

COLEGIO DE LENGUAS EXTRANJERAS INGLÉS

ÁREA 4 HUMANIDADES Y ARTES

Grado: 6° Clave: 1607 Plan: 96

**GUÍA DE ESTUDIO
LENGUA EXTRANJERA INGLÉS II**

Autor: Ma. Guadalupe Larraguivel Soto Rojas
 Guadalupe E. Carballo Riva Palacio

UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO

Escuela Nacional Preparatoria
Directora General: Mtra. Silvia E. Jurado Cuéllar
Secretario Académico: Biól. Alejandro Martínez Pérez

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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

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 oportunidad de practicar, en forma adicional, las estructuras y funciones que viste a lo largo del curso.

Esta guía sirve también como refuerzo de lo visto en clase y, sobre todo, para prepararte para tu examen extraordinario. Los ejercicios que se incluyen son sólo ejemplos, y no reactivos que aparecen en los exámenes.

Probablemente, te enfrentes a ciertas problemáticas como: comprensión de vocabulario, de gramática, etc., por lo cual te sugerimos consultar la bibliografía mencionada al final de esta guía, un buen diccionario o solicitar ayuda de un profesor de Inglés.

La guía consta de:

- una introducción en cada unidad donde sabrás lo que se espera que realices
- una explicación gramatical 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 que es lo que necesitas reforzar o repasar para poder aprobar tu examen
- ligas a las 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

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UNIDAD 1

Usar Inglés para aprender más Inglés



Introducción.

Cuando estás en la clase de Inglés, desde el primer día, lo ideal es comunicarte en la lengua que estás aprendiendo, para esto es conveniente conocer las estructuras, el vocabulario y los usos comunicativos de este idioma. En esta unidad intercambiarás información que te permita aprender más acerca del mismo.

Las expresiones que verás a continuación son de uso común en la clase y las estarás utilizando a lo largo de todo el curso para preguntar y conocer más acerca de la lengua extranjera.

Objetivo general:

Aprenderás e intercambiarás expresiones, vocabulario y usos comunicativos de la lengua, con el propósito de aprender más acerca de la misma.

Objetivos específicos:

- En esta unidad aprenderás a estructurar preguntas para pedir, por ejemplo, el significado de palabras que desconoce
- Pedir que repitan la información
- Preguntar por el estado de alguien



Exponentes lingüísticos

- How do you say “gato” in English?
- What is “desk” in Spanish?
- What is the meaning of “don’t be tardy” in Spanish?
- What does “huge” mean?
- How can I ask for a soda?
- How do you pronounce this word?
- How do you spell your name?
- What is the difference between “fool” and “full”?

- Could you repeat that, please?
- Open the window, please
- Close the door, please
- Come to the blackboard, please
- Look at the picture
- Listen to the dialogue
- Underline the words

Lee con atención el siguiente diálogo entre una profesora y sus alumnos y observa el uso de las expresiones citadas anteriormente:

Teacher: Good morning

Students: Good morning, Miss Taylor.

Teacher : Please, open your books to page 12

Students: Excuse me, could you repeat that, please?

Teacher: Of course, Robert..., sorry could you spell your last name?

Robert: M-I-L-L-A-N

Teacher: Thanks, Robert Millan. Open your book to page 12

Susan: Teacher, what does "page" mean in Spanish?

Teacher: Página

John: How do you pronounce it?

Teacher: **page**



EJERCICIOS

- I. Completa correctamente los enunciados, tomando en cuenta los exponentes lingüísticos y el diálogo vistos anteriormente:
 1. How do you _____ your last name?
a) spell b) listen c) say
 2. What _____ "crowd" mean?
a) do b) does c) done
 3. Excuse me, could you _____ that, please?
a) repeat b) speak c) work
 4. _____ do you say "hielo" in English?
a) What b) Who c) How
 5. Open your books _____ page 25
a) for b) in c) to
 6. What is the difference _____ "handsome" and "beautiful"? a) in front of b) between c) beside

II. Relaciona los enunciados de la columna A con las expresiones en Inglés de la columna B según corresponda

A	B
a) Si quieres saber el significado de una palabra	_____ How do you pronounce “often”?
b) Si quieres preguntar acerca del uso de un auxiliar	_____ Could you repeat slowly, please?
c) Si quieres que te deletreen un nombre o apellido	_____ What’s the meaning of “screen”?
d) Si quieres averiguar cómo se pronuncia una palabra	_____ What’s “disease” in Spanish?
e) Si quieres saber la traducción de una palabra	_____ Could you spell your name?
f) Si no entendiste y quieres que te repitan más despacio	_____ How is the auxiliary used...?

III. ESCRIBE LAS PREGUNTAS A LAS RESPUESTAS DADAS. UTILIZA: WHAT, HOW, HOW MUCH

1. _____? L-a-u-r-a
2. _____? It means “diccionario”
3. _____? This book costs \$ 200.00
4. _____? “I like chocolate”
5. _____? “Dog” means “perro” and “doll” means “muñeca”

IV. AHORA CONTESTA LAS SIGUIENTES PREGUNTAS

1. What’s the meaning of “spell” in Spanish? _____
2. “lawyer”... Could you repeat that, please? _____
3. How do you say “desayuno” in English? _____
4. What’s your last name? _____
5. How do you spell “lawyer”? _____

UNIDAD 2

Describir rutinas y preferencias



Introducción

En esta unidad encontrarás la explicación gramatical de lo que es el tiempo que en Inglés se llama *Simple present*. Además, habrán ejercicios que te ayudarán a saber si has aprendido o necesitas un repaso extra.

Objetivo general: Utilizarás fórmulas y expresiones para describir actividades diarias y preferencias.

Objetivos específicos:

- Describir actividades diarias.
- Expresar preferencias
- Intercambiar información acerca de preferencias
- Explicación gramatical de cómo se forma el presente simple.
- Uso de los auxiliares “Do” y “Does”
- La forma de las terceras personas (S al final del verbo)



Contenido

El *Presente Simple* tiene la función de expresar acciones rutinarias o hábitos

Forma

Afirmativa		Negativa	Interrogativa			Preguntas
Affirmative		Negative	Interrogative			Con WH
I				I		
YOU	Work	do not work	Do	YOU	work?	Where do you work?
		don't				
HE		does not work		HE		Where does he work?
SHE	Works	doesn't	Does	SHE	work?	
IT				IT		
WE				WE		
YOU	Work	do not work	Do	YOU	work?	
THEY		Don't		THEY		Where do they work?

Observa con atención los siguientes ejemplos:

I take a shower every morning.

Most evenings my parents stay at home and watch t.v.

Do you go to the movies very often?

Her children don't study in the same school.

Mr. and Mrs. Sullivan live en New York. (That is their permanent home)

Vegetarians don't eat meat or fish.

The River Amazons flows into the Atlantic Ocean.

The earth circles the sun.

Mexico produces oil.

Mary always has cereal for breakfast.

Como podrás darte cuenta todas las personas, excepto *he, she it*, tienen la forma normal del verbo principal.

Ahora, fíjate bien y lee de nuevo el cuadro. Busca las oraciones que tengan como sujeto *he, she, it*, notaste que en la forma afirmativa el verbo termina en “**S**”; y que en negativo e interrogativo el auxiliar que se usa con estos sujetos es **DOES**.

A continuación te presentamos las diferentes maneras de agregar la “S” al verbo:

FORMA BASE DEL VERBO

ORTOGRAFIA

- | | |
|--|---|
| 1. Si el sonido final del verbo es:
(for example: p / t / k / f / s / th):
sleep | Add -s Añade -s
He sleeps eight hours every night. |
| 2. Si el sonido final del verbo es;
(for example: b / d / g / v / m / n / l / r
or a vowel):
prepare | Add -s Añade -s
He prepares dinner. |
| 3. Si el verbo termina en: sh, ch, x, z,
or ss:
watch | Add -es Añade -es
He watches TV. |
| 4. Si el verbo termina en una consonante
· y:
hurry | Change <i>y</i> to <i>i</i> add -es. Cambia <i>y</i>
por <i>i</i> y añade -es
He hurries home. |
| 5. Si el verbo termina en una vocal + y:
play | Add -s. Añade -s
He plays tennis on Saturday. |
| 6. Irregular Forms. Formas Irregulares:
have
go
do | Alice has a job.
She goes to work every day.
Frank does the dishes. |



Contenido Lingüístico (Muestra de vocabulario y expresiones)

- Mike: Let's go to the park on Sunday.
 Joan: Ok, but not too early. I get up early on weekdays, so I sleep in on the weekend.
 Mike: What time do you get up on Sundays?
 Joan: At ten o'clock.
 Mike: Oh, that's early. I get up at noon.
 Joan: Do you have breakfast?
 Mike: Sure. I eat breakfast every day.
 Joan: Then let's meet at Vips at ten o'clock.
 Fred: Can I buy you a cup of coffee, Liz?
 Liz: Thank you, Fred. I'd love one.
 Fred: And what about you, Walt?
 Walt: No, thanks. I don't like American coffee! I prefer iced tea.
 Liz: Well, have an iced tea, then. You don't have to drink coffee!
 Walt: Oh, all right. Where shall we go?
 Fred: Let's go to Charles' at the mall.
 Liz: Good idea!
 Mike: What do we need for the barbecue?
 Maria: Well, we need hamburger meat and hot dogs.
 Mike: We have some hamburger in the freezer,
 But we don't have any hot dogs.
 Maria: Right, and there aren't any buns.
 Mike: Do we need any soda?
 Maria: Yes, we do. Let's buy some soda and
 Some lemonade, too.
 Mike: All right, and how about some potato salad?
 Maria: Great idea! Everyone likes potato salad.

Taken from Guía de estudio IV año 2008

Como habrás notado, en Inglés existen dos tipos de preguntas: Yes / No questions, que son las que empiezan con el auxiliar Do / Does (en este tiempo) y cuya respuesta siempre es Yes o No.}



El otro tipo son preguntas que requieren una información más amplia en la respuesta. Éstas son las que empiezan con las palabras:

- What Qué
- Where Dónde
- How Cómo
- Why Por qué
- When Cuándo
- How often Qué tan frecuente
- How much Cuánto
- How many Cuántos
- How does he like his job? Qué tanto le gusta su trabajo.

Para formular oraciones sigue la siguiente fórmula:

How often + sujeto+ verbo+ complemento?

Ejemplo:

How often does Susy go to the movies?

She goes to the movies once a week.

En Inglés, hay una serie de palabras que indican la frecuencia con la que se desarrolla una acción. Éstas se llaman: los adverbios de frecuencia:

Always	100%
Usually	90 %
Often	75 %
Sometimes	50 %
Seldom	20 %
Never	0 %

El lugar de estos adverbios en la oración es entre el sujeto y el verbo, excepto con el verbo BE.

Ejemplos:

I always have a shower in the mornings.

My mother usually does the shopping on Saturdays.

Pero....

I'm never late.

She's seldom happy.

Lee el siguiente diálogo y fíjate bien en todo lo visto arriba:

Sarah: Let's have breakfast together on Sunday.

Kumiko: OK. Come to my house. My family always has a Japanese-style breakfast on Sundays.

Sarah: Really? What do you have?

Kumiko: We usually have fish, rice and soup.

Sarah: Fish for breakfast? That's interesting.

Kumiko: Sometimes we have a salad, too. And we always have green tea.

Sarah: Well, I never eat fish for breakfast, but I like to try new things.

Taken from Full Contact Interchange. Intro



Ejercicios

I. Completa la siguiente conversación. Utiliza los verbos live, have.

A: Do you (1)_____ in an apartment?

B: No, I (2)_____. I (3)_____ in a house.

A: (4)_____ it (5)_____ a yard?

B: Yes, it (6)_____.

A: That sounds nice. (7)_____ you (8)_____ alone?

B: No, I (9)_____. I (10)_____ with my family.

A: (11)_____ you (12)_____ any brothers or sisters?

B: Yes, I (13)_____. I (14)_____ four sisters.

A: That's a big family. (15)_____ you (16)_____ a big house?

B: Yes, we (17)_____. It (18)_____ ten rooms.

A: Ten rooms! (19)_____ it (20)_____ many bedrooms?

B: Yes, it (21)_____. It (22)_____ four.

A: (23)_____ you (24)_____ your own bedroom?

B: Yes, I (25)_____. I'm really lucky.

Taken from Full Contact Interchange. Intro

II. Completa las siguientes conversaciones. Utiliza los verbos: live, like, do, work.

1. A: (a)_____ does your sister (b)_____?
 B: My sister? She's a nurse.
 A: ©_____ does she (d)_____ it?
 B: It's difficult, but she loves it.

2. A: (e)_____ does your brother (f)_____?
 B: At the airport. He's a pilot.
 A: Oh? (g)_____ does he (h)_____ it?
 B: He doesn't really like it.

3. A: (i)_____ do your parents (j)_____ their jobs?
 B: Oh, I guess they like them.
 A: I don't remember. (k)_____ do they (l)_____?
 B: In an office in the city.

4. A: (m)_____ do you (n)_____?
 B: I'm a student.
 A: I see. (o)_____ do you (p)_____ your classes?
 B: They're good. I like them a lot

Taken from Full Contact Interchange. Intro

III. Corrige las siguientes oraciones. Fíjate en el ejemplo

The supermarket does stay open 24 hours?
Does the supermarket stay open 24 hours?

1. Does your grandfather lives with you? _____
2. My wife often go to Peru on business. _____
3. Where your brother live? _____
4. Doctor Hiroshi not speak English. _____
5. Does Ben like computer games?
 Yes, he like. _____

IV: Ordena las palabras para formar oraciones correctas:

1. six / sometimes / Javier / in the morning / at / leaves home.

2. to / you / listen / never / me. _____
3. but this fish / don't usually / is / like fish / good / I.

4. city / very / is / New York / a / exciting. _____
5. help / daughter / me / in the house / my / doesn't often

Taken from Cuttingedge. Elementary

Para expresar preferencias, utilizamos el presente simple con ciertos verbos que te ayudarán a expresarlas: like, enjoy, love, prefer, dislike, don't / doesn't like, hate.

Ejemplos:

I like pop music

My brother prefers rap.

Children hate classical music

Mary loves comedy films

She dislikes onions

V. Contesta a las siguientes preguntas, expresando lo que te gusta y lo que no te gusta

1. What kind of music do you like?

2. What kind of food does your friend like?

3. What's your favourite fruit? _____
4. What kind of movies does your mother prefer?

5. What food do you dislike? _____

UNIDAD 3

Hacer una cita y hablar de problemas de salud



Introducción.

En esta unidad,

Objetivo general.

Harás una cita y participarás en una consulta médica

Objetivos específicos:

- Harás una cita ya sea por teléfono o personalmente.
- Consultarás a un profesional médico o dentista y hablarás de problemas de salud.
- Partes del cuerpo humano.
- Vocabulario de las enfermedades más comunes.

Contenido

En Inglés, existen frases con las que puedes expresar tu intención de hacer una cita:

- I want to make an appointment with Dr. Smith.
- It's ten o'clock all right?
- Yes, ten o'clock is fine.
- I have an eleven o'clock appointment.
- What's the matter with you?
- Oh, my tooth aches.
- Mm. Sit down and let me see

Ahora, vamos a ver las partes del cuerpo humano:

Head	Tongue	Legs	Hand
Face	Chin	Knee	Fingers
Eyes	Ears	Calf	Thumb
Eyelashes	Hair	Shin	Nails
Eyebrows	Throat	Feet / foot	Brain
Fronthead	Neck	Toes	Heart
Nose	Chest	Ankle	Stomach
Mouth	Shoulders	Arms	Kidneys
Lips	Back	Elbow	Lungs
Teeth / tooth	Hips	Wrist	

Busca el significado de cada palabra y escríbelo delante de ella

Las enfermedades más comunes son:

Busca su significado y escríbelo

Backache*	Toothache*	Flu
Earache*	Cold	Sore eyes
Headache*	Cough	Sore throat
Stomachache*	Fever	

* Qué palabra significa dolor?

Bien!. "ache" significa dolor.

Para poder practicar la función de hablar de alguna enfermedad o dolor, tenemos en Inglés las siguientes preguntas:

- What's the matter?
- What's wrong?
- How are you?
- How do you feel?

Podemos contestarlas de acuerdo a como nos sintamos:

Negative adjectives

Positive Adjectives

Sick

Fine

Awful

great

Terrible

terrific

Miserable

fantastic

Ahora, veremos la forma de usar estas frases en una conversación:

Ejemplo:

A: What's wrong? Do you have a headache?

B: No, I don't.

A: Do you have an earache?

B: Yes, That's right!

Lee con atención el siguiente diálogo y fíjate bien en el uso de las funciones y estructuras empleadas para expresar cómo se siente una persona:

Ben: Hey, Brad. How are you?

Brad: Oh, I'm not so good.

Ben: Why? What's the matter?

Brad: Well, I have a headache, and a backache

Ben: Maybe you have the flu.

Brad: No, I think I just feel a little homesick for my town.

Ben: That's too bad.... But I have an idea. Let's go to the movies this afternoon.

Brad: Thanks Ben. I feel better.



Ejercicio:

I. Completa las conversaciones usando las oraciones de la caja:

That's too bad. Are you going to see a doctor? school? Tomorrow. I'm glad to hear that. How do you feel tonight? I'm fine, thanks How about you? soon.	So, are you going to go to school? What's wrong? Great. See you tomorrow. I hope you feel better
---	--

In the afternoon

1. Jason: Hi, Lisa. How are you?

Lisa: I'm fine, thanks. How about you?

Jason: Not so good. Actually, I feel really awful.

Lisa: a) _____

Jason: I think I have the flu.

Lisa: b) _____

Jason: No, I'm going to go home and rest.

Lisa: c) _____

Jason: Thanks

In the evening.

2. Lisa: d) _____

Jason: I feel much better.

Lisa: e) _____

Jason: Thanks.

Lisa: f) _____

Jason: Yes, I am.

Lisa: g) _____

A continuación, te mostraremos la forma de consultar a un profesionalista médico y de cómo hablar de problemas de salud.

Dr. Jonson: Hello, Ms. Rogers. How are you today?
Ms. Rogers: Not so good.
Dr. Jonson: What's wrong?
Ms. Rogers: I'm exhausted!
Dr. Jonson: Hmm. Why are you so tired?
Ms. Rogers: I don't know. I just can't sleep at night.
Dr. Jonson: OK. Let's take a look at you.

A few minutes later

Dr. Jonson: I'm going to give you some pills. Take one pill every night after dinner.
Ms. Rogers: OK.
Dr. Jonson: And don't drink coffee, tea, or soda.
Ms. Rogers: Anything else?
Dr. Jonson: Yes. Don't work too hard.
Ms. Rogers: All right. Thanks, Dr. Rogers

Taken from Full contact. Interchange. Intro.

ELABORA UN DIÁLOGO DÓNDE PRACTIQUES HACER UNA CITA Y CONSULTAR AL DOCTOR

UNIDAD 4

Eventos en el pasado



Introducción.

En esta unidad encontrarás explicaciones gramaticales, funciones y ejercicios, con los que practicarás el tiempo pasado en Inglés.

Objetivo general: Expresarás la existencia o estado, así como la capacidad física para referirse a eventos en el pasado.

Objetivos específicos:

- Expresarás tu opinión sobre hechos acontecidos en pasado.
- Hablarás o relatarás eventos ocurridos en pasado.
- Aprenderás el verbo **To BE** en pasado.
- Aprenderás los dos tipos de verbos en Inglés: Regulares e Irregulares.
- Utilizarás el auxiliar “DID” para hacer pregunta.
- Utilizarás los adverbios de tiempo: ago, last

Contenido

Como tú ya sabes (si necesitas ayuda, te recomendamos que revises

La Guía de Estudio de Inglés I), el verbo To Be sirve para expresar estados de ánimo, edad, nacionalidad, profesión, etc. También sabes las formas para los diferentes sujetos: am, is, are. Pues bien, ahora te presentamos las formas de pasado. Se van a usar de la misma manera que las formas de presente.

Por favor, lee con cuidado el siguiente cuadro y date cuenta de la forma que corresponde a cada sujeto:

AFIRMATIVO	NEGATIVO	INTERROGATIVO	PREGUNTAS CON PALABRAS CON “WH”
I was	I was not	Was I...? Yes / No	Where was I?
You were	You were not	Were you ? Yes / No	How old were you in....?
He was	He was not	Was he ..? Yes / No	Where was he?
She was	She was not	Was she...? Yes / No	What was she?
It was	It was not	Was it? Yes / No	When was it?
We were	We were not	Were we...? Yes / No	Where were we?
They were	They were not	Were they...? Yes / No	What were they?

Observa los ejemplos con atención:

-Robert was at the museum yesterday.

Was Robert at the museum yesterday?

Yes, he was.

-Last week we were at the lab from 1:00 to 3:00.

Were you in the lab from 4:00 to 5:00?

No, we weren't.

Where were you last week from 1:00 to 3:00?

In the lab.



EJERCICIOS

I. Completa las preguntas con **was** o **were**:

Ejemplo:

Were you born in this city? No, I wasn't. I was born in Monterrey.

- _____ you born in this city?
- When _____ you born?
- _____ your parents born here?
- When _____ your mother born?
- When _____ your father born?
- _____ you a good student in high school?
- What _____ your favorite subject?
- _____ you good at sports?
- _____ you good at maths?
- Who _____ your first English teacher?

II. Contesta las siguientes preguntas:

- Were you on time for school today?

- Was your teacher absent yesterday?

- When was the last time you went to the beach?

- Which was the last book you read?

- Who was William Shakespeare?

- When was the First World War?

- What was the Titanic?

- Where were the 1968 Olympic Games held?

- Who was Leonardo Da Vinci?

- Where were The Beatles born?

Taken from Guía de Estudio de IV año. 2008

III. ORDENA LAS PALABRAS PARA FORMAR ORACIONES CORRECTAS

1. singer / a / was / she / ? / _____
2. night / were / you / last / 11 o'clock / bed / in / at

3. actor / Chaplin / was / a / good. _____
4. Jonathan / my / was / 's / name / grandfather / ?

5. were / where / 5 pm / you / Friday / last / at / ?

IV: COMPLETA EL SIGUIENTE DIÁLOGO. USA WAS, WASN'T, WERE, WEREN'T

- Mother: Oh, I love that song.
Son: I think I know it. Is it John Lennon's ?
Mother: That's right. He (1)_____my favourite. I remember the day he was shot. I (2)_____ really sad.
Son: When (3)_____that, Mum?
Mother: 1980. December 1980. He (4) _____very old. He (5)_____ Only 40.
Son: What (6)_____the name of that band he was in? Before he was shot?
Mother: Oh, Tom – the Beatles!
Son: Oh yes, right. Of course. (7) _____ They from London?
Mother: No, they (8)_____! They (9)_____ from Liverpool
Taken from English in Mind. Starter.

En Inglés hay 2 tipos de verbos: Regulares e Irregulares
¿Sabes cuál es la diferencia entre ambos?

- Los verbos regulares son aquellos que hacen su forma de pasado agregando **ed**
- Los verbos irregulares son todos aquellos que no llevan "ed" en su forma de pasado

VERBOS REGULARES E IRREGULARES

▷ Forma y ortografía de los verbos regulares en Pasado.

Yesterday was Sunday...

I stayed**ed** home. You washed**ed** your clothes. He studied**ed** his French lesson.

Yesterday morning...

We walked**ed** to school. You played**ed** foot-ball.

Last night...

They watched**ed** television. She listened**ed** to music.

I	stayed home				I	
You	washed your		listened to music	last week?	You	
He	clothes		played football	yesterday?	He	
She	studied his	Who	watched television	last night?	She	did.
It	walked to school		stayed home	yesterday morning?	It	
We	played football		washed your	last month?	We	
You	watched television		clothes		You	
They	listened to music		studied his		They	
			walked to school			

▷ **Nota:** Observa que en los verbos regulares el pasado simple y el pasado participio tienen la misma forma.



V. ¿Puedes escribir en pasado los siguientes verbos?

- | | | |
|------------------|-------------------|-------------------|
| 1.- visit _____ | 8.- correct _____ | 15.- drop _____ |
| 2.- invite _____ | 9.- study _____ | 16.- play _____ |
| 3.- look _____ | 10.- use _____ | 17.- hurry _____ |
| 4.- bake _____ | 11.- pick _____ | 18.- need _____ |
| 5.- enjoy _____ | 12.- try _____ | 19.- carry _____ |
| 6.- worry _____ | 13.- stop _____ | 20.- divide _____ |
| 7.- die _____ | 14.- live _____ | 21.- love _____ |

REVISAR TU LISTA DE VERBOS Y VER CUANTOS ACIERTOS TIENES

VERBOS IRREGULARES EN PASADO

Forma

Enunciados afirmativos

Muchos verbos en pasado son irregulares y no tienen la forma ed.

SUBJECT	VERB	
I		
You		
He		
She	went	to Miami last year.
It		
We		
You		
They		

Tú puedes aprender los verbos irregulares en grupos

Expresiones de tiempo

En el pasado

▷ Las expresiones de tiempo especifican en qué momento ocurrió la acción en el pasado.

	morning en la mañana	night la noche pasada anterior	an hour hace una hora	in 1988 en 1988	
Yesterday Ayer	afternoon por la tarde	last week semana pasada	two days 2 días	ago	on Sunday el domingo
6:00	evening por la noche	month mes pasado	six months 6 meses		at a las 6
		year año pasado	a year 1 año	the day before yesterday antier	
		summer verano pasado			

Ejemplos

- § **On Sunday**, they flew to New York.
- § Lisa and Kate went to Spain **two years ago**
- § **Yesterday morning**, we met our new English teacher.

VI. Complete el siguiente texto con la forma apropiada en pasado del verbo irregular del rectángulo que aparece a continuación.

wear eat keep begin draw make

Primitive men were certainly not savages. They (1)_____ simple tools and (2)_____ pictures on their cave walls. They not only (3)_____ the meat of the animals they killed but also (4)_____ their skins for protection against the cold. In the Neolithic period (about the Eighth Millennium B.C.) primitive men (5)_____ to cultivate food and by this time (6)_____ domestic animals such as dogs. This is also the period in which pottery was invented.

TIEMPO PASADO

Forma Enunciados Negativos

SUBJECT VERB	DID + NOT / DIDN'T	BASE FORM OF
I		
You		
He		
She	did not	work
It	didn't	
We		
You		
They		

Tiempo pasado: preguntas para responder Sí o No y respuestas cortas

DID	SUBJECT	BASE FORM OF THE VERB	
	I		
	You		
	He		
Did	She	visit	New York last year?
	We		
	You		
	They		

Forma

Algunos ejemplos de cómo los verbos regulares se escriben en pasado.

Si el verbo termina en:	Regla a seguir:
i. Consonante want need	Agrega -ed wanted needed
ii. vocal + y enjoy play	Agrega -ed enjoyed played
(c) consonante + e like smile	Agrega -d liked smiled
(d)consonante + y study worry	Cambia -y a -i, y agrega - ed studied worried
(e) consonante + vocal+ consonante (verbos de una sílaba) stop drop	Dobla la consonante, y agrega -ed stopped dropped
(f) -x, -w (verbos de una sola sílaba) show fix	No dobles la consonante. Sólo agrega -ed showed fixed
(g) Si se trata de verbos de 2 sílabas con acento en la última sílaba occur prefer	Dobla la consonante, y agrega -ed occurred preferred
(h) Si se trata de verbos con acento en la primera sílaba listen visit	No dobles la consonante. Sólo agrega -ed listened visited

Ejemplos de algunos cambios que hacen los **VERBOS IRREGULARES.**

GRUPO 1	SIN CAMBIOS
La forma base y el pasado simple son iguales.	PASADO SIMPLE
Beat	Beat
Bet	Bet
Cost	Cost
Cut	Cut
Hit	Hit
Hurt	Hurt
Let	Let
Put	Put
Set	Set
Shut	Shut

GRUPO 2	La letra <u>d</u> final cambia a <u>t</u> .
La -d final de la forma base cambia a -t.	PASADO SIMPLE
Bend	bent
Build	built
Lend	lent
Send	sent
Spend	spent

GRUPO 3	Las letras <u>ea</u> cambian por <u>o</u> .
Las letras -ea de la forma base cambian a -o.	PASADO SIMPLE
Break	broke
Speak	spoke
steal	stole
Swear	swore
Wear	wore
Tear	tore

GRUPO 4	El sonido <u>/iy/</u> cambia a <u>/e/</u> .
El sonido /iy/ de la forma base cambia a /e/.	PASADO SIMPLE
Feed	Fed
Feel	Felt
Keep	Kept
Lead	Led
Leave	Left
Meet	Met
Read	Read
Sleep	slept

GRUPO 5	Las letras <u>-ow</u> cambian a <u>-ew</u>.
las letras <u>-ow</u> de la forma base cambian a <u>-ew</u> .	PASADO SIMPLE
Blow	Blew
Grow	Grez
Know	know
Throw	threw

GRUPO 6	Cambio de vocal
La vocal de la forma base cambia a otra vocal.	PASADO SIMPLE
Become	became
Come	came
Dig	dug
Dra.	drew
Fall	fell
Forget	forgot
Get	got
Give	gave
Hola	held
Hang	hung
Run	ran
Sit	sat
Win	won

GRUPO 7	El pasado termina en <u>-ought</u> o <u>ought</u>.
La vocal de la forma base cambia a <u>-ought</u> o <u>-aught</u> .	PASADO SIMPLE
Buy	bought
Bring	brought
Match	caught
Fight	fought
Teach	taught
Think	thought

GRUPO 8	El sonido <u>/I/</u> cambia al sonido <u>/ae/</u>.
El sonido <u>/I/</u> de la forma base cambia al sonido <u>/ae/</u> .	PASADO SIMPLE
Begin	began
Drink	drank
Ring	rang
Sing	sang
Sink	sank
Swim	swam

GRUPO 9	Cambios diversos
La forma base sufre diversos cambios.	PASADO SIMPLE
Bite	bit
Do	did
Eat	ate
Find	found
fly	flew
Go	went
Have	had
Hear	heard
Hide	hid
lose	lost
Make	made
say	said
Shake	shook
Shoot	shot
Stand	stood

Form

- ▷ Observa las siguientes formas para elaborar preguntas en el pasado con palabras como **what, when, where, etc.**

WH-WORD	Auxiliar: DID	Sujeto	Forma base del verbo	Respuestas.
What		I	do last summer?	I went to Paris.
When		You	make your wedding plans?	(I made them) last month.
Where		He	go last summer?	(He went) to Scotland.
Why	Did	the ship	sink?	(It sank) because it collided with an ice berg.
How		She	get to Paris?	(She got there) by plane.
How long ago		You	visit Alaska?	(We visited Alaska) ten years ago.
How long		They	stay in London?	(They stayed there for) two weeks.
Who(m)		Liz and Sue	meet in New Cork?	(They met) Hillary Clinton.

Quando el sujeto de la oración es <u>what</u> o <u>who</u> :	El verbo está en pasado simple.	Respuestas
What	happened to Peter's ship.	It sank.
Who	had a terrible vacation?	Monique and Charles (did) .

VII Completa los siguientes enunciados en forma afirmativa, negativa o interrogativa. Usa los verbos que se encuentran en paréntesis.

1. Carla _____ with some relatives. (stay)
2. _____ you _____ a good time? (have) Yes, I _____.
3. The children _____ in the park. (play)
4. Kate and Richard _____ in a good restaurant. (neg. eat)
5. Karen _____ to England for a year. (go)
6. _____ John _____ English in England? (study) No, he _____.
7. Pierre and Jim _____ a good film on TV. (see)
8. Jenny _____ Spanish in Colombia. (neg. learn)

VIII. Completa las siguientes preguntas en pasado simple.

Ejemplo:

When / talk / to / your parents?

When **did** you **talk** to your parents?

1. what time / finish / your homework?

2. where / go / on your last vacation?

3. when / class / start / this semester?

4. how late/ stay up / last night?

5. how long / study / last night ?

6. what / have / for dinner / last night?

IX. Completa la siguiente conversación usando el pasado simple de los verbos en paréntesis.

Beth: Is there anything wrong, Anne? You look upset.

Anne: I think I (1)_____ (fail) the chemistry exam. I (2)_____ (study) hard for it, but I guess I (3)_____ (not study) the right things. The professor (4)_____ (ask) really difficult questions.

Beth: I know. Tim and Joanna (5)_____ (tell) me it (6)_____ (be) too hard.

A lot of students (7)_____ (complain) to Professor Harris.

They (8)_____ (say) it was impossible.

Anne: It (9)_____ (be)! I (10)_____ (need) a good grade on the exam too, because my other test results (11)_____ (not be) that good. By the way, how (12)_____ (be) your history exam?

Beth: We (13)_____ (have) 24 multiple choice questions and then we (14)_____ (write) two essay questions. I'm not sure how I (15)_____ (do) it, but I think I (16)_____ (pass) it. It (17)_____ (not be) bad. But I like history and I (18)_____ (spend) a lot of time on my homework.

Anne: Oh, here comes Jim! He just (19)_____ (have) the exam. Hi, Jim, how (20)_____ (be) your exam?

Jim: Would you believe that I (21)_____ (miss) it! I (22)_____ (leave) home early this morning but the subway (23)_____ (break) down in the Holland Tunnel and we (24)_____ (be) stuck there for 35 minutes. What a bummer! I have to make it up tomorrow.

Beth: That's too bad. Well, let's forget about exams right now and have some lunch. I'm hungry.

Taken from Guía de Estudio IV año. 2008

UNIDAD 5

Eventos en el pasado



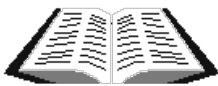
INTRODUCCIÓN

En esta unidad practicarás y realizarás las actividades diseñadas que te ayudarán a dominar el tiempo de pasado simple en Inglés.

Objetivo general: Expresarás la existencia o estado, así como la capacidad física para referirse a eventos en el pasado.

Objetivos específicos:

- Hablar sobre eventos pasados.
- Dar y pedir información sobre acciones en el pasado y hechos históricos..
- Narrar anécdotas, historias, leyendas y bibliografías.
- Pedir y dar información de acciones simultáneas en el pasado.



CONTENIDO

- Christopher Columbus discovered America in 1492.
- When did Cervantes write "Don Quijote"?
- I don't remember.
- The First World War didn't start in America, it started in Europe.
- The Second World War began in 1939 when Germany invaded Poland.
- Who invented peniciline?
- Alexander Fleming did.
- What happened on July 20, 1969? Man landed on the moon.
- George Washington was the first president of the United States.
- The Aztecs did not settle down in Chiapas.
- Benito Juárez was born in Oaxaca.

EJEMPLOS

Lee cuidadosamente la siguiente conversación y pon atención a las palabras escritas en **negritas**.

Ann: OK. And answer this question, who **was** the first person to sail around the world?

Pam: Oh, I know that answer. It **was** Magellan, right?

Ann: Right. Ferdinand Magellan.

Pam: When **was** it?

Ann: It **was** in 1519.

Pam: A long time ago. Where **was** he from?

Ann: Portugal.

Pam: So he **was** Portuguese. I didn't know that.

Ahora vamos a jugar "Marathon "

I. CON TESTA LAS SIGUIENTES PREGUNTAS DE CULTURA GENERAL. VEAMOS CUANTOS ACIERTOS TIENES

1. Who discovered America? _____
2. Did Cervantes write "Romeo and Juliet"? _____
3. What did A. Fleming discover? _____
4. When did the man get to the moon ? _____
5. Who was Benito Juarez? _____

ALEXANDER GRAHAM BELL

Alexander Graham Bell was born in Edinburgh, Scotland in 1847. In 1870 he **moved** to Ontario, Canada, and then to Boston a year later. He was a teacher. He **worked** with deaf students. He also **experimented** with electricity. In 1876 he **developed** a great invention. It **turned** voices into electricity. He **called** it a telephone. Soon many people **started** to use it to talk with people anywhere in the world. Bell **decided** to become an American citizen in 1882. He died in Nova Scotia, Canada, in 1922.

CUÁL ES LA TERMINACIÓN DE LOS VERBOS EN NEGRITAS? POR QUÉ?
ESCRIBE 5 PREGUNTAS DEL TEXTO DE GRAHAM BELL

1. _____ ?
2. _____ ?
3. _____ ?
4. _____ ?
5. _____ ?

Ejercicio de Lectura

Lee el siguiente texto y subraya los verbos en pasado. Di cuáles son regulares y cuáles son irregulares

Pesticides: DDT

During the 1950s, farmers in Canada and the United States began using chemical pesticides. One chemical pesticide, called DDT, was especially popular. DDT helped increase crop production by killing a wide variety of insects.

Unfortunately, DDT killed other living things and had negative effects scientists did not realize until later. Farmers who used DDT killed local birds, frogs, fish and other small animals in the immediate area.

DDT was dangerous because it did not dissolve. It remained on fruit, leaves and soil for long periods of time. Water, from irrigation or rainfall, washed DDT into the soil and nearby lakes or streams. From there, DDT entered the food chain.

Adapted from:
Writing Den (1997). Danger of pesticides. Recovered on June 14th, 2006,
http://www2.actden.com/writ_den/e02/Level2/page1.htm

II. Lee y completa el siguiente diálogo con la forma correcta del verbo en paréntesis.

Tony: Hi, Susan. How are you?

Susan: Just fine

Tony: Where (1) _____ you yesterday? (be)

Susan: I (2) _____ to the movies, why? (go)

Tony: I (3) _____ you, but you (4) _____ at home (call / be)

Susan: Frank (5) _____ me to go to the movies. (invite)

Tony: Oh, what movie (6) _____ you (7) _____? (see)

Susan: We (8) _____ "Home on the range" (see)

Tony: How (9) _____ it? (like)

Susan: It (10) _____ great! I really (11) _____ it. You should see it. (be / like)

Tony: I will. Well, I've got to go . See you later.

Susan: Ok. See you.

III. LEE EL TEXTO Y CONTESTA LAS PREGUNTAS

Charlie Chaplin

Charlie Chaplin (18889 – 1977) was a very famous film star. He was from a poor home in South London, and he was already a comedy actor in the theatre when he was a teenager.

He went to USA in 1910, and in 1914 he was in his first Hollywood film. In those days, the film industry was very young. Chaplin 's early comedies were in black and white and they were "silent" – there were no words or music.

Chaplin's favourite character was "the tramp" – a little man with big trousers, an old black hat and a sad face. This was Chaplin's character in his famous comedy films – for example *The Kid* (1920), *The Gold Rush* (1924) and *City Lights* (1931). *Modern Times* (1936) was his first "talking film", and in *The Great Dictator* he was the director and music writer as well as the star.

Chaplin decided to leave USA in 1952 and his new home was in Switzerland. He died there on Christmas Day at the age of 88.

1. What nationality was Charles Chaplin? _____
2. What city was he from?

3. When was his first Hollywood film? _____
4. Where was he in 1914? _____
5. Why were early films called "silent films"? _____
6. What was Chaplin's first film with words? _____
7. When was *The kid* first in the cinemas? _____
8. Where was Chaplin when he died? _____

READING TIP

* If the question asks *When...?*, the answer is a date or a time.

* If it asks *Where...?*, The answer is a place.

* If it asks *Why...?*, the Answer is a reason (because)

Taken from English in Mind 1

IV. LEE EL TEXTO Y MARCA LAS ORACIONES T (CIERTO) O F (FALSO)

The mystery of the Bermuda Triangle

The Bermuda Triangle is a small part of the Atlantic Ocean between Florida, Bermuda and Puerto Rico. A lot of people believe that there's something very strange about this place.

Between 1940 and 1990, 50 ships disappeared while sailing through the "triangle". But not only ships – there were aeroplanes too. In 1945, five American planes disappeared there. When a sixth plane went to look for them, it never came back.

But people give different reasons for the disappearance:

- Perhaps they disappeared because of stormy weather in the Bermuda Triangle. It's certainly true that there are lots of big storms in the area.
- In 1945 the commander of the five planes probably became confused in bad weather and they went in the wrong direction. When they no longer had any petrol, they crashed into the sea.
- Some people say that mysterious UFOs came from another planet, and they took the ships and boats away with them.
- Another strange idea is that there are "holes" in our world. Some people say that the ships and planes disappeared into one of these holes and went to another world.

Scientists are sure there's a good reason for the disappearances in the Bermuda Triangle – but people love mysteries, and there's still a lot of interest in this part of the Atlantic.

1. The Bermuda Triangle is a country in the Atlantic Ocean _____
2. In 1990, 50 ships disappeared there _____
3. There is often bad weather in the Bermuda Triangle _____
4. In 1945, the commander of the planes probably didn't know where they were. _____
5. People sometimes think that UFOs came to the Bermuda Triangle _____
6. Scientists think that the planes and ships disappeared into a hole _____

Taken from English in mind. Starter.

V. Imagina que estuviste en un barco o en un avión que desapareció en el triángulo de las bermudas – pero tú viviste para contar la historia. Describe lo que pasó en un párrafo respondiendo a estas preguntas:

When were you there?

What was the weather like?

How did you know that something was wrong?

What happened next?

How did you get away?

UNIDAD 6

Hacer planes para el futuro



Introducción.

En esta unidad, expresarás oraciones en futuro, analizarás los exponentes lingüísticos y realizarás los ejercicios.

Objetivo general: Platicarás acerca de los planes que tienes para tus próximas vacaciones.

Objetivo específico:

- Practicarás la función de hacer planes para el futuro.
- Practicarás la estructura de futuro con “going to” con la que expresarás tus planes futuros.
- Usarás los adverbios de tiempo: tomorrow, next para expresar futuro



CONTENIDO

La forma de futuro que estudiarás en esta unidad es *going to*. Se emplea para expresar planes, cuando se tiene la intención de hacer algo e indica un futuro más próximo y más real.

¿Cómo se forman las oraciones con *Going to*?

Se necesita el verbo To Be, going to y un verbo. Fíjate en la siguiente fórmula:

Subject + be(am,is,are) + going to + verb + complement.

Ejemplo:

I'm going to make a cake. It's my mother's birthday.

Por favor, estudia la siguiente tabla

AFIRMATIVO	NEGATIVO	YES / NO QUESTIONS	WH QUESTIONS
I am going to buy a house.	I am not going to buy a house	Are you going to buy a house? Yes, I am. No, I am not	What are you going to buy? A house
You are going to buy a house	You are not going to buy a house	Are you going to buy a house? Yes, I am. No, I am not	What are you going to buy? A house
He is going to buy a house	He is not going to buy a house	Is he going to buy a house? Yes, he is. No, he is not.	What is he going to buy? A house
She is going to buy a house	She is not going to buy a house	Is she going to buy a house? Yes, she is. No, she is not.	What is he going to buy? A house
It is going to rain.	It is not going to rain.	Is it going to rain?	What is going to happen? It is going to rain
We are going to buy a house	We are not going to buy a house	Are you going to buy a house? Yes, we are. No, we are not.	What are you going to buy? A house.
You are going to buy a house.	You are not going to buy a house	Are you going to buy a house? Yes, we are. No, we are not	What are you going to buy? A house
They are going to buy a house	They are not going to buy a house.	Are they going to buy a house? Yes, they are. No, they are not.	What are they going to buy? A house.

En Inglés, existe otra manera de expresar futuro: **WILL**.

Implica que el sujeto cree o piensa que llevará a cabo la acción. Pudiera indicar la idea de un futuro lejano.

Will no va a cambiar con los sujetos, conserva la misma forma para todos:

Maybe, I will go to London.

I think, she will be here on time.

La negación se hace: *will + not*. La contracción es *won't*

La contracción en forma afirmativa se hace: *I'll, you'll, she'll, etc.*

Lee el siguiente diálogo que se desarrolla en una agencia de viajes:

A: Hello. Can I help you?

B: Yes, please. I want to travel to Pachuca

A: We have a tour for next week. Are you interested in it?

B: Well, I don't know. How long will it take?

A: It will last two weeks. Will you visit the ruins?

B: Yes, of course. My friend is going to take me there.

A: When are you going to travel?

B: I want to travel next weekend.

A: OK. I'm going to get ready everything for you.

Ahora, veamos las expresiones de tiempo:

TONIGHT
TOMORROW
TOMORROW NIGHT
TOMORROW MORNING

NEXT WEEK
NEXT SATURDAY
NEXT MONTH
NEXT SUMMER



EJERCICIOS

Bien!. Vamos a hablar sobre tu futuro:

I. CONTESTA LAS PREGUNTAS CON TU INFORMACIÓN

What are two things you plan to do next year? _____

What are two things you aren't going to do next year? _____

What place will you visit someday? _____

What will you probably buy in ten years? _____

Are you going to pass your extraordinary exam? _____

II. ESCRIBE LAS PREGUNTAS PARA COMPLETAR LA CONVERSACIÓN.

A: **What are you going to do after school?**

B: After school? I'm going to go shopping.

A: (1) _____?

B: A new mouse for my computer.

A: (2) _____?

B: Oh, after that, I'm going to meet someone.

A: (3) _____?

B: Who? It's a secret.

A: (4) _____?

B: We're going to go to the cinema.

A: (5) _____?

B: The new James Bond film.

Taken from Snapshot. Elementary

III. COMPLETA LAS SIGUIENTES ORACIONES CON WILL Y EL VERBO QUE CORRESPONDA

1. Probably, I _____ Medicine when I finish my high school. (study)
2. Mary _____ in this hospital because she's going to move to New York. (work)
3. We _____ to Europe next year. (go)
4. Maybe, Laura and Peter _____ married next month, they're a wonderful couple. (get)
5. Perhaps, I _____ home early tonight, I'm very tired. (go)

IV. LEE LA CARTA Y CONTESTA LAS PREGUNTAS

Hi Paula,

How are things in Kentucky? We're all well and life is the same here. How is your house and garden? Are you going to grow flowers or vegetables? Our pizzas aren't going to be the same without your tomatoes

You are never going to guess who moved into your old house – we were so surprised! Do you remember Mike? Well, he got married last month and he and his wife moved into your old place last week!

They're going to build a tree house in your garden and a small garage next to the house. He and his brother are in a band, and they are going to play at their housewarming barbecue next weekend. They are really friendly, and I think they are going to be great neighbors....but not as good as you!

Hope to see you soon.

Robin

1. Where does Paula live now?
2. What is Mike going to build?
3. How is Mike going to celebrate moving into his new house?
4. What are the new neighbors like?
5. Does Paula know the new neighbors?

Taken from Elevator 1

RESPUESTAS A LOS EJERCICIOS

UNIDAD I

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

II. d, f, a, e, c, b

III.

1. How do you spell your name?
2. What does dictionary mean?
3. How much is the book?
4. What does "me gusta el chocolate" mean in Spanish?
5. What is the difference between "dog" and "doll"?

IV.

1. Deletrear
2. Lawyer
3. Breakfast
4. Smith
5. l-a-w-y-e-r

UNIDAD 2

I.: 1. live. 2. don't. 3. live. 4. does. 5. have. 6. does. 7. do. 8. live. 9. don't.
10. live. 11. do. 12. have. 13. do. 14. have. 15. do. 16. have. 17. do. 18.
has. 19. does. 20. have. 21. does. 22. has. 23. do
24. have. 25. do.

II.

a) what b) do c)how d) like e) where f) work g)how h)like i) how
j) like k) where l) work m) what n) do o) how p) like

III.

1. Does your grandfather live with you?
2. My wife often goes to Peru on business.
3. Where does your brother live?
4. Doctor Hiroshi does not speak English.
5. Yes, he does.

IV.

1. Javier sometimes leaves home at six in the morning.
2. You never listen to me,
3. I don't usually like fish, but this fish is good.
4. New York is a very exciting city.
5. My daughter doesn't often help me in the house.

UNIDAD 3

I.

- a) What's wrong?
- b) That's too bad. Are you going to see a doctor?
- c) I hope you feel better soon.
- d) How do you feel tonight?
- e) I'm glad to hear that.
- f) So, are you going to go to school tomorrow?
- g) Great. See you tomorrow.

UNIDAD 4

I.

a) were b) were c) were d) was e) was f) were g) was h) were i) were j) was

II.

- 1. Yes, I was
 - 2. No, she wasn't
 - 3. I went last month
 - 4. "The Lord of the Rings"
 - 5. An English writer.
 - 6. in 1939
 - 7. A ship
 - 8. In Mexico
 - 9. An inventor
 - 10. They were from England
- *****las respuestas varian de acuerdo a los alumnos

III.

- 1. Was she a singer?
- 2. Were you in bed at 11 o'clock last night?
- 3. Chaplin was a good actor.
- 4. My grandfather's name was Jonathan.
- 5. Where were you at 5 pm last Friday?

IV.

1. was 2. was 3. was 4. wasn't 5. was 6. was 7. were 8. weren't
9. were

V. LAS REPUESTAS VARIAN

VI.

1. made 2. drew 3. ate 4. wore 5. began 6. kept

VII.

1. stayed 2. Did / have / did 3. played 4. didn't eat 5. went 6. Did / study / didn't 7. saw 8. didn't learn

VIII.

1. What time did you finish your homework.
2. Where did you go on your last vacation?
3. When did the class start this semester?
4. How late did you stay up last night?
5. How long did you study last night?
6. What did you have for dinner last night?

IX.

1. failed 2. studied 3. didn't study 4. asked 5. told 6. was 7. complained
8. said 9. was 10. needed 11. weren't 12. was 13. had 14. wrote
15. did 16. passed 17. wasn't 18. spent 19. had 20. was 21. missed
22. left 23. broke 24. were

UNIDAD 5

I.

1. Christopher Columbus.
2. No, he didn't.
3. The Penicilin.
4. On July 20th., 1969
5. A Mexican President

II.

1. were 2. went 3. called 4. weren't 5. invited 6. did 7. see 8. saw
9. was 10. was 11. enjoyed

III.

1. British 2. London 3. 1914 4. in USA 5. Because there were no words or music
6. Modern Times 7. 1920 8. in Switzerland

IV.

1. F 2. F 3. T 4. T 5. T 6. T

V. RESPUESTA PERSONAL

UNIDAD 6

I. RESPUESTAS PERSONALES

II.

1. What are you going to buy?
2. What are you going to do after that?
3. Who are you going to meet?
4. Where are you going to go?
5. What are you going to see?

III.

1. will study
2. won't work
3. will travel
4. will get
5. will get

IV.

RESPUESTAS

1. In Kentucky.
2. He is going to build a tree house
3. He's going to play and have a barbecue
4. They are friendly
5. Yes, she does.

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Richards, J. 2005. *Full Contact. Interchange. Intro*. Edt. Cambridge University Press. England.

WEBSITES QUE PUEDES CONSULTAR PARA PRACTICAR MÁS LAS ESTRUCTURAS VISTAS EN ESTA GUÍA

- 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>

EXAMEN MODELO

ESCOGE LA MEJOR RESPUESTA PARA CADA UNA DE LAS SIGUIENTES PREGUNTAS Y ANÓTA LA LETRA CORRESPONDIENTE EN TU HOJA DE RESPUESTAS.

1. A: What does "basement" mean in English?

B: _____

- a) It's a word used in architecture.
- b) It means "sótano".
- c) Many old houses have a basement.
- d) My house does not have one.

2. A: Could you write the English word for "dintel" on the blackboard, please?

B: _____

- a) Yes, of course.
- b) Is that a new word for you?
- c) Write it yourself.
- d) I may write it later.

3. A: How do you say "Tengo frío" in English?

B: _____

- a) You say it entirely differently in English.
- b) The Americans and the English say it the same.
- c) "I'm cold."
- d) It's not cold now.

4. A: How are the auxiliaries used in English?

B: _____

- a) They are used to form interrogative and negative sentences.
- b) They are very important in English.
- c) They are used also in past tense sentences.
- d) You don't need to use one now.

5. A: At what time do you get up to come to school?

B: _____

- a) I have to get up at 5:30.
- b) I have classes in the afternoon.
- c) School begins very early, doesn't it?
- d) In summer, it's dark when I get up.

6. **A: Do you travel to school by bus?**

B: _____

- a) Buses start running at 5:00 in the morning.
- b) I think walking is good exercise.
- c) Yes, I do.
- d) I always arrive to school in time for the 7:00 class.

7. **A: Why do you want to learn English?**

B: _____

- a) Because I want to go to the USA to do a Master's Degree.
- b) Because it's a difficult subject.
- c) I understand it very well.
- d) I want to speak it well.

8. **A: How often do you go to the movies?**

B: _____

- a) Movies are a good way to practice listening to English.
- b) I think Spanish movies are the best.
- c) I always go to the movies in the morning.
- d) I go to the movies about once a week.

9. **A: Good morning, can I make an appointment with the dentist, please?**

B: _____

- a) The dentist will be happy to see you.
- b) Is your tooth all right now?
- c) The doctor is with a patient at the moment.
- d) Yes, of course. Will tomorrow at 10:00 be all right with you?

10. **A: What seems to be the problem?**

B: _____

- a) It's no problem at all.
- b) I don't like to be ill.
- c) This medicine is quite effective, you know.
- d) I feel an acidity in my stomach all the time, and then it hurts after I eat.

11. **A: Are you taking any medicine at the moment?**

B: _____

- a) Yes, I'm taking "xxxxxx" for my rheumatism.
- b) This medicine is new on the market.
- c) I can't recommend this for you.
- d) Take two a day before breakfast.

12. A: When did the pain begin?

B: _____

- a) **The pain is quite strong especially at night.**
- b) **I take aspirins and the pain goes away for a short time.**
- c) **Two days ago.**
- d) **My fingers feel cold all the time.**

13. A: Must I stay in bed, doctor?

B: _____

- a) **I don't think so, but you must cover yourself very well if you go out of the house.**
- b) **Don't forget to take your medicine twice a day.**
- c) **Phone me tomorrow morning to tell me how you feel.**
- d) **You should be all right in a few days**

14. A: Did you enjoy the party at María's?

B: _____

- a) **Everybody danced all night.**
- b) **It was María's birthday.**
- c) **The party was on Friday night because on Saturday she had to go to Puebla.**
- d) **Yes, I did, it was great.**

15. A: Where did you go on Saturday? I phoned you but nobody answered.

B: _____

- a) **All our family attended my cousin's wedding in Toluca.**
- b) **The telephone rang all day.**
- c) **I didn't know that you phoned.**
- d) **The wedding was in a ranch outside Toluca.**

16. A: Why did you cancel your appointment with the doctor?

B: _____

- a) **My lungs were hurting all day yesterday.**
- b) **Because he's my favorite doctor.**
- c) **The medicine is very expensive.**
- d) **Because I had to study for the Literature exam.**

17. A: What film did you see yesterday?

B: _____

- a) **There are many good films on at the moment.**
- b) **I saw "Harry Potter", of course.**
- c) **My favorite director of all times is David Lean.**
- d) **They filmed it in England.**

18. A: What time did you get home after the disco?

B: _____

- a) Oh, dear, it was well after 5 o'clock.
- b) I woke up my parents when I closed the front door.
- c) Everybody was asleep when I came into the house.
- d) My parents were very angry at me.

19. A: Whose birthday was it yesterday?

B: _____

- a) We gave her a present each.
- b) It was Erika's.
- c) She liked all the presents we gave her.
- d) I brought the cake and Anita brought some sandwiches.

20. A: Why were the boys so tired yesterday?

B: _____

- a) Because they were playing football all morning.
- b) Because they watched the game on television.
- c) They get easily tired in Mexico City.
- d) Because they are all very good athletes.

21. A: What did your parents study in college?

B: _____

- a) My father is a doctor and my mother is a teacher.
- b) My parents started their own business.
- c) Going to college was not very difficult in those days.
- d) Both my parents were very good students in college and had scholarships.

22. A: Does the radio say the weather is going to turn very cold next week?

B: _____

- a) We are not coming to classes next week, it's Christmas holidays.
- b) Yes, we are going to have a polar mass of cold air.
- c) It's going to be hot and dry.
- d) I'm going to wear boots if it's cold.

23. A: What are you going to give your parents for their 25th wedding anniversary?

B: _____

- a) The children are very excited about it.
- b) I'm going to give them a television set for their bedroom.
- c) The party is going to be at an uncle's house.
- d) The ceremony is going to be like a second wedding.

24. A: Who is going to organize the concert for the graduation day?

B: _____

- a) The students in group 605 and 611 are.
- b) The concert is going to take place the day before graduation.
- c) The students in the music group are rehearsing every day for the concert.
- d) Not only classical music is going to be played, but also Mexican traditional songs.

25. A: What are the students going to do when the exam is finished?

B: _____

- a) We are not going to study for the exam, you know.
- b) They are going to play football well tomorrow.
- c) They are going to Sanborn's to celebrate the end of the school year.
- d) They are not all going to the party to celebrate.

READING COMPREHENSION

LEE EL SIGUIENTE TEXTO Y DE ACUERDO A ÉL ELIGE LA OPCIÓN CORRECTA .

You probably know about the Sonora Desert, but the Chihuahua Desert is even bigger and more interesting. It covers parts of Arizona, New Mexico, Texas and as much as 25 per cent of the Mexican territory. Nearly a quarter of the world's cactus species lives here and the World Wildlife Fund considers it third in desert-species diversity, after Africa's Namib-Karoo region and Australia's Great Sandy Desert.

Madera del Carmen is a patch of 515,000 acres set aside for conservation in northern Mexico in the Chihuahua Desert along the US border. In these limestone mountains live 400 bird species, and 70 mammal species, including one that is returning after a long absence, the desert bighorn sheep.

"The sheep were all shot out 60 years ago. It's a dream for us to reintroduce them", says Patricio Robles Gil, president of Agrupación Sierra Madre, a conservation group leading the project. In the past two years nearly 50 sheep have been brought here from an island in the Gulf of California to a 12,000-acre enclosure adjacent to Maderas del Carmen. "Once we build up a herd, we'll begin releasing them", he says.

Established in 1994, Maderas del Carmen is largely privately owned ranch land.

ELIGE LA OPCIÓN CORRECTA Y MARCA LA LETRA CORRESPONDIENTE EN TU HOJA DE RESPUESTAS.

26. A: Where is the Chihuahua Desert?

B: _____

- a) It is only in Chihuahua.
- b) It is as big as the Sonora Desert.
- c) It is 25 per cent of the Mexican territory.
- d) It is in the north of Mexico and the south of the US.

27. A: Why is the Chihuahua Desert considered important by the World Wildlife Fund?

B: _____

- a) Because it ranks third after the Namib-Karoo Region in Africa and the Great Sandy Desert in Australia.
- b) Because of its desert-species diversity.
- c) Because it is very big.
- d) Because cactus species live here.

28. A: What are they reintroducing in Madera del Carmen?

B: _____

- a) Bird species.
- b) The desert bighorn sheep.
- c) Many mammal species.
- d) Cactus.

29. A: How did the sheep become extinct in the Chihuahua Desert?

B: _____

- a) People shot them.
- b) Conservationists brought them from an island in the Gulf of California.
- c) They are building up new herds.
- d) They simply became a dream.

30. A: Whose is Madera del Carmen?

B: _____

- a) It belongs to Chihuahua.
- b) It's largely privately owned.
- c) It's Agrupación Sierra Madre's.
- d) It's Patricio Robles Gil's.

RESPUESTAS

1. b
2. a
3. c
4. a
5. a
6. c
7. a
8. d
9. d
10. d

11. a
12. c
13. a
14. d
15. a
16. d
17. b
18. a
19. b
20. a

21. a
22. b
23. b
24. a
25. c
26. d
27. b
28. b
29. a
30. b