés requiere el uso de auxiliares modales, adverbios o expresiones adverbiales tales como "*It is possible that ...*" y "*It is probably ...*". Cabe señalar que generalmente se usan los auxiliares modales *might* y *may*, así como "*It is possible that ...*"; como las formas más naturales para expresar posibilidad, en lugar de oraciones con el adverbio *perhaps*.

En cuanto al uso de *may* y *might* para expresar posibilidad, algunas gramáticas hacen distinción entre ambas, asegurando que con el último se sugiere mayor reserva o duda por parte del hablante (Martinet). En cambio otras gramáticas (Leech & Svartvik) plantean el uso indistinto de ambos.

Para expresar probabilidad se utiliza el auxiliar modal *must* o el adverbio *probably*; el uso de ambos sugiere que la acción o el evento es factible de suceder.

Los verbos modales (*modal auxiliaries*) forman una categoría especial de palabras que se diferencian de otros verbos por tener **la misma conjugación para todas las personas**. Observa los siguientes ejemplos:

1. Jane didn't come to work today.
  - a. She **is probably** sick. (She **must be** sick.)
  - b. She **may be** sick. (**Perhaps** she **is** sick.)
  
2. I am looking for my friends. I can't find them.
  - a. They **are probably** in the library. (They **must be** in the library)
  - b. They **may be** in the library. (**Perhaps** they **are** in the library.)
  
3. John doesn't want to go to school.
  - a. He **is probably** scared. (He **must be** scared.)
  - b. He **may/might be** scared. (**Perhaps** he **is** scared.)
  
4. Dana looks slim.
  - a. She **is probably** on a diet. (She **must be** on a diet.)  
**It is possible that** she **is** on a diet. (**Perhaps** she **is** on a diet.)
  - b. She **may/might be** on a diet.
  
5. Joe is a bright guy. He doesn't study at all. In spite of that,
  - a. **It is possible that** he **passes** the exam." (**Perhaps** he **passes** the exam.)
  - b. he **might pass** the exam.



En a, b, d, e se puede observar que la información proporcionada en la primera oración señala una característica o habilidad positiva de los sujetos, mas después del conector, la siguiente oración presenta algo inesperado, opuesto o contrario en relación a la primera y por ello denota contraste.

- a. La primera oración resalta la inteligencia de Doreen y en la segunda sorprende el hecho que su trabajo no sea bueno a pesar de ser tan inteligente.
- b. La oración *b.* señala la habilidad del novio de Nina para tocar el piano, lo que puede considerarse un aspecto positivo del sujeto; sin embargo, en la siguiente se pone de manifiesto su falta de talento para practicar cualquier deporte. Se contrasta una actividad que el sujeto puede hacer muy bien con otra que no puede llevar a cabo.
- c. Esta oración señala algo negativo de los políticos en cuanto a sus modales y principios morales; lo cual contrasta con el hecho de ser sumamente acaudalados.
- d. Esta oración pone de manifiesto que el esfuerzo del sujeto para estudiar no fue proporcional a la calificación obtenida. Observa que puedes invertir las oraciones, sólo ten cuidado con la puntuación.
- e. Esta oración contrasta el hecho de que sus amigos no requieren estudiar para obtener esas calificaciones.

**Causa-efecto.** Algunas veces es posible determinar la causa de un suceso o el resultado (efecto) de una acción. Para expresar este tipo de relación se requieren conectores como **so** y **because**. Aprender a utilizarlos adecuadamente depende tanto de la identificación correcta de la causa y el efecto como de recordar que después de **so** siempre se encuentra el *efecto o resultado*, y después de **because** se encuentra *la causa*. Estudia los siguientes ejemplos:

1.
  - a. Linda worked on her project all night long, **so** she was tired and sleepy in the morning.
  - b. Linda was tired and sleepy in the morning **because** she worked on her project all night long.
2.
  - a. Molly likes bright colors, **so** she wears yellow, orange, and red outfits.
  - b. Molly wears yellow, orange, and red outfits **because** she likes bright colors.
3.
  - a. Many students didn't have enough time, **so** they couldn't finish the exam.
  - b. Many students couldn't finish the exam **because** they didn't have enough time.

En los ejemplos a., la primera oración es la causa y después del conector **so** viene el resultado/efecto. En las oraciones b., el resultado/efecto se encuentra antes del conector **because** y la causa después del mismo.



## Actividades de aprendizaje

### I. Duda, posibilidad y probabilidad

Escribe oraciones que tengan el mismo significado que la original, utilizando las distintas formas de expresar duda. Recuerda que los verbos cambian dependiendo de la forma elegida.

- a. Jenny looks awful today. Perhaps she is sick.

---

---

- b. Many students fail Math exams. Perhaps they do not understand the procedure to solve problems.

---

---

- c. I don't have a lot of homework today. I will probably go to the movies later.

---

---

- d. It is possible that Alison will open a savings account.

---

---

- e. Perhaps Michael will study French this year.

---

---

- f. Paul walks two miles a day. He probably enjoys walking.

---

---

- g. My friend didn't get a job at the company. (disappointed)

---

---

### II. Conectores

Combina los siguientes pares de oraciones utilizando *but, although, because, so*.

1. In my country, many relatives used to live together, \_\_\_ they had to have a big house.
2. The population of the world has increased throughout history, \_\_\_ in this century, it has grown the fastest.
3. In developing countries, many parents prefer to have lots of children, \_\_\_ they know large families are expensive.
4. Some governments are trying to slow the population growth, \_\_\_ these governments limit the number of babies for each family.

5. Some countries are unable to meet the needs of growing population \_\_\_\_ there is a lack of careful planning and resources.
6. \_\_\_\_ humans have differences, they have more similarities.



### Síntesis del tema

Recuerda que para indicar duda, posibilidad y probabilidad puedes utilizar:

Temas	Verbos y/o expresiones	Notas
Duda y posibilidad	S + <b>may</b> + verb + O / C S + <b>might</b> + verb + O / C <b>It is possible that...</b> + clause	Al utilizar expresiones para indicar posibilidad se indica que un suceso tiene la misma posibilidad de ocurrir o no.  James <b>may get</b> a scholarship to study abroad. Mexican economy <b>might improve</b> soon. <b>It is possible that</b> my family moves to another state.
Probabilidad	S + <b>must</b> + verb + O / C <b>It is probably ...</b> S + <b>probably</b> + verb	Para expresar probabilidad se utilizan el auxiliar modal <b>must</b> o el adverbio <b>probably</b> . El uso de alguno de ellos sugiere que es más factible que un suceso ocurra.  They live on a busy road, there <b>must be</b> a lot of noise.
Conectores	<b><u>Contraste</u></b>  ..., <b>but</b> ... ... <b>although</b> ...  <b>Although</b> ..., ...	<b>But</b> y <b>although</b> indican contraste; es decir, introducen información que puede ser sorpresiva, inesperada u opuesta a la de la primera oración. <b>Although</b> puede colocarse al principio o entre ambas oraciones.  In Spain, an older person may use your first name, <b>but</b> you should use an older person's last name. <b>Although</b> I was very tired, I couldn't sleep. I couldn't sleep <b>although</b> I was very tired.
	<b><u>Resultado/efecto:</u></b>  causa..., <b>so</b> ... resultado	El resultado se introduce en una oración mediante el uso de <b>so</b> , siempre precedido por la causa.  I never get to church on time, <b>so</b> I only hear the blessing.

## Ejercicios de autoevaluación

Lee cuidadosamente las siguientes oraciones y selecciona la opción que indique posibilidad o duda.

- Two friends are talking when one of them notices a man who is hitting his elbow.  
A: What does this gesture mean?  
B: It \_\_\_\_\_ mean that someone is cheap or tight with money.
  - may
  - possibly
  - probably
  - perhaps
- A woman at work is calling her daughter, but doesn't get an answer. She is getting nervous and a co-worker tries to soothe\* her. (\* to make her feel calmer)  
A: I wonder why Jane doesn't answer the phone.  
B: She is \_\_\_\_\_ listening to music in her bedroom and hasn't heard the phone ringing.
  - may
  - might
  - probably
  - perhaps
- George's boss is looking for him and can't find him anywhere. The boss asks George's secretary.  
A: Where is George?  
B: I'm not sure. \_\_\_\_\_
  - His friends threw a birthday party for him.
  - He is having a cup of coffee in the cafeteria.
  - His son is probably the best student in his class.
  - He might be in the Warehouse making the inventory.
- Joe is talking with a friend about a new business strategy.  
Friend: Don't you think it's a bit risky?  
Joe: I'm not very helpful about the plan, but it \_\_\_\_\_
  - might be worth trying.
  - is probably a good.
  - may surprise.
  - it is possibly nice.
- Tim watched the news on TV. He heard about new economic policies which sounded too good to be true, but after due consideration he said "Oh, well. The news\_\_\_\_; of course."
  - is right
  - may be true
  - was expected
  - might come
- Some people believe they are perfect because they work hard to achieve their goal. The problem lies in making them see their own mistakes. Their effort \_\_\_\_, but they cannot command it.

- a. probably needs some rest
  - b. has the possibility to grow
  - c. may deserve some credit
  - d. might raise questions
7. The largest factory in town is going bankrupt. I'm afraid many people \_\_\_\_\_
- a. might work hard.
  - b. may lose their job.
  - c. might find a solution.
  - d. may have another income.

Selecciona el conector que vincule mejor las ideas de las siguientes oraciones.

8. Beth's teacher was sick yesterday, \_\_\_\_\_ she didn't have to go to school.
- a. so
  - b. but
  - c. although
  - d. because
9. The boys wanted to go out, \_\_\_\_\_ their mother was at work and the telephone wasn't working.
- a. so
  - b. but
  - c. although
  - d. because
10. I couldn't go the movies over the weekend \_\_\_\_\_ my mother made me help with the housework.
- a. so
  - b. but
  - c. although
  - d. because
11. We wanted to go to Cancun \_\_\_\_\_ the weather was awful.
- a. so
  - b. but
  - c. although
  - d. because
12. \_\_\_\_\_ my friends and I worked hard on the project, the science teacher gave us a C<sup>-</sup>.
- a. so
  - b. but
  - c. although
  - d. because

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[esl.about.com/library/quiz/blgrammarquiz.htm](http://esl.about.com/library/quiz/blgrammarquiz.htm)

[www.elscafe.com](http://www.elscafe.com) (click "quizzes")

[www.englishday.com](http://www.englishday.com) (click "tests")

[www.english-at-home.com](http://www.english-at-home.com) (click "grammar")

[teslj.org/links](http://teslj.org/links)

## **Anexos**

### **Respuestas**

#### **Actividades de aprendizaje**

##### **I. Duda, posibilidad y probabilidad**

- a. She may/might be sick.  
It is possible that she is sick.  
She is probably sick.
- b. They may not understand the procedure to solve problems.  
It is possible that they do not understand the procedure to solve problems.  
They probably do not understand the procedure to solve problems.
- c. Perhaps I will go to the movies later.  
I may go to the movies later.  
It is possible that I go to the movies later.
- d. Alison may/might open a savings account.  
Perhaps Alison will open a savings account.
- e. Michael may/might study French this year.  
It is possible that Michael studies French this year.  
Michael will probably study French this year.
- f. Paul must enjoy walking.
- g. My friend must be disappointed.

##### **II. Conectores**

1. so   2. but   3. although   4. so   5. because   6. Although

#### **Ejercicios de autoevaluación**

1. a. may
2. c. probably



3. d. He might be in the Warehouse making the inventory.
4. a. might be worth trying.
5. b. may be true
6. c. may deserve some credit
7. b. may lose their job.

**Conectores**

8. a. so
9. b. but
10. d. because
11. c. although
12. c. Although

# UNIDAD 12

## HABLAR SOBRE DIFERENTES NIVELES DE OBLIGACIÓN



### Introducción

Esta unidad es muy útil cuando quieres dar una orden, expresar obligación o necesidad. Sólo presta especial atención a que en inglés utilizas verbos modales y expresiones diferentes mientras que en español utilizas el verbo “deber” tanto para dar consejos como para indicar una obligación.

### Objetivo

El alumno utilizará los auxiliares modales *must*, *should* y los patrones lingüísticos *have to* y *don't have to* para expresar ciertos niveles de obligación.

### Contenidos

Expresar grados de obligación.

Uso de auxiliares modales: *must*, *should* y *ought to*.

Patrones lingüísticos: *have to* y *don't have to*.

- You should put more salt in this chicken.
- I don't have to leave out salt in my diet anymore.
- Still you must be careful not to use too much.
  
- You should always carry a pen with you.
- Yes, I think Dr. Stevens is absolutely right.
- I'm afraid you have to improve your spelling.



### Explicación

*Must*, *have to*, *should*, *ought to* y *need to* se utilizan para expresar la necesidad u obligación de hacer algo. De acuerdo a Leech & Svartvik, *must* y *have to* pueden usarse de manera indistinta para indicar que algo es necesario.

“It's later than I thought. I **must go**” or “I **have to go**.” (Murphy: 64)

“You must study hard” or “You have to study hard.”

Sin embargo, los autores manifiestan que algunos hablantes de la lengua sienten que hay una diferencia entre ambos y hacen la siguiente distinción:

**Must** involucra la autoridad del hablante. Por ejemplo, cuando una madre ordena algo a sus hijos o cuando un oficial de policía detiene a un conductor:

Mother: “You **must be back** by noon.”

Police officer: "I'm afraid you **must have** a driver's license in order to drive." (Leech & Svartvik:164)

También puede mostrar los sentimientos personales del hablante.

The new teacher is nice. You **must meet** her. (I say this is necessary.) (Murphy:62)  
If you carry a lot of cash, you **must be** careful. (Werner:110)

Y con la primera persona del singular indica sentido del deber personal o la autoridad sobre uno mismo.

I **must call** my parents tonight. (They will be worrying about me.) (Leech & Svartvik:164)  
I haven't called Ann for ages. I **must call** her tonight. (Murphy:62)

En cambio, **have to** indica una autoridad diferente a la del hablante; es decir, aquella basada en reglas o lineamientos oficiales establecidos por alguna institución o por hechos, donde los sentimientos personales no tienen qué ver.

You **have to sign** your name here (otherwise the document isn't valid.) (Leech & Svartvik:164)  
You **have to take** a written test to pass the course. (Werner: 109)  
You can't turn right here. You **have to turn** left (because of the traffic system). (Murphy:64)  
James can't come with us tonight. He **has to work** late. (Murphy: 64)

Al utilizar *don't have to* se indica que algo no es necesario, pero puedes hacerlo si así lo decides. Es lo opuesto a **must** y **have to**.

You **don't have to call** us tonight. (It is not necessary, but you can do it.)  
You **don't have to keep** your money in a bank, but it's a good idea.  
Today, many banks have ATMs (automatic teller machines), so you **don't have to go** inside a bank at all if you don't want to.

(Werner: 110)

El uso de *must not* expresa una necesidad absoluta de no hacer algo o una prohibición.

You **must not drive** without a license. (prohibición)  
You must keep a secret. You **must not** tell anybody. (necesidad absoluta)  
You **must not keep** us all waiting. (obligación de no hacer algo)

(Leech & Svartvik:165)

Ya has usado *should* y *ought to* para dar un consejo o sugerencia, pero también pueden usarse para expresar una obligación que no necesariamente será cumplida.

All students **should submit** their work by a given date (...but some of them don't do it!).  
I **ought to phone** my parents tonight (...but probably I won't have time). (Leech & Svartvik: 164)  
You should help your mother around the house (... but you don't do it!).



## Actividades de aprendizaje

I. Elige la opción que mejor complete la idea del contexto. Recuerda que puedes utilizar para las oraciones afirmativas *must* y *have to*, para las negativas *don't/doesn't have to* y *must not*. Cuando encuentres oraciones en pasado puedes utilizar *didn't have to* y *had to*.

1. Elaine is a girl who has had some trouble going out with boys. She found a self-help book which might help her. This is a conversation with her friend Jane about the rules to win the dating game from *How to be the Perfect Ms. Right*.

Jane: So, how did you like the book? Did you learn anything? What are you supposed to do on a first date?

Elaine: Oh, it's not bad, but the advice is a little old-fashioned. For example: "On the first date, you \_\_\_\_\_(a) be quiet and mysterious."

Jane: Don't tell me it is the kind of book which states you \_\_\_\_\_ (b) always wear makeup, even when you go jogging and that kind of non-sense. Is it?

Elaine: I'm afraid it is, but it has some good ideas too.

Jane: Really? Surprise me!

Elaine: Oh, well. What about this one? (reading aloud) "You \_\_\_\_\_(c) act confident, even if you are not."

Jane: Fair enough. What else does it say?

Elaine: I like this one. It's for boys, though. "You \_\_\_\_\_(d) talk about other beautiful women, even famous ones. She'll remember, and years later, when you make a comment about her cooking, she'll tell you to get Julia Roberts to make your lunch."

Jane: Ha, ha, ha. That's a good one. What about the bill when going out? Who should pay it?

Elaine: That's easy. The boy/guy \_\_\_\_\_ (e) pay the bill when going out with a girl / woman because "Women want to be equal, but not that equal!" Ha, ha, ha!

Jane: Ha, ha, ha. It is not that bad. I should buy it and have some fun too. After all, I \_\_\_\_\_ (f) follow all the rules.

(Adapted from *American Inside Out*, Unit 9)

2. Mandy is not very happy. Lately, she has undergone many changes, including going from Middle School to High School. Keeping a journal helped her to feel better during her first weeks in high school.

August 14<sup>th</sup>

My first day at East Henderson High School was both wonderful and disappointing. There are many cute twelfth and eleventh graders everywhere. The point is I don't get to take the same classes and that takes me to the school subject part. The science and math teacher is very strict and set the rules for his class. "Rule 1: Students \_\_\_\_\_ (g) arrive on time to classes, " so that means I \_\_\_\_\_(h) stop sneaking out to the gym, or I will fail the course. "Rule 2: Students \_\_\_\_\_ (i) eat, drink, or chew any edible or inedible items during classes." Consequently, I will be unable to concentrate without my daily sugar intake. The worst part is that the rules go on and on and on. When I got home and told my mother about my school day, she said: "Well, Mandy. It's time you were put back in order. Oh, that reminds me. You \_\_\_\_\_ (j) mow the garden and do the dishes today." After that, I said to myself: Well, life is not fair. Is it?

3. Patrick and Brian talk about their marriages.

Patrick: I don't think I understand women at all. Julie always seems to be fed up with me. I just don't know what I should do to make her happy.

Brian: Oh, that's easy. You just \_\_\_\_\_ (k) work fifteen hours a day and give her all your money.

Patrick: I do that anyway. And it's still not enough. Things were much easier for our dads. They \_\_\_\_\_ (l) do any housework or cooking or shopping. I mean, I do loads of housework and she still isn't happy.

Brian: Oh, no, you can't do that! Women love complaining, and you \_\_\_\_\_ (m) give her something to complain about. I never do any housework.

Patrick: Hey, Brian, what about equality and all that?

Brian: Look, you \_\_\_\_\_ (n) do the housework to keep a woman happy. You just \_\_\_\_\_ (o) follow a few simple rules.

Patrick: And what are these simple rules?

Brian: Well, first of all you \_\_\_\_\_ (p) forget her birthday and wedding anniversary: buy her flowers and take her out for a nice dinner.

Patrick: O.K. Anything else?

Brian: You \_\_\_\_\_ (q) notice her hair- tell her it looks nice. Oh, and ask her if she's lost weight. They love that.

Patrick: Ha, ha – yes, Julie's always on a diet.

Brian: Wait a minute – that's not all. You \_\_\_\_\_ (r) be nice to her friends- but not too nice. And –this is a big one- you \_\_\_\_\_ (s) complain about the phone bills.

Patrick: Ha, ha. Very good! I suppose you have the perfect marriage!

Brian: Uh, no, not really. Sharon left me three weeks ago.

(Adapted from *American Inside Out: Pre-Intermediate*. Workbook. p.37)



### Síntesis del tema

Estudia la siguiente tabla (adaptada a partir de Werner: 109-110) que te ayudará a saber qué opciones tienes para expresar distintos grados de obligación.

Verbo	Ejemplos	Notas
must	You <b>must have</b> a driver's license in order to drive.	<b>Must</b> expresa necesidad u obligación en oraciones afirmativas. Involucra la autoridad del hablante y/o sus sentimientos personales.
must not	You <b>must not drive</b> without a license.	<b>Must not</b> expresa prohibición o necesidad absoluta de no hacer algo.
have to	You <b>have to take</b> both a written and a driving test to get a license. I <b>had to take</b> the written test twice.	<b>Have to</b> expresa necesidad presente o futura. <b>Had to</b> indica necesidad u obligación pasada. Involucra autoridad basada en reglas, u obligaciones.
not have to	In fifth grade, you <b>don't have to study English</b> as a foreign language. I <b>won't have to work</b> late when I own my own company.	<b>Not have to</b> indica que no es necesario u obligatorio hacer algo, pero puedes hacerlo si así lo deseas. Puedes utilizarlo en presente, pasado o futuro, conjugando el verbo <b>have</b> en esos tiempos.

should	I believe all drivers <b>should yield</b> the right of way to a pedestrian.	<b>Should</b> implica una obligación que no necesariamente se cumple.
ought to	Teenagers <b>ought to follow</b> their parents' advice.	<b>Ought to</b> implica una obligación que no necesariamente se cumple.
need to	The children <b>need to finish</b> the house cleaning before going out.	<b>Need to</b> indica necesidad u obligación interna causada por el estado de la persona.

## Ejercicios de autoevaluación

Elige la opción que complete los diálogos de manera correcta tomando en cuenta cada situación.

Pedro is talking to an Irish friend about different customs in Mexico.

- "In Mexico, people usually leave a 10%-15% tip in a restaurant. You \_\_\_\_ leave at least a 10% tip in a restaurant.

a. must  
b. have to  
c. should  
d. need to
- "In Ireland, you drive on the left side of the road. However, in Mexico, you \_\_\_\_ drive on the right side of the road."

a. must / have to  
b. should / ought to  
c. must not / don't have to  
d. shouldn't / ought not to
- "In your country, when pedestrians start to cross in your path, you \_\_\_\_\_ stop if they don't because it's the law. I wish drivers in Mexico did the same, but they don't, so be careful."

a. can  
b. must  
c. have  
d. should
- Who has no alternative?

a. Tom should take the driving test again.  
b. Sally could take the driving test again.  
c. Paul must take the driving test again.  
d. Jim ought to take the driving test again.
- Which sentence has the same meaning as "Tina must do homework this afternoon."?

a. Tina can do homework this afternoon.  
b. Tina has to do homework this afternoon.  
c. Tina should do homework this afternoon.  
d. Tina ought to do homework this afternoon.
- Ian often carries a lot of cash with him. His mother is worried about it. She says, "If you carry a lot of money, you \_\_\_\_\_."

a. can go clubbing  
b. should take the bus  
c. must be very careful  
d. could call 911 for help
- Jenny comes from Indonesia where customs are different from Western cultures. She asks her friend Mack about the meaning of "Drop by any time."

Jenny: I just had dinner at the Jones'. When I was leaving, Mrs. Jones said, "Drop by any time." What does that mean? Should I call on them whenever I want to?

Mack: Yes, you should, but you \_\_\_\_\_.

- |                         |                             |
|-------------------------|-----------------------------|
| a. have to be ready     | c. should bring a present   |
| b. must call beforehand | d. ought to be invited over |

8. Erin has had a lot of work lately, so she takes work home. Her husband and daughter are not happy about it.

Husband: I thought we agreed on having quality time at home. Although you are here, you spent the afternoon and evenings checking balance sheets.

Erin: Sorry, dear, but I \_\_\_\_\_ or I will be out of work and penniless by next week.

- |                   |                 |
|-------------------|-----------------|
| a. have to finish | c. should relax |
| b. need to stay   | d. can work     |

9. Dr. Medd talks to the trainees about their duties at the hospital.

Dr. Medd: You \_\_\_\_\_ be ready for the unexpected. Day or night, an emergency may occur and you \_\_\_\_\_ be awake and alert.

- |          |           |
|----------|-----------|
| a. could | c. must   |
| b. have  | d. should |

10. Judy is the smartest student in the class. She also asks teachers for additional homework and special assignments. Her classmates believe she is crazy and her best friend thinks she only wants to show off.

Friend: Judy, you \_\_\_\_\_ do additional homework. You know, you're smart.

Judy: I know, but I love doing homework. Besides, practice makes perfect, and I want to be the very best student at school.

Friend: Oh, knew it. You just enjoy looking down on us.

- |                  |             |
|------------------|-------------|
| a. don't have to | c. must not |
| b. have to       | d. must     |

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### **Sitios de internet**

[www.esl-classroom.com](http://www.esl-classroom.com)

[esl.about.com/library/quiz/blgrammarquiz.htm](http://esl.about.com/library/quiz/blgrammarquiz.htm)  
[www.elscafe.com](http://www.elscafe.com) (click "quizzes")  
[www.englishday.com](http://www.englishday.com) (click "tests")  
[www.english-at-home.com](http://www.english-at-home.com) (click "grammar")  
[teslj.org/links](http://teslj.org/links)



# Anexos

## Respuestas

### Actividades de aprendizaje

- I.
  1.
    - a. have to
    - b. must
    - c. have to
    - d. must not
    - e. must
    - f. don't have to
  2.
    - g. must
    - h. have to
    - i. must not
    - j. have to
  3.
    - k. have to
    - l. didn't have to
    - m. have to
    - n. don't have to
    - o. have to
    - p. must not
    - q. have to
    - r. have to
    - s. must not

### Ejercicios de autoevaluación

1. c. should
2. a. must / have to
3. b. must
4. c. Paul must take the driving test again.
5. b. Tina has to do homework this afternoon.
6. c. must be very careful.
7. b. must call beforehand.
8. a. have to finish
9. c. must
10. a. don't have to

## Examen de práctica

I. Lee el siguiente texto y elige la opción que mejor complete las oraciones o preguntas.

### The Appointment

Once upon a time, there was a rich Caliph in Baghdad. He was very famous because he was wise and kind. One morning he sent his servant, Abdul, to the market to buy some fruit. As Abdul was walking through the market, he suddenly felt very cold. He knew that somebody was behind him. He turned around and saw a tall man, dressed in black. He couldn't see the man's face, only his eyes. The man was staring at him, and Abdul began to shiver.

"Who are you? What do you want?" Abdul asked.

The man in black didn't reply.

"What's your name?" Abdul asked nervously.

"I ... am ... Death," the stranger replied coldly and turned away.

Abdul dropped his basket and ran all the way back to the Caliph's house. He rushed into the Caliph's room.

"Excuse me, master. I have to leave Baghdad immediately," Abdul said.

"But why? What happened?" the Caliph asked.

"I've just met Death in the market," Abdul replied.

"Are you sure?" said the Caliph.

"Yes, I'm sure. He was dressed in black, and he stared at me. I'm going to my father's house in Samarra. If I go at once, I'll be there before sunset."

The Caliph could see that Abdul was terrified and gave him permission to go to Samarra. The Caliph was puzzled. He was fond of Abdul, and he was angry because Abdul was very frightened by the stranger in the market. He decided to go to the market and investigate. When he found the man in black, he spoke to him angrily.

"Why did you frighten my servant?"

"Who is your servant?" the stranger replied.

"His name is Abdul," answered the Caliph.

"I didn't want to frighten him. I was just surprised to see him in Baghdad."

"Why were you surprised?" the Caliph asked.

"I was surprised because I have an appointment with him –tonight- in Samarra!"

- Abdul meets \_\_\_\_\_ when he was in the market.
  - a friend
  - the Caliph
  - a servant
  - Death
- What does the man in black say to Abdul? He \_\_\_\_\_.
  - asks his name
  - says many things
  - mentions his name
  - laughs at him
- Why does Abdul want to go to Samarra? To \_\_\_\_\_.
  - visit his father
  - buy some fruit
  - escape destiny
  - feel scared
- The Caliph finds the man in black and wants to know \_\_\_\_\_ he frightened Abdul.
  - how
  - why
  - when
  - where





23. Bill's planning a party for the weekend, so he's \_\_\_\_\_ to buy snacks and sodas.  
a. goes  
b. will  
c. going  
d. go
24. You \_\_\_\_\_ smoke anywhere. It's bad for your health.  
a. mustn't  
b. needn't  
c. shouldn't  
d. can't
25. "The Guernica" was \_\_\_\_\_ by Picasso in 1936.  
a. paint  
b. paints  
c. painting  
d. painted
26. A: Could I speak to Jamie, please?  
B: \_\_\_\_\_, I'll transfer your call.  
a. Hello!  
b. Dial N°5  
c. Hold on  
d. Sorry
27. Phillip \_\_\_\_\_ just come back from Europe.  
a. has  
b. had  
c. have  
d. having
28. The Ambassador is in a meeting. He wants the door open and asks the attendant.  
Ambassador: \_\_\_\_\_?  
Attendant: Yes, sir.  
a. Would you mind opening the door?  
b. Would you open the door?  
c. Can you open the door?  
d. Open the door.
29. When I was ten, I \_\_\_\_\_ to wear a uniform.  
a. have  
b. need  
c. should  
d. had
30. When you go abroad, you \_\_\_\_\_ show your passport before leaving the country.  
a. should  
b. must  
c. may  
d. can

## Respuestas del examen de práctica

1. d. Death
2. c. mentions his name
3. c. escape destiny
4. b. why
5. d. had an appointment with him in Samarra
6. b. passes away
7. c. higher
8. d. the longest
9. c. bigger than
10. a. Certainly, who's calling?
11. c. have a chicken salad
12. d. Could you help me with
13. a. His parents may be sick
14. c. although
15. a. must go
16. c. because, so
17. c. made
18. b. my homework isn't ready
19. b. spell
20. a. had the chance
21. b. had / wouldn't
22. c. never been
23. c. going
24. c. shouldn't
25. d. painted
26. c. Hold on
27. a. has
28. a. Would you mind opening the door?
29. d. had
30. b. must

## APÉNDICE

### VERBOS IRREGULARES

	SPANISH	INFINITIVE	PRESENT TENSE	PAST TENSE	PAST PARTICIPLE	GERUND
1	barrer	to sweep	sweep	swept	swept	sweeping
2	beber	to drink	drink	drank	drunk	drinking
3	brillar	to shine	shine	shone	shone	shining
4	cabalgar, montar	to ride	ride	rode	ridden	riding
5	caer	to fall	fall	fell	fallen	falling
6	cantar	to sing	sing	sang	sang	singing
7	cerrar, encerrar	to shut	shut	shut	shut	shutting
8	colocar, poner	to set	set	set	set	setting
9	comer	to eat	eat	ate	eaten	eating
10	comprar	to buy	buy	bought	bought	buying
11	congelar	to freeze	freeze	froze	frozen	freezing
12	conocer(gente)	to meet	meet	met	met	meeting
13	conocer, saber	to know	know	knew	known	knowing
14	conseguir	to get	get	got	gotten	getting
15	construir	to build	build	built	built	building
16	cortar	to cut	cut	cut	cut	cutting
17	correr	to run	run	ran	run	running
18	crecer	to grow up	grow up	grew up	grown up	growing up
19	dar, regalar	to give	give	gave	given	giving
20	decir	to tell	tell	told	told	telling
21	despertar	to wake up	wake up	woke up	woken up	waking up
22	disparar	to shoot	shoot	shot	shot	shooting
23	doblar, inclinar	to bend	bend	bent	bent	bending
24	dormir	to sleep	sleep	slept	slept	sleeping
25	empezar	to begin	begin	began	begun	beginning
26	encontrar	to find	find	found	found	finding
27	enseñar	to teach	teach	taught	taught	teaching
28	enviar, mandar	to send	send	sent	sent	sending
29	escribir	to write	write	wrote	written	writing
30	ganar	to win	win	won	won	winning
31	gastar, pasar	to spend	spend	spent	spent	spending
32	guardar, conservar	to keep	keep	kept	kept	keeping
33	hablar	to speak	speak	spoke	spoken	speaking
34	hacer	to do	do, does	did	done	doing
35	herir, lastimar	to hurt	hurt	hurt	hurt	hurting
36	hundir, sumir(se)	to sink	sink	sank	sunk	sinking
37	ir	to go	go	went	gone	going

**VERBOS IRREGULARES**

	<b>SPANISH</b>	<b>INFINITIVE</b>	<b>PRESENT TENSE</b>	<b>PAST TENSE</b>	<b>PAST PARTICIPLE</b>	<b>GERUND</b>
38	leer	to read	read	read	read	reading
39	llegar a ser	to become	become	became	become	becoming
40	manejar	to drive	drive	drove	driven	driving
41	morder	to bite	bite	bit	bitten	biting
42	nadar	to swim	swim	swam	swum	swimming
43	oír	to hear	hear	heard	heard	hearing
44	olvidar	to forget	forget	forgot	forgotten	forgetting
45	pagar	to pay	pay	paid	paid	paying
46	pararse	to stand	stand	stood	stood	standing
47	pegar, chocar	to hit	hit	hit	hit	hitting
48	pensar	to think	think	thought	thought	thinking
49	perder	to lose	lose	lost	lost	losing
50	perdonar	to forgive	forgive	forgave	forgiven	forgiving
51	permitir	to let	let	let	let	letting
52	poner	to put	put	put	put	putting
53	prestar	to lend	lend	lent	lent	lending
54	prohibir	to forbid	forbid	forbad(e)	forbidden	forbidding
55	renunciar	to quit	quit	quit	quit	quitting
56	robar	to steal	steal	stole	stolen	stealing
57	romper	to break	break	broke	broken	breaking
58	sacudir	to shake	shake	shook	shaken	shaking
59	salir	to leave	leave	left	left	leaving
60	sentarse	to sit	sit	sat	sat	sitting
61	sentir	to feel	feel	felt	felt	feeling
62	ser, estar	to be	be(am /is /are)	was / were	been	being
63	soñar	to dream	dream	dreamt /dreamed	dreamt /dreamed	dreaming
64	sostener	to hold	hold	held	held	holding
65	tocar el timbre	to ring	ring	rang	rung	ringing
66	tener, haber	to have	have/has	had	had	having
67	tirar, aventar	to throw	throw	threw	thrown	throwing
68	tomar, llevar	to take	take	took	taken	taking
69	traer	to bring	bring	brought	brought	bringing
70	usar, traer puesto	to wear	wear	wore	worn	wearing
71	vender	to sell	sell	sold	sold	selling
72	venir	to come	come	came	come	coming
73	ver	to see	see	saw	seen	seeing
74	volar	to fly	fly	flew	flown	flying